FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE

Wednesday, June 5, 2013
1:00 pm *approximate start time*
Florida International University
Modesto A. Maidique Campus
Graham Center Ballrooms

Committee Membership:

Cesar L. Alvarez, *Chair;* Claudia Puig, *Vice Chair*; Jose J. Armas; Mayi de la Vega; C. Delano Gray;
Liane M. Sippin

Liaison:

Carlos B. Castillo*, Foundation Board of Directors*

AGENDA

1.	**Call to Order and Chair's Remarks**	**Cesar L. Alvarez**
2.	**Approval of Minutes**	**Cesar L. Alvarez**
3.	**Follow Up from Previous Meeting**	**Cesar L. Alvarez**
4.	**Action Items**	

    AP1. Tenure as a Condition of Employment Nominations   **Douglas Wartzok**

    AP2. Tenure Nominations   **Douglas Wartzok**

    AP3. New Educational Site: The Wolfsonian-FIU Special Purpose   **Douglas Wartzok**
           Center in Downtown Miami

    AP4. New Program Proposal: B. A. Interdisciplinary Studies Degree   **Douglas Wartzok**

    AP5. New Program Proposals: **Douglas Wartzok**
        MSN Advanced Adult Gerontology Nurse Practitioner
        MSN Advanced Child Nurse Practitioner
        MSN Advanced Family Nurse Practitioner
        MSN Advanced Psychiatric Nurse Practitioner
        MSN Nurse Anesthetist

    AP6. 2013-14 University Work Plan to the Florida Board of   **Douglas Wartzok**
           Governors

The Florida International University
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5. **Information/Discussion Items** (*No Action Required*)

    5.1 **Foundation Report**   **Carlos B. Castillo**

    5.2 **Academic Affairs Reports**

        ▪ Enrollment Services Report   **Luisa M. Havens**

        ▪ Graduate Education Report   **Lakshmi N. Reddi**

        ▪ Undergraduate Education Report   **Douglas L. Robertson**

    5.3 **Division of Research Report**   **Andres G. Gil**

    5.4 **Student Affairs Report**   **Larry Lunsford**

    5.5 **Division of Information Technology Report**   **Robert Grillo**

6. **New Business** *(If Any)*   **Cesar L. Alvarez**

7. **Concluding Remarks and Adjournment**   **Cesar L. Alvarez**

Next Academic Policy and Student Affairs Meeting
is scheduled for Tuesday, September 10, 2013

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 5, 2013

Subject: Approval of Minutes of the Meetings held March 6, 2013; and April 18, 2013

Proposed Committee Action:
Approval of Minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, March 6, 2013 at the Modesto A. Maidique Campus, College of Business Complex, Special Events Center, room 233; and Minutes of the Academic Policy and Student Affairs Committee meeting held on Thursday, April 18, 2013 via conference call.

Background Information:
Committee members will review and approve the Minutes of the Academic Policy and Student Affairs Committee meeting held on Wednesday, March 6, 2013 at the Modesto A. Maidique Campus, College of Business Complex, Special Events Center, room 233; and Minutes of the Academic Policy and Student Affairs Committee meeting held on Thursday, April 18, 2013 via conference call.

Supporting Documentation: Academic Policy and Student Affairs Committee
Meeting Minutes: March 6, 2013; April 18, 2013

Facilitator/Presenter: Committee Chair Cesar L. Alvarez

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FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
MARCH 6, 2013

1. Call to Order and Chair's Remarks

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair Cesar L. Alvarez at 12:06 p.m. on Wednesday, March 6, 2013, at the Modesto A. Maidique Campus, College of Business Complex, Special Events Center, room 233.

The following attendance was recorded:

Present	*Excused*
Cesar L. Alvarez, *Chair*	Jose J. Armas
Claudia Puig, *Vice Chair*	
Mayi de la Vega	
Laura Fariñas	
C. Delano Gray	

Trustee Sukrit Agrawal and University President Mark B. Rosenberg were also in attendance.

Committee Chair Cesar L. Alvarez welcomed all Trustees, University faculty, and staff. Committee Chair Alvarez noted that it would be student Trustee Laura Fariñas' last Academic Policy and Student Affairs Committee meeting as a member of the Board of Trustees. On behalf of the Committee, he thanked her for her service and contributions as the student Trustee and Student Government President for the Modesto A. Maidique Campus.

2. Approval of Minutes

Committee Chair Alvarez asked that the Committee approve the Minutes of the meetings held on November 29, 2012 and January 14, 2013. A motion was made and passed to approve the Minutes of the Academic Policy and Student Affairs Committee meetings held on Thursday, November 29, 2012 at the Modesto a. Maidique Campus Graham Center Ballrooms and on Monday, January 14, 2013 held via conference call.

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Academic Policy and Student Affairs Committee
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3. Action Item
AP1. Resolution in Honor of Butler Waugh

Provost and Executive Vice President Douglas Wartzok presented the Resolution in Honor of Butler Waugh for Committee review, noting that the Resolution, if approved, would be a posthumous recognition of Professor Waugh's contributions to the University. Provost Wartzok stated that Professor Waugh served the University for 38 years and, was the first faculty member hired by founding President Charles Perry. He added that Professor Waugh was instrumental in the development of the University's faculty, staff, administration, and physical campus during its nascent years. He stated that as the founding dean of the College of Arts and Sciences, Professor Waugh helped create the high-quality academic programs upon which the University has continued to expand and thrive.

A motion was made and passed that the FIU Board of Trustees Academic Policy and Student Affairs Committee recommend that the Board of Trustees adopt the Resolution in Honor of Butler Waugh.

4. Information/Discussion Items *(No Action Required)*
4.1 Foundation Report

Committee Chair Alvarez noted that Foundation Director and Liaison to the Board of Trustees Academic Policy and Student Affairs Committee Carlos B. Castillo sent his regrets as he was not able to attend. Committee Chair Alvarez further noted that a Foundation Report was provided at the Finance and Audit Committee meeting and was also expected at the Full Board meeting later in the day.

4.2 Academic Affairs Reports
FIU's Quality Enhancement Plan - Progress Report

Provost and Executive Vice President Douglas Wartzok introduced Dr. Hilary C. Landorf, Associate Professor and Director of the Office of Global Learning Initiatives, to provide a progress report on the *Global Learning for Global Citizenship* initiative, which he noted was approved by the Southern Association of Colleges and Schools (SACS) as FIU's Quality Enhancement Plan (QEP). Provost Wartzok stated that every SACS institution must implement a sanctioned QEP as part of its reaffirmation of accreditation. He added that the University's QEP has attracted national attention, and the initiative has been recognized as a benchmark in the field of higher education.

Professor Landorf presented an update on the status of FIU's QEP, noting that the program's goals are based on the University's Strategic Plan and focus on four areas of success: provision of a sufficient number of global learning courses; availability of global learning co-curricular opportunities; provision of high-quality professional development; and student proficiency in the global learning outcomes. She further stated that the University was on course to achieve all four QEP program goals and that *Global Learning for Global Citizenship* had been featured as a model program by *Inside Higher Ed* on February 20, 2013.

Florida International University   **DRAFT**
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Academic Policy and Student Affairs Committee
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Special Report: College of Law
College of Law Dean R. Alexander Acosta provided an update on the College's overall performance as well as its achievements over its 10 year history. Dean Acosta noted that FIU Law students regularly excel in national and international competitions and graduates have consistently achieved outstanding Florida Bar results. He added that FIU Law is committed to serving the community, stating that more than 27,000 hours of free legal services have been provided to approximately 400 individuals, groups and organizations in the last academic year.

Dean Acosta introduced two students and a recent alumnus who spoke on their respective experiences as students in the College. Altanese P. Phenelus, a second year law student who ranked first in her first year class and was a member of the 2013 FIU Moot Court Final Round winning team, addressed the Committee. Ms. Phenelus stated that FIU's rigorous curriculum and preparation have led to numerous opportunities, including her internships at the U.S. Attorney's and Miami-Dade County Attorney's Offices. Scott Hiaasen, a fourth-year student in the College's evening program, commended Dean Acosta and the faculty for their commitment to, and engagement with, students, and also commented that the Career Planning Office has been an invaluable resource that has provided assistance with resume writing and internship opportunities. Daniel J. Izquierdo, a recent graduate, discussed his experience as a member of LawBridge, FIU Law's legal residency program. Mr. Izquierdo noted that the LawBridge Program provides him with the knowledge and tools that are helping him with starting his own practice while still having the guidance and support of the College and its affiliates in the community.

Dean Acosta stated that FIU's LawBridge Program combines elements from a medical school residency and a business school entrepreneurial incubator into a two-year program for recent graduates who have passed the Florida Bar Examination. He noted that the Program assists recent graduates in becoming well-versed in ethical and professional standards central to practicing law and in their responsibilities to the public. He added that the Program provides participating graduates additional skills not taught in law schools, such as how to run a firm.

Dean Acosta noted that it was crucial for the College to continue to work with its students after graduation and support them with the necessary tools as they begin their careers in law. Committee Chair Alvarez thanked Dean Acosta, Ms. Phenelus, Mr. Hiaasen, and Mr. Izquierdo for their presentations. He noted that as Chair of the Board's Academic Policy and Student Affairs Committee and as Chair of the College of Law Dean's Council, he was very impressed with the successes of the College and its students.

Reports
Committee Chair Alvarez requested that the Enrollment Services, University Graduate School, Undergraduate Education, Division of Research, Student Affairs and Division of Information Technology Reports provided in the agendas be accepted as written. There were no objections.

5.   New Business
No new business was raised.

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6. Concluding Remarks and Adjournment

With no other business, Committee Chair Cesar L. Alvarez adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Wednesday, March 6, 2013, at 1:00 pm.

MG
3/21/13

FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC POLICY AND STUDENT AFFAIRS COMMITTEE
MINUTES
APRIL 18, 2013

1. Call to Order and Chair's Remarks

The Florida International University Board of Trustees' Academic Policy and Student Affairs Committee meeting was called to order by Committee Chair Cesar L. Alvarez at 3:05 p.m. on Thursday, April 18, 2013, via conference call.

The following attendance was recorded:

Present	*Excused:*
Cesar L. Alvarez, *Chair*	Jose J. Armas
Claudia Puig, *Vice Chair*	
Mayi de la Vega	
Laura Fariñas	
C. Delano Gray	

University President Mark B. Rosenberg also participated in the call.

Committee Chair Cesar L. Alvarez welcomed all Trustees, President Rosenberg, University faculty, and staff. He thanked the Committee members for making themselves available to participate in the conference call.

Committee Chair Alvarez stated that the Academic Policy and Student Affairs Committee had one item for review, an Honorary Degree Nomination for Dr. Herbert A. Wertheim.

2. Action Item
AP1. Honorary Degree Nomination

Committee Chair Alvarez noted that the honorary degree nomination for Dr. Wertheim, if approved by the Board, would grant him a Doctor of Medicine *honoris causa* degree, to be conferred at the April 29, 2013 commencement ceremony. Committee Chair Alvarez noted that Dr. Wertheim had already received one honorary doctorate from Florida International University in 1996, an honorary *Doctor of Science*, for his contributions as a leading scientist, entrepreneur, philanthropist and community leader. He added that the current nomination for an honorary Doctor of Medicine degree was endorsed by Senior Vice President for Health Affairs and Founding Dean of the Herbert Wertheim College of Medicine John Rock as well as Provost and Executive Vice President Douglas Wartzok, as noted in the agenda materials.

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Provost Wartzok commented that this additional honorary degree was a well-merited recognition of the significant contributions that Dr. Wertheim has made to promote the health and well-being of the community at large. Trustee C. Delano Gray stated that the Faculty Senate supported the conferral of the honorary degree due to Dr. Wertheim's philanthropy and generosity to the University, the medical profession, and the community.

3. New Business
No new business was raised.

4. Concluding Remarks and Adjournment
With no other business, Committee Chair Cesar L. Alvarez adjourned the meeting of the Florida International University Board of Trustees Academic Policy and Student Affairs Committee on Thursday, April 18, 2013, at 3:13 pm.

MG
5/17/13

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 5, 2013

Subject: Tenure as a Condition of Employment Nominations

Proposed Committee Action:

Recommend to the Florida International University Board of Trustees the approval of three (3) candidates for Tenure as a Condition of Employment (TACOE).

Background Information:

Pursuant to the Florida Board of Governors Regulation 1.001(5)(a), each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including but not limited to tenure.

The TACOE nominees had tenure at their previous institutions and have been selected to receive TACOE based on the caliber of their work.

Supporting Documentation: Tenure as a Condition of Employment Nominees

Attachment 1 – Tenure as a Condition of Employment Nominees' Bios

Facilitator/Presenter: Douglas Wartzok

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Florida International University
2012 - 2013 Tenure (as a Condition of Employment) Nominations

NAME	DEPARTMENT	PROPOSED RANK
College of Business		
Fred O. Walumbwa	Management and International Business	Associate Professor
School of Journalism and Mass Communication		
Kathy R. Fitzpatrick	Journalism and Broadcasting	Professor
Kurt Wise	Advertising and Public Relations	Professor

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Fred O. Walumbwa
Department of Management and International Business
College of Business

Fred O. Walumbwa earned his Ph.D. and Masters in Organizational Behavior and Human Resources from University of Illinois at Urbana-Champaign. He served as a tenured Associate Professor of Management at the W.P. Carey School of Business, Arizona State University, as well as Senior Research Advisor for the Washington-based Gallup Organization. Dr. Walumbwa's research interests revolve around understanding how organizations create climates more open to employee citizenship behavior, creativity/innovation, learning, knowledge sharing, voicing, and behaving ethically to foster individual, group and organizational performance. The College of Business has hired him to serve as Associate Professor in the Department of Management and International Business.

Dr. Walumbwa has published over 50 peer-reviewed articles in a wide range of top tier and prestigious journals in management and psychology such as Annual Review of Psychology, Journal of Applied Psychology, Personnel Psychology, organizational Behavior and Human Decision Processes, Journal of Operations Management, Decision Sciences, Journal of Management, Journal of Organizational Behavior, Leadership Quarterly, Business Ethics Quarterly, Applied Psychology: An International Review, and Journal of Occupational and Organizational Psychology, among others. He currently serves on the editorial boards of the Journal of Applied Psychology, Personnel Psychology, Organizational Behavior and Human Decision Processes, Journal of Management, Leadership Quarterly, and Journal of Leadership and Organizational Studies. In addition, he has published a book on authentic leadership development (2005; Elsevier Science) and several book chapters. Dr. Walumbwa is currently the Series Editor, Monographs in Leadership and Management published by Emerald Group Publishing Limited, United Kingdom.

Kathy R. Fitzpatrick
Department of Journalism and Broadcasting
School of Journalism and Mass Communication

Kathy R. Fitzpatrick received her Juris Doctor degree from Southern Methodist University and Master's and Bachelor's degrees in journalism from West Virginia University. She is a tenured professor of Public Relations and founding director of the graduate program in public relations at Quinnipiac University in Hamden, Connecticut. She formerly served as associate professor and director of the graduate program in public relations and advertising at DePaul University in Chicago. She also served as a faculty member and administrator at the University of Florida and Southern Methodist University. She is a senior public relations advisor, an attorney, and an internationally-recognized scholar in public relations and public diplomacy. She has been hired to serve as Associate Dean of Research and Graduate Programs for the School of Journalism and Mass Communications at FIU with an appointment as Professor in the Department of Journalism and Broadcasting.

Ms. Fitzpatrick's books and monographs include U.S. Public Diplomacy in a Post-9/11 World: From Messaging to Mutuality (Figueroa Press, 2011), The Future of U.S. Public Diplomacy: An Uncertain Fate (Martinus Nijhoff/Brill, 2010), U.S. Public Diplomacy's Neglected Domestic Mandate, (Figueroa Press, 2010) and Ethics in Public Relations: Responsible Advocacy (Sage, 2006). Her research has been published in top scholarly journals in communications and diplomacy. She has received six "top research paper" awards for peer-reviewed research presented at national and international conferences. She is co-editor of the Palgrave Macmillan Book Series on Global Public Diplomacy and serves on the international advisory boards of The Hague Journal of Diplomacy and Public Diplomacy Magazine. She also serves on the editorial review boards of the Journal of Public Relations Research, Public Relations Review, Communications Quarterly, and the Journal of Mass Media Ethics. She also serves on the executive committee of the Diplomatic Studies Division of the International Studies Association. Fitzpatrick formerly served as head of the Educators Academy of the Public Relations Society of America (PRSA) and is a former president of the Dallas Chapter of PRSA. She also served two terms on the PRSA Board of Ethics and Professional Standards and was a member of the task force that developed the PRSA Code of Ethics.

Kurt Wise
Department of Advertising and Public Relations
School of Journalism and Mass Communication

Kurt Wise earned his Ph.D. in Mass Communication from University of Maryland. He holds a tenured position as Professor and Chair of the Public Relations Department, School of Communications at Quinnipiac University in Hamden, Connecticut. In his role as Chair, he supervised six full-time faculty members and five part-time faculty members. Before coming to academe, Wise spent nearly two decades in media and public relations. He held positions in radio sports and news in Florida, Kentucky, and Indiana. He then served in public relations executive management positions in the political, gaming, natural resources, and medical device manufacturing fields. He served as the public relations officer for Cook Incorporated, the world's largest privately-held medical device manufacturing firm. Dr. Wise has been hired to serve as full professor in the Department of Advertising and Public Relations.

Dr. Wise's research specialty is public relations and healthcare and he has published solo-authored articles in peer-reviewed journals such as the *Journal of Public Relations Research, Public Relations Review,* and the *Journal of Communication in Healthcare.* He serves on the editorial boards of *Public Relations Review* and the *Journal of Communication in Healthcare.* He is a member of the Public Relations Society of America (PRSA) Health Academy and served two terms on its Executive Committee. He has been an accredited public relations counselor (APR) since 1996. Dr. Wise twice served as a delegate to the PRSA national Leadership Assembly.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 5, 2013

Subject: Tenure Nominations

Proposed Committee Action:

Recommend to The Florida International University Board of Trustees approval of the Tenure Nominations as specified in the Board materials.

Background Information:

Pursuant to the Florida Board of Governors Regulation 1.001(5)(a), each board of trustees shall provide for the establishment of the personnel program for all the employees of the university, including but not limited to tenure.

The University President is recommending the granting of Tenure for twenty-five (25) nominees as specified in the Board materials.

Supporting Documentation:	Tenure Nominations
	Attachment 2 - Tenure Process
	Attachment 3 - Tenure Nominees' Bios
Facilitator/Presenter:	Douglas Wartzok

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Florida International University
2012 - 2013 Tenure Nominations

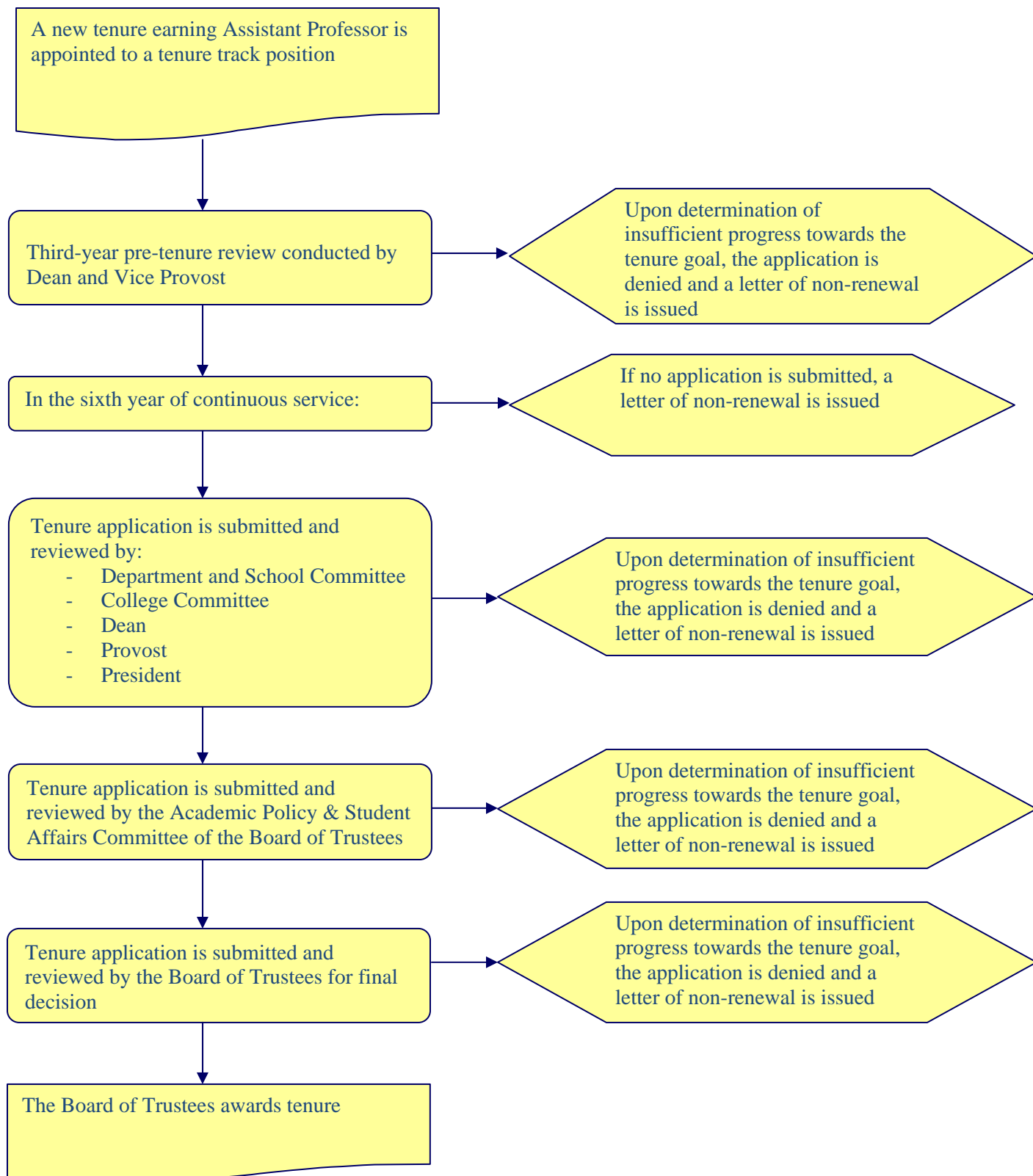| Name	Department	Proposed Rank
Chaplin School of Hospitality and Tourism Management		
Eunju Suh	n/a	Associate Professor
College of Architecture + the Arts		
Jesse Dreikosen	Theatre	Associate Professor
Jose Raul Lopez	Music	Associate Professor
David Rifkind	Architecture	Associate Professor
Michael P. Yawney	Theatre	Associate Professor
College of Arts and Sciences		
Vernon Dickson	English	Associate Professor
Juliet Erazo	Global and Sociocultural Studies	Associate Professor
Jamie L. Flexon	Criminal Justice	Associate Professor
Kai Huang	Mathematics and Statistics	Associate Professor
Barry S. Levitt	Politics and International Relations	Associate Professor
Xiaosheng Li	Mathematics and Statistics	Associate Professor
Jennifer Matey	Philosophy	Associate Professor
Pallab Mozumder	Earth and Environment	Associate Professor
Vrushali Patil	Global and Sociocultural Studies	Associate Professor
Albert K. Wuaku	Religious Studies	Associate Professor
College of Business		
Monica C. Tremblay	Decision Sciences and Information Systems	Associate Professor
College of Education		
Hyejin Bang	Leadership and Professional Studies	Associate Professor
Eric Brewe	Teaching and Learning	Associate Professor
College of Engineering and Computing		
Deng Pan	Computer and Information Sciences	Associate Professor
Gang Quan	Electrical and Computer Engineering	Associate Professor

Florida International University
2012 - 2013 Tenure Nominations

College of Law		
Cyra A. Choudhury	n/a	Associate Professor
Robert Stempel College of Public Health and Social Work		
Adriana Campa	Dietetics and Nutrition	Associate Professor
School of Journalism and Mass Communications		
David J. Park	Advertising and Public Relations	Associate Professor
Juliet G. Pinto	Journalism and Broadcasting	Associate Professor
Maria Elena Villar	Journalism and Broadcasting	Associate Professor

Tenure Process

A new tenure earning Assistant Professor is appointed to a tenure track position

Third-year pre-tenure review conducted by Dean and Vice Provost

Upon determination of insufficient progress towards the tenure goal, the application is denied and a letter of non-renewal is issued

In the sixth year of continuous service:

If no application is submitted, a letter of non-renewal is issued

Tenure application is submitted and reviewed by:
- Department and School Committee
- College Committee
- Dean
- Provost
- President

Upon determination of insufficient progress towards the tenure goal, the application is denied and a letter of non-renewal is issued

Tenure application is submitted and reviewed by the Academic Policy & Student Affairs Committee of the Board of Trustees

Upon determination of insufficient progress towards the tenure goal, the application is denied and a letter of non-renewal is issued

Tenure application is submitted and reviewed by the Board of Trustees for final decision

Upon determination of insufficient progress towards the tenure goal, the application is denied and a letter of non-renewal is issued

The Board of Trustees awards tenure

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Eunju Suh
Chaplin School of Hospitality and Tourism Management

Eunju Suh, Ph.D, is an Assistant Professor of Marketing and Management at Chaplin School of Hospitality and Tourism Management at FIU, where she has been a member of the faculty since 2007. Dr. Suh holds a B.S. degree in business administration from EWHA Woman's University; a M.S. degree in hospitality management, and a Ph.D. degree in hotel administration from the University of Nevada, Las Vegas. Prior to joining FIU, she worked as a Senior Gaming Analyst at the Venetian Resort Hotel Casino in Las Vegas, where she conducted marketing and operation analyses for the strategic marketing department. Her previous work experience also includes direct marketing and loyalty marketing at several major hotel casinos in Las Vegas.

During her tenure at FIU, Dr. Suh has been very productive in research as evidenced by her numerous refereed papers, proceedings and conference presentations. Her research has appeared in top-tier refereed journals in the hospitality management field such as the Cornell Hospitality Quarterly, the International Journal of Hospitality Management as well as in the refereed conference proceedings including International Council on Hotel, Restaurant, and Institutional Education (CHRIE) which is a leading international organization for educators, researchers and professionals in the hospitality and tourism fields. Dr. Suh's primary area of research involves developing theoretical models and applying empirical analysis to address problems relating to casino operations and marketing management. She currently serves as an editorial board member for the Korean Journal of Hospitality Management and is a member of CHRIE. Moreover, she has served as ad-hoc reviewer for leading hospitality academic journals and academic conferences including the Cornell Hospitality Quarterly, the International Journal of Hospitality Management, and the Journal of Business Research.

Jesse Dreikosen
Department of Theatre
College of Architecture + The Arts

Jesse Dreikosen is the Head of Design and Production in the Department of Theatre at FIU. He received his MFA in scene design from Purdue University and a BFA in theatre design from Viterbo University in La Crosse, Wisconsin. Prior to joining the faculty at FIU he worked as the resident scene designer at New Theatre in Miami, Florida. Favorite designs at New Theatre include *Madagascar* (Carbonell Nomination), *Paradise*, and *The Sunken Living Room*, which was remounted at Southern Repertory Theatre in New Orleans. He has designed around the country at such theatres as The Texas Shakespeare Festival, Shakespeare Theatre of New Jersey, The Mint Theatre, Texas Repertory Theatre Company, The Red Fern Theatre, The Ohio Theatre, The Renaissance Theatre and The 6th Street Playhouse in Santa Rosa, California. His work has been exhibited at the Prague Quadrennial in the Czech Republic. He currently holds the position of Vice-Commissioner for Education in the Scene Design & Technologies Commission for The United States Institute for Theatre Technology and Vice-Chair of Design, Technology & Management for the Kennedy Center American College Theatre Festival in Region IV. He has received numerous regional and national awards for his designs.

Mr. Dreikosen has also worked outside of theatre as a visual and marketing consultant for GAP Incorporated where he helped layout and open new GAP stores in New York, Miami, and throughout the Midwest. He was responsible for teaching the employees lighting, window displays, marketing placement and dressing mannequins. One of his major areas of research is incorporating different design opportunities into a design curriculum for theatre students, making them aware that there are many "alternative avenues" within the field of scene design.

Jose Raul Lopez
Department of Music
College of Architecture + The Arts

José Raúl López graduated from the University of Miami, School of Music with a Doctor of Musical Arts degree in Piano Performance in 1993; a Master of Music degree in Piano Performance in 1985 and a Bachelor of Music degree in 1982. López's multi-faceted career includes the position of Principal Pianist with the former Florida Philharmonic Orchestra from 1989-2002, playing over 400 orchestral/chamber music performances in Miami-Dade, Broward, Palm Beach and Monroe counties; twenty five years as Resident Ballet Accompanist for American ballet pioneer Thomas Armour, as well as substantial experience as a chamber musician and a keen exponent of contemporary music, as manifested in recordings in the Innova, Albany, SNE and Toccata Classics labels.

Dr. López's chief area of research to date has centered on analyzing and recording the complete works for solo piano by Riccardo Malipiero (1914-2003), one of the most significant Italian dodecaphonic composers of the post-World War II period. The world premiere CD recording, along with extensive CD booklet notes—which represent original musicological research— has been released on Toccata Classics, a respected British label which specializes in composers whose works are unjustly neglected or absent from the recorded catalogue. López represented FIU at the International Conference on the development of 12-tone music in Italy in 2008, in memoriam Riccardo Malipiero, where he delivered a paper on aspects of several of Malipiero's piano works. Another area of expertise is the piano works by the French Romantic composer Charles Valentin Alkan (1813-1888), whose yet-to-be recorded complete piano transcriptions will appear as a multi-CD project on Toccata Classics beginning in 2013, Alkan's bicentenary year. López is a member of the English Alkan Society and he serves as president of the South Florida chapter of the American Liszt Society at FIU, inaugurated in 2010. He is also co-founder and co-director of the 'Living Artist Concert Series' at the Deering Estate as well as a member of the Deering Estate Chamber Ensemble.

David Rifkind
Department of Architecture
College of Architecture + The Arts

David Rifkind earned his Ph.D. in Architectural History and Theory from Columbia University, Master of Architecture in History and Theory from McGill University, and Bachelor of Architecture from Boston Architectural Center. He joined FIU as Assistant Professor of Architectural History and Theory in 2007. His current research deals with urbanism and architecture in Ethiopia during the Italian occupation from 1936-1941, and is the first component in long-term studies of the built environment in modern Ethiopia and of modern architecture and urban planning throughout Africa. His work in Ethiopia has been supported by a grant from the Graham Foundation and a residency at the American Academy in Rome as the inaugural Wolfsonian Affiliated Fellow.

Dr. Rifkind's first book, *The Battle for Modernism: Quadrante and the Politicization of Architectural Discourse in Fascist Italy*, won the 2011 James Ackerman Prize for Architectural History from the Centro Internazionale di Studi di Architettura Andrea Palladio in Vicenza. The book was published by the CISA Palladio and Marsilio Editori. Dr. Rifkind also won best article awards for essays published in the two flagship journals in architectural education and history, the *Journal of Architectural Education* ("Misprision of Precedent: Design as Creative Misreading") and the *Journal of the Society of Architectural Historians* ("Gondar. Architecture and Urbanism for Italy's Fascist Empire"). He curated the 2012 exhibition, *Metropole/Colony: Africa and Italy*, in the Wolfsonian-FIU Teaching Gallery at the Frost Art Museum.

Michael P. Yawney
Department of Theatre
College of Architecture + The Arts

Michael P. Yawney's training began at New York University's Experimental Theater Wing in the early1980s. Mr. Yawney continued his academic training at Columbia University, earning an M.F.A. in Directing. Upon graduation from NYU, he co-founded two theaters: Bad Neighbors, which specialized in topical, popular, comedic performance and DaK Theater, which used techniques of his mentor Eugenio Barba in rehearsal processes lasting up to 16 months. Eventually Yawney became the Artistic Director of Bad Neighbors popularizing serial performance in downtown New York theater and commissioning new works from playwrights including Steven Sater, Deb Margolin, Madeleine Olnek and Georg Osterman. He comes to teaching having been mentored by some of the most influential figures in theater training in the late 20th century: Anne Bogart (with whom he worked at NYU and Columbia); Eugenio Barba (the guide for DaK Theater in developing its training); Joseph Chaikin (who chose Mr. Yawney to be his assistant on one of his last workshop productions); and Stephen Wangh (as director and teacher). Under their guidance, Mr. Yawney developed his physically-based approach to performance.

Since 2001, Mr. Yawney has produced work in both South Florida and New York. Using non-mainstream techniques in the service of traditional material has brought support for his work as a playwright and director from organizations such as New York Stage and Film at Vassar, The Arsht Center for the Performing Arts (where both *The BugChasers* and *1,000 Homosexuals* broke advance sales records), and Miami-Dade Department of Cultural Affairs. He is a member of LMDA (Literary Managers and Dramaturgs of America), ATHE (Association of Theater in Higher Education), The Dramatists Guild and The Playwrights Center. Locally, he serves on the board of The South Florida Theatre League and is on the Recommendation Panel for the Carbonell Awards.

Vernon Dickson
Department of English
College of Arts and Sciences

Vernon Dickson joined FIU in the fall of 2007, having recently completed his Ph.D. in English at Arizona State University with a dual focus in Renaissance literature and rhetorical studies. Prior to joining FIU, Dr. Dickson was the Writing Center Coordinator for Arizona State University's Polytechnic campus, where he also coordinated the Academic Success Workshop Series, taught for Humanities and Arts, and received the Engaged Scholar Certificate of Distinguished Service. While at ASU, he received a Quality of Undergraduate Education Grant to design *Shakespeare Studies Online*, ASU's first fully online Shakespeare course. He also received a summer fellowship at Brigham Young University to teach Shakespeare and an advanced freshman writing course. He currently has in review at a major press a monograph exploring social and rhetorical theories and practices of imitation and emulation primarily through their enactment on the English Renaissance stage and examining their cultural significance in the often touted age of imitation—several aspects of which he has presented as papers at international, national, and regional conferences.

Dr. Dickson is an active member of the Shakespeare Association of America and the Rhetoric Society of America. He has published articles related to Shakespeare, the Renaissance, rhetorical theory, exemplarity, and emulation in *Renaissance Quarterly*, *Studies in English Literature*, and *The Papers of the Bibliographical Society of America*. He has presented papers and workshops on a range of issues and topics, including teaching methods, writing skills and strategies, online instruction, research approaches, diversity awareness, graduate student engagement, the Preparing Future Faculty program, and the Responsive PhD Initiative. He serves on a number of departmental and thesis committees within the English department. Professor Dickson presented with Kimberly Harrison on Constructing and Assessing Purposeful Writing Assignments for the Global Learning Quality Enhancement Plan (QEP).

Juliet Erazo
Department of Global and Sociocultural Studies
College of Arts of Sciences

Juliet Erazo obtained a Ph.D. in Anthropology and Natural Resources and Environment from the University of Michigan, an M.A. in Anthropology from the University of Michigan, and an M.S. in Social Sciences of Forest Management from the University of Washington. Her research interests intersect between social science theory and human-environment relationships. Her MS thesis in Forest Resource Management at the University of Washington directly led to an invitation to participate as a consultant for a World Bank/United Nations Global Environmental Facility project evaluation team in Ecuador in 1997. Dr. Erazo then pursued doctoral studies at the University of Michigan, creating an interdisciplinary degree combining requirements from the School of Natural Resources and Environment and the Department of Anthropology. She began a two-year postdoctoral position at the University of California, Berkeley, where she was able to pursue her own research and engage with a dynamic group of fellows and faculty.

In the fall of 2006, Dr. Erazo accepted the position of Assistant Professor of Anthropology at FIU. Since then, she obtained several small grants for her research, allowing her to return to Ecuador four times between 2007 and 2011. She has published articles in the highly-ranked, peer-reviewed journals *Development and Change* and *Human Ecology*, as well as two chapters in edited volumes and a Spanish translation of her dissertation (published as a book by well-regarded Ecuadorian academic publisher Abya Yala). She also completed a second book, forthcoming from Duke University Press, which expounds the substantial amount of new research and theoretical analysis conducted during her tenure at FIU. The book speaks to current questions in Indigenous Studies, Development Studies, Cultural Anthropology, and Political Ecology.

Jamie L. Flexon
Department of Criminal Justice
College of Arts and Sciences

Jamie L. Flexon is an assistant professor of criminal justice in the School of International and Public Affairs, College of Arts and Sciences at FIU. Her M.A and Ph.D. were earned at the School of Criminal Justice, University at Albany, State University of New York. While at the University at Albany, she worked as an editorial assistant and research support specialist (2001-2006) for the Utilization of Justice Statistics Program, SOURCEBOOK of Criminal Justice Statistics at the Hindelang Criminal Justice Research Center. The project is housed at the University at Albany and is funded by the Bureau of Justice Statistics, US Department of Justice.

Dr. Flexon's research interests involve the study of juvenile delinquency and policy evaluation in criminal justice generally and policy related to punishment (i.e., capital punishment). Her work frequently intersects with issues related to minority populations. Dr. Flexon's recent research has appeared in various outlets including *Journal of Quantitative Criminology*, *Crime & Delinquency, Journal of Criminal Justice, American Journal of Criminal Justice, International Journal of Offender Therapy and Comparative Criminology, Journal of Ethnicity in Criminal Justice, Western Criminology Review, Victims & Offenders,* among others. She is also author of a new book on the death penalty entitled *Racial Disparities in Capital Sentencing: Prejudice and Discrimination in the Jury Room* (2012). In addition, she is co-author of a book chapter in *Wrongly Convicted, Perspectives on Failed Justice* and a contributor to the *Encyclopedia of Criminological Theory* and the *Encyclopedia of Theoretical Criminology (Forthcoming)*. Dr. Flexon has also presented numerous papers to professional conferences and is a member of American Society of Criminology, Academy of Criminal Justice Sciences, Southern Criminal Justice Association, and the American Bar Association. She reviews for various journals including, but not limited to, *Justice Quarterly*, *Crime & Delinquency, Sociological Quarterly, International Journal of Offender Therapy and Comparative Criminology, Journal of Criminal Justice, British Journal of Sociology, and Victims & Offenders*, as well as for publishing companies, including Sage Publications, BH Security Books (a division of Elsevier), Jones and Bartlett Publishing and McGraw-Hill. Dr. Flexon has also served on editorial boards and is a member of the Racial & Ethnic Justice & Diversity Committee of the Criminal Justice Section of the American Bar Association.

Kai Huang
Department of Mathematics and Statistics
College of Arts and Sciences

Kai Huang received his Ph.D. from Michigan State University in 2002 and a B.S. in Mathematics from Jilin University, P.R. China. After being a Postdoc and Visiting Assistant Professor of University of California at Irvine, he joined FIU as an Assistant Professor of mathematics in August 2007.

Dr. Huang's research interests include scientific computing, numerical PDE, numerical analysis and their applications in physics and engineering. He has published thirteen papers in refereed journals, such as, SIAM: Multi-scale Modeling and Simulation, Journal of Computational Physics, Journal of Acoustic Society of America, and Journal of the Optical Society of America. Currently, he has six papers submitted to journals for possible publication. He is also collaborating with colleagues both within and beyond his department. He is now working on some problems in computational statistics with a faculty member in statistics division and a DNA structure problem with a faculty member in the Department of Chemistry. Dr. Huang has created two applied math courses since he joined FIU. Under his co-supervision, one graduate student received master degree in 2012. He is currently supervising one graduate student in math division and co-supervising four graduate students in statistics division. He served on the department hiring committee and several thesis and dissertation committees; he made his contribution to preparation of the Ph.D. program proposal for his department.

Barry S. Levitt
Department of Politics and International Relations
College of Arts and Sciences

Barry S. Levitt earned his Ph.D. in Political Science from the University of North Carolina at Chapel Hill in 2002. He also holds a B.A (with Honors) from McGill University and an M.A. from York University, both in Political Science. In 1998-99 he was a visiting scholar at the Instituto de Estudios Peruanos, Lima, Peru. In January-July 2000 he served as Director of Political Analysis for a Carter Center/National Democratic Institute election observation mission in Peru, and has done consulting work and participated in observer missions abroad for the Carter Center on several occasions since then. Prior to joining FIU in August 2007, Dr. Levitt was Assistant Professor of Political Science at Reed College, and Assistant Professor of Spanish and Latin American and Caribbean Studies (LACS) at Emory University. More recently, at FIU, he was appointed Undergraduate Director of his Department (PIR).

Dr. Levitt's research centers on political institutions in "new" democracies, especially Latin America. He studies democratization in four distinct but interrelated research areas: formal institutions and political organizations; political culture and public opinion; international organizations and regimes; and the administration of elections. Dr. Levitt is the author of the recently published *Power in the Balance: Presidents, Parties, and Legislatures in Peru and Beyond* (University of Notre Dame Press, 2012). He has also published articles in scholarly journals such as *Latin American Politics and Society, Latin American Research Review,* and *Journal of Politics in Latin America.* His newest publication—an article on institutional change in Turkey, coauthored with an FIU graduate student—was submitted in 2012 to *Nationalism and Ethnic Politics*. Additionally, he has contributed chapters to two peer-reviewed edited volumes published by major university presses. In support of this work, Dr. Levitt has won competitive grants and awards from several different sources. These include a grant from the Embassy of Canada in Washington DC (for research on the Organization of American States); and, most recently, a year-long research award from the National Endowment for the Humanities (to launch a new project on mass-media political humor in the Americas). Levitt is an active member of the American Political Science Association, the Midwest Political Science Association, and the Latin American Studies Association. And as an expert on the politics of democratization, he has been cited, quoted or interviewed by media outlets as varied as the Associated Press, The New York Times, the Atlanta Journal-Constitution and CNN International.

Xiaosheng Li
Department of Mathematics and Statistics
College of Arts and Sciences

Dr. Xiaosheng Li received his B.Sc. degree in Mathematics and M.Sc. degree in Mathematics from the Peking University in China in 1997 and 2000, respectively. He received his Ph.D. degree in Mathematics from the University of California at Los Angeles in 2005. He then served as an Acting Assistant Professor at the University of Washington in Seattle for three years. In 2008, he joined FIU as an Assistant Professor.

Dr. Li's research specialization is in inverse problems, an area of mathematical research in which one seeks to determine the cause of an observed or desired effect. He works on inverse boundary value problems and inverse scattering problems. The applications of his research arise in many fields, such as medical imaging, oil exploration, nondestructive testing, fluid mechanics, and quantum mechanics. Dr. Li has published seven papers in refereed journals. Of these, four are single authored. He has been awarded an NSF grant as the sole principal investigator to study inverse boundary value problems from 2011 to 2014. He was invited to present his work at many conferences and seminars, and to serve as a peer reviewer for many journals and conference proceedings. He also organized a special session during the American Mathematical Society sectional meeting in 2012.

Jennifer Matey
Department of Philosophy
College of Arts and Sciences

Jennifer Matey received a B.A. degree from Evergreen State College in Olympia, Washington and her Ph.D. at Stony Brook University, State University of New York at Stony Brook. As a graduate student, she spent a year conducting research in Paris, France as an exchange fellow at the University of Paris. She also spent three years as a visiting scholar with the Philosophy Department at the University of Arizona. She has been an Assistant Professor of Philosophy at FIU since completing her Ph.D. in 2007.

Dr. Matey's research is in the areas of philosophy of mind and the philosophical foundations of Psychology and the Cognitive Sciences. Her primary research agenda centers on metaphysical issues in Philosophy of Mind having to do with conscious experience and on the nature and scope of perceptual representation or 'content'. Her work draws on both traditional philosophical methods and ideas, as well as relevant empirical work in Psychology and the cognitive and biological sciences. She has presented her research at the major disciplinary meetings such as the American Philosophical Association, as well as the major meetings specific to her interdisciplinary research such as the Society for Philosophy and Psychology, the Southern Society for Philosophy and Psychology, and the Association for the Scientific Study of Consciousness. She has published in leading philosophical journals including *Philosophical Studies* and *Philosophical Psychology*.

Pallab Mozumder
Department of Earth and Environment
College of Arts and Sciences

Since Fall 2007, Pallab Mozumder has been employed as an Assistant Professor of Environmental Economics and Management in the Department of Earth and Environment (joint appointment with the Department of Economics) at FIU. Upon completing his Ph.D. in Environmental Economics from the University of New Mexico (UNM) in 2005, he worked as a post-doctoral fellow, funded by the U.S. Dept. of Energy, at The Environmental Institute, University of Massachusetts, until summer 2007. While at UNM, he also received an interdisciplinary Master's Degree in the Water Resources Program. He is trained in the fields of Environmental Economics, Public Policy and Interdisciplinary Management approaches addressing environmental issues. At FIU, he coordinates the Social Science Research Lab at the International Hurricane Research Center (IHRC), and he is also affiliated with Latin American Caribbean Center (LACC). Dr. Mozumder has published 18 research articles in refereed scientific journals. His research has been funded by major federal and state agencies such as the National Science Foundation (NSF), National Oceanic and Atmospheric Administration (NOAA), US Department of Energy, Florida Department of Community Affairs and Florida Sea Grant.

Dr. Mozumder has served on multiple review panels of major funding agencies allocating competitive research grants, including the National Oceanic and Atmospheric Administration (NOAA, Sectoral Applications Research Program in 2010 and Social Science Weather Research Program in 2012). He has reviewed scientific papers for 26 different peer reviewed journals (e.g. Proceedings of National Academy of Sciences, Journal of Environmental Economics and Management, Ecological Economics, Environment and Development Economics, Environmental and Resource Economics, Resource and Energy Economics, Water Resources Research, Journal of Environmental Management Risk Analysis, Natural Hazards Review, Weather, Climate & Society etc.). In addition, he reviewed two textbooks for World Scientific Publishing (2010) and SAGE Publications (2006) amongst other journals and publications.

Vrushali Patil
Department of Global and Sociocultural Studies
College of Arts and Sciences

Vrushali Patil received her Ph.D. in Sociology from the University of Maryland, College Park in 2006, also earning a Graduate Certificate in Women's Studies from the University of Maryland in 2004. Her doctoral research examined the politics of legal decolonization in the United Nations after World War II. Her research was supported by the University of Maryland Dean's Dissertation Fellowship. In 2007, she joined FIU's Department of Sociology & Anthropology (subsequently renamed the Department of Global and Sociocultural Studies) and the Women's Studies Center as an Assistant Professor. She is the dissertation advisor for three graduate students and has served on fourteen M.A. and Ph.D. student committees from several departments within FIU. In addition, Dr. Patil conducts interdisciplinary research which both draws on and contributes to sociology and gender studies literatures. Broadly, she is interested in bringing together two disparate approaches to the study of inequality, "intersectional approaches," which examine how hierarchies and inequalities having to do with race, gender, sexuality, culture, and nation may intersect to produce distinct experiences of inequality for individuals, and "transnational/globalization approaches," which examine how transnational/global processes shape hierarchies and inequalities among states.

Dr. Patil has published one book, *Negotiating Decolonization in the United Nations: Politics of Space, Identity and International Community* (Routledge) and eight peer-reviewed journal articles, five of which are sole authored. Three of the sole authored articles appear in the top ranked *Signs* and *Annals of Tourism Research,* while an additional co-authored article appears in the top ranked *Gender & Society*. In addition, she is currently working on her new book, entitled *Towards a New Gender Sociology: Decolonial, Feminist, Queer*. The book will further extend and develop the theoretical framework she started building in earlier work. Dr. Patil also participates regularly within her discipline's professional organizations, the American Sociological Association and Sociologists for Women in Society. She has held positions of leadership in both organizations. She was the Co-chair of the Caucus on Transnational Approaches to Gender and Sexuality in the former for five years. She is currently the Co-Chair of the Sister-to-Sister Committee in the latter.

Albert K. Wuaku
Department of Religious Studies
College of Arts and Sciences

Originally from Ghana, Albert Kafui Wuaku, is an assistant professor of African /African Diaspora Religions and Socio-Cultural Anthropology at FIU. He holds a Ph.D. in Religion and Socio-Cultural Anthropology from the University of Toronto (2004). He has also studied at the University of Ghana, at Legon (BA, HONS 1989), McMaster University in Canada (M.A 1995), and the Nobel Peace Institute of Oslo at the University of Oslo in Norway (Certificate in Peace Studies, 1993).

Dr Wuaku's research at FIU focuses on south to south global religious flows involving Africa and the rest of the Globe, and religious practices of immigrants from the Caribbean in the USA. He has published several articles in peer review journals, such as *Journal of Religion in Africa, Nova Religio: the journal of emergent religions, Journal of Contemporary African Studies*, and in edited volumes, on Hindu traditions taking root in Ghana, West Africa. His monograph entitled "Hindu Gods in West Africa: Ghanaian Devotees of Shiva and Krishna" is being published by E.J BRILL (July 2013). He is a recipient of the prestigious independent research grant from the American Academy of Religion for his field study on Vodou Healing processes in Miami, which is the basis of his second monograph Entitled "Hounga and Mambos as Healers in the Diaspora". He is a Steering Committee member of the African Religions group of the American Academy of Religion, and was a plenary speaker at the Academy's meeting at Chicago in November 2012. At FIU, Dr. Wuaku teaches African Religions, Religions of the Caribbean, Socio-Anthropological approaches to Religion, and Religious Ethnography. He is also an affiliate professor of the African/ African Diaspora Studies program and the Latin American and Caribbean Center.

Monica C. Tremblay
Department of Decision Sciences and Information Systems
College of Business Administration

Monica Chiarini Tremblay holds a Ph.D. in Information Systems and Decision Sciences and an M.S. in Management Information Systems from the University of South Florida. She has two decades of research and professional experience in organizational information systems and is focused on the use of information systems and techniques in healthcare. Her primary research goal focuses on data management and healthcare information systems. Her work appears in ten articles published in peer-reviewed journals, as well as fourteen peer-reviewed conference proceedings. She has received $827,000 in combined external funding from the following sources: Veterans Administration, Florida Agency for Healthcare Administration (AHCA), Health Foundation of South Florida, and The Office of the National Coordinator for Health Information Technology (ONC), and Healthcare Information and Management Systems Society (HIMSS) of North Central Florida. Florida International University awarded Dr. Tremblay the Top Scholar award in 2012.

Dr. Tremblay's teaching efforts have been rewarded; for eight consecutive cohorts she has received the best course award for the Masters of MIS. In 2010, she was part of a two person team that developed curriculum and steered approval of a new degree in Health Informatics and Management Systems through college, university and state boards. She is well known in the IS community due to her involvement as vice-chair of the special interest group in healthcare and her frequent role as associate editor, panelist, and organizer at the main information systems' conferences. Additionally, Dr. Tremblay serves as a part of a select group of reviewers for the Agency for Healthcare Research and Quality (AHRQ). She serves as an Associate Editor for *Health Systems* and frequently reviews papers for leading AIS, AMIA, INFORMS, and ACM journals in her area. Dr. Tremblay also serves on several local advisory committees on healthcare.

Hyejin Bang
Department of Leadership and Professional Studies
College of Education

Hyejin Bang received her doctoral degree in Kinesiology (Sport Management emphasis) with a minor in Qualitative Research Method at the University of Minnesota-Twin Cities in 2007. She has been with the faculty in the Department of Leadership and Professional Studies at FIU since 2007. Her primary research areas of interest include organizational behavior, human resources, volunteerism, and brand marketing in sport. Dr. Bang has worked with Professor Packianathan Chelladurai who is a recognized scholar of management science, specializing in organizational theory and organizational behavior in the context of sport. They developed the Volunteer Motivations Scale for International Sporting Events (VMS-ISE), which has made a significant contribution to the field of sport management, especially event organizations or managers who seek a large number of volunteers for their events and develop strategies to satisfy the volunteers' needs and expectations.

Dr. Bang's research experience has touched upon a variety of populations, locations, issues, and methodologies. Her last research has extended her work on volunteer commitment in non-profit sport organizations, examining psychological attitudes and motivations to develop effective volunteer management strategies. Therefore, many of her works ultimately benefit sport organizations and managers who are eager to retain their volunteer workforce and remain effective for their operational purposes. Dr. Bang's research works have been published in numerous academic journals including *Journal of Sport Management, Nonprofit Management and Leadership, Sport Marketing Quarterly, Event Management, Journal of Sport and Tourism.* She has also presented her research at various international and national conferences.

Eric Brewe
Department of Teaching and Learning
College of Education

Eric Brewe was hired as an Assistant Professor of Science Education at FIU in Fall 2007. Prior to his arrival, he earned a Ph.D. in Curriculum and Instruction, specializing in Physics Education Research (PER) from Arizona State University, an M.S. in Physics from Arizona State University, and a B.A. in Physics from DePauw University. At Arizona State University he worked with David Hestenes and developed the Energy Thread, a framework for teaching energy in University-level Modeling Instruction Physics courses. Following his time at Arizona State University, Dr. Brewe was an Assistant Professor of Physics at Hawaii Pacific University, where he further developed and implemented Modeling Instruction. These academic experiences made Dr. Brewe an ideal candidate to work in the FIU Science Education department and to collaborate with the Physics Education Research Group through the National Science Foundation-funded Center for High Energy Physics Research and Education Outreach (CHEPREO) project.

Dr. Brewe's work has focused on developing the FIU Physics Education Research group's national profile through research in Modeling Instruction and then utilizing the results of effective instruction to promote further changes within FIU. These efforts have resulted in publication of 12 peer-reviewed papers, including two solo authored papers, and six that include graduate students as co-authors. In addition, he has been author or co-author on 12 peer-reviewed conference proceedings from national meetings. In support of this research agenda, he has been Principal Investigator (PI) on $200,000 and Co-PI on over $4,969,000 of externally funded grants. These external grants have supported professional development for over 250 high school physics teachers; supported two post-doctoral researchers co-mentored by Dr. Brewe as well as six current doctoral students and one Ph.D. graduate, Dr. Vashti Sawtelle, now working at University of Maryland as a Post-Doctoral Researcher. He is active within the American Physical Society, serving on the Committee on Education and leading an effort to create a Topical Group on Physics Education Research. Dr. Brewe has also served on the PhysTEC advisory council and the American Association of Physics Teachers Research in Physics Education Committee.

Deng Pan
School of Computer and Information Science
College of Engineering and Computing

Deng Pan received his B.S. and M.S. degrees in Computer Science from Xi'an Jiaotong University, China, in 1999 and 2002, respectively, and a Ph.D. degree in Computer Science from State University of New York at Stony Brook in 2007. Upon his graduation from Stony Brook, he joined the Department of Electrical and Computer Engineering at FIU as an Assistant Professor.

Dr. Pan's research interests are in high performance switch architecture, quality of service, multicast, and network security. Since he joined FIU, he has published 33 papers in peer-reviewed journals and conferences, including Institute of Electrical and Electronics Engineers (IEEE) Transactions on Computers, IEEE Transactions on Communications, Journal of Parallel and Distributed Computing. As the sole-PI, he was awarded a National Science Foundation grant entitled "A Scalable and Efficient Framework for Switch Virtualization" from 2011 to 2014. In addition, he participated in two federal grants for a total amount of $700,000 as a Co-PI or Senior Investigator. He has one NSF proposal and two DHS proposals currently under review. Dr. Pan has actively serving the research community in such capacities as the Program Committee Member for conferences of INFOCOM, GLOBECOM, ICPP, HPCC, ICA3PP, PDCAT, and IC3, the Local Arrangement Co-Chair for GLOBECOM and CAMAD, and the Session Chair for GLOBECOM.

Gang Quan
Department of Electrical and Computer Engineering
College of Engineering and Computing

Gang Quan received his Ph.D. in 2002 from the Department of Computer Science & Engineering, University of Notre Dame, his M.S. 1994 from the Chinese Academy of Sciences, Beijing, China, and his B.S. in 1991 from the Department of Electronic Engineering, Tsinghua University, Beijing, China. Before he joined FIU in August 2009, he was an assistant professor in the Department of Computer Science and Engineering at University of South Carolina. His research interests and expertise include real-time systems, embedded system design, power-/thermal-aware computing, advanced computer architecture and reconfigurable computing. Dr. Quan is the recipient of the prestigious National Science Foundation Faculty Career Award. He won the Best Paper Award from the 38th Design Automation Conference in 2001. His paper was also selected as one of the Most Influential Papers of 10 Years at the Design, Automation, and Test in Europe Conference in 2007.

Dr. Quan's research has been well supported by external funding sources. He is the PI for four NSF research projects and two NSF Research Experiences for Undergraduates projects with combined budgets of $1.3 million. Dr. Quan's refereed publications include three book chapters, sixteen journal articles and over fifty conference papers in the area of computer systems and design automation. Most of the conference papers underwent a rigorous review process with very low acceptance rates. Dr. Quan has served as chair and technical program committee member for many prestigious conferences and is a regular reviewer for numerous conferences and journals. Dr. Quan is a senior member of the Institute of Electrical and Electronics Engineers.

Cyra A. Choudhury
College of Law

Cyra Akila Choudhury completed her J.D. cum laude and LL.M. at Georgetown University Law Center, a master's in Comparative Politics at Columbia University, and a bachelor's in Political Science with a minor in Religion and Women's Studies at the College of Wooster. She worked as a program associate for the National Academies for five years where she coordinated specialist committees, organized over 20 meetings a year attended by Nobel Prize-winning scientists over 40 government-funded associateships, and managed the budgets of several federally-funded projects worth over 4 million dollars. In her final post, she was a Research Associate for a project on International Labor Law and wrote reports on international labor law and particularly child labor. She worked for Freshfields Bruckhaus Deringer and the New York Legal Aid Society before returning to Georgetown as the 2005 Future Law Professor Fellow until 2008. Professor Choudhury joined the FIU College of Law faculty as an Assistant Professor in 2007.

Professor Choudhury's scholarship has placed in peer reviewed journals and leading law reviews including, the *University of Colorado Law Review, Akron Law Review, Columbia Journal of Gender and the Law*, and *the Michigan Journal of International Law* and has been on numerous SSRN top ten download lists. As an expert in Islamic law and Muslims as minorities, she has appeared on television and interviewed by local and national media. Professor Choudhury is affiliated with the School of International and Public Affairs, Middle East Studies and Women Studies departments. She advises the Muslim Law Student Association (MLSA) and has moderated a number of law school events for the MLSA and the International law Student Association. She has presented her work in conferences such as AALS, The Harvard Institute for Global Law and Policy, Law and Society, Latcrit, the Applied Feminist Legal Theory Conference, ClassCrit, and the Emerging Family Law Scholars Conferences. As an expert in Islam, gender and the law, Professor Choudhury has served as a blind reviewer for peer-reviewed journals and publications in Canada, the United States and South Africa. She was twice selected as a docent for the Harvard Institute for Global Law and Policy Workshop. She serves as a mentor for the AALS Women in Legal Education interest group. She continues to serve on the board of directors of the U.S. Bangladesh Advisory Committee, a national nonprofit that promotes the mutual interests of Bangladesh and the United States to the United States Congress.

Adriana Campa
Department of Dietetics and Nutrition
Robert Stempel College of Public Health and Social Work

Adriana Campa is an Associate Professor in the Department of Dietetics and Nutrition at the Robert Stempel School of Public Health and Social Work at FIU. She received her B.S. in Nutrition at Florida International University in 1982, her M.B.A. at the University of Miami (UM) in 1985, and her Ph.D. in International Studies from the UM in 1991. She completed her Post-doctoral Fogarty Fellowship in International Health from UM in 1998. Dr. Campa became an Associate Professor in tenure track at FIU in 2007. She is a Registered Dietitian recognized by the Commission on Dietetic Registration and is a licensed Dietitian and Nutritionist by the State of Florida's Department of Health. Dr. Campa's goal is to advance public health practice by applying interdisciplinary approaches to infectious disease and nutritional research. Her principal research themes incorporate nutrition at the social, environmental, and biological level of disease states focusing on the study of HIV/AIDS.

Since coming to FIU, Dr. Campa has acted as co-Principal, co-Director and co-Investigator for several NIH-funded grants that totaled over $21 million since 2001, along with Principal Investigator for several small intra and extramural grants ($54,000). She has authored and co-authored more than 30 journal articles, 7 chapters, and presented more than 150 abstracts and posters in national and international conferences as a product of her students' and her own research efforts. Dr. Campa was awarded the prestigious National Outstanding Dietetics Educator Award in 2009, and nominated for various teaching awards, among them the National Carnegie Undergraduate Teaching Award and several intramural teaching recognitions. Her record of service to FIU includes being a pioneer in creating one of the first and most popular Global Learning Courses for the Global Citizenship Initiative. She is also Chair of the Health Sciences Institutional Review Board and was Chair of the college's Curriculum Committee. Dr. Campa represents her profession at the USDA National Agricultural Research, Extension, Education, and Economics Committee that advises the US Secretary of Agriculture. She is actively engaged in volunteering and community service with several organizations including in the State of Florida Emergency Medical Corps, and the State Emergency Responders for the Florida-Haitian Relief, the Emergency Respond of the WIC Program during Hurricane Andrew, The Archdioceses of Miami Emergency Relief through Radio Paz for Hurricane Mitchell in Honduras and Georges in Dominican Republic, and the International Development Organization for the Overseas Development Network at UM's School of International Studies.

David J. Park
Department of Advertising and Public Relations
School of Journalism and Mass Communication

David J. Park received his Ph.D. in mass communication from the University of Wisconsin-Madison. His research interests include new media technologies, media production and policy, consumer behavior and international communication. His professional experience in public relations began with the Chancellor's office at the University of Wisconsin-Extension as a public relations and communications assistant. Dr. Park joined the Department of Advertising and Public Relations as an Assistant Professor in 2009 and is the Graduate Program Director for the Global Strategic Communications Graduate Program.

Dr. Park's scholarship appears in numerous peer-reviewed journals while his book "Conglomerate Rock: The Music Industry's Quest to Divide Music and Conquer Wallets" (Rowman and Littlefield publishers), has been hailed by critics as "the book we have all been waiting for: a definitive treatment of how the music industry is adapting to the digital world." In addition to presenting at dozens of national and international conferences, Dr. Park has also been invited to speak on a wide range of communications topics from economic globalization and music technology, to the politics behind Hurricane Katrina media coverage. He has also received several teaching and research awards during his career, and was named a Howard Hughes Research Sabbatical Scholar (2005) and an Honorary Fellow (2005) at the University of Wisconsin-Madison in the School of Journalism and Mass Communication. In addition, he was honored for his community engagement and teaching in 2009 with the *Outstanding Faculty Contributions to Service-Learning Instruction in Higher Education Award* from the Executive Committee of the Gulf-South Summit for Service-Learning and Civic Engagement in Higher Education. In 2005 he was a Fulbright-Hayes Scholar to the Caribbean. He has also worked at ENDA Tiers-Monde in Senegal and conducted research in Argentina through a Tinker-Nave grant. In 2011, Dr. Park was also honored with FIU's *SJMC Award of Excellence for Exceptional Research/Scholarly/Professional Activity* and became a research associate at the Center for Intercultural New Media Research at Marquette University.

Juliet G. Pinto
Department of Journalism and Broadcasting
School of Journalism and Mass Communication

Juliet G. Pinto earned her Ph.D. in communication from the University of Miami's School of Communication in 2006, her master's degree from the UM Rosenstiel School of Marine and Atmospheric Science in 2000, and her bachelor's degree in environmental science from Boston University in 1997. She is a former and current member of many professional associations, including the Association for Education in Journalism and Mass Communication, the Society of Environmental Journalists, the Latin American Studies Association and the International Communication Association, and a founding member of the International Environmental Communication Association. From 2006-2010, she coordinated FIU's School of Journalism and Mass Communication (SJMC) recognized language skills and writing program, through which all SJMC students must pass.

Dr. Pinto's research focuses on media and society in Latin America, particularly in terms of civic media performance. She has conducted research regarding media and environmental reporting, access to information legislation and investigative journalism. A secondary field of interest includes U.S. Spanish-language media and questions of media use, including questions related to cultural processes and media consumption. Her research has been published in *Science Communication, Critical Studies in Media Communication*, *Journalism: Theory, Practice and Criticism*, *Communication Law and Policy*, *Media History*, *Florida Communication Journal*, and others, and her work was accepted for presentation at top international and national level conferences. In 2011, she guest-edited a special issue on media and citizenship for the *Taiwan Journal of Democracy*, an issue that included work from top scholars in a variety of disciplines. She is an affiliated faculty member with the FIU Latin America and Caribbean Center, and is a member of an interdisciplinary research group with LACC and the University of Miami's Center for Latin American Studies. Dr. Pinto has won numerous awards, including the SJMC 2009 Award of Excellence for Exceptional Research/ Scholarly/Professional Activity; the FIU 2008 Gabor Community Award; the SJMC 2007 Award of Excellence for Exceptional Service; the 2006 Outstanding Graduate Student and Achievement Award from the University of Miami; and the 2005 First Place Award from the University of Miami Research and Creativity Forum. Dr. Pinto has been awarded the competitive SJMC Summer Research Grant every summer from 2008-2012.

Maria Elena Villar
Department of Journalism and Broadcasting
School of Journalism and Mass Communication

Maria Elena Villar holds a Ph.D. in communications and Master's in Public Health from the University of Miami, and a Bachelor's degree in Economics from Columbia University. She is Assistant Professor in the Department of Advertising and Public Relations at FIU. Her research focuses on culturally competent communication for social and behavioral change, and on strategic communication for diverse audience. Her research topics range from social determinants of disease and health, family and youth violence, mental health and drug abuse, HIV/AIDS and other infectious diseases, evaluation of program outcomes, and community coalitions for social change.

Dr. Villar has published a total of seven peer-reviewed journal articles based on her communication research; eight peer-reviewed publications in medical disciplines from her collaborations with scholars in the fields of dermatology, pediatrics, and nutrition; four published conference proceedings; one peer-reviewed book chapter; six journal manuscripts under review; 39 conference presentations, and several technical reports. Her work has been published in *Journal of Immigrant and Minority Health, Sex Education, Health and Mass Communication, Howard Journal of Communication,* as well as other medical journals. She has presented 39 papers and lectures at national and international refereed conferences, including, Institute for Public Relations, World Congress on Communications for Development, Latin American Studies Association, Global Health and Innovation Summit at Yale University, and the CDC National Conference on Health Communication, Marketing and Media amongst others. She also serves as social marketing director to FACES (Families and Communications Empowered for Success), a community initiative to improve behavioral health services for youth and ensure that family voices are heard. She oversees all social marketing, branding, stigma reduction and internal communication activities under a grant from the Florida Department of Children and Families and the South Florida Behavioral Network. For her work, Dr. Villar received the 2011 Gold ECCO (Excellence in Communication and Community Outreach) Award from the Substance Abuse and Mental Health Services Administration. Recently, she was recognized by FIU as a 2012 Top Scholar for her scholarly contributions.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 5, 2013

Subject: Approval of New Educational Site: The Wolfsonian-FIU Special Purpose Center in Downtown Miami

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Proposed Committee Action:

Recommend that the Florida International University Board of Trustees approve the establishment of The Wolfsonian-FIU facility in downtown Miami, Florida as a "special purpose center" of Florida International University.

Background Information:

Mr. Mitchell Wolfson, Jr., the founder of The Wolfsonian-FIU, has presented the University and the FIU Foundation, Inc. with a generous donation of real property located at 100 East Flagler Street (Floors 2, 8, and 9), Miami, Florida (the Property) and a planned gift of approximately 25,000 objects consisting of decorative art, works-on-paper, paintings, sculpture, rare books, and ephemera of the 1885-1945 period. The property is being donated to the FIU Foundation and will be long-term leased to the Wolfsonian-FIU for so long as it is to be used for Wolfsonian-FIU or other University purposes. The University will be responsible for all costs and expenses of operating and maintaining the property. The University anticipates that it will receive state operations and maintenance funding to operate and maintain the property.

The Wolfsonian-FIU intends to use the Property as an object study and research center for teaching, exhibition, museum administration or other educational purposes. With close to 20,000 square feet of additional space for The Wolfsonian-FIU, the Property will permit the University to finalize a $10 million grant agreement with Miami-Dade County (County) previously allocated to The Wolfsonian-FIU under the County's Building Better Communities General Obligation Bond Program.

The Wolfsonian-FIU Miami Beach facility is currently designated as a "special purpose center" of the University.

State University System of Florida Board of Governors (BOG) Regulation 8.009(1)(c) defines a "special purpose center" as "a unit of a university, apart from the main campus, that provides certain special, clearly defined programs or services, such as research or public service, and reflects a relatively permanent commitment by a university for the foreseeable future, not an occasional, time-limited, or transitory activity, in facilities which are university-owned, university-leased, or jointly used with another public institution."

BOG Regulation 8.009(3)(d) provides that "[e]stablishing, reclassifying, relocating, or closing an additional campus or special purpose center, including acquiring real property for such educational sites, shall be approved by the university board of trustees and, subsequently, the Board of Governors."

The Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
June 5, 2013
Agenda Item 4 – AP3
P a g e | **2**

|	
Supporting Documentation:	Wolfsonian-FIU facility, Downtown, Miami - FIU Gift Presentation
Facilitator/Presenter:	Douglas Wartzok

Board of Directors Meeting

Mitchell Wolfson, Jr. Gift

Wednesday, May 23, 2013

FIU FOUNDATION BOARD OF DIRECTORS
Property Details

✓ 100 East Flagler Street, Miami Florida

✓ Floors 2, 8 and 9 of nine-story, 54,000 sq. ft. condominium office building

✓ Constructed in 1975

✓ Improvements include 19,218 adjusted sq. ft. of space

✓ Combined 2012 Tax Assessed Value: $1,545,705

✓ No current tenants; owner occupied

✓ Property currently houses the Donor's extensive private collection
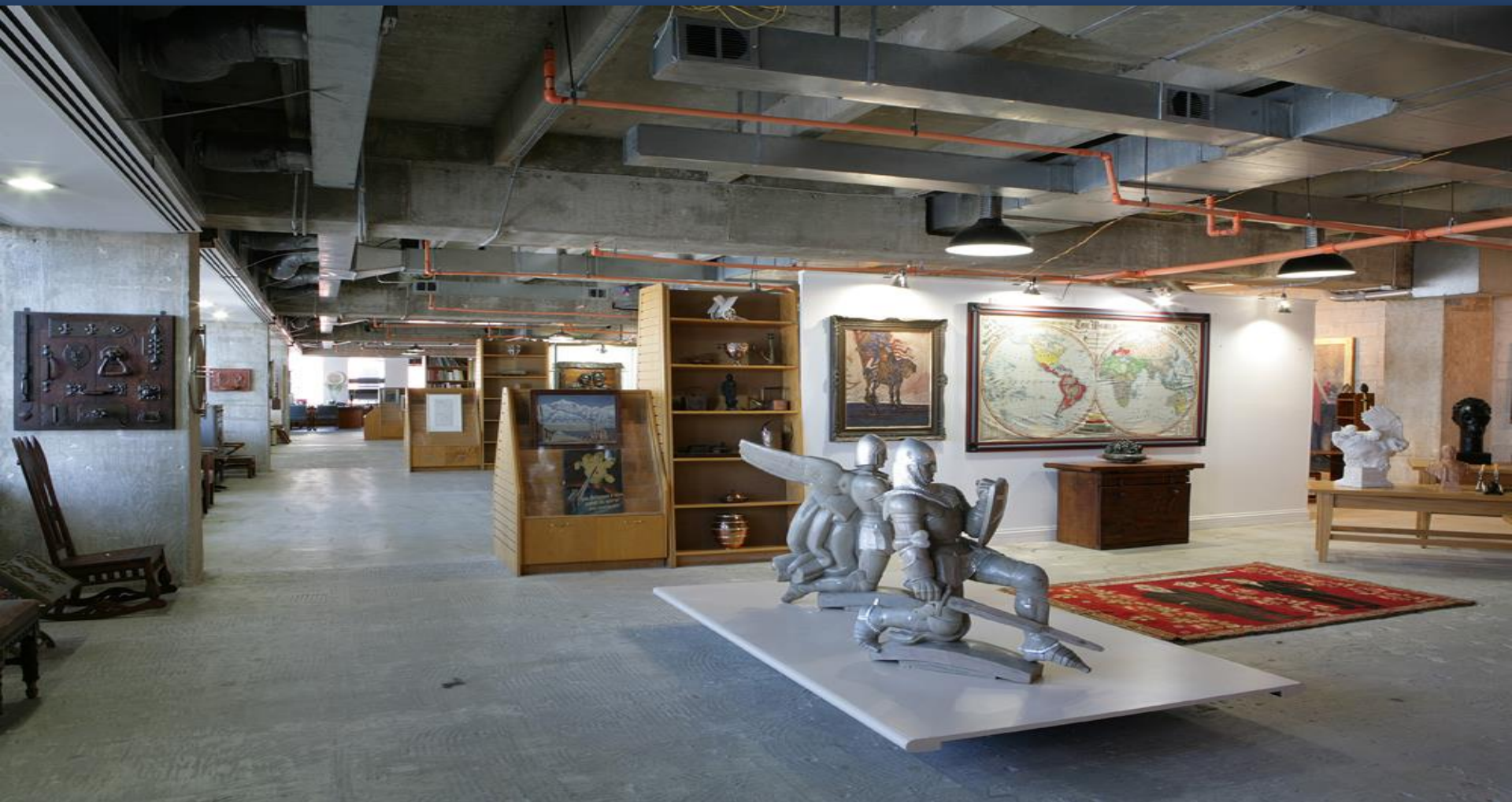
FIU FOUNDATION BOARD OF DIRECTORS
Opportunities

✓ **Property Will Be Used to Support Expansion of Wolfsonian-FIU's Mission:**

➢ Object Study and Research Center providing unique resources for learning and scholarly investigation

➢ Teaching space with dedicated areas for teaching installations and meeting rooms

➢ Exhibition space for museum, faculty and/or student-curated exhibitions

➢ Public lectures

➢ Tours/fund-raising events

➢ Museum Administration space

FIU FOUNDATION BOARD OF DIRECTORS
Opportunities

✓ **The Gift Will Also Significantly Expand The Wolfsonian-FIU's Collections**:

➢ Along with the real property, Mr. Wolfson has included a promised irrevocable gift of approximately 25,000 objects consisting of decorative art, works-on-paper, paintings, sculptures, rare books, and ephemera of the 1885-1945 period, to be conveyed incrementally over time

✓ **Facilitate Access to County Bond Funds**:

➢ The 19,218 square feet of additional space will permit The Wolfsonian-FIU to finalize a $10 million grant with Miami-Dade County previously approved as part of the Building Better Communities General Obligation Bond program

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 5, 2013

Subject: New Program Proposal: B.A. in Interdisciplinary Studies

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Proposed Committee Action:
Recommend to the Florida International University Board of Trustees approval of the Bachelor of Arts in Interdisciplinary Studies (CIP 30.9999) degree program.

Background Information:
The proposed Bachelor of Arts degree in Interdisciplinary Studies recognizes that career satisfaction, mobility, and success requires an entrepreneurial matching of academic learning to new or emerging job categories. This proposed degree is designed to help students discover their unique competence and develop a coherent, efficient career-centric program of study, whether as a first-time-in-college, a transfer from another college or university, or an employee seeking career-advancement.

The proposed B.A. in Interdisciplinary Studies will draw from a wide array of FIU departments and faculty and allow its majors to meet the requirement of the degree according to their specific future educational and occupational goals, in consultation with the College of Arts and Sciences professional advisors.

Specifically, the degree answers FIU's undergraduates' need for 1) timely 120-hour degree completion 2) a gateway from FIU academics to career, especially in new or emerging occupations, and 3) overall program flexibility for those working full-time or place-bound (additionally online). As many of the majors in the proposed program will be students employed locally, it is anticipated that most of the graduates will remain in Florida, and more specifically in South Florida, to enrich its economic capital.

Complete degree requirements for this proposed program will be offered on both the Modesto A. Maidique Campus and Biscayne Bay Campus. Additionally, students may complete all degree requirements online.

The proposed degree supports Florida State University System Strategic Plan goals.

Pursuant to State University System of Florida Board of Governors Regulation 8.011, Authorization of New Academic Degree Programs and Other Curricular Offerings (4)(b) *Bachelor's, Master's, Advanced Master's, Specialist and other Non-Doctoral Degree Programs* - Each university board of trustees shall approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist levels in accordance with BOG Regulation 8.011(3) and (5).

Supporting Documentation: B.A. in Interdisciplinary Studies New Program Proposal

Facilitator/Presenter: Douglas Wartzok

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Request to Offer a New Degree Program
Board of Governors, State University System of Florida

Florida International University	
University Submitting Proposal	**Initial Review Date**
Fall 2013	
Proposed Implementation Term	**Last Update**
Bachelor of Arts in Interdisciplinary Studies	
Complete Name of Degree	**Staffed By**
30.9999	
Proposed CIP Code	

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees	**President** **Date**
Signature of Chair, Board of Trustees **Date**	**Provost and Executive Vice President** **Date**

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	100	60	728	43,686	0	0	43,686
Year 2	150	90					
Year 3	200	120					
Year 4	250	150					
Year 5	300	180	243	43,686	0	0	43,686

Note: This outline and the questions pertaining to each section <u>must be reproduced</u> within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. Program Description and Relationship to SUS Goals

A. Description
Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.

The proposed Interdisciplinary Studies Bachelor of Arts degree recognizes that career satisfaction, mobility, and success requires an entrepreneurial matching of academic learning to new or emerging job categories and is, therefore, designed to help students discover their unique competence and develop a coherent, efficient career-centric program of study, whether as a first-time-in-college, a transfer from another college or university, or an employee seeking career-advancement. Its multi- or interdisciplinary curriculum also ensures that students will have developed the critical-analytical skills increasingly required in a globally-competitive employment market.

Specifically, the degree answers FIU's undergraduates' need for 1) timely 120-hour degree completion 2) a gateway from FIU academics to career, especially in new or emerging occupations 3) overall program (and additionally online) flexibility for those working full-time or place-bound and 4) efficient curricular follow-through from the exploratory tracks currently available to all students regardless of where they are in their academic career. As many of the majors in the proposed program will be students employed locally, we anticipate that the most of the graduates will remain in Florida, and more specifically in South Florida, to enrich its economic capital.

Given the many permutations possible in proposed the multi- or interdisciplinary curriculum, training and job-aptness will be unique to each student. However, most students will pursue jobs, upon graduation, at a higher level within a career already underway. Thus, for example, a student working in a quasi-secretarial position for a non-profit organization would--by developing a curriculum around writing and speech skills, Politics and International Relations, and Business-- become a stronger contender as a grant writer or community outreach liaison; or a student employed in a low-level staff position for a local film/video or music production company, by taking a cohort of Music, Journalism, or Business courses, would be suitable as a production program organizer; or, likewise, a student contemplating a future Law degree, would find his/her best preparation in taking a wide array of Criminal Justice, Writing, Speech, Philosophy, Economics, or Political Science courses.

The proposed B.A. in Interdisciplinary Studies will draw from a wide array of FIU departments and faculty and allow its majors to meet the requirement of the degree according to their specific future educational and occupational goals, in consultation with the College of Arts and Sciences professional advisors. It has the solid foundation of a focus area (enhanced by the sequenced Cornerstone and Capstone courses), and the freedom to select from a diversity of university courses to build on that foundation. The requirement of 30 hours of upper-division coursework in the major (120 hours total for the B.A.) may be met through completion of coursework in the College of Arts and Sciences and, as appropriate, other FIU colleges or schools.

To ensure that students' interests, previous academic history, and career plan coincide, two courses-- a second- or third-year 1-credit "Cornerstone" and a fourth-year 2-credit "Capstone"--are integrated into the 30 hours upper-division major requirements. The first helps majors devise a viable plan-of-

study; the second, a senior-year applied capstone course (a service-learning, internship/experiential learning, or research project) is designed as a gateway from FIU academics to a career-world beyond FIU.

Historically, as a scan of our SUS sister institutions reveals, "General Studies" degrees have evolved into either "Liberal Studies" or "Interdisciplinary Studies" degrees, according to each institution's curricular inventory and responsiveness to its particular undergraduate clientele. FIU needs both the new Interdisciplinary Studies and the existing Liberal Studies baccalaureate degrees to ensure maximum flexibility/efficiency and robust career-centered training for its diverse, place-bound undergraduate population. The proposed Interdisciplinary Studies B.A. differs from the existing Liberal Studies degrees in significant ways. The Liberal Studies degree, recently revised, draws mainly on the curriculum of the Arts and Sciences, i.e., the Liberal Arts. The proposed Interdisciplinary Studies degree draws upon coursework in both the College of Arts and Sciences and other FIU colleges/schools and is explicitly career-centric.

B. SUS Goals
Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly and indirectly support. (See the SUS Strategic Plan at http://www.flbog.org/about/strategicplan/)

The proposed degree supports all four of the SUS Strategic Plan goals, the first two and fourth very strongly, the third more modestly.

First, it will provide what the first goal proposes, "access to and production of degrees," especially for a large contingent of FIU undergraduates--especially Hispanics, FIU's principal minority group-- who are place-bound, typically older students seeking an academic degree in order to improve their current job situation or to assist them in obtaining future more professionalized/elevated employment. These students will benefit from the proposed degree by using the flexibility it offers to complete their baccalaureate degree requirements more expeditiously. By also offering the degree online, FIU seeks to provide these students with the maximum number of resources to complete the degree without sacrificing rigor.

It will also strongly meet the second goal, "statewide professional and workforce needs." The degree specifically targets job-preparedness, by allowing students to "self-tailor" their degree towards specific current or emerging occupations, with a strong oversight advising system and "Cornerstone" and "Capstone" courses that ensure a solid curricular focus and academic gateway to jobs (internships/experiential-learning and service-learning, especially).

Given the program's interdisciplinary nature--that is, that it is not located in a singular department-- the goal of (#3) "building world-class academic programs and research capacity" is not directly applicable. However, majors will be taking courses with faculty from a variety of departments who will be generating grant-funded research through their assignment in their respective departments and the Interdisciplinary Studies degree majors will be fortunate in being able to draw upon the rich assortment of faculty and programs engaged in research at FIU. The "Capstone" senior-year course includes a research-project option, which will entail specific association, for those students electing that option, with research-oriented faculty.

The degree overall or the "Capstone" requirement will not "grow" the specific or in-depth research profile of particular departments, but by bringing various departments' research faculty into the interdisciplinary aspects of the B.A. degree's curriculum and its majors' research efforts, overall at

FIU, research will be more widely disseminated into the student body at large and in turn the civic/occupational arena. An example: an Interdisciplinary Studies major, having taken a variety of Psychology, Philosophy or History, and Nursing courses, could write an interdisciplinary research thesis (drawing upon the mentoring and research knowledge of faculty with diverse expertise) on the psychological-philosophical theories of "care" as applied to contemporary South Florida Nursing outpatient clinics, which, in turn, would aptly prepare the student for better candidacy in applying to a post-B.A. health-oriented or Psychology program, and also thereby benefit the community that the latter M.S.s or Ph.D.s would serve. The alliance with the Honors College for an online Honors/ Interdisciplinary Studies degree, moreover, will--uniquely in the SUS--provide high-GPA place-bound/working students with the opportunity to engage in research (via the Capstone research option) with the foremost innovative research faculty at FIU.

Finally, the proposed degree supports the fourth goal, "meeting community needs and fulfilling unique institutional responsibilities," very strongly because FIU historically has had a large population of students who are at risk of having to earn more than 120 hours to complete degree requirements. These students will enhance their career opportunities by obtaining a B.A. degree sculpted to diverse post-baccalaureate job opportunities. Our students, mostly from the underrepresented groups, and many of whom are "first generation" college students will especially benefit from the degree's combined virtues of efficiency and (diverse) career-centric focus.

C. Areas of Emphasis
If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The proposed degree addresses quite strongly two areas listed in the Area of Programmatic Strategic Emphasis: Critical Needs: (1) Education and (2) Economic Development--Regional Workforce Demand

Critical Needs--Education: Because of the flexibility within the 30 hours required for the major per se, and the open-area remaining 30 hours of upper-division electives, undergraduates either beginning in the major or transferring into it, would readily be able to satisfy the K-12 certification requirements in one if not two of the sciences areas as defined in the Florida Department of Education guidelines.

The proposed Interdisciplinary Studies B.A. requires 6 hours in the Natural Sciences and 6 additional hours in an "Expertise Focus" area. Each of the current "Plan Twos" below requires 21 hours in either Biology, Chemistry, or Earth Space/Earth Science within a total of 30 hours of mandated science courses. Thus, majors could fulfill 12 of the 21 science-discipline specific courses within the Interdisciplinary Studies curriculum itself, requiring an additional 9 hours from electives and an additional 9 hours of other science courses (that is, 18 hours of the 30 hours of electives).

For FIU students switching out of pre-Med into Interdisciplinary Studies, the flexibility and focus options as described above would allow otherwise accumulated science credit hours to carry over to the Interdisciplinary Studies B.A. without credit-hour sacrifice. Interdisciplinary Studies majors electing to pursue K-12 certification would have the appropriate rigorous science-specific courses (Biology et al.) and be able to anticipate particular and evolving K-12 STEM needs and be career-productive in those K-12 science fields without being "locked-in" to the more comprehensive start-to-finish curricula required by science majors.

Economic Development--Regional Workforce Demand: Given the multi- or interdisciplinary

curriculum of the degree, it will prepare students for a diversity of job fields. More importantly, it gives students transferable skills which will allow them to adapt to the shifting economic/job terrain and will enhance their prospects of "moving-up" within careers already established.

D. Location
Identify any established or planned educational sites at which the program is expected to be offered, and indicate whether it will be offered only at sites other than the main campus.

The proposed Interdisciplinary Studies B.A. degree will be located administratively on FIU's Modesto A. Maidique Campus, and complete degree requirements will be offered on both the Modesto A. Maidique Campus and Biscayne Bay Campus. Additionally, students may complete all degree requirements online.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

A. Need
Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.

Because the proposed degree is not discipline specific, "data that support the need for more people to be prepared in this program at this level" are not available. The structure of the program implicitly embraces the universal employer need for graduates with baccalaureate training who have the capacity to bring new, interdisciplinary perspectives to their workplace as recognized by the "National Leadership Council for Liberal Education & American Promise" report, "College Learning for the New Global Century."

B. Demand
Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

For some time, students (both FTICs and transfers) have turned to the existing Liberal Studies B.A. after unsuccessful attempts at completing the requirements or even being accepted into their initially selected majors (e.g., Business, Biology, Nursing). In both cases--as advising records reveal-- students do so in order to satisfy timely 120-hour degree completion or the need to complete a degree without loss of substantial credit hours. Roughly, two-thirds of the current 1200 plus Liberal Studies majors chose the major for one of these reasons. By allowing for additional flexibility as it is trans-college rather than exclusively within Arts and Sciences, the proposed Interdisciplinary Studies B.A. will continue to serve this student clientele. With the intensified advising and oversight venues (the Cornerstone and Capstone courses), the proposed degree offers a practical and thoughtful gateway to specific career or advanced post-B.A. training.

FIU conducts an annual survey of graduating seniors. For the current Liberal Studies degree, out of 216 graduating (year 2011) respondents, to the question "did you acquire basic knowledge?" 141 and

66, respectively, responded "very strongly agree" and "very strongly disagree"; however, to the question "did the degree prepare you to assume the responsibilities of your chosen field?" the ratio, respectively, was 114 and 85. The proposed Interdisciplinary Studies B.A. with its increased flexibility but also stronger career-focused curriculum and Cornerstone/Capstone sequence, seeks to bring the second ratio closer in alignment with the first ratio: that is, although the "generalist studies" aspects of the current Liberal Studies provides its majors with "basic knowledge," it less successfully provides them with a skill-set to "assume the responsibilities" of their career-field. The self-tailoring flexibility of the new Interdisciplinary Studies degree will lead to better specific skill-set acquisition.

Another way the proposed degree will serve the needs of the targeted students is its being available online. Assuming steady increased undergraduate enrollment over the next years at FIU, we expect to approximately serve 250 new undergraduate majors by the fourth year on a steady basis.

C. Similarity with Other Programs
If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

Four other SUS universities currently have "Interdisciplinary Studies" B.A.s: the University of Central Florida, Florida Atlantic University, the University of North Florida, and the University of Florida. However, none are "substantially similar": FAU's degree splits into "Interdisciplinary Studies: Arts and Humanities" and "Interdisciplinary Studies: Social Sciences"; UCF requires two areas of study (in essence, two minors or concentrations equals a major); and both UNF and UF offer Interdisciplinary Studies B.A. degrees that are "limited access" or more exclusively Ph.D.-bound honors-style and research oriented (GPA=3.0 or above, with the expectation that the student will explicitly fuse together two research interests, for example, the Geriatric Psychology and Neurobiology).

Although drawing on several pedagogic best-practice features of the above sister SUS's (especially the Cornerstone/Capstone sequence), FIU's proposed B.A., will maintain simultaneously (see description of program in first section above) maximum flexibility and diverse occupational focus, especially appropriate to our largely place-bound undergraduate population. The degree will prepare students for both advanced post-baccalaureate training and immediate post- baccalaureate job opportunities.

Given the substantial difference in degree goals and the place-bound nature of anticipated majors, the proposed degree will not have an impact on the degrees offered at other institutions.
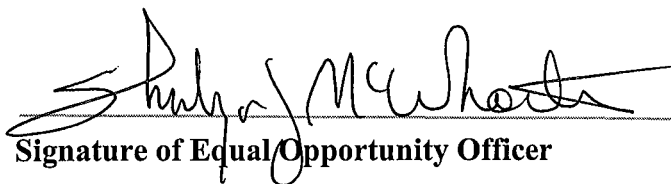
D. Enrollment Projections
Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally, undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.

The majority of current Liberal Studies B.A. majors at FIU (as reflected in annual data reports) do not initiate as Liberal Studies majors, but come to FIU with A.A. degrees or switch from other FIU majors (e.g., Biology, Journalism, Business). The new Interdisciplinary Studies B.A. is specifically designed to maximize the advanced-degree or occupational potential of such students as well as reducing credit-loss or 120-credit-hour excess. No FIU departments will see a depopulation of majors with the introduction of the new degree). The College will work with advisors in other majors so that they can advise students for whom the Interdisciplinary degree is appropriate to change their major to the proposed degree to ensure a timely graduation.

E. Diversity

Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide, (in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.

FIU has approximately 50,000 students from throughout the United State and more than 150 countries. The student body is a microcosm of the diverse Miami community, with nearly 70% of the student enrollment from various minority groups. The proposed program in Interdisciplinary Studies as conceptualized, is a degree-completer program. This program will draw on this diverse Miami community, who has roots all over the Caribbean, Latin America and the world. This program speaks directly to the importance of ensuring that America's previously underserved populations have a distinct opportunity to earn a university degree.

Signature of Equal Opportunity Officer   **Date** 5/23/13

III. Budget

A. Costs and Funding Sources
Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors approval, if appropriate.

> Because the faculty, the courses, the advisors are already in place, there are no costs associated with the proposed degree other than the new time allocated by the director and associate director.

B. Resource Reallocation and Impact
If other programs will be impacted by a reallocation of resources to the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss any potential positive impacts that the proposed program might have on related undergraduate programs (ex., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

> Because all the resources are already in place, there will not be any impact on current expenditure nor will resources need to be reallocated. On the contrary, it will have a positive impact on the retention and graduation rate of our students.

C. Impact on Courses
Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

> The courses are already in place, so there are no additional workload issues for the faculty.

D. External Resources
Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

> Because the proposed program requires no additional resources, no external resources have been sought.

IV. Projected Benefit of the Program to the University, Local Community, and State

Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

In as much as no additional resources are required for the implementation of this new program, the students at FIU will benefit immediately--without lateral FIU resource shifting--from the occupational diversity the degree encompasses, especially in several K-12 science fields teacher certification and vertical already-in-job field mobility (i.e., many of the anticipated majors will be able to "move-up" in their current careers by completion of the degree). As a large percentage, moreover, of the Interdisciplinary Studies majors (being place-bound) will remain within South Florida or Florida post-B.A., occupationally or in pursuit of advanced study, the local community and state at large will benefit from the overall increase in educational and economic capital.

V. Access and Articulation – Bachelor's Degrees Only

A. 120 Credits or More
If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014.)

The proposed degree will require only 120 hours, so no exception will be required.

B. Prerequisites
List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the <u>Common Prerequisite Manual</u> at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional

tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

The 2012-13 edition of the Common Prerequisite Manual lists 2 tracks for the Interdisciplinary Studies (CIP 30.9999) degree: Track 1 offered by the University of Florida lists 8 courses, most of which are the introductory courses for the science majors (e.g., CHMX045/X045L, MACX233); Track 2 offered at the University of South Florida, lists no common pre-requisites. We have contacted Matthew Bouck in the Office of Articulation at the Florida Department of Education who informed us that we would need to request to be listed on the list for Track 2 once the approval process concluded.

C. Limited Access
If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that students transferring from the Florida College System will not be disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

We will not be seeking Limited Access status for the proposed B.A. in Interdisciplinary Studies.

D. A.S.-to-B.S. capstone
If the proposed program is an A.S.-to-B.S. capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see <u>Statewide Articulation Manual</u> at FACTS.org). List the prerequisites, if any, including the specific A.S. degrees which may transfer into the program.

The proposed program is not part of the A.S.-to-B.S. capstone.

<u>INSTITUTIONAL READINESS</u>

VI. Related Institutional Mission and Strength

A. Mission
Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The proposed B.A.'s course categories (please see Curriculum section below) fit aptly with three of FIU's four strategic themes (Arts, Environment, Global, and Health): the "Defining Social Spheres" category, which includes course options in Anthropology and International Relations, matches with the Global theme; and the "Science and its Applications" category provides courses matching with both the "Health" and "Environment" themes. "Human Aspirations around the World" category allows students to use some of the courses offered by the College of Architecture and the Arts.

FIU offers a wide-array of undergraduate degree programs specifically aligned with its strategic themes; the Interdisciplinary Studies B.A., however, will give its majors the opportunity to combine

specific training in strategic fields with innovative, cross-disciplinary perspectives. For example, majors could take a variety of science courses from FIU's "Earth and Environment" department and take social policy as well as writing and communication courses--allowing them to pursue careers in a number of environmental fields, whether professional grant-writing, natural history or science museum community outreach.

Goals as related to SUS Strategic Plan goals:
1. "Access to and production of degrees": it will increase the production of bachelor degrees, especially in respect to non-traditional (full-time working) students and transfer students or major-switching students who risk 120-credit hour excess.
2. "Meeting statewide professional and workforce needs": it will prepare students for new emerging job fields, increase vertical mobility within career, and increase K-12 certification levels.
3. "Building world-class academic programs and research capacity": those who choose to engage in a research project option as part of the Capstone course will work with diverse faculty to disseminate research knowledge beyond strict disciplinary boundaries.
4. "Meeting community needs and fulfilling unique institutional responsibilities": the degree's curricular diversity, career-centric design, and overall credit-hour efficiency are especially apt for Miami-Dade's and Broward's place-bound and full-time working, often minority, student population, who will benefit from the career mobility or "vertical" job prospects and opportunity it offers.

B. Strengths
Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The proposed Interdisciplinary Studies program will build reciprocal strengths at FIU per below:

1. Its alliance with FIU's Honors College will provide Honors students the flexibility of pursuing the Interdisciplinary Studies optional online curriculum (see "IDH" courses in the Curriculum section). Also, this alliance will infuse the Interdisciplinary B.A. student cohort with a high-end research culture.

2. The program will work in conjunction with the "Professional Advisor" best-practices system and staff, introduced to FIU in 2010. This program monitors student progress and notifies the advisors whenever the student goes off-track.

3. Finally, depending on each student's specific "Expertise Focus" area (see Curriculum section), s/he will benefit from particular growth-area institutional centers at FIU: the Center for Humanities in an Urban Environment (CHUE) and the Southeast Environmental Research Center (SERC), among others.

C. The Process
Provide a narrative of the planning process leading up to submission of this proposal. Include a chronological table of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

The Director and Associate Director of the Liberal Studies B.A. degree at FIU, in consultation with the Dean and staff of the College of Arts and Sciences and the Provost's Office, initiated planning the proposed Interdisciplinary Studies B.A. in Summer 2012.

Fall semester 2012 was devoted to scanning best-practices Interdisciplinary Studies B.A. programs at FIU's benchmark/aspirational institutions and reviewing the curricular logic of kindredly-named degrees at other SUS institutions. Based on the best practices at these institution, we desgined a basic curriculum model which was suited to FIU's student population and the array of other curriculum/degree offerings at FIU.

The first half of Spring 2013 included drawing up Student Learning Compacts, creating provisional program descriptions, and obtaining internal FIU approval for required new courses (the Cornerstone and Capstone). Concurrently, the first half of Spring 2013 included consultation with potentially impacted other departments and alliance with the Honors College to forge an online Interdisciplinary Studies B.A. degree for students admitted into the Honors College.

Full implementation is designated for Fall semester 2013. The timetable for implementation is as follows:

1. Late spring/early summer 2013: final internal approval
2. June 2013: formal approval by the BOT
3. August 2013: informing to the FIU students, staff, faculty, and advisors of the   availability of the degree and the benefits it offers our students.

VII. **Program Quality Indicators - Reviews and Accreditation**

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

Other than the current Liberal Studies B.A., there no other degree programs whose curriculum is similar to the proposed Interdisciplinary Studies B.A. Neither program has specific professional or other accreditation standards. The degree is modeled after FIU's benchmarks, in particular Arizona State University, which is ranked highly for its Interdisciplinary Studies B.A. Through the intensive advising system--aligned with the Cornerstone and Capstone courses--students will be tracked for a) timely completion of degree, b) maintenance of GPA, and c) curriculum logic, leading to career opportunities or advanced degrees. The considerations above arose, in part, from internal review of the current Liberal Studies B.A. degree and subsequent conclusions that a large cohort of FIU undergraduates would be better served by revising the current Liberal Studies B.A. and introducing the new Interdisciplinary Studies B.A. to work in tandem with it.

In 2004 the current Liberal Studies B.A. program completed its seven-year cyclic "Program Review Report." This was followed by an on-site external review and formal report ("Report on the Liberal Studies Program, College of Arts and Sciences, Florida International University" by Donna Kuizenga, Dean, College of Liberal Arts, University of Massachusetts Boston, April 25, 2005). Dean Kuizenga's external review noted:

"As the job market continues to evolve, and as life-long job stability becomes a thing of the past for most people in the United States, there is an increasing place for an undergraduate educational program that prepares broadly educated generalists, conversant in the humanities, social sciences, sciences and arts, and who have a strong array of transferable skills. As in the world of work,

Liberal Studies students are asked to think across the traditional disciplines to engage in complex problem-solving.

An overly-vocational approach to university education, advocating early, narrow specialization is gaining currency in some quarters. This approach poses a threat to programs such as this one. As noted in response 1A, this approach fails to take into account the constantly changing nature of the market place."

The report also highlighted that "Careful advising is the key to the success of this major" and observed that such would likely become problematic if the Liberal Studies B.A. continued to grow (it has, in fact, grown from approximately 600 to 1200 majors between 2005 and 2013).

The introduction of the new Interdisciplinary Studies B.A. and a coordinated revision of the current Liberal Studies B.A. effectively resolves the curricular tension between preparing "broadly educated generalists [with a] strong array of transferable skills" and the manifest increasing need for vocational "specialization." The two degrees, working in tandem, through FIU's new (initiated in 2010) system of professional advisors and the introduction of the "Cornerstone" and "Capstone" courses in each degree, will ensure stronger educational outcomes for majors anticipated to be enrolled, in total, in the new Interdisciplinary Studies B.A. and revised Liberal Studies B.A. The new Interdisciplinary Studies B.A. adopts and enhances the goals of the current Liberal Studies B.A.--a well-rounded "generalist" education--and yet is more responsive to diverse students' career needs and aspirations. No longer preserving the "generalist" paradigm, the revised Liberal Studies B.A. will better prepare its majors by boosting its humanities options and requirements and by having them elect distinct tracks within the degree, each oriented towards the College of Arts and Sciences thematic division into three schools: the School of Integrated Science and Humanity (health), the School of International and Public Affairs (international/global), and School of Environment, Arts, and Society (environment).

VIII. Curriculum

A. Student Learning Outcomes
Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

The Student Learning Outcomes appear in Appendix E.

B. Admission and Graduation
Describe the admission standards and graduation requirements for the program.

The admission standards and graduation requirements for the proposed B.A. will be identical to those of other majors in the College of Arts and Sciences. Students will be admitted into the major upon admission to the University or after selecting an Exploratory Major.

For FTICs, the requirements are as follows:

1. Graduation from an accredited secondary school or the successful completion of the GED.

2. Completion of 18 academic units in a college preparatory curriculum. The following distribution

of the 18 units is required:

- Four units of English (three units must include a substantial writing component)
- Four units of mathematics (Algebra I or higher)
- Three units of natural science (two with laboratories)
- Three units of social sciences
- Two units of the same foreign language
- Two units of academic electives.

For transfer students, the requirements are as follows:

Associate in Arts (A.A.) degree from a Florida public community college.

The same graduation requirements that apply to the other baccalaureate degree students apply to the ones seeking a B.A. in Interdisciplinary Studies:

1. A minimum of 120 semester hours in acceptable coursework is required.
2. At least half of the upper division credits in any major must have been taken in at FIU.
3. In the last 60 semester hours of enrollment, students must earn nine semester hours of elective credits through coursework outside the major, six of which are to be taken outside the department sponsoring the program.
4. Students must earn a grade of "C" or higher in all courses required for the major. A grade of "C-" or lower is not acceptable in any required course.
5. Of the total number of hours submitted for graduation, a minimum of 48 semester hours must be in upper division courses.
6. Students must demonstrate competency in a foreign language or in American Sign Language at the level of the second semester of a college language sequence. (High school courses cannot be used to fulfill this requirement.) This requirement may be met by successfully completing with a grade of 'C' or better (C- does not count): a) the second semester of a two-semester sequence basic language course or b) any second-year or third-year foreign language course. This requirement may also be fulfilled by presenting acceptable scores in the Advanced Placement Exam, the SAT II, the CLEP exam, or other approved instruments. Students should consult their advisors for more specific information.
7. One- and two-credit physical activity courses (with the prefixes PEL, PEM, PEN) cannot be included as part of the hours needed for graduation.

C. The Curriculum
Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

The degree may be taken entirely online. It includes, as well, for students admitted into FIU's Honors College, a 12-credit upper division online curriculum of Interdisciplinary Honors courses (IDH) that will allow Interdisciplinary Studies majors to graduate through the Honors College.

Bachelor of Arts in Interdisciplinary Studies
Degree Program Hours: 120 hours

Common Pre-requisites

In the current Pre-Requisite Manual, there are 2 tracks in the Interdisciplinary Studies major. We will be applying to have this degree incorporated into the second track for which there are no common pre-requisites.

Core Curriculum Requirements (36 hours)
First Year Experience (1 hour): SLS 1501
English Composition (6 hours): ENC 1101, Writing and Rhetoric I and ENC 1102, Writing and Rhetoric II
Humanities with Writing (6 hours): 2 3-hour courses required, one of which must be a historically-oriented course
Quantitative Reasoning (6 hours): 2 3-hour courses required, at least one of which must be in mathematics
Social Inquiry (6 hours): 3 hours in each of 2 sub-categories
Natural Science (6 hours): 2 3-hour courses required, one in the life sciences and one in the physical sciences, and two corresponding one-credit labs
Arts Requirement (3 hours)
Note: Global Learning Foundations requirement must be completed (one 3-hour course)

Required Major Courses: (30 hours)
Ten 3000- or 4000-level courses distributed in the areas below. All courses in the major must be completed with a grade of "C" or better.

With assistance from the Interdisciplinary Studies advisors, students build a concentration relevant to their future career or post-BA educational goals. Three hours of the total 30 hours for the major need to meet the discipline-specific Global Learning requirement. For students admitted into the Honors College, the B.A. degree requirements for both the Interdisciplinary Studies B.A. and Honors College upper-division curriculum may be satisfied by taking twelve credits of Interdisciplinary Honors (IDH) courses appropriate to the categories below.

Human Aspirations around the World (2 courses, 6 hours):
Courses in Literature, Philosophy, Religion, History, Art History, Art, Performing Arts (Theater and Music) or for Honors College students IDH 3034/4007

Defining Social Spheres (2 courses, 6 hours):
Courses in Anthropology, Sociology, Criminal Justice, International Relations, Political Science, Economics, Management/Public Relations or for Honors College students IDH 3034/4007

Science and its Applications (2 courses, 6 hours):
Courses in Chemistry, Biology, Earth and Environment, Engineering, Computer Science, Biomedical Engineering, or for Honors College students IDH 3034/4007

Writing and Communication in and across the Disciplines (1 course, 3 hours):
Technical Writing, Business Report Writing, Creative Writing, Journalism, Speech, Communication, or for Honors College students IDH 3034/4007

Expertise Focus, theory or applied (2 courses, 6 hours):
Two additional courses from the areas above, in consultation with a program advisor, to build upon subject-matter expertise, or for Honors College students IDH 3034/4007

IDS 3933 Cornerstone (1 course, 1 hour):
To be taken upon first semester entry into the major to devise a focused plan of study.

IDS 4934 Capstone (1 course, 2 hours):
Service learning, internships, and research project options: to be taken the intended last semester before graduation to solidify degree focus and prepare for post-BA career or advanced degrees.

Honors students may elect to satisfy 6 credits in any field above by completing a thesis (IDH 3034/4007) in the Advanced Research and Creativity in Honors option, or by completing a 6-credit study abroad experience (IDH 3034/4008).

Electives (54 credits):
The remaining hours will be taken as electives; students are encouraged, through the electives, to build upon their selected focus. Students must complete other College and University requirements.

D. Course of Study
Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Upon entry-into-major, majors take a "Cornerstone" course that charts out an individualized future plan of study within the curriculum in relation to career or advanced-training goals. A graduating-semester "Capstone" course provides an academic-to-career gateway. Usually, majors will take two courses (3 hours each) under the category "Expertise Focus" during their senior year.

Freshman Year--Fall
        ENC 1101 Writing & Rhetoric I (3)
        Mathematics Requirement (3)
        Science Requirement (4)
        Social Inquiry (3)
        First-Year Experience (1)
Freshman Year--Spring
        ENC 1102 Writing & Rhetoric II (3)
        Mathematics Requirement (3)
        Science Requirement (4)
        Electives (3)
Freshman Year--Summer
        Electives (3)
Sophomore Year--Fall
        Arts Requirement (3)
        Humanities with Writing--Historical (3)
        Social Inquiry (3)
        Electives (3)
Sophomore Year--Spring
        Humanities with Writing (3)
        Defining Social Spheres category (3)
        Science and its Applications category (3)
        Expertise Focus category (3)
        Human Aspirations around the World category (3)
Sophomore Year--Summer
        Electives (3)
Junior Year--Fall
        IDS 3933 Cornerstone (1)
        Defining Social Spheres category (3)

Science and its Applications category (3)
Human Aspirations around the World category (3)
Upper division electives (3)
Junior Year--Spring
Defining Social Spheres category (3)
Science and its Applications category (3)
Expertise Focus category (3)
Human Aspirations around the World category (3)
Electives (3)
Junior Year--Summer
Electives (3)
Senior Year--Fall
Defining Social Spheres category (3)
Science and its Applications category (3)
Human Aspirations around the World category (3)
Writing and Communication in and across the Disciplines category (3)
Electives (3)
Senior Year--Spring
Expertise Focus category (3)
Capstone (2)
Electives (9)

E. Course Descriptions
Provide a one- or two-sentence description of each required or elective course.

As the proposed Interdisciplinary Studies B.A. curriculum draws upon the aggregate of FIU undergraduate courses, below are listed only the 2 required courses of all majors.

IDS 3933 Cornerstone—Building an Interdisciplinary Foundation (1 credit)
Students will define their interests and career goals, elect an appropriate track, assess their academic strengths and weaknesses, and familiarize themselves with the appropriate faculty and advisers pertinent to their subsequent plan of study.

IDS 4934 Capstone—Applying Knowledge (2 credits)
Students demonstrate--either through a Service Learning, Internship/Experiential Learning, or Research Project--applied culminative expertise in the focus selected via the Cornerstone and previously taken courses; the portfolio submitted serves as a gateway from FIU academics to career-path.

F. Industry Input in Curriculum
For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.

Not applicable.

G. Accreditation Agencies
For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the

program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

There are no accrediting agencies for interdisciplinary studies. It will be reviewed as part of university institutional accreditation process.

H. Doctoral Program Accreditation
For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?

Not applicable.

I. Program Delivery
Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The proposed Interdisciplinary Studies B.A. will be delivered face-to-face on both the Modesto A. Maidique Campus and Biscayne Bay Campus. All degree requirements will also be offered online. As the anticipated student audience will take both face-to-face and online courses (to accommodate preference and learning styles) and as that audience is largely place bound (Miami-Dade and Broward counties), collaboration with other universities is neither feasible nor necessary.

IX. Faculty Participation

A. Faculty
Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

As the proposed Interdisciplinary Studies B.A. draws upon the aggregate of FIU faculty teaching upper-division undergraduate courses, only the director and the associate director of the program are listed. The time the director and associate director will devote to the program is reflected in the table.

B. Cost and Funding
Use Table 2 in Appendix A to display the costs and associated funding resources for existing

and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

The additional costs for the proposed program are for the portion of the salaries of the director and the associate director will be devoting to the program.

C. Curriculum Vitae
Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

> As the proposed Interdisciplinary Studies B.A. draws upon all faculty teaching upper division courses in the College of Arts and Sciences and other FIU schools and colleges (e.g., Journalism), and who have been credentialed within their individual units and departments, we are including only the vitae of the director and associate director.

D. Teaching, Research & Service
Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

> As the proposed Interdisciplinary Studies B.A. draws upon an aggregate subset of FIU faculty with teaching, research, and service assignments, whose productivity is annually evaluated as satisfactory or better in their particular units or departments, faculty productivity is not applicable. The current Liberal Studies major owns only 2 courses. However, because that program has a large number of majors, we are listing that information.

Liberal Studies	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Number of majors	3,091	2,663	2,428	2,682	867	731
Degrees awarded	160	147	197	221	220	12-13 data not available

> Current Liberal Studies majors will be able to move to the proposed Interdisciplinary B.A. to better tailor the curriculum to meet their needs and interests and thereby increase the graduation rates, which as the table above suggests need improving.

X. Non-Faculty Resources

(continued on following page)

A. Library

Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved.

A full review and listing of books, serials, and journals which may be of interest to the program is difficult to determine because of the nature of the program itself - a wide variety of options are available to the students and thus the exact course of study will vary. The combined holdings of the FIU University Libraries are about 2 million volumes, with access to 103,000 serial subscriptions, 500 databases, 165,000 electronic books, 5,800 streaming videos, 166,000 audio-visual units, and 3.6 million microform units, plus substantial collections of federal, state, local, and international documents.

Since the courses required for the proposed Interdisciplinary Studies B.A. form part of degree programs already in existence, the current library resources are sufficient to meet the research requirements of our students.

Signature of Dean of Libraries

Date May 23, 20X3

B. Library Projected Costs Regarding the Program
Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A.

No additional resources are required.

C. Available Facilities
Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

Existing classrooms assigned by University Office of Classroom Management are and will be utilized for all the courses. All participating faculty are already assigned existing offices, and no reallocation of offices will be needed.

D. Facilities Needed
Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction, because that information should be provided in response to X (J) below.

Laboratories are not part of the required courses; therefore, no additional laboratories or classrooms will be required.

E. Available Equipment
Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

No specialized equipment is required.

F. Equipment Needed
Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.

No additional specialized equipment will be required.

G. Special Resources Needed
Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

No additional special categories of resources will be required.

H. Fellowships, Scholarships, Graduate Assistantships
Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

Like most undergraduate programs, the Interdisciplinary degree program does not have scholarships available for its undergraduate majors.

I. Internships
Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

The Interdisciplinary Studies degree includes a required "Capstone" course, which may be fulfilled through either a job internship (or work-related learning), service learning, or a research project. For the job internship (or work-related learning) or service learning options, best practices will be followed, and the sites will be drawn from a compilation of all FIU departments and units lists for such, in coordination with FIU Career Services.

J. Additional Expenses
If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.

No additional capital expenditures are required.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 5, 2013

Subject: Master of Science in Nursing (MSN) Program Proposals

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Proposed Committee Action:

Recommend to The Florida International University Board of Trustees (the BOT) approval of the following MSN program proposals:

> MSN Advanced Adult Gerontology Nurse Practitioner
> MSN Advanced Child Nurse Practitioner
> MSN Advanced Family Nurse Practitioner
> MSN Advanced Psychiatric Nurse Practitioner
> MSN Nurse Anesthetist

Background Information:

The University's College of Nursing and Health Sciences (CNHS) graduate nursing programs prepare students for professional careers as Nurse Practitioners (NP). Today's NPs are educated to perform more procedures and enjoy more autonomy of practice than ever before. Serving as primary care providers for a multitude of patient groups in a variety of health care settings, the NP will have a critical role in our health systems as access to health care becomes a reality for millions in this country. The preparation of NPs will be especially critical beginning January 2014 when the nation's Health Care Affordibility Act becomes effective. NPs promote health and wellness through patient education and advocacy.

Currently, all students in any of the MSN-NP tracks graduate with the same degree Classification of Instructional Programs (CIP) code. However, in reality their degree and curricular focus is distinct. Each NP specialty is limited to practice with the designated population of their studies. In order to better align the reality of the particular scope of nursing practice, it is proposed to differentiate each of the NP specialties into specific program offerings with unique CIP codes that more accurately reflect the curricular content and nursing practice. The purpose of these new program requests is to differentiate each into its unique nursing specialty and distinct practice pattern and thereby better align the degree offered with the actual scope of nursing practice parameters and designated specialty.

The proposed MSN degree programs are consistent with the State University System of Florida Strategic Planning Goals of the Florida Board of Governors, which are 1) access to and production of degrees; 2) meeting statewide professional and workforce needs; 3) building world-class academic programs and research capacity; and 4) meeting community needs and fulfilling unique institutional responsibilities. It is also aligned with Florida International University's strategic emphasis on the collaborative content area Health as expressed in the 2010-2015 strategic plan.

The Florida International University
Board of Trustees
Academic Policy and Student Affairs Committee
June 5, 2013
Agenda Item 4 – AP5
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Each university board of trustees shall approve for implementation new degree programs at the bachelor's, master's, advanced master's, and specialist levels in accordance with sections (3) and (5) of Florida Board of Governors Regulation 8.011 – *Authorization of New Academic Degree Programs and Other Curricular Offerings*.

Supporting Documentation: **New Program Proposals:**

MSN Advanced Adult Gerontology Nurse Practitioner
MSN Advanced Child Nurse Practitioner
MSN Advanced Family Nurse Practitioner
MSN Advanced Psychiatric Nurse Practitioner
MSN Nurse Anesthetist

Facilitator/Presenter: Douglas Wartzok

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

Florida International University	**Fall 2013**
University Submitting Proposal	Proposed Implementation Term
College of Nursing and Health Sciences	**Nursing**
Name of College(s) or School(s)	Name of Department(s)/ Division(s)
	MSN- Advanced Adult Gerontology Nurse Practitioner
Advance Practice Nursing	
Academic Specialty or Field	Complete Name of Degree

51.3803

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees	**President** **Date**
Signature of Chair, Board of Trustees **Date**	**Provost and Executive Vice President** **Date**

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	120	80.54	$13,930	$1,121,936	$0	$0	$1,121,936
Year 2	120	80.54					
Year 3	120	80.54					
Year 4	120	80.54					
Year 5	120	80.54	$13,930	$1,121,936	$0	$0	$1,121,936

Note: This outline and the questions pertaining to each section <u>must be reproduced</u> within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

    I.   **Program Description and Relationship to System-Level Goals**

           A.   **Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The graduate nursing department at the College of Nursing &Health Sciences (CNHS) offers many advanced-level education , i.e. graduate level programs designed to elevate the competencies of nursing professionals as they go on to become leaders in nursing practice and management, advocates and writers of health care policy, and valued researchers seeking to improve the health and well-being of entire populations.The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Health Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Advanced Psychiatric-Mental Health Nursing Nursing Administration and Anesthesiology Nursing. Graduates of the MSN program are qualified to apply for certification examinations in their specialty areas. Nurse practitioner (NP) graduates who pass national certification examinations can obtain advanced registered nurse practitioner (ARNP) certification through the Florida Board of Nursing. Post-master's nurse practitioner certificates in adult nursing, family nursing, and child nursing and a certificate in nursing education are also offered. Graduates of the MSN program are eligible for doctoral level studies.

The CNHS graduate nursing programs prepare students for professional careers as nurse practitioners (NP). Today's nurse practitioners are educated to perform more procedures and enjoy more autonomy of practice than ever before. Serving as primary care providers for a multitude of patient groups in a variety of health care settings, the nurse practitioner will have a critical role in our health systems as access to health care becomes a reality for millions in this country. The preparation of NPs will be especially critical beginning January 2014 when the nation's Health Care Affordibility Act becomes effective. Nurse practitioners promote health and wellness through patient education and advocacy.

Currently, all students in any of the MSN-NP tracks graduate with the same degree CIP code. However, in reality their degree and curricular focus is distinct. Each NP specialty is limited to practice with the designated population of their studies. In order to better align the reality of the specific scope of nursing practice it is proposed to differentiate each of the NP specialties into unique program offerings with unique specific CIP codes better reflecting the curricular content and nursing practice. The purpose of this new program request is to differentiate the MSN in Advanced Adult Gerontology Nurse Practitioner into the unique nursing specialty and distinct practice pattern of adolescents and young, middle and older adults and thereby better align the degree offered with the actual scope of nursing practice parameters and designated specialty.

Students in the Advanced Adult Gerontology Nurse Practitioner program are prepared to care for adolescents and young, middle and older adults. The particular expertise of the adult primary care nurse practitioner emphasizes disease prevention, health promotion, and the management of patients with acute and chronic multi-system health problems within the context of the family system. Graduates will have the education to diagnose and treat adult illnesses. The AAG-NP curriculum consists of 43 required graduate credits beyond the Bachelors of Science in Nursing (BSN) and includes a defined NP core knowledge component of 21 credits and an additional 22 population /specialization focused credits for a total of 43 credits. The curriculum is based upon the defined terminal outcome competencies for Advanced Adult Gerontology Nurse Practitioner as delineated by the American Association of Colleges of Nursing (AACN)- Essentials of Advanced Adult Gerontology Nurse Practitioner Competencies. AACN- March 2010 http://www.aacn.nche.edu/geriatric-nursing/adultgeroprimcareNPcomp.pdf

The students will graduate with a Master of Nursing Science (MSN) Degree in Advanced Adult Gerontology Nurse Practitioner (AAG-NP).

B. **Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (**BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/_doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)

The AAG-NP program is consistent with the Board of Governors (BOG) SUS Strategic planning goals (2012-2025) and directly and/or indirectly supports the following goals :
Teaching and Learning

- Strengthen quality and reputation of academic programs.
- Increase degree productivity and program efficiency
- Increase number of degrees awarded in Science, Technology, Engineering and Math (STEM) and other areas of strategic emphasis (Health)

Scholarship, Research, and Innovation

- Strengthen quality and reputation of scholarship, research and innovation.
- Increase research and commercialization activity
- Increase collaboration and external support for research activity

Community and Business Engagement

- Strengthen quality and recognition of commitment to community and business engagement
- Increase levels of community and business engagement
- Increase community and business workforce

The AAG-NP program graduates approximately 60 students annually. This adds 60 new NP graduates to the production of degrees statewide. The 60 AAG-NP graduates will add nursing professionals in advanced practice nursing roles in the clinical, educational and leadership settings helping to address the workforce shortage of advance practice nurses. According to the American Association of Colleges of Nursing (AACN) the United States is projected to have a nursing shortage that is expected to intensify as baby boomers age and the need for health care grows. Compounding the problem is the fact that nursing colleges and universities across the country are struggling to expand enrollment levels to meet the rising demand for nursing care. Quality patient care hinges on having a well-educated nursing workforce. Research has shown that lower mortality rates, fewer medication errors, and positive outcomes are all linked to nurses prepared at the baccalaureate and graduate degree levels. (AACN Nursing Shortage Fact Sheet Accessed April 19, 2013. www.aacn.nche.edu/media-relations/fact-sheets/nursing-shortage)

The AAG- NP graduates will add to degree production and help meet critical statewide and nationwide professional workforce needs. The AACN fact sheet entitled, Creating a More Qualified Nursing Workforce states that compared to physician training, the education of a nurse practitioner costs four-to-five times less and can be completed at least four years sooner. Such figures buttress claims that relying solely on physicians to deliver primary care would not only seriously delay the availability of critically needed providers, but incur excessive expense as well. Indeed, a recent estimate projects that underutilization of nurse practitioners costs the nation nearly $9 billion annually due to practice restrictions in state laws and other "denied access" for consumers that is keeping the cost of basic health care inflated. In addition, recent studies have reported that, compared to physicians, NPs scored higher on patient satisfaction and on resolving conditions such as high blood pressure and high blood sugar levels. Patients of NPs also were more compliant than physicians' patients in taking medications, keeping appointments, and following recommended behavioral changes.

Moreover, even after acknowledging the methodological flaws of some of the studies it reviewed in 1986, the congressional Office of Technology Assessment (OTA) concluded that nurse practitioners can deliver as much as 80 percent of the health services, and up to 90 percent of the pediatric care provided by primary care physicians, at equal to or better quality and at less cost. In 12 studies, OTA found that the quality of care by NPs -- including communication with patients, preventive actions, and reductions in the number of patient symptoms -- was higher than that for physicians. (Creating a More Highly

Qualified Nursing Workforce-The Essentials of Masters Education of Nurses AACN Accessed April 19, 2013. www.aacn.nche.edu/publications/order-form/masters-essentials)

As the demand for more highly educated nurses i.e. Nurse Practitioners, escalates to critical levels, FIU nursing programs are rising to the challenge to meet the nation's need for highly educated, compassionate, skilled, and culturally competent nursing professionals. The AAG-NP program will help to increase the number of nurses with advanced practice degrees and help to meet the needs of the state and nation's health care.

Also of note is that only 16.8% of the three million plus nurses in this country are non-White with the majority being White (83.2%), (USDHHS, 2010). The fact that our FIU MSN students are predominantly from diverse ethnic/minorities will help to increase the diversity of the nursing workforce. This is vitally important as the demographics of our country continue to change. The report points out that in 2008 Hispanics/Latinos made up 15.4 of the U.S. population but only 3.6% of RNs, and Blacks made up 12.2% of the U.S. population but only 5.4% of RNs (USDHHS, 2010). This diversity helps meet our community health needs and is aligned with our mission to provide culturally competent health care to underserved populations.

When educational programs are outstanding, they attract the best students and faculty to them and produce the most productive and renowned graduates. Our graduate and undergraduate nursing programs had an outstanding accreditation visit in October 2012 with no citations and all accreditation standards being met. Our nurse practitioner pass rates average 87% which is above the national average. The CNHS nursing faculty has established an excellent record of research with approximately $ 5 Million in grant funding since 2009. FIU Nursing is ranked in the top 50 of NIH nursing funding nationwide. Indirectly, our excellent research and outstanding education programs work towards the SUS goal of world class programs and research.

C. **If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.**
   The Areas of Programmatic Strategic Emphasis:
   1. **Critical Needs:**
      - **Education**
      - **Health Professions**
      - **Security and Emergency Services**
   2. **Economic Development:**
      - **Globalization**
      - **Regional Workforce Demand**
   3. **Science, Technology, Engineering, and Math (STEM)**

Nursing is listed as one of the Critical Needs in Health Care on the Florida Board of Governors List of Targeted Programs. The Board of Governors encourages graduate programs that are consistent with institutional mission and statewide goals, in targeted fields, demanded by both students and employees and demonstrate that their costs when weighed against their benefits make for a compelling argument for return on investment. . (BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/_doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)
The AAG-NP program is consistent with the FIU institutional mission, is in a targeted field, is in demand by students and employers and will make significant impact to workforce needs and community health. Health care reform will require quadruple the current number of advance practice nurses and twice as many as currently working in South Florida to care for the underserved and non US citizen populations. The AAG-NP program graduates will help fulfill this need.

D. **Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.**

The MMC and BBC buildings provide adequate space for delivering all the nursing programs. In December 2009, the College moved into a new $47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). The College of Nursing and Health Sciences (AHC 3) building is the University's first "green" building and has been awarded Silver Leadership in Energy and Environmental Design (LEED) certification. The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC). MMC is the predominant site of the MSN programs; however the BBC campus can be utilized for program offerings as needed. There are no planned changes to the educational sites currently being utilized.

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex. The building houses one of the most technologically sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center).

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II.   **Need and Demand**
   A. **Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The need to educate NP, pediatric (CHNP) and psychiatric nurse practitioners (PMHNP) in culturally competent technologically enhanced interprofessional education in healthcare is clear as there is: (a) a current and projected shortage of nurses, particularly of those with the "right knowledge and skills" at advanced practice levels; (b) a severe shortage of nursing faculty (Malone, 2009; FCN, 2008); (c) a greater shortage of minority nurses with an increasing need for culturally competent, minority ARNPs and nursing faculty (Joynt & Kimball, 2008, FCN, 2009); d) a need for health care workers to be trained in interprofessional education (WHO, 2010); e) a need for nurses to use "informatics in practice and education to provide, safer, higher quality patient care" (Tiger,2012, p. 4). Of the current RN workforce, the greatest under-representation is Hispanics (4.2% nurses but 15% of US and 62% South Florida populations) followed by African Americans (<11% nurses but 13.2% of US and 20% of South Florida populations) and Asians (2% of South Florida Population) (Buerhaus & Staiger, 2009; Cleary, et al., 2009; FCN, 2009; Malone, 2009). Nurses today must learn and work in high stress environments to provide complex diagnostic and treatment regimens using new technology within a chaotic and dysfunctional US healthcare system (AACN, 2008; Buerhaus, Staiger, & Auerbach, 2008; Benner, Sutphen, Leonard, Day, 2009; FL HP 2010 2008 Report; NHDR, 2008). Together, these shortages and the current healthcare environment endanger the safety and quality of healthcare and place patients, particularly those from minority cultures, at risk for increased morbidity and mortality (BHPr, 2004; Buerhaus, et al., 2009; Robert Wood Johnson Foundation, 2002). Multiple studies found ARNPs' primary care focusing on health promotion and education has comparable outcomes to those of primary care physicians and ARNPs' case management dramatically reduces hospitalizations (Newhouse et. al. 2011). Diverse ARNPs are needed in this region; they have the background, knowledge and ability to communicate with and meet the healthcare needs of this multilingual, divergent, underserved population. Yet, in Florida, only 29% of RNs, 21% ARNPs, and 14% nursing faculty are from minority groups (FCN, 2010) with the population increasing in its diversity and health disparities (FL DOH OMH, 2008). South Florida currently has even greater shortages of minority nurses with "right knowledge and skills": only 19% BSN prepared nurses (compared with 26% in FL and 32% in US) and just 4.7% ARNPs (compared to 5.4 % in US). Of the

ARNPs working in South Florida, only 18% are from minority backgrounds (6.3% Hispanic, 8% Black, non-Hispanic, 3.4% Asian/Pacific Islander), yet the population is >62% Hispanic, 19% Black, non-Hispanic, 1% Asian/Pacific Islander. More than 25% of these nurses plan to retire by 2020 with demand outpacing supply due to shifting patient demographics, scientific and technological advances, and increasing chronic illnesses and need for prevention (Malone, 2009). Workforce shortages affect all levels of nursing, including the availability of registered psychiatric nurses. According to the National Center for Health Workforce Analysis (NCHWA), the US had a shortage of approximately 168,000 RN FTEs in 2001. By 2020, the national RN shortage is projected to increase to more than one million RN FTEs. This alone will mean that only 64% of the demand for registered nurses will be met.

Florida International University CNHS will be the only public university within the South Florida tri-county area (Monroe, Miami-Dade and Broward) offering culturally competent interprofessional education in a technologically advanced curriculum and the only university offering psychiatric and pediatric NP programs.

B. **Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

Demand for health care services will continue to grow, as millions of Americans gain health insurance under the Affordable Care Act and Baby Boomers dramatically increase Medicare enrollment. The nation increasingly will call upon advanced practice registered nurses (APRNs) to meet these needs and participate as key members of health care teams.
(American Association of Nursing; ARNPs at Work. Accessed April 20, 2013.
http://www.nursingworld.org/EspeciallyForYou/AdvancedPracticeNurses/APRNs-at-Work)
CNHS data 2011 to present shows average per term enrollment in the AAG- NP program of 60 students. As the demand for advanced nurse practitioners continues to grow there is every indication this enrollment average will continue or increase.

Annual alumni surveys indicate overall student satisfaction with the MSN program. In addition, the FIU Office of Planning and Institutional Research (OPIR) sends satisfaction surveys for FIU support services to all current FIU students, graduating seniors, and graduate level students.
 However, the CNHS graduate student exit survey had too few responses (responses =7) to analyze. FIU survey summaries are also posted on the OPIR website for review by administrators, faculty, staff, and students**.** As the demand for advanced nurse practitioners continues to grow as nationwide health care needs increase, CNHS poised ready to educate nurses to help fulfill these needs. CNHS MSN student program satisfaction is ranked as high. With increasing demand for NP and high satisfaction in the program there is every indication the program enrollment will at least continue and most probably increase.

C. **If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.**

The Master of Science in Nursing (MSN) Program was approved in 1992. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Gerontology Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Anesthesiology Nursing, Advanced Psychiatric-Mental Health Nursing and Nursing Administration. Demand for MSN advanced practice nursing degrees exceeds capacity at present and is expected to increase as the health care demands increase.

The following SUS universities offer the Advanced Adult Gerontology Nursing Practitioner
program: Florida Atlantic University, Boca Raton, FL; Florida A&M, Tallahassee, FL; Florida Gulf Coast

University, Fort Meyers, FL; University of Central Florida, Orlando, FL; University of Florida, Gainesville, FL; and University of South Florida, Tampa, FL. University of Miami, Miami, FL; Barry University, Miami, FL are private schools offering the AAG- NP program. The MSN programs at Barry and University of Miami carry higher costs than FIU and this may be a factor in enrollment decisions. The geographic location continues to be another factor in matriculation decisions. Since the FIU MSN programs have been in co- existence with the private and public university since 1992, there is no perceived impact on FIU's student enrollment.

The potential for collaborative research is available locally with the University of Miami, FAU, and Barry University and certainly possible with all the SUS universities.

This request is to better align the reality of the specific scope of nursing practice, differentiate each of the NP specialties into unique program offerings with unique specific CIP codes thereby better reflecting the curricular content and nursing practice Since the MSN programs exists and we only seek to better define the individual program offerings, data collection to support an additional program is not applicable

In order to better align the reality of the specific scope of nursing practice, this request is to differentiate each of the NP specialties into unique program offerings with unique specific CIP codes thereby better reflecting the curricular content and nursing practice. Since the MSN programs exist and we only seek to better define the individual program offerings, data collection to support an additional program is not applicable.

> **D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections.   If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

The MSN programs are lock step and are designed to be full time matriculation. The FIU undergraduate BSN program is the major feeder source of students, followed by individuals from SUS or other Florida universities.   Each cohort is 60 students.

Students within the institution are not expected to change majors to enroll in the MSN programs since a BSN is required for admission. There will be no shifts from disciplines likely to occur.

> **E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide,(in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.**

FIU CNHS has a rich pool of diverse, multilingual students and student applicants from which to choose to recruit for the MSN programs and successes in educating and granting degrees to its student body. The CNHS graduate nursing program has a retention rate of 86-97%. Over 75% of graduate nursing students are of minority groups with 65% fluent in at least two languages (See Table 1) (Note: all FIU students must demonstrate basic competency in a foreign language). Over 44% of nursing majors are low income, and/or first-generation college students with many also educationally disadvantaged. For the fall 2012 admission cycle the MSN program had 259 qualified applicants (Cumulative GPA3.0; licensed in the state of Florida; all application information submitted on time). Of these 259 applicants, 226 sought admission to the family (137) and adult (86) tracks. Of the 259 qualified applicants 85% were female; 15% male; 50% Hispanic; 29% Black; 8% American Indian/Asian/Pacific Islander; 11% White. This reflects a growing interest in nurses in South Florida area wanting to obtain an advanced nursing degree.

Recruitment of students from ethnic and racial minorities and/or disadvantaged students will be done by the CNHS Student Services, MSN Track leaders, Graduate Nursing Director and program faculty. Since FIU is located in one of the most ethnically diverse, cosmopolitan regions in the United States, recruitment of minorities is not seen as critical a step as support for retention and time to graduation. Financial support with scholarships and stipends will help attract students into the program and help ameliorate individual social determinants of finances, living and housing needs, and educational support. Individualized advising and application assistance will demystify the application and admission process. The development of a recruitment website provides all potential applicants the ability to find accurate and current information about everything from college life on campus, to financial aid application deadlines and links to the nursing application process.

Table 1- Comparisons of FIU total students, FIU Full time Graduate Nursing Students, US MSN students, and Miami Dade County Demographics				
Ethnicity	FIU - Total Students Fall 2011	FIU- Graduate Nursing Students Fall 2011	US MSN Students (AACN 2009)	Miami Dade County Population 2010
Hispanic	60%	42%	5%	63%
African American - Non Hispanic	13%	24%	12%	20%
White- Non Hispanic	14%	22.50%	76%	18%
Asian/Pacific Islander	3.50%	8.50%	6.20%	170%
Native American	0%	NA	NA	4%
Other Non- Hispanic	8%	3%	0.60%	110%
Total Number	44,010	433	145,000NPs	2,500,625
Male	44%	20%	NA	49%
Office of Planning and Institutional Effectiveness Fall Year 2010: Nov 2010 US Census, Population Estimates; American Association of Colleges of Nursing 2009				

Signature of Equal Opportunity Officer

5/22/13

Date

III.   Budget

    A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.

The current revenues and costs will be reallocated from the existing MSN program into the discipline specific program. The allocation of costs was based on the number of students enrolled in the program and the direct instructional costs. Since there are no expected changes in enrollments the total cost of the program is $1,121,936. This covers the direct instruction costs, total faculty costs, and overall expenses of this program.

    B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

Not applicable due to the nature of this request.

    C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

Not applicable due to the nature of this request.

    D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

Not applicable due to the nature of this request.

IV.   Projected Benefit of the Program to the University, Local Community, and State

    Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The need and demand for the MSN NP programs have been established at the national level. The MSN NPs improve health care through facilitating a culture of patient safety, evidence based practice, and providing the additional advanced skills necessary to develop leaders in the future and to provide the workforce needed in primary care with the impending implementation of the Affordable Care Act. The MSN NP programs will provide this workforce to improve health care, patient outcomes, and health care

systems. With the alignment of the degree offered, the actual scope of nursing practice parameters and designated specialty will better follow nursing practice.

V.   **Access and Articulation – Bachelor's Degrees Only**

A. **If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)**

Not applicable- Graduate Program Only

B. **List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the Common Prerequisite Manual at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."**

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not Applicable- Graduate Program Only

C. **If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.**

Not Applicable- Graduate Program Only

D. **If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.**

Not Applicable- Graduate Program Only

INSTITUTIONAL READINESS

VI.   Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.

The MSN- NP programs fit FIU's current Millennium Strategic Plan and with the new strategic planning process with its focus on health and life sciences, excellence in academic programs, cost- effective format, high demand professions, and leading innovation. The MSN- NP programs will also contribute to the goal of enhancing research and advanced nursing education.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.

The College promotes, expands and validates scientific knowledge and evidence-based practice through interdisciplinary research. The College prepares diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment.

The goals of the CNHS Nursing Unit are the following:

- To prepare qualified men and women for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment.
- To promote, expand and validate the scientific base of nursing knowledge and practice through the discovery, organization and transmission of research-based knowledge, skills and values.
- To collaborate with local, national and international health care agencies in promoting excellence through cost-effective, accessible, equitable and humanistic health care delivery systems for divergent individuals, families and communities.

The College of Nursing and Health Sciences (CNHS) nursing faculty subscribe to the mission, vision, values, goals, and strategic plan of Florida International University (FIU). The University's updated (2010) mission: …"[a commitment] to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities" is congruent with the CNHS/Nursing Unit's (2012) mission: …"to teach, conduct research, and serve the community preparing diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment."

FIU's updated (2010) vision: …"FIU will be a leading urban public research university focused on student learning, innovation, and collaboration" is congruent with the CNHS/Nursing Unit's (2012) vision: … "to be globally recognized for the achievements of its alumni and faculty in health care, education, leadership, and research with a focus on the needs of the under-served populations."

The University's support for the Nursing Unit's mission, vision, and goals is reflected in the inclusion of *Health* in the FIU 2010-2015 Strategic Plan: *As Miami's only public research university, FIU is committed to addressing the health challenges that face the South Florida region. FIU has a distinguished record of research on health disparities, drug and alcohol use, abuse and dependency, and HIV/AIDS. The Herbert Wertheim College of Medicine, the College of Nursing and Health Sciences, and the Robert Stempel College of Public Health and Social Work serve the community by educating health professionals and conducting applied research in health fields. By embedding engagement activities with teaching and research, FIU provides students with unique learning opportunities and improves health care in the South Florida region.*

During 2012, the CNHS mission, vision, values, and goals were evaluated and revised to align the College and its programs with the University's 2010-2015 Strategic Plan and with the needs of its communities of interest. During this process, administrators and faculty of each of the academic units in the CNHS developed their mission, vision, values, and goals to assure consistency with College and

University.

C. **Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

Careful review of the current CIP codes and the nursing program degree offerings led to the conclusion that more specificity in the coding of degrees could be achieved and with this change enhance the student degree since the scope of nursing practice is delineated within patient populations and settings and the actual MSN degree will carry that same focus. Currently all graduate nursing was coded with the same CIP code- 51.3801. With the approval of this request, each nursing NP discipline will have its own unique CIP degree code. With the specificity of degree code, it will be easier to analyze and track student recruitment, application, admission, retention and progression as well as the individual NP program effectiveness, achievements, and infrastructure needs and costs. It is intended to garner approval of this change with submission of this proposal to FIU Faculty Senate and Board of Trustees and Board of Governors for approval and implementation of the revised CIP codes in Spring and Summer 2013.

Planning Process

Date	Participants	Planning Activity
March 2013	T. Moore, O. Strickland, H. Cornely	Review of current nursing CIP code offerings
March 2013	T. Moore, O. Strickland, H. Cornely, Y. Gordon	Revised and aligned available CIP codes to nursing programs to better align scope of practice

Events Leading to Implementation

Date	Implementation Activity
April 2013	New program proposals written to delineate each MSN program into specific CIP code to better align the educational component with the actual specificity of scope of current advanced nursing practice.
April 2013	FIU Faculty Senate review FIU BOT review with submission to BOG by June 2013 for implementation Fall 2013

VII. **Program Quality Indicators - Reviews and Accreditation**

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

In 1985, the Nursing Unit's BSN program received initial (full) accreditation by the National League for Nursing (NLN); in 1993, the MSN program received initial (full) accreditation by the National League for Nursing Accrediting Commission (NLNAC). The BSN and MSN programs maintained full accreditation through the NLNAC until fall 2008. In 2007, Nursing Unit administrators and faculty chose the Commission on Collegiate Nursing Education (CCNE) as the Nursing Unit's accrediting organization to provide a professional framework for planning and implementing advanced nursing curricula and degrees. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the baccalaureate and master's degree nursing programs at FIU.

The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Board correspondence indicated that the Nursing Unit BSN and MSN programs met the four accreditation standards; there was a compliance concern for the master's program with respect to Key Element III-B-2: *Demonstrate that the curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines. These*

standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes. Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates (Key Element III-B). Demonstrate that the master's curriculum incorporates knowledge and skills identified in The Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996), including, in particular, content related to health policy and ethics. Any specialty standards adopted for the master's program are incorporated into the curriculum (Key Element III-B-2).

In response to the program and accreditation reviews, several nurse consultants conducted analyses of Nursing Unit programs and curricula and provided recommendations for improvement: In December 2007, Dr. Joan Kapustin offered suggestions for increasing the MSN certification pass rates; in January 2008, Dr. Joan Kapustin provided recommendations for revising the curriculum and courses in the MSN nurse practitioner tracks; in March 2008, Dr. Marcia Stanhope offered suggestions for meeting the requirement to incorporate curricular knowledge and skills identified by the BSN and MSN *Essentials* into the curricula; and in May 2008, Dr. Joan Shaver responded to questions posed by FIU administration about current and future directions for Nursing Unit programs and curricula. In May 2008, as required for all accredited programs, the CCNE Board requested a continuous improvement progress report at the midpoint of the accreditation term with a particular focus on the compliance concern for the master's program. The FIU Nursing Unit submitted the Continuous Improvement Progress (CIP) Report on June 1, 2011, per the established Board deadline. Verbal feedback from CCNE personnel indicated no compliance concern issues related to the CIP Report; written feedback from CCNE on the submitted CIP Report is pending. In this self-study report, the CCNE compliance concern for the master's program is addressed in Standard III B-2 through the following discussions and strategies**:**

1) Consultants' recommendations during 2007-2008

2) An analysis (2008) of the congruency between the 1996 MSN *Essentials* and MSN nurse practitioner (NP) course objectives; in response, revisions were made to the NP course objectives

3) An analysis (2011-2012) of the congruency between the revised 2011 MSN *Essentials* and current MSN NP course objectives with a 2012-2013 plan to focus on further course revisions to reflect the revised *Essentials*

4) A table that explicates the 2011 MSN *Essentials*, MSN program objectives (outcomes), and examples of current MSN course objectives

5) An analysis of the *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education [NTF], 2008) and the MSN NP curriculum

6) A plan to incorporate the guidelines established by the *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, & Education* (APRN Consensus Work Group & NCSBN, 2008) into the MSN NP curriculum).

In preparation for the CCNE re-accreditation visit scheduled on October 15-17, 2012, Nursing Unit faculty members and administrators actively engaged in a self-study of the BSN and MSN programs through their Program committees, administrative responsibilities, and faculty assignments. The result was full accreditation for 10 years with no citations.

All academic programs of FIU are approved by the FIU Board of Trustees and the Florida Board of Governors. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate, master's and doctoral degrees. FIU's Office of Institutional Effectiveness maintains an internal Program Review Evaluation for each program every seven years, as required by the Florida Board of Governors. Dean Strickland has as of AY 2013-2014 instituted an internal college program review for each CNHS program every 4 four years. Within CNHS, the nursing programs are approved by the Florida Board of Nursing (FBON) with re-approval in 2007 and are accredited by the Commission on Collegiate Nursing Education (CCNE) through June 30, 2022. The Anesthesiology Nursing MSN program is accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs of the Association of Nurse Anesthetists through 2018.

The nursing programs in the CNHS are accredited by the following agencies, each recognized by the U.S. Department of Education and by the respective nursing practice and licensure bodies.

Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle NW Suite 530
Washington, DC 20036
Website: http://www.aacn.nche.edu/Accreditation

Florida State Board of Nursing
4052 Bald Cypress Way BIN CO2
Tallahassee, FL 32399

Council on Accreditation of Nurse Anesthesia Educational Programs
222 South Prospect Avenue, Suite 304
Park Ridge, Illinois 60068-4010
Website: http://www.aana.com/accreditation/

VIII. Curriculum

    A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

Objective
MSN students will demonstrate ability to perform advanced practice assessment by 1) identifying factors influencing health & disease; 2) identifying normal & abnormal findings; and 3) prioritizing health problems appropriately.
MSN students will demonstrate ability to perform advanced practice interventions by 1) correctly documenting patient findings and plan of care; and 2) correctly educating the patient based on cultural & educational background.
MSN students will demonstrate professional roles & conduct in advanced practice by 1) having awareness of own strengths & limitations; 2) incorporating ethical, professional & clinical guidelines into practice; 3) incorporating legal & regulatory standards into practice; 4) maintaining a professional manner; and 5) communicating respectfully to patients & others.

    B. Describe the admission standards and graduation requirements for the program.

Admission Requirements for the program include:
- Successful completion of all the admission requirements for graduate education at Florida International University and the College of Nursing & Health Sciences.
- Cumulative undergraduate GPA of 3.0 or greater on a 4.0 scale (CUM GPA is a calculation inclusive of all academic coursework including courses at the community college level.)
- UG 60 GPA of 3.0 or greater in Bachelor of Nursing upper division coursework.
- Current State of Florida RN license. Out-of-state students must obtain a license to practice in Florida prior to admission.
- Baccalaureate degree in nursing (BSN) from a National League for Nursing Accrediting Commission (NLNAC) or the Commission on Collegiate Nursing Education (CCNE) accredited program. Applicants from programs without such accreditation will be considered on an individual basis.
- Completion of all MSN admission paperwork including the CNHS application, a written essay, (3) Recommendations, and Curriculum Vitae, as well as favorable personal interview with the MSN Admission Committee.

Graduation Requirements for the program include:

- Completion of 43 semester credits. Minimum of 40 credits in nursing and 3 credits of non-nursing electives. The non-nursing electives are restricted to supporting courses for the specialty area.
- Completion of a thesis (6 credits), a master's paper (3 credits), or a research project (3 credits). Students electing a master's paper or research project must complete an additional three hours of cognate course(s).
- Achievement of an overall cumulative GPA of 3.0 or above. See Graduate Catalog in University Graduate School Rules and Regulations for information on Academic Warning, Probation, and Dismissal.
- Removal of all conditions, deficiencies, and incomplete grades. Credit hours for courses in which the grade is "B-" or below will not count toward satisfying graduate degree requirements.
- With the exception of thesis courses, students are expected to register for courses with letter grades. Electives may be taken as pass/fail subject to the approval of the advisor.

> **C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.**

Students advance through each of the two major components of the MSN curriculum as programs of study are completed. Courses within the two components are delineated as 1) CORE KNOWLEDGE and 2) POPULATION/SPECIALIZATION courses. CORE KNOWLEDGE courses are taken by all MSN students regardless of population focus or specialization. POPULATION/SPECIALIZATION courses are dependent on which population or specialization the student has chosen to pursue.

Allocation for course credits is based on the University formula. The ratio of credit to contact hour for theory courses is 1:1. The ratio of credit to contact hour for laboratory courses is 1:2. The ratio of credit to contact hour for clinical courses is 1:5. This ratio assures the level of learning achievement and compliance with regulatory requirements necessary for the competent role performance of the MSN graduate. Therefore, the advanced adult gerontology health nurse practitioner student completes a minimum of 630 hours of clinical practice.

In addition, programs of study provide an opportunity to select elective courses. Students select electives according to their individual interests and career plans, after consultation with a faculty advisor. Additional courses may be applied to the student's plan of study after consultation with a faculty advisor. Students are encouraged to pursue electives in other academic units when appropriate.

CORE KNOWLEDGE Component
The CORE KNOWLEDGE component required of all MSN students consists of seven (7) courses of three (3) credits each (21 total credits): *NGR 5110 (Theories in Nursing); NGR 5035C (Advanced Client Assessment); NGR 5141 (Pathophysiological Basis of Advanced Nursing Practice); NGR 6172 (Pharmacological Concepts in Advanced Nursing Practice); NGR 5131 (Culture and Advanced Nursing Practice); NGR 5810 (Research Methods in Nursing) and NGR 6910C Research Project*. These courses are completed within the prescribed plan of study.

POPULATION/SPECIALIZATION Component
In the POPULATION/SPECIALIZATION component, students in the advanced adult-gerontology health nurse practitioner specialization utilize and develop their knowledge and skills in one or more clinic settings under the supervision of a nurse practitioner or physician preceptor .

Students in advanced adult gerontology specialization are awarded three (3) credits for each clinical related course. Clinical decision making course is a three (3) credit course, the Role Synthesis course is a four (4) credit course composed of one theory credit and three clinical credit hours.

Advanced Adult Health Nursing students complete *NGR 6201C/6201L Advanced Adult Health Nursing I Theory/Practicum* followed by *NGR 6202C/6202L Advanced Adult Health Nursing II Theory/Practicum,* and finally *NGR 6700L Role Synthesis in Advanced Adult Practice* and *NGR 6209 Clinical Decision Making in Adult Health Nursing.*

D. **Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**

Adult-Gerontology Nurse Practitioner Program CURRICULAR COMPONENT	CREDITS
Core Knowledge (21 Credits) **Graduate Nursing Core (12 Credits)** NGR 5131 Culture and Advanced Nursing Practice NGR 5110 Theories of Nursing NGR 5810 Research Methods in Nursing NGR 6910C Research Project **Advanced Practice Nursing Core (9 Credits)** NGR 5035C Advanced Client Assessment (2 theory cr) NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice NGR 6172 Pharmacological Concepts in Advanced Nursing Practice **Population/Specialization (22 Credits)** NGR 6201C Advanced Adult Health Nursing I NGR 6201L Advanced Adult Health Nursing Practice I NGR 6202C Advanced Adult Health Nursing II NGR 6202L Advanced Adult Health Nursing Practice II NGR 6209 Clinical Decision Making in Adult Health Nursing NGR 6700L Role Synthesis in Advanced Adult Nursing Practice (1 theory cr) XXX XXXX Elective	3 3 3 3 3 3 <u>3</u> **21** 3 3 3 3 3 4 <u>3</u> **22**

TOTAL CREDITS
Minimum program requirements for the MSN degree for Adult and Child Health = 43 Credits
 	
    Theory (27 Credits) = 27 Credits X 1 Contact Hour/Credit X 15 (Total # of Semester Weeks) = 405 Contact Hours TOTAL
    Elective (3 Credits) = 3 Credits X 1 Contact Hour/Credit X 15 weeks = 45 Contact Hours TOTAL
    Research Project (3 Credits) = Contact Hours vary
    Laboratory (1 Credit) = 1 Credit X 2 Contact Hours/Credit X 15 weeks = 30 Contact Hours TOTAL
    Clinical (9 Credits) = 9 Credits X 5 Contact Hours/Credit X 14 (Total # of Semester Weeks in Practice) = 630 Contact Hours TOTAL
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E. **Provide a one- or two-sentence description of each required or elective course.**

Required Courses:
NGR 5035C Advanced Client Assessment (3). Refinement of health assessment skills fundamental to advanced nursing practice emphasizing critical thinking in advanced health assessments across the lifespan.

NGR 5110 Theories in Nursing (3). Analysis, evaluation, and application of theories from nursing and related disciplines to advanced nursing practice, research, education and administration.

NGR 5131 Culture and Advanced Nursing Practice (3). Theoretical models explanatory of culture and behavioral manifestations of cultural diversity. Focuses on multicultural nursing and methodologies for

nursing care throughout the life span.

NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice (3). Focuses on the pathophysiologic basis of clinical judgment and client management in advanced nursing practice.

NGR 5810 Research Methods in Nursing (3). Research methods and designs commonly used in nursing. Focuses on the research process as it is integrated in the interchange of theory, practice, and research using information systems.

NGR 6172 Pharmacological Concepts in Advanced Nursing Practice (3). In-depth study of principles of pharmacology, pharmacokinetics and pharmacodynamics. Emphasis on common prescription and non-prescription drugs used in advanced nursing practice across the lifespan.

NGR 6201C Advanced/Adult Health Nursing I (3). Study of Advanced Adult Practice Nursing and specialization, expansion and advancement of evidence-based knowledge and skills fundamental to the role of the Adult Nurse Practitioner in primary care.

NGR 6201L Advanced Adult Health Nursing Practice I (3). Clinical implementation of evidence-based knowledge and skills required of the advanced adult practice nurse in the prevention, diagnosis and management of acute health conditions in primary care.

NGR 6202C Advanced Adult Health Nursing II (3). Continuing development of evidence-based knowledge and skills fundamental to the adult nurse practitioner role in the care of clients experiencing chronic and multisystem illnesses.

NGR 6202L Advanced Adult Health Nursing Practice II (3). Clinical implementation of evidence-based knowledge and skills fundamental to the adult nurse practitioner role in the care of the client and family experiencing chronic, multisystem illness.

NGR 6209 Clinical Decision Making in Advanced Adult Health Nursing (3). Critical analysis of clinical decision making in ANP. Synthesis of learning to recognize similarities, differences, and contextual factors related to diagnosis and management of diseases and injuries.

NGR 6700L Role Synthesis in Advanced Adult Health Nursing Practice (4). Capstone course synthesizing role functions of the Adult Advanced Practice Nurse with emphasis on professional practice issues and transition into the practice role.

NGR 6910C Research Project (3). Focus is on the development of competencies in scientific inquiry. Competencies are achieved through participation in ongoing research projects and a written report of the experience.

or

NGR 6970 Master's Thesis I (3). Refinement of research proposals focusing on methodology and pilot study.Hands-on experience on computerized data analysis.

NGR 6971 Master's Thesis II (3). Implementation through completion of student's research thesis proposal.

Elective Courses:
NGR 5064C Diagnostic and Therapeutics in Advanced Nursing Practice (3). Provides the advance practice nurse/student the theoretical background and clinical applications for diagnostics and therapeutics across the lifespan.

NGR 5134C Interdisciplinary Health Care Across Cultures (3). The course focuses on health care teams.

Types of service, roles and interdisciplinary interaction will be studied as they relate to policies, economics, ethics and ethnic issues in various countries.

NGR 5136 International Nursing System/Advanced Nursing Practice (3). Comparative analysis of philosophical, legal, political, economic and social underpinnings of the nursing progression within the context of international developments and trends in the post-cold war era.

NGR 5138 Cultural Immersion for International Health Care (1-2). The course introduces basic language, values, social etiquette, daily life, and interpersonal, family and health care patterns in a foreign country in preparation for cross-cultural health study.

NGR 5168 Complementary and Alternative Therapies in Nursing and Healthcare (3). Provides the theory, practice and patterns of use in complementary and alternative practices and products (CAPPs). Integrates CAPPs knowledge with conventional healthcare using National Institutes of Health NCCAM framework.

NGR 5250 Physical Change and Healthy Aging (3). Emphasis on health alterations in aging, delivery of healthcare, and ethical decision-making and advocacy in relationship to common medical problems of the elderly and their families.

NGR 5263 Gerontology for Health Professions (3). A comprehensive overview of aging with the goal of enhancing health outcomes and promoting healthy aging locally and globally.

NGR 5340 Women and Health: A Nursing Perspective (3). Analysis of the unique health concerns of women across the life span. Emphasizes a multidisciplinary approach.

NGR 5495 Women's Health Issues (3). This course is designed to acquaint the student with selected conditions impacting the health of women.

NGR 5610C Family Theory and Nursing Intervention Across Cultures (3). Students are exposed to selective family theories, family nursing assessment, intervention and evaluation. Culture and economic status and their influence on family structure and processes are addressed.

NGR 5632 Practicum in International Family Focused Nursing (1). Students apply learning about nursing care in another country, assessment and intervention with families by instituting a change in their work/practice place at home.

NGR 5660C Leadership and Advocacy for Child and Family Health (3). Acquisition and application of leadership/advocacy skills with culturally diverse families.

NGR 5871C Nursing Informatics: Computer Mediated Information Technology in Nursing (3). Analysis, design, implementation, and evaluation of information and communication systems that enhance individual and population health outcomes, improve patient care, and strengthen the clinician-patient relationship.

NGR 5905 Independent Study in Nursing (1-10). Individually determined, research oriented, in-depth study of a nursing problem or clinical experience as approved by the faculty preceptor.

NGR 5936 Special Topics in Nursing (1-6). Critical analysis of the clinical decision making process in advanced health nursing practice (ANP).

NGR 6333 Conceptual Issues in Nursing Management of Developmental Disabilities (3). Study of developmental theories, concepts and research findings in context of nursing model. Problems relevant to nursing intervention are examined through critique of pertinent literature.

NGR 6713 Curriculum Development in Nursing (3). Curriculum theory and its application in nursing

education. Curriculum construction, implementation, and evaluation are discussed from theoretical, philosophical, historical, and current perspectives.

NGR 6715 Instructional Technology in Nursing and Health Sciences (3). Provides advanced technological knowledge, skills, and opportunity to develop strategies using technology to improve and enhance student learning in variety of settings.

NGR 6812 Master's Research (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.
.
NGR 6939C NSG Management of At-Risk Populations (6). Intensive study of the advanced nursing management of at-risk populations, focusing on the elderly, persons with HIV/AIDS, survivors of domestic violence, substance abusers, and uninsured persons.

> **F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the <u>curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.</u>**

MSN Adult Gerontology program curricula incorporate professional standards and guidelines as appropriate.

All master's programs incorporate the Graduate Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program. All master's-level advanced practice nursing programs incorporate Advanced Practice Nursing Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011). In addition, nurse practitioner programs incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).

The [Nursing Advisory Council](#) consists of chief nursing officers of hospitals, executive directors or presidents of clinical agencies and health organizations, representatives from health related organizations and educational institutions, and lay members. Internal and external communities of interest provide input to the Nursing Unit through a variety of individual and group meetings, reports, standards and guidelines, laws and regulations, needs assessments, and surveys. Input from a community of interest is actively sought and used to foster program improvement.
Faculty members also seek input and feedback from the Nursing Unit's community affiliates, which includes members of the Nursing Advisory Council. Feedback from staff is to be obtained about student performance, clinical experience expectations, faculty participation, and concerns about courses and programs every semester. This feedback is to be considered during the preparation of subsequent course offerings. Nursing Unit administrators and faculty responds to the needs and expectations from the communities of interest by revising curricula and/or developing mutually beneficial collaborative strategies related to teaching-learning practices and faculty practice

> **G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the master's degree nursing programs at Florida International University. The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Successful reaccreditation process was completed on October 17, 2012.

Graduates of the MSN-Adult Gerontology Health program are eligible to apply for national certification examinations in their specialty area through the American Academy of Nurse Practitioners (AANP) or American Nurses Credentialing Center (ANCC). Nurse practitioner graduates who pass national certification examinations can obtain advanced registered nurse practitioner (ARNP) licensure through the State Board of Nursing.

Adult-Gerontology Nurse Practitioner Program has met ANCC's certification eligibility educational requirements. Confirmation of eligibility is effective until March 22, 2016.

> **H.** **For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

Not Applicable

> **I.** **Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

The MMC and BBC buildings provide adequate space for delivering the program in a traditional delivery system. Both structures have wireless internet and long distance videoconferencing capabilities that would also provide the opportunity to offer some of the core-courses and electives via distance and/or hybrid learning. The building houses one of the most technological sophisticated nursing simulation centers in the country (Simulation for Teaching and Research [STAR] Center); which will provide for the instruction of clinical related content and laboratory practice.

IX. **Faculty Participation**

> **A.** **Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

See table 4 in Appendix A.

> **B.** **Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

The costs involved in the program and associated funding resources are the current ones existing for the MSN programs. Funding sources will not change from existing offerings**.**

C. **Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**

D. **Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

Comparison of Nursing Faculty-Student Ratio (Spring, 2011 & Spring, 2012)

TEACHING FACULTY	REG* Faculty #	REG Faculty ***FTE	ADJ** Faculty #	ADJ Faculty FTE		Total Faculty FTE	Student Enrollment	Faculty: Student Ratio
Spring 2011								
Graduate	19	19.0	14	7.1		**26.1**	**401**	**1:15**
Spring 2012								
Graduate	22	22.0	13	8.2		**29.2**	**352**	**1:12**

Percentage of Course Credits Taught by Graduate Regular/Adjunct Nursing Faculty (2011-2012 AY)

PROGRAM	Fall 2011	Spring 2012	Summer 2012
Graduate			
Regular Faculty Credits	75%	79%	68%
Adjunct Faculty Credits	25%	21%	32%

List of Nursing Faculty Research (R) and Training (T) Grants

Fall 2007-Present

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	RT
Pontious	Blais	Post-Master's Certificate in Nursing Education	Department of Health & Human Services/ Health Resources and Services Admin.	$768,205	7/1/07	6/30/10	T
Thomas		HBV Vaccine: Parents' Health Beliefs, Values, and Intent to Vaccinate	Sigma Theta Tau International	$500	9/1/07	9/1/08	R
Grossman		Miami-Dade Area Health Education Center Nursing Progr.	Area Health Education Center	$13,000	7/1/08	6/30/09	T
Anderson	Friedemann	Training in Chronic Illness Research in Florida/Europe	Department of Health & Human Services/ Health Resources and Services Admin.	$413,120	7/1/09	8/31/10	T
Kulwicki		Primary Care Services	Area Health Education Center (AHEC)	$9,750	6/30/09	6/30/10	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/ Health Resources and Services Admin.	$35,554	7/1/09	6/30/11	T
Brown	Kulwicki	AHEC Tobacco Training	Area Health Education Center (AHEC)	$10,000	7/1/09	6/30/10	T
Kulwicki		Research and University Graduate School Support	FIU Graduate School	$5,000	9/1/09	6/30/11	T
Gracia Jones	Chadwell, Patsdaughter	SENIORITAHS	McFarland & Assoc, Inc.	$115,000	11/30/09	1/31/11	T
BSN Nursing		Miami Children's Contribution	Miami Children's Hospital	$37,831	1/1/10	12/31/10	T
Brown		Miami Area Geriatric Education Center	Health Resources and Services Administration	$46,296	7/1/10	6/30/15	T
Brown	Kulwicki	AHEC Tobacco Training	Area Health Education Center (AHEC)	$10,000	7/1/10	6/30/11	T
Kulwicki		Advanced Edu in Nursing Traineeship	Health Resources and Services Administration	$85,798	7/1/10	6/30/11	T
Pontious	Olenick (Co-PD)	Culturally Competent Combined RN/MSN Program for Diverse Students	Department of Health & Human Services/ Health Resources and Services Admin.	$737,938	7/1/10	6/30/13	T
Henao	Cornely	Natl Council of State Board of Nursing Simulation Study	National Council of State Board of Nursing	$334,187	8/1/2010	4/1/14	T
Randolph	Elbaum Brunt Kulwicki	Assessment and Primary Intervention of Traumatic/Surg. Amputations in Haiti	National Institutes of Health	$125,000	8/1/10	7/31/11	R

List of Nursing Faculty Research (R) and Training (T) Grants (Continued)
Fall 2007-Present

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	RT
Villagomeza	**Kulwicki Simon Galindo**	TIP/NEP	Duke University School of Nursing	$7,500	8/1/10	8/4/10	T
Youngblut	**Brooten** Silverman	Children's Response to Sibling Death in the NICU/PICU in 3 Racial/Ethnic Groups	National Institutes of Nursing Research/NIH	$2,500,000	9/2010	6/3015	R
Gracia Jones	**Chadwell, Patsdaughter**	MSI HIV Prevention Education for Students	Office of HIV/AIDS Policy & Abt. Associates, Inc.	$240,000	10/1/10	9/30/13	T
Brown		Research Seed Money Support	Advanced Research Institute in Geriatric Mental Health (ARI)	$5,000	1/1/11	12/31/11	R
Brown		Detection of Depression in Persons in the Nursing Home	Pfizer	$59,923	01/2011	12/2011	R
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	$5,000	2/1/11	6/30/11	T
Kulwicki		Colloquium Enhancement Initiative	FIU Graduate School	$1,250	2/1/11	6/30/11	T
Kulwicki		3rd Annual Colloquium	Sigma Theta Tau International	$500	3/1/11	3/31/11	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/ Health Resources and Services Admin.	$10,447	7/1/11	6/30/12	T
Kulwicki		Advanced Education in Nursing Traineeship	Department of Health & Human Services/ Health Resources and Services Admin.	$139,413	7/1/11	6/30/12	T
Gracia Jones	**Chadwell, Patsdaughter**	SALSA: Student-led Activities about Latinos and Substance Abuse, HIV and Hepatitis	Substance Abuse and Mental Health Admin., Center for Substance Abuse and Prevention	$85,000	7/1/11	6/30/12	T
Kulwicki		Homestead Hospital/FIU Chronic Disease Management Clinic	Health Foundation of South FL	$16,780	1/1/12	12/31/12	T
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	$1,500	1/1/12	6/30/12	T

List of Nursing Faculty Student Support Grants (Summer 2009-Present)

PI	Project Title	Sponsor Name	Award Total	Start Date	End Date
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$7,042	7/1/09	6/3010
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$16,059	7/1/09	6/3010
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	$143,208	7/1/09	6/3010
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$22,300	7/1/09	6/30/10
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$50,856	7/1/09	6/30/10
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$11,896	7/1/10	6/3011
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$18,136	7/1/10	6/3011
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	$361,525	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$21,030	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$32,062	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$12,823	7/1/11	6/30/12
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	$289,944	7/1/11	6/30/12
Simon	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$20,303	7/1/11	6/30/12

All (100%) of the regular faculty members are credentialed at a minimum of a master's degree and teach in the area appropriate to their nursing specialty. Faculty members overseeing the nurse practitioner (NP) tracks hold a doctorate and national certification in the relevant specialty area.

X. Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

Library Subscriptions

Online journal content can be accessed from the library catalog or through our E-journal Portal. Although many of the online journals are available cover-to-cover, some titles may only have selective content available through aggregator databases. In terms of journals most likely to be relevant to this program's offerings, the E-Journal Portal reports the following subject areas and journal counts:

- Nursing (340)
- Geriatrics (93)
- Pharmacy, Therapeutics, & Pharmacology (506)
- Medicine - General (859)
- Public Health - General (369)

The FIU Libraries have been steadily converting journal subscriptions from print to online. The library has cover-to-cover subscriptions to titles in the following electronic journal packages of importance to the proposed MSN in Advanced Adult Gerontology Nurse Practitioner, the counts for which are included in the above totals: Elsevier ScienceDirect; Wiley-Blackwell, SAGE, and Springer. The library also retains print subscriptions to a handful of titles which are either unavailable online or for which the conversion to online is cost prohibitive.

Citation-Ranked Journals: A review of the 2011 Journal Citation Reports (JCR) to determine the coverage of citation-ranked literature in the field of *Nursing* was conducted. JCR tracks 99 titles, of which FIU has access to 77 (78%). Included in this total is electronic access to 54 titles, print access to 7 titles, and either free or aggregator access to an additional 16. Free or aggregator access may have embargoes which affect access to the most recent 6-12 months of the titles.

Major Journals: A select list of citation-ranked journals which FIU has access to includes: *International Journal of Nursing Studies, Research in Nursing & Health, Journal of Advanced Nursing, Geriatric Nursing, Research in Gerontological Nursing, Advanced Journal of Critical Care, Journal of Community Health Nursing,* and *International Journal of Nursing Practice.*

Databases

The library subscribes to approximately 500 databases. Those of particular significance to support of to this degree include: *CINAHL Plus with Full Text, HealthSource Nursing/Academic, MEDLINE, Nutrition Abstracts and Reviews, Health & Wellness Resource Center,* and *Cochrane Library.*

Monographic Materials

Print Books: The Green Library automatically receives, through an approval plan process, titles from university presses and major publishers in the relevant to the university's program areas. In 2012 the library changed to an e-preferred plan for delivery of titles in the Health Sciences. For this plan, the e-book is purchased instead of a print book if the electronic is published within 8 weeks of the print run. Expenditures for the approval plan are about $1,000 a year for Nursing, defined as Library of Congress

subject class RT, and about $10,000 a year for the health sciences as a whole. In addition, liaisons and faculty are allotted a modest amount of funds to supplement the approval plan for their subject areas in support of current research and teaching.

Overall, the FIU libraries hold over in the 27,500 print titles in the LC call number range of R-RZ, which includes Medical and Health Sciences. Of these 2,200 are in the Library of Congress Nursing call number area of RT.

Online Books: The library currently has access to more than 165,000 online books, including general titles, reference resources, and specialized collections. Electronic books include titles ordered directly from the publishers Springer, Elsevier, Wiley, Ovid, and Gale, as well as selected titles from aggregators such as ebrary, EBL, and EBSCO. The vast majority of FIU's electronic books collections have been published within the last 10 years.

Recent purchases of interest to this program include:

- Ovid E-books - 690 titles in Health and Medicine, including the Nursing collection of over 360 titles.
- Elsevier Health Professions 2010, 2011, and select 2009 titles - 60 titles
- Springer Medicine collection, 2005-2012 – 3,038 titles
- Springer Biomedical & Life Sciences collection, 2005-2012 – 2,843 titles

The FIU Libraries currently own over 10,000 electronic books in the LC call number range of R-RZ, which includes Medical and Health Sciences.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

Library holdings that pertain to the current MSN program will also be available to students in the proposed MSN in Advanced Adult Gerontology Nurse Practitioner. There are no major gaps in the library's collection and no additional costs for the library are anticipated.

Library Director

Date

17 May 2013

C. **Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

The MMC and BBC buildings provide adequate space for delivering the programs. In December 2009, the College moved into a new $47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). This building provides faculty and students with an optimal learning, research, and clinical laboratory teaching/learning environment. The building projects a visual and actual image of health and wellness incorporating green building standards throughout. The building is a showcase of health pedagogical technology. The building promotes interdisciplinary interaction among both students and faculty to promote collaborative research and student learning. The CNHS (AHC 3) building is the University's first "green" building and is the first Silver Leadership in Energy and Environmental Design (LEED) certified. LEED certification is considered the national accepted standard for design, construction, and operation of sustainable green building. The modular design features of the labs and teaching areas facilitate flexibility and promote interdisciplinary collaboration among all the departments of the CNHS. To that end, there are 15 teaching, research and training labs in the West Wing building and 6 conference /seminar rooms throughout both wings. Planners created a student centric design with dedicated group and individual student study areas, and social gathering spots, including a café, patio, and Student Activities Center.

The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC).

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex.

The building houses one of the most technologically sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center). The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses and includes:
• Eight (8) modular patient rooms that can be adapted to create a variety of individual and multi-patient settings, including operating room set-ups.

• Three (3) control rooms that oversee computer and faculty-generated patient care scenarios and digital imaging projection systems for video study and review.

• A dividable basic nursing skills laboratory with mid-fidelity patient simulators/manikins in 14 patient areas and a central nurses' station.

• Wireless high-fidelity patient "specialty" simulators, including a family of five (birthing mother, father, newborn, and two children), SimMan, and a Harvey cardiology patient simulator.

Two (2) 30-seat conference/seminar rooms with media capabilities for debriefings.
The College of Nursing and Health Sciences (AHC 3) teaching/laboratory/research structure also includes:
• A 298 seat auditorium and one (1) 90-seat and two (2) 60-seat classrooms. The auditorium and classrooms have full media; one classroom has distance learning capabilities.

• An Information Technology suite with three (3) computer teaching/open laboratories (30-seats each) that can be merged into one 90-seat computer laboratory for testing/teaching.

• A research center with flexible laboratory space.

• One (1) 20-seat conference room with videoconferencing capabilities.

• Human performance and other health sciences laboratories for the physical therapy, occupational therapy, communication sciences and disorders, and athletic training departments.

• Numerous group and individual student study areas, student lockers, and food vending.

The other College of Nursing and Health Sciences (AHC 3) faculty/student/administrative services structure includes offices for nursing faculty and administrators, and other health science disciplines. Part-time faculty may share an office. The structure also includes:

• A student services and support center with reception, student advisors, public computers, orientation areas, and secured rooms for files.

• Support staff work areas which include computers, printers, copiers, facsimile machines, and break rooms on each floor.

• Locked storage areas for student files and supplies on each floor.

• Four (4) media ready 20-seat conference rooms, including a conference room for group advising and small group seminars.

Biscayne Bay Campus: The Nursing Unit complex is located on the second floor of the Academic 2 (AC 2) building. The AC 2 facility contains the STAR Center North (nursing skills and simulation laboratories) and includes:

• An office suite with one (1) support staff station, one (1) support staff office, one (1) student station with computer, and six (6) faculty/administrator offices.

• A dedicated media-ready 48-seat classroom adjacent to the basic skills laboratory.

• A dedicated computer laboratory with 22 computer workstations and networked printer.

• An advanced nursing skills laboratory with high-fidelity wireless patient simulators.

• Locked storage areas for supplies, equipment, software, and student files.

• An adjacent 48-seat BBC classroom that has videoconferencing capabilities.

The MSN- NP programs will have the opportunity to use the full component of available resources housed in the CNHS AHC3 building.

> D. **Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.**

The CNHS AHC3 building with the above described components and resources will be more than adequate to house the needs of the MSN – NP programs. No additional classroom, teaching laboratory, research laboratory, office and other space is needed to maintain the proposed program. The MSN- NP programs are currently offered and have adequate space and equipment to serve the programmatic needs within the CNHS building. There are no projected I& R costs for additional space and no new construction will be necessary.

> E. **Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

The use of technology/specialized equipment for supporting the achievement of student learning outcomes is increasingly used in teaching strategies and student learning activities. Technology includes:
- Computer and mobile devices to access E-mail communications and online teaching modalities
- The Simulation for Teaching and Research (STAR) Center on MMC. The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses. High-fidelity patient simulators are also available on BBC.
- Basic nursing skills laboratories on MMC and BBC with simulated hospital environments, manikins, and state-of-the-art equipment for patient care.
- Advanced nursing skills laboratories on MMC with state-of-the-art equipment to teach acute care (anesthesiology) and primary care skills.

- Audiovisual libraries on MMC and BBC with equipment for viewing and reviewing nursing skills and other nursing and health related topics.
- Dedicated student computer laboratories on MMC/BBC for testing, internet searches, and the use of software for word processing, spreadsheets, and statistical analysis.
- Media ready classrooms and conference rooms with internet and audiovisual capabilities, such as PowerPoint.
- Student "clickers" that provide instant student feedback during lectures and discussions.
- Personal Digital Assistants (PDAs) and mobile devices (e.g., iPads) for faculty in the clinical setting and needing access to online communication with/teaching students.
- Videoconferencing capabilities on MMC and BBC.
- HESI, an internet-based testing and remediation program, to prepare MSN students for the NP certification examination.
- YouTube to post student teaching presentations.
- Turnitin, FIU's anti-plagiarism software for submitted student papers.
- *Typhon*, an internet-based subscription software program for tracking student clinical experiences and completing evaluations, surveys, and program reports, used in the NP and Anesthesiology Nursing tracks.

The use of online technology is also currently used. Many faculty members post course materials through Blackboard, FIU's platform for online learning. Online courses are supported by University Technology Services (hybrid courses) or FIU Online (fully online courses); technical staff members at FIU Online provide day, evening, and weekend support for faculty and students. Currently, for all Nursing Unit course offerings, 21% of the MSN courses are delivered via an asynchronous format.

The MSN- NP programs also have access to the full complement of the resources of the CNHS building and more specifically the STAR Center. The specialized equipment available in the STAR Center is funded and replacement costs factored throughout the lifespan of the simulation equipment.

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.

Resources are adequate at the time. No additional specialized equipment is currently needed to implement/sustain the proposed program.

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

There are no anticipated special categories of resources needed to implement the MSN – NP program.

H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

There will not be E&G money needed for the MSN- NP program for fellowships, scholarships, or graduate assistants since scholarships and graduate assistantships have been available for students through Nursing Traineeship grants, HRSA and foundation support. Additionally, the student in MSN-NP programs are already practicing nurses and most are gainfully employed and therefore graduate assistant positions are not coveted or financially needed positions.

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

MSN practicum facilities and preceptor agreements are selected based on course objectives, student needs and interest, client populations, competence of the preceptor, location of the site, and available resources. The CNHS office of Clinical Education coordinates, maintains, and stores affiliation agreements, umbrella affiliation agreements, and criteria for student placement in affiliating agencies for all programs.
Although the current database holds over 300 approved clinical sites, recruitment for new clinical sites and affiliation agreements is a continuous process to maintain and secure adequate numbers to meet the needs of our student body. Affiliation agreements can be formulated and expanded as the need arises for support of our students in the MSN- NP programs. Clinical settings include various ambulatory or acute care settings, clinics and health centers in the Miami-Dade, Broward, Palm Beach, and Monroe counties.

J. **If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

No new capital expenditures for instructional or research space are required for the MSN- NP programs. Non I&R costs are not expected to increase as a result of the MSN- NP programs continuation since they are limited access programs and the current infrastructure in the CNHS is committed to support the ongoing programmatic needs.

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

Florida International University	**Fall 2013**
University Submitting Proposal	Proposed Implementation Term
College of Nursing and Health Sciences	**Nursing**
Name of College(s) or School(s)	Name of Department(s)/ Division(s)
	MSN- Advanced Child Nurse Practitioner
Advance Practice Nursing	
Academic Specialty or Field	Complete Name of Degree

51.3809

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees	**President**	**Date**

Signature of Chair, Board of Trustees	**Date**	**Provost and Executive Vice President**	**Date**

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	40	26.87	$14,771	$396,890	$0	$0	$396,890
Year 2	40	26.87					
Year 3	40	26.87					
Year 4	40	26.87					
Year 5	40	26.87	$14,771	$396,890	$0	$0	$396,890

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I.   **Program Description and Relationship to System-Level Goals**

A.   **Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The graduate nursing department at the College of Nursing &Health Sciences (CNHS) offers many advanced-level education , i.e. graduate level programs designed to elevate the competencies of nursing professionals as they go on to become leaders in nursing practice and management, advocates and writers of health care policy, and valued researchers seeking to improve the health and well-being of entire populations.The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Health Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Advanced Psychiatric-Mental Health Nursing, Nursing Administration and Anesthesiology Nursing. Graduates of the MSN program are qualified to apply for certification examinations in their specialty areas. Nurse practitioner (NP) graduates who pass national certification examinations can obtain advanced registered nurse practitioner (ARNP) certification through the Florida Board of Nursing. Post-master's nurse practitioner certificates in adult nursing, family nursing, and child nursing and a certificate in nursing education are also offered. Graduates of the MSN program are eligible for doctoral level studies.

The CNHS graduate nursing programs prepare students for professional careers as nurse practitioners (NP). Today's nurse practitioners are educated to perform more procedures and enjoy more autonomy of practice than ever before. Serving as primary care providers for a multitude of patient groups in a variety of health care settings, the nurse practitioner will have a critical role in our health systems as access to health care becomes a reality for millions in this country. The preparation of NPs will be especially critical beginning January 2014 when the nation's Health Care Affordibility Act becomes effective. Nurse practitioners promote health and wellness through patient education and advocacy.

Currently, all students in any of the MSN-NP tracks graduate with the same degree CIP code. However, in reality their degree and curriculum focus is distinct. Each NP specialty is limited to practice with the designated population of their studies. In order to better align the reality of the specific scope of nursing practice it is proposed to differentiate each of the NP specialties into unique program offerings with unique specific CIP codes better reflecting the curricular content and nursing practice. The purpose of this new program request is to differentiate the MSN in Advanced Child Nurse Practitioner into the unique nursing specialty and distinct practice pattern of infants, children, adolescents and young adults and thereby better align the degree offered with the actual scope of nursing practice parameters and designated specialty.

Students in the Advanced Child Nurse Practitioner program are prepared to care for adolescents and young, middle and older adults. The particular expertise of the adult primary care nurse practitioner emphasizes disease prevention, health promotion, and the management of patients with acute and chronic multi-system health problems within the context of the family system. Graduates will have the education to diagnose and treat adult illnesses. The AC-NP curriculum consists of 43 required graduate credits beyond the Bachelors of Science in Nursing (BSN) and includes a defined NP core knowledge component of 21 credits and an additional 22 population /specialization focused credits for a total of 43 credits. The curriculum is based upon the defined terminal outcome competencies for Advanced Child Nurse Practitioner as delineated by the American Association of Colleges of Nursing (AACN)- Essentials of Advanced Child Nurse Practitioner Competencies. http://www.aacn.nche.edu

The students will graduate with a Master of Nursing Science (MSN) Degree in Advanced Child Nurse Practitioner (AC-NP).

B. **Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (**BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/_doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)

The AC-NP program is consistent with the Board of Governors (BOG) SUS Strategic planning goals (2012-2025) and directly and/or indirectly supports the following goals :

Teaching and Learning
- Strengthen quality and reputation of academic programs.
- Increase degree productivity and program efficiency
- Increase number of degrees awarded in Science, Technology, Engineering and Math (STEM) and other areas of strategic emphasis (Health)

Scholarship, Research, and Innovation
- Strengthen quality and reputation of scholarship, research and innovation.
- Increase research and commercialization activity
- Increase collaboration and external support for research activity

Community and Business Engagement
- Strengthen quality and recognition of commitment to community and business engagement
- Increase levels of community and business engagement
- Increase community and business workforce

The AC-NP program graduates approximately 20 students annually. This adds 20 new NP graduates to the production of degrees statewide. The 20AC-NP graduates will add nursing professionals in advanced practice nursing roles in the clinical, educational and leadership settings helping to address the workforce shortage of advance practice nurses. According to the American Association of Colleges of Nursing (AACN) the United States is projected to have a nursing shortage that is expected to intensify as baby boomers age and the need for health care grows. Compounding the problem is the fact that nursing colleges and universities across the country are struggling to expand enrollment levels to meet the rising demand for nursing care. Quality patient care hinges on having a well-educated nursing workforce. Research has shown that lower mortality rates, fewer medication errors, and positive outcomes are all linked to nurses prepared at the baccalaureate and graduate degree levels. (AACN Nursing Shortage Fact Sheet Accessed April 19, 2013. www.aacn.nche.edu/media-relations/fact-sheets/nursing-shortage)

The AC-NP graduates will add to degree production and help meet critical statewide and nationwide professional workforce needs. The AACN fact sheet entitled, Creating a More Qualified Nursing Workforce states that compared to physician training, the education of a nurse practitioner costs four-to-five times less and can be completed at least four years sooner. Such figures buttress claims that relying solely on physicians to deliver primary care would not only seriously delay the availability of critically needed providers, but incur excessive expense as well. Indeed, a recent estimate projects that underutilization of nurse practitioners costs the nation nearly $9 billion annually due to practice restrictions in state laws and other "denied access" for consumers that is keeping the cost of basic health care inflated. In addition, recent studies have reported that, compared to physicians, NPs scored higher on patient satisfaction and on resolving conditions such as high blood pressure and high blood sugar levels. Patients of NPs also were more compliant than physicians' patients in taking medications, keeping appointments, and following recommended behavioral changes.

Moreover, even after acknowledging the methodological flaws of some of the studies it reviewed in 1986, the congressional Office of Technology Assessment (OTA) concluded that nurse practitioners can deliver as much as 80 percent of the health services, and up to 90 percent of the pediatric care provided by primary care physicians, at equal to or better quality and at less cost. In 12 studies, OTA found that the quality of care by NPs -- including communication with patients, preventive actions, and reductions in

the number of patient symptoms -- was higher than that for physicians. (Creating a More Highly Qualified Nursing Workforce- The Essentials of Masters Education of Nurses AACN Accessed April 19, 2013. www.aacn.nche.edu/publications/order-form/masters-essentials)

As the demand for more highly educated nurses i.e. Nurse Practitioners, escalates to critical levels, FIU nursing programs are rising to the challenge to meet the nation's need for highly educated, compassionate, skilled, and culturally competent nursing professionals. The AC-NP program will help to increase the number of nurses with advanced practice degrees and help to meet the needs of the state and nation's health care.

Also of note is that only 16.8% of the three million plus nurses in this country are non-White with the majority being White (83.2%), (USDHHS, 2010). The fact that our FIU MSN students are predominantly from diverse ethnic/minorities will help to increase the diversity of the nursing workforce. This is vitally important as the demographics of our country continue to change. The report points out that in 2008 Hispanics/Latinos made up 15.4 of the U.S. population but only 3.6% of RNs, and Blacks made up 12.2% of the U.S. population but only 5.4% of RNs (USDHHS, 2010). This diversity helps meet our community health needs and is aligned with our mission to provide culturally competent health care to underserved populations.

When educational programs are outstanding, they attract the best students and faculty to them and produce the most productive and renowned graduates. Our graduate and undergraduate nursing programs had an outstanding accreditation visit in October 2012 with no citations and all accreditation standards being met. Our nurse practitioner pass rates average 87% which is above the national average. The CNHS nursing faculty has established an excellent record of research with approximately $ 5 Million in grant funding since 2009. FIU Nursing is ranked in the top 50 of NIH nursing funding nationwide. Indirectly, our excellent research and outstanding education programs work towards the SUS goal of world class programs and research.

       C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

       The Areas of Programmatic Strategic Emphasis:
       1. Critical Needs:
- **Education**
- **Health Professions**
- **Security and Emergency Services**

       2. Economic Development:
- **Globalization**
- **Regional Workforce Demand**

       3. Science, Technology, Engineering, and Math (STEM)

Nursing is listed as one of the Critical Needs in Health Care on the Florida Board of Governors List of Targeted Programs. The Board of Governors encourages graduate programs that are consistent with institutional mission and statewide goals, in targeted fields, demanded by both students and employees and demonstrate that their costs when weighed against their benefits make for a compelling argument for return on investment. (BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/_doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)

The AC-NP program is consistent with the FIU institutional mission, is in a targeted field, is in demand by students and employers and will make significant impact to workforce needs and community health. Health care reform will require quadruple the current number of advance practice nurses and twice as many as currently working in South Florida to care for the underserved and non US citizen populations. The AC-NP program graduates will help fulfill this need.

       D. **Identify any established or planned educational sites at which the program is expected**

to be offered and indicate whether it will be offered only at sites other than the main campus.

The MMC and BBC buildings provide adequate space for delivering all the nursing programs. In December 2009, the College moved into a new $47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). The College of Nursing and Health Sciences (AHC 3) building is the University's first "green" building and has been awarded Silver Leadership in Energy and Environmental Design (LEED) certification. The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC). MMC is the predominant site of the MSN programs, however the BBC campus can be utilized for program offerings as needed. There are no planned changes to the educational sites currently being utilized

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex. The building houses one of the most technologically sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center).

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II.   **Need and Demand**

   A. **Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The need to educate NP, pediatric (AC-NP) and psychiatric nurse practitioners (PMHNP) in culturally competent technologically enhanced interprofessional education in healthcare is clear as there is: (a) a current and projected shortage of nurses, particularly of those with the "right knowledge and skills" at advanced practice levels; (b) a severe shortage of nursing faculty (Malone, 2009; FCN, 2008);(c) a greater shortage of minority nurses with an increasing need for culturally competent, minority ARNPs and nursing faculty (Joynt & Kimball, 2008, FCN, 2009); d) a need for health care workers to be trained in interprofessional education (WHO, 2010); e) a need for nurses to use "informatics in practice and education to provide, safer, higher quality patient care" (Tiger,2012, p. 4). Of the current RN workforce, the greatest under-representation is Hispanics (4.2% nurses but 15% of US and 62% South Florida populations) followed by African Americans (<11% nurses but 13.2% of US and 20% of South Florida populations) and Asians (2% of South Florida Population) (Buerhaus & Staiger, 2009; Cleary, et al., 2009; FCN, 2009; Malone, 2009). Nurses today must learn and work in high stress environments to provide complex diagnostic and treatment regimens using new technology within a chaotic and dysfunctional US healthcare system (AACN, 2008; Buerhaus, Staiger, & Auerbach, 2008; Benner, Sutphen, Leonard, Day, 2009; FL HP 2010 2008 Report; NHDR, 2008). Together, these shortages and the current healthcare environment endanger the safety and quality of healthcare and place patients, particularly those from minority cultures, at risk for increased morbidity and mortality (BHPr, 2004; Buerhaus, et al., 2009; Robert Wood Johnson Foundation, 2002). Multiple studies found ARNPs' primary care focusing on health promotion and education has comparable outcomes to those of primary care physicians and ARNPs' case management dramatically reduces hospitalizations (Newhouse et. al. 2011). Diverse ARNPs are needed in this region; they have the background, knowledge and ability to communicate with and meet the healthcare needs of this multilingual, divergent, underserved population. Yet, in Florida, only 29% of

RNs, 21% ARNPs, and 14% nursing faculty are from minority groups (FCN, 2010) with the population increasing in its diversity and health disparities (FL DOH OMH, 2008). South Florida currently has even greater shortages of minority nurses with "right knowledge and skills": only 19% BSN prepared nurses (compared with 26% in FL and 32% in US) and just 4.7% ARNPs (compared to 5.4 % in US). Of the ARNPs working in South Florida, only 18% are from minority backgrounds (6.3% Hispanic, 8% Black, non-Hispanic, 3.4% Asian/Pacific Islander), yet the population is >62% Hispanic, 19% Black, non-Hispanic, 1% Asian/Pacific Islander. More than 25% of these nurses plan to retire by 2020 with demand outpacing supply due to shifting patient demographics, scientific and technological advances, and increasing chronic illnesses and need for prevention (Malone, 2009). Workforce shortages affect all levels of nursing, including the availability of registered psychiatric nurses. According to the National Center for Health Workforce Analysis (NCHWA), the US had a shortage of approximately 168,000 RN FTEs in 2001. By 2020, the national RN shortage is projected to increase to more than one million RN FTEs. This alone will mean that only 64% of the demand for registered nurses will be met.
Florida International University CNHS will be the only public university within the South Florida tri-county area (Monroe, Miami-Dade and Broward) offering culturally competent interprofessional education in a technologically advanced curriculum and the only university offering psychiatric and pediatric NP programs.

> **B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

Demand for health care services will continue to grow, as millions of Americans gain health insurance under the Affordable Care Act and Baby Boomers dramatically increase Medicare enrollment. The nation increasingly will call upon advanced practice registered nurses (APRNs) to meet these needs and participate as key members of health care teams.
(American Association of Nursing; ARNPs at Work. Accessed April 20, 2013.
http://www.nursingworld.org/EspeciallyForYou/AdvancedPracticeNurses/APRNs-at-Work)
CNHS data 2011 to present shows average per term enrollment in the AC- NP program of 40 students. As the demand for advanced nurse practitioners continues to grow there is every indication this enrollment average will continue or increase.

 Annual alumni surveys indicate overall student satisfaction with the MSN program. In addition, the FIU Office of Planning and Institutional Research (OPIR) sends satisfaction surveys for FIU support services to all current FIU students, graduating seniors, and graduate level students.
 However, the CNHS graduate student exit survey had too few responses (responses =7) to analyze. FIU survey summaries are also posted on the OPIR website for review by administrators, faculty, staff, and students**.** As the demand for advanced nurse practitioners continues to grow as nationwide health care needs increase, CNHS poised ready to educate nurses to help fulfill these needs. CNHS MSN student program satisfaction is ranked as high. With increasing demand for NP and high satisfaction in the program there is every indication the program enrollment will at least continue and most probably increase.

> **C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.**

The Master of Science in Nursing (MSN) Program was approved in 1992. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Gerontology Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Anesthesiology Nursing, Advanced Psychiatric-Mental Health Nursing and Nursing Administration. Demand for MSN advanced practice nursing degrees exceeds

capacity at present and is expected to increase as the health care demands increase.

The following SUS universities offer the Advanced Child Nursing Practitioner program: University of Central Florida, Orlando, FL; University of Florida, Gainesville, FL; and University of South Florida, Tampa, FL. There are no private schools offering the ACNP program. The geographic location continues to be another factor in matriculation decisions. Since the FIU MSN programs have been in co- existence with the private and public university since 1992, there is no perceived impact on FIU's student enrollment.

The potential for collaborative research is available locally with the University of Miami, FAU, and Barry University and certainly possible with all the SUS universities.
In order to better align the reality of the specific scope of nursing practice, this request is to differentiate each of the NP specialties into unique program offerings with unique specific CIP codes thereby better reflecting the curricular content and nursing practice. Since the MSN programs exist and we only seek to better define the individual program offerings, data collection to support an additional program is not applicable.

> **D.** **Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections.   If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

The MSN programs are lock step and are designed to be full time matriculation. The FIU undergraduate BSN program is the major feeder source of students, followed by individuals from SUS or other Florida universities. We intend to grow the program from 30 in Year 1 to 35 in Year 5. This growth is in anticipation of continued demand for advanced nurse practitioners as the Affordable Patient Care Act is implemented nationwide coupled with the program and college resource capacity.

Students within the institution are not expected to change majors to enroll in the MSN programs since a BSN is required for admission. There will be no shifts from disciplines likely to occur.

> **E.** **Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide,(in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.**

FIU CNHS has a rich pool of diverse, multilingual students and student applicants from which to choose to recruit for the MSN programs and successes in educating and granting degrees to its student body. The CNHS graduate nursing program has a retention rate of 86-97%. Over 75% of graduate nursing students are of minority groups with 65% fluent in at least two languages (See Table 1) (Note: all FIU students must demonstrate basic competency in a foreign language). Over 44% of nursing majors are low income, and/or first-generation college students with many also educationally disadvantaged. For the fall 2012 admission cycle the MSN program had 259 qualified applicants (Cumulative GPA3.0; licensed in the state of Florida; all application information submitted on time). Of these 259 applicants, 226 sought admission to the family (137) and adult (86) tracks. Of the 259 qualified applicants 85% were female; 15% male; 50% Hispanic; 29% Black; 8% American Indian/Asian/Pacific Islander; 11% White. This reflects a growing interest in nurses in South Florida area wanting to obtain an advanced nursing degree.

Recruitment of students from ethnic and racial minorities and/or disadvantaged students will be done by the CNHS Student Services, MSN Track leaders, Graduate Nursing Director and program faculty. Since FIU is located in one of the most ethnically diverse, cosmopolitan regions in the United States, recruitment of minorities is not seen as critical a step as support for retention and time to graduation. Financial support with scholarships and stipends will help attract students into the program and help ameliorate individual social determinants of finances, living and housing needs, and educational support. Individualized advising and application assistance will demystify the application and admission process. The development of a recruitment website provides all potential applicants the ability to find accurate and current information about everything from college life on campus, to financial aid application deadlines and links to the nursing application process.

Table 1- Comparisons of FIU total students, FIU Full time Graduate Nursing Students, US MSN students, and Miami Dade County Demographics				
Ethnicity	FIU - Total Students Fall 2011	FIU- Graduate Nursing Students Fall 2011	US MSN Students (AACN 2009)	Miami Dade County Population 2010
Hispanic	60%	42%	5%	63%
African American - Non Hispanic	13%	24%	12%	20%
White-Non Hispanic	14%	22.50%	76%	18%
Asian/Pacific Islander	3.50%	8.50%	6.20%	170%
Native American	0%	NA	NA	4%
Other Non-Hispanic	8%	3%	0.60%	110%
Total Number	44,010	433	145,000NPs	2,500,625
Male	44%	20%	NA	49%
Office of Planning and Institutional Effectiveness Fall Year 2010: Nov 2010 US Census, Population Estimates; American Association of Colleges of Nursing 2009				

Signature of Equal Opportunity Officer

5/22/13
Date

MSN Advanced Child NP

III. **Budget**

    A. **Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.**

The current revenues and costs will be reallocated from the existing MSN program into the discipline specific program. The allocation of costs was based on the number of students enrolled in the program and the direct instructional costs. Since there are no expected changes in enrollments the total cost of the program is $396,890. This covers the direct instruction costs, total faculty costs, and overall expenses of this program.

    B. **If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

Not applicable due to the nature of this request.

    C. **Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

Not applicable due to the nature of this request.

    D. **Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

Not applicable due to the nature of this request.

IV. **Projected Benefit of the Program to the University, Local Community, and State**

    Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The need and demand for the MSN NP programs have been established at the national level. The MSN NPs improve health care through facilitating a culture of patient safety, evidence based practice, and providing the additional advanced skills necessary to develop leaders in the future and to provide the workforce needed in primary care with the impending implementation of the Affordable Care Act. The MSN NP programs will provide this workforce to improve health care, patient outcomes, and health care systems. With the alignment of the degree offered with the actual scope of nursing practice parameters

and designated specialty will better follow nursing practice.

V.   **Access and Articulation – Bachelor's Degrees Only**

    A. **If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)**

Not applicable- Graduate Program Only

    B. **List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the Common Prerequisite Manual at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."**

        If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not Applicable- Graduate Program Only

    C. **If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.**

Not Applicable- Graduate Program Only

    D. **If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.**

Not Applicable- Graduate Program Only

INSTITUTIONAL READINESS

VI.   **Related Institutional Mission and Strength**

    A. **Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.**

The MSN- NP programs fit FIU's current Millennium Strategic Plan and with the new strategic planning process with its focus on health and life sciences, excellence in academic programs, cost- effective format, high demand professions, and leading innovation. The MSN- NP programs will also contribute to the goal of enhancing research and advanced nursing education.

    B. **Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.**

The College promotes, expands and validates scientific knowledge and evidence-based practice through interdisciplinary research. The College prepares diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment.

The goals of the CNHS Nursing Unit are the following:

- To prepare qualified men and women for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment.
- To promote, expand and validate the scientific base of nursing knowledge and practice through the discovery, organization and transmission of research-based knowledge, skills and values.
- To collaborate with local, national and international health care agencies in promoting excellence through cost-effective, accessible, equitable and humanistic health care delivery systems for divergent individuals, families and communities.

The College of Nursing and Health Sciences (CNHS) nursing faculty subscribe to the mission, vision, values, goals, and strategic plan of Florida International University (FIU). The University's updated (2010) mission: …"[a commitment] to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities" is congruent with the CNHS/Nursing Unit's (2012) mission: …"to teach, conduct research, and serve the community preparing diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment."

FIU's updated (2010) vision: …"FIU will be a leading urban public research university focused on student learning, innovation, and collaboration" is congruent with the CNHS/Nursing Unit's (2012) vision: … "to be globally recognized for the achievements of its alumni and faculty in health care, education, leadership, and research with a focus on the needs of the under-served populations."
The University's support for the Nursing Unit's mission, vision, and goals is reflected in the inclusion of *Health* in the FIU 2010-2015 Strategic Plan: *As Miami's only public research university, FIU is committed to addressing the health challenges that face the South Florida region. FIU has a distinguished record of research on health disparities, drug and alcohol use, abuse and dependency, and HIV/AIDS. The Herbert Wertheim College of Medicine, the College of Nursing and Health Sciences, and the Robert Stempel College of Public Health and Social Work serve the community by educating health professionals and conducting applied research in health fields. By embedding engagement activities with teaching and research, FIU provides students with unique learning opportunities and improves health care in the South Florida region.*

During 2012, the CNHS mission, vision, values, and goals were evaluated and revised to align the College and its programs with the University's 2010-2015 Strategic Plan and with the needs of its communities of interest. During this process, administrators and faculty of each of the academic units in the CNHS developed their mission, vision, values, and goals to assure consistency with College and University.

C. **Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

Careful review of the current CIP codes and the nursing program degree offerings led to the conclusion that more specificity in the coding of degrees could be achieved and with this change enhance the student degree since the scope of nursing practice is delineated within patient populations and settings and the actual MSN degree will carry that same focus. Currently all graduate nursing was coded with the same CIP code- 51.3801. With the approval of this request, each nursing NP discipline will have its own unique CIP degree code. With the specificity of degree code, it will be easier to analyze and track student recruitment, application, admission, retention and progression as well as the individual NP program effectiveness, achievements, and infrastructure needs and costs. It is intended to garner approval of this change with submission of this proposal to FIU Faculty Senate and Board of Trustees and Board of Governors for approval and implementation of the revised CIP codes in Spring and Summer 2013.

Planning Process

Date	Participants	Planning Activity
March 2013	T. Moore, O. Strickland, H. Cornely	Review of current nursing CIP code offerings
March 2013	T. Moore, O. Strickland, H. Cornely, Y. Gordon	Revised and aligned available CIP codes to nursing programs to better align scope of practice

Events Leading to Implementation

Date	Implementation Activity
April 2013	New program proposals written to delineate each MSN program into specific CIP code to better align the educational component with the actual specificity of scope of current advanced nursing practice.
April 2013	FIU Faculty Senate review FIU BOT review with submission to BOG by June 2013 for implementation Fall 2013

VII. **Program Quality Indicators - Reviews and Accreditation**

Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

In 1985, the Nursing Unit's BSN program received initial (full) accreditation by the National League for Nursing (NLN); in 1993, the MSN program received initial (full) accreditation by the National League for Nursing Accrediting Commission (NLNAC). The BSN and MSN programs maintained full accreditation through the NLNAC until fall 2008. In 2007, Nursing Unit administrators and faculty chose the Commission on Collegiate Nursing Education (CCNE) as the Nursing Unit's accrediting organization to provide a professional framework for planning and implementing advanced nursing curricula and degrees. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the baccalaureate and master's degree nursing programs at FIU.

The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Board correspondence indicated that the Nursing Unit BSN and MSN programs met the four accreditation standards; there was a compliance concern for the master's program with respect to Key Element III-B-2: *Demonstrate that the curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines. These standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes. Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates (Key*

Element III-B). Demonstrate that the master's curriculum incorporates knowledge and skills identified in The Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996), including, in particular, content related to health policy and ethics. Any specialty standards adopted for the master's program are incorporated into the curriculum (Key Element III-B-2).

In response to the program and accreditation reviews, several nurse consultants conducted analyses of Nursing Unit programs and curricula and provided recommendations for improvement: In December 2007, Dr. Joan Kapustin offered suggestions for increasing the MSN certification pass rates; in January 2008, Dr. Joan Kapustin provided recommendations for revising the curriculum and courses in the MSN nurse practitioner tracks; in March 2008, Dr. Marcia Stanhope offered suggestions for meeting the requirement to incorporate curricular knowledge and skills identified by the BSN and MSN *Essentials* into the curricula; and in May 2008, Dr. Joan Shaver responded to questions posed by FIU administration about current and future directions for Nursing Unit programs and curricula. In May 2008, as required for all accredited programs, the CCNE Board requested a continuous improvement progress report at the midpoint of the accreditation term with a particular focus on the compliance concern for the master's program. The FIU Nursing Unit submitted the Continuous Improvement Progress (CIP) Report on June 1, 2011, per the established Board deadline. Verbal feedback from CCNE personnel indicated no compliance concern issues related to the CIP Report; written feedback from CCNE on the submitted CIP Report is pending. In this self-study report, the CCNE compliance concern for the master's program is addressed in Standard III B-2 through the following discussions and strategies**:**

1) Consultants' recommendations during 2007-2008

2) An analysis (2008) of the congruency between the 1996 MSN *Essentials* and MSN nurse practitioner (NP) course objectives; in response, revisions were made to the NP course objectives

3) An analysis (2011-2012) of the congruency between the revised 2011 MSN *Essentials* and current MSN NP course objectives with a 2012-2013 plan to focus on further course revisions to reflect the revised *Essentials*

4) A table that explicates the 2011 MSN *Essentials*, MSN program objectives (outcomes), and examples of current MSN course objectives

5) An analysis of the *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education [NTF], 2008) and the MSN NP curriculum

6) A plan to incorporate the guidelines established by the *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, & Education* (APRN Consensus Work Group & NCSBN, 2008) into the MSN NP curriculum).

In preparation for the CCNE re-accreditation visit scheduled on October 15-17, 2012, Nursing Unit faculty members and administrators actively engaged in a self-study of the BSN and MSN programs through their Program committees, administrative responsibilities, and faculty assignments. The result was full accreditation for 10 years with no citations.

All academic programs of FIU are approved by the FIU Board of Trustees and the Florida Board of Governors. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate, master's and doctoral degrees. FIU'sOffice of Institutional Effectiveness maintains an internal Program Review Evaluation for each program every seven years, as required by the Florida Board of Governors. Dean Strickland has as of AY 2013-2014 instituted an internal college program review for each CNHS program every 4 four years. Within CNHS, the nursing programs are approved by the Florida Board of Nursing (FBON) with re- approval in 2007 and are accredited by the Commission on Collegiate Nursing Education (CCNE) through June 30, 2022. The Anesthesiology Nursing MSN program is accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs of the Association of Nurse Anesthetists through 2018.

The nursing programs in the CNHS are accredited by the following agencies, each recognized by the U.S. Department of Education and by the respective nursing practice and licensure bodies.

Commission on Collegiate Nursing Education (CCNE)

One Dupont Circle NW Suite 530
Washington, DC 20036
Website: http://www.aacn.nche.edu/Accreditation

Florida State Board of Nursing
4052 Bald Cypress Way BIN CO2
Tallahassee, FL 32399

Council on Accreditation of Nurse Anesthesia Educational Programs
222 South Prospect Avenue, Suite 304
Park Ridge, Illinois 60068-4010
Website: http://www.aana.com/accreditation/

VIII. Curriculum

   A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

Objective
MSN students will demonstrate ability to perform advanced practice assessment by 1) identifying factors influencing health & disease; 2) identifying normal & abnormal findings; and 3) prioritizing health problems appropriately.
MSN students will demonstrate ability to perform advanced practice interventions by 1) correctly documenting patient findings and plan of care; and 2) correctly educating the patient based on cultural & educational background.
MSN students will demonstrate professional roles & conduct in advanced practice by 1) having awareness of own strengths & limitations; 2) incorporating ethical, professional & clinical guidelines into practice; 3) incorporating legal & regulatory standards into practice; 4) maintaining a professional manner; and 5) communicating respectfully to patients & others.

   B. Describe the admission standards and graduation requirements for the program.

Admission Requirements for the program include:
- Successful completion of all the admission requirements for graduate education at Florida International University and the College of Nursing & Health Sciences.
- Cumulative undergraduate GPA of 3.0 or greater on a 4.0 scale (CUM GPA is a calculation inclusive of all academic coursework including courses at the community college level.)
- UG 60 GPA of 3.0 or greater in Bachelor of Nursing upper division coursework.
- Current State of Florida RN license. Out-of-state students must obtain a license to practice in Florida prior to admission.
- Baccalaureate degree in nursing (BSN) from a National League for Nursing Accrediting Commission NLNAC) or the Commission on Collegiate Nursing Education (CCNE) accredited program. Applicants from programs without such accreditation will be considered on an individual basis.
- Completion of all MSN admission paperwork including the CNHS application, a written essay, (3) Recommendations, and Curriculum Vitae, as well as favorable personal interview with the MSN Admission Committee.

Graduation Requirements for the program include:
- Completion of 43 semester credits. Minimum of 40 credits in nursing and 3 credits of non-nursing

electives. The non-nursing electives are restricted to supporting courses for the specialty area.

- Completion of a thesis (6 credits), a master's paper (3 credits), or a research project (3 credits). Students electing a master's paper or research project must complete an additional three hours of cognate course(s).
- Achievement of an overall cumulative GPA of 3.0 or above. See Graduate Catalog in University Graduate School Rules and Regulations for information on Academic Warning, Probation, and Dismissal.
- Removal of all conditions, deficiencies, and incomplete grades. Credit hours for courses in which the grade is "B-" or below will not count toward satisfying graduate degree requirements.
- With the exception of thesis courses, students are expected to register for courses with letter grades. Electives may be taken as pass/fail subject to the approval of the advisor.

    C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

Students advance through each of the two major components of the MSN curriculum as programs of study are completed. Courses within the two components are delineated as 1) CORE KNOWLEDGE and 2) POPULATION/SPECIALIZATION courses. CORE KNOWLEDGE courses are taken by all MSN students regardless of population focus or specialization. POPULATION/SPECIALIZATION courses are dependent on which population or specialization the student has chosen to pursue.

Allocation for course credits is based on the University formula. The ratio of credit to contact hour for theory courses is 1:1. The ratio of credit to contact hour for laboratory courses is 1:2. The ratio of credit to contact hour for clinical courses is 1:5. This ratio assures the level of learning achievement and compliance with regulatory requirements necessary for the competent role performance of the MSN graduate. Therefore, the advanced Child health nurse practitioner student completes a minimum of 630 hours of clinical practice.

In addition, programs of study provide an opportunity to select elective courses. Students select electives according to their individual interests and career plans, after consultation with a faculty advisor. Additional courses may be applied to the student's plan of study after consultation with a faculty advisor. Students are encouraged to pursue electives in other academic units when appropriate.

CORE KNOWLEDGE Component
The CORE KNOWLEDGE component required of all MSN students consists of seven (7) courses of three (3) credits each (21 total credits): *NGR 5110 (Theories in Nursing); NGR 5035C (Advanced Client Assessment); NGR 5141 (Pathophysiological Basis of Advanced Nursing Practice); NGR 6172 (Pharmacological Concepts in Advanced Nursing Practice); NGR 5131 (Culture and Advanced Nursing Practice); NGR 5810 (Research Methods in Nursing) and NGR 6910C Research Project*. These courses are completed within the prescribed plan of study.

POPULATION/SPECIALIZATION Component
In the POPULATION/SPECIALIZATION component, students in the advanced Child health nurse practitioner specialization utilize and develop their knowledge and skills in one or more clinic settings under the supervision of a nurse practitioner or physician preceptor .

Students in advanced child health specialization are awarded three (3) credits for each clinical related course. Clinical decision making course is a three (3) credit course, the Role Synthesis course is a four (4) credit course composed of one theory credit and three clinical credit hours.

Advanced Child Health Nursing students complete *NGR 6301C/6301L Advanced Child Health Nursing I Theory/Practicum followed by NGR 6302C/6302L Advanced Child Health Nursing II Theory/Practicum, and*

finally NGR 6337L Role Synthesis in Advanced Child Practice and NGR 6337C Clinical Decision Making in Child Health Nursing.

      D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Child Nurse Practitioner Program CURRICULAR COMPONENT	CREDITS
Core Knowledge (21 Credits)	
Graduate Nursing Core (12 Credits)	3
NGR 5131 Culture and Advanced Nursing Practice	3
NGR 5110 Theories of Nursing	3
NGR 5810 Research Methods in Nursing	3
NGR 6910C Research Project	
Advanced Practice Nursing Core (9 Credits)	3
NGR 5035C Advanced Client Assessment (2 theory cr)	3
NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice	3
NGR 6172 Pharmacological Concepts in Advanced Nursing Practice	21
Population/Specialization (22 Credits)	3
NGR 6301C Advanced Child Health Nursing I	3
NGR 6301L Advanced Child Health Nursing Practice I	3
NGR 6302C Advanced Child Health Nursing II	3
NGR 6302L Advanced Child Health Nursing Practice II	
NGR 6337 Clinical Decision Making in Child Health Nursing	3
NGR 6337L Role Synthesis in Advanced Child Nursing Practice (1 theory cr)	4
XXX XXXX Elective	3
	22

TOTAL CREDITS
Minimum program requirements for the MSN degree for Adult and Child Health = 43 Credits
 	
    Theory (27 Credits) = 27 Credits X 1 Contact Hour/Credit X 15 (Total # of Semester Weeks) = 405 Contact Hours TOTAL
    Elective (3 Credits) = 3 Credits X 1 Contact Hour/Credit X 15 weeks = 45 Contact Hours TOTAL
    Research Project (3 Credits) = Contact Hours vary
    Laboratory (1 Credit) = 1 Credit X 2 Contact Hours/Credit X 15 weeks = 30 Contact Hours TOTAL
      Clinical (9 Credits) = 9 Credits X 5 Contact Hours/Credit X 14 (Total # of Semester Weeks in Practice) = 630 Contact Hours TOTAL
	43

      E. **Provide a one- or two-sentence description of each required or elective course.**

Required Courses:

NGR 5035C Advanced Client Assessment (3). Refinement of health assessment skills fundamental to advanced nursing practice emphasizing critical thinking in advanced health assessments across the lifespan.

NGR 5110 Theories in Nursing (3). Analysis, evaluation, and application of theories from nursing and related disciplines to advanced nursing practice, research, education and administration.

NGR 5131 Culture and Advanced Nursing Practice (3). Theoretical models explanatory of culture and behavioral manifestations of cultural diversity. Focuses on multicultural nursing and methodologies for nursing care throughout the life span.

NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice (3). Focuses on the pathophysiologic basis of clinical judgment and client management in advanced nursing practice.

NGR 5810 Research Methods in Nursing (3). Research methods and designs commonly used in nursing. Focuses on the research process as it is integrated in the interchange of theory, practice, and research using information systems.

NGR 6172 Pharmacological Concepts in Advanced Nursing Practice (3). In-depth study of principles of pharmacology, pharmacokinetics and pharmacodynamics. Emphasis on common prescription and non-prescription drugs used in advanced nursing practice across the lifespan.

NGR 6301C Advanced Child Health Nursing I (3). Development of evidence-based and theoretical knowledge for the advanced pediatric nurse in health promotion, disease prevention and management of acute health conditions in primary care settings.

NGR 6301L Advanced Child Health Nursing Practice I (3). Implementation of evidence-based knowledge and skills for the advanced pediatric nurse in health promotion, disease prevention and management of acute health conditions in primary care settings.

NGR 6302 Advanced Child Health Nursing II (3). Continuing development of evidence-based knowledge and skills fundamental to the pediatric nurse practitioner role in the care of the client and family experiencing chronic, multisystem illness.

NGR 6302L Advanced Child Health Nursing Practice II (3).Application of evidenced-based knowledge and skills fundamental to the pediatric nurse practitioner role in the care of the client and family experiencing chronic, multisystem illness.

NGR 6333 Conceptual Issues in Nursing Management of Developmental Disabilities (3). Study of developmental theories, concepts and research findings in context of nursing model. Problems relevant to nursing intervention are examined through critique of pertinent literature.

NGR 6337 Clinical Decision Making in Advanced Child Health Nursing (3). Critical analysis of the clinical decision making process in advanced child nursing practice. Synthesis of learning from previous clinical courses.

NGR 6337L Role Synthesis in Advanced Child Health Nursing Practice (4). Capstone course synthesizing role functions of the Pediatric Advanced Practice Nurse with emphasis on professional practice issues and transition into the practice role.

NGR 6910C Research Project (3). Focus is on the development of competencies in scientific inquiry. Competencies are achieved through participation in ongoing research projects and a written report of the experience.

or

NGR 6970 Master's Thesis I (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.

NGR 6971 Master's Thesis II (3). Implementation through completion of student's research thesis proposal.

Elective Courses:
NGR 5064C Diagnostic and Therapeutics in Advanced Nursing Practice (3). Provides the advance practice nurse/student the theoretical background and clinical applications for diagnostics and therapeutics across the lifespan.

NGR 5134C Interdisciplinary Health Care Across Cultures (3). The course focuses on health care teams. Types of service, roles and interdisciplinary interaction will be studied as they relate to policies,

economics, ethics and ethnic issues in various countries.

NGR 5136 International Nursing System/Advanced Nursing Practice (3). Comparative analysis of philosophical, legal, political, economic and social underpinnings of the nursing progression within the context of international developments and trends in the post-cold war era.

NGR 5138 Cultural Immersion for International Health Care (1-2). The course introduces basic language, values, social etiquette, daily life, and interpersonal, family and health care patterns in a foreign country in preparation for cross-cultural health study.

NGR 5168 Complementary and Alternative Therapies in Nursing and Healthcare (3). Provides the theory, practice and patterns of use in complementary and alternative practices and products (CAPPs). Integrates CAPPs knowledge with conventional healthcare using National Institutes of Health NCCAM framework.

NGR 5250 Physical Change and Healthy Aging (3). Emphasis on health alterations in aging, delivery of healthcare, and ethical decision-making and advocacy in relationship to common medical problems of the elderly and their families.

NGR 5263 Gerontology for Health Professions (3). A comprehensive overview of aging with the goal of enhancing health outcomes and promoting healthy aging locally and globally.

NGR 5340 Women and Health: A Nursing Perspective (3). Analysis of the unique health concerns of women across the life span. Emphasizes a multidisciplinary approach.

NGR 5495 Women's Health Issues (3). This course is designed to acquaint the student with selected conditions impacting the health of women.

NGR 5610C Family Theory and Nursing Intervention Across Cultures (3). Students are exposed to selective family theories, family nursing assessment, intervention and evaluation. Culture and economic status and their influence on family structure and processes are addressed.

NGR 5632 Practicum in International Family Focused Nursing (1). Students apply learning about nursing care in another country, assessment and intervention with families by instituting a change in their work/practice place at home.

NGR 5660C Leadership and Advocacy for Child and Family Health (3). Acquisition and application of leadership/advocacy skills with culturally diverse families.

NGR 5871C Nursing Informatics: Computer Mediated Information Technology in Nursing (3). Analysis, design, implementation, and evaluation of information and communication systems that enhance individual and population health outcomes, improve patient care, and strengthen the clinician-patient relationship.

NGR 5905 Independent Study in Nursing (1-10). Individually determined, research oriented, in-depth study of a nursing problem or clinical experience as approved by the faculty preceptor.

NGR 5936 Special Topics in Nursing (1-6). Critical analysis of the clinical decision making process in advanced health nursing practice (ANP).

NGR 6333 Conceptual Issues in Nursing Management of Developmental Disabilities (3). Study of developmental theories, concepts and research findings in context of nursing model. Problems relevant to nursing intervention are examined through critique of pertinent literature.

NGR 6713 Curriculum Development in Nursing (3). Curriculum theory and its application in nursing education. Curriculum construction, implementation, and evaluation are discussed from theoretical,

philosophical, historical, and current perspectives.

NGR 6715 Instructional Technology in Nursing and Health Sciences (3). Provides advanced technological knowledge, skills, and opportunity to develop strategies using technology to improve and enhance student learning in variety of settings.

NGR 6812 Master's Research (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.
.
NGR 6939C NSG Management of At-Risk Populations (6). Intensive study of the advanced nursing management of at-risk populations, focusing on the elderly, persons with HIV/AIDS, survivors of domestic violence, substance abusers, and uninsured persons.

     F. **For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the <u>curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.</u>**

MSN Advanced Child Health program curricula incorporate professional standards and guidelines as appropriate.

All master's programs incorporate the Graduate Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program. All master's-level advanced practice nursing programs incorporate Advanced Practice Nursing Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011). In addition, nurse practitioner programs incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).

The [Nursing Advisory Council](#) consists of chief nursing officers of hospitals, executive directors or presidents of clinical agencies and health organizations, representatives from health related organizations and educational institutions, and lay members. Internal and external communities of interest provide input to the Nursing Unit through a variety of individual and group meetings, reports, standards and guidelines, laws and regulations, needs assessments, and surveys. Input from a community of interest is actively sought and used to foster program improvement.
Faculty members also seek input and feedback from the Nursing Unit's community affiliates, which includes members of the Nursing Advisory Council. Feedback from staff is to be obtained about student performance, clinical experience expectations, faculty participation, and concerns about courses and programs every semester. This feedback is to be considered during the preparation of subsequent course offerings. Nursing Unit administrators and faculty respond to the needs and expectations from the communities of interest by revising curricula and/or developing mutually beneficial collaborative strategies related to teaching-learning practices and faculty practice.

     G. **For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the master's degree nursing programs at Florida International University. The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Successful reaccreditation process was completed on October 17, 2012.

Graduates of the MSN-Child Health program are eligible to apply for national certification examinations in their specialty area through the American Academy of Nurse Practitioners (AANP) or American Nurses Credentialing Center (ANCC). Nurse practitioner graduates who pass national certification examinations can obtain advanced registered nurse practitioner (ARNP) licensure through the State Board of Nursing.

H. **For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

Not Applicable

I. **Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

The MMC and BBC buildings provide adequate space for delivering the program in a traditional delivery system. Both structures have wireless internet and long distance videoconferencing capabilities that would also provide the opportunity to offer some of the core-courses and electives via distance and/or hybrid learning. The building houses one of the most technologically sophisticated nursing simulation centers in the country (Simulation for Teaching and Research [STAR] Center); which will provide for the instruction of clinical related content and laboratory practice.

IX. **Faculty Participation**

A. **Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

See table 4 in Appendix A.

B. **Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

The costs involved in the program and associated funding resources are the current ones existing for the MSN programs. Funding sources will not change from existing offerings.

C. **Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**

D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

Comparison of Nursing Faculty-Student Ratio (Spring 2011 & Spring 2012)

TEACHING FACULTY	REG* Faculty #	REG Faculty ***FTE	ADJ** Faculty #	ADJ Faculty FTE		Total Faculty FTE	Student Enrollment	Faculty: Student Ratio
Spring 2011								
Graduate	19	19.0	14	7.1		**26.1**	**401**	**1:15**
Spring 2012								
Graduate	22	22.0	13	8.2		**29.2**	**352**	**1:12**

Percentage of Course Credits Taught by Graduate Regular/Adjunct Nursing Faculty (2011-2012 AY)

PROGRAM	Fall 2011	Spring 2012	Summer 2012
Graduate			
Regular Faculty Credits	75%	79%	68%
Adjunct Faculty Credits	25%	21%	32%

List of Nursing Faculty Research (R) and Training (T) Grants
Fall 2007-Present

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	R T
Pontious	Blais	Post-Master's Cert. in Nursing Education	Dept. of Health & Human Services/Health Resources and Services Admin.	$768,205	7/1/07	6/30/10	T
Thomas		HBV Vaccine: Parents' Health Beliefs, Values, and Intent to Vaccinate	Sigma Theta Tau International	$500	9/1/07	9/1/08	R
Grossman		Miami-Dade Area Health Education Center Nursing Progr.	Area Health Education Center	$13,000	7/1/08	6/30/09	T
Anderson	Friedemann	Training in Chronic Illness Research in Florida/Europe	Department of Health & Human Services/Health Resources and Services Admin.	$413,120	7/1/09	8/31/10	T
Kulwicki		Primary Care Services	Area Health Education Center (AHEC)	$9,750	6/30/09	6/30/10	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/Health Resources and Services Admin.	$35,554	7/1/09	6/30/11	T
Brown	Kulwicki	AHEC Tobacco Training	Area Health Education Center (AHEC)	$10,000	7/1/09	6/30/10	T
Kulwicki		Research and University Graduate School Support	FIU Graduate School	$5,000	9/1/09	6/30/11	T
Gracia Jones	Chadwell, Patsdaughter	SENIORITAHS	McFarland & Associates, Inc.	$115,000	11/30/09	1/31/11	T
BSN Nursing		Miami Children's Contribution	Miami Children's Hospital	$37,831	1/1/10	12/31/10	T
Brown		Miami Area Geriatric Education Center	Health Resources and Services Admin.	$46,296	7/1/10	6/30/15	T
Brown	Kulwicki	AHEC Tobacco Training	Area Health Education Center (AHEC)	$10,000	7/1/10	6/30/11	T
Kulwicki		Advanced Education in Nursing Traineeship	Health Resources and Services Admin.	$85,798	7/1/10	6/30/11	T
Pontious	Olenick (Co-PD)	Culturally Competent Combined RN/MSN Program for Diverse Students	Department of Health & Human Services/Health Resources and Services Admin.	$737,938	7/1/10	6/30/13	T
Henao	Cornely	National Council of State Board of Nursing Simulation Study	National Council of State Board of Nursing	$334,187	8/1/2010	4/1/14	T
Randolph	Elbaum Brunt Kulwicki	Assessment and Primary Intervention of Traumatic/Surgical Amputations in Haiti	National Institutes of Health	$125,000	8/1/10	7/31/11	R

List of Nursing Faculty Research (R) and Training (T) Grants (Continued)
Fall 2007-Present

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	RT
Villagomeza	Kulwicki Simon Galindo	TIP/NEP	Duke University School of Nursing	$7,500	8/1/10	8/4/10	T
Youngblut	Brooten Silverman	Children's Response to Sibling Death in the NICU/PICU in 3 Racial/Ethnic Groups	National Institutes of Nursing Research/NIH	$2,500,000	9/2010	6/3015	R
Gracia Jones	Chadwell, Patsdaughter	MSI HIV Prevention Education for Students	Office of HIV/AIDS Policy & Abt. Associates, Inc.	$240,000	10/1/10	9/30/13	T
Brown		Research Seed Money Support	Advanced Research Institute in Geriatric Mental Health (ARI)	$5,000	1/1/11	12/31/11	R
Brown		Detection of Depression in Persons in the Nursing Home	Pfizer	$59,923	01/2011	12/2011	R
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	$5,000	2/1/11	6/30/11	T
Kulwicki		Colloquium Enhancement Initiative	FIU Graduate School	$1,250	2/1/11	6/30/11	T
Kulwicki		3rd Annual Colloquium	Sigma Theta Tau International	$500	3/1/11	3/31/11	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/Health Resources and Services Admin.	$10,447	7/1/11	6/30/12	T
Kulwicki		Advanced Education in Nursing Traineeship	Department of Health & Human Services/Health Resources and Services Admin.	$139,413	7/1/11	6/30/12	T
Gracia Jones	Chadwell, Patsdaughter	SALSA: Student-led Activities about Latinos and Substance Abuse, HIV and Hepatitis	Substance Abuse and Mental Health Administration, Center for Substance Abuse and Prevention	$85,000	7/1/11	6/30/12	T
Kulwicki		Homestead Hospital/FIU Chronic Disease Mgmt. Clinic	Health Foundation of South FL	$16,780	1/1/12	12/31/12	T
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	$1,500	1/1/12	6/30/12	T

List of Nursing Faculty Student Support Grants (Summer 2009-Present)

PI	Project Title	Sponsor Name	Award Total	Start Date	End Date
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$7,042	7/1/09	6/3010
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$16,059	7/1/09	6/3010
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	$143,208	7/1/09	6/3010
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$22,300	7/1/09	6/30/10
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$50,856	7/1/09	6/30/10
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$11,896	7/1/10	6/3011
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$18,136	7/1/10	6/3011
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	$361,525	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$21,030	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$32,062	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$12,823	7/1/11	6/30/12
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	$289,944	7/1/11	6/30/12
Simon	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$20,303	7/1/11	6/30/12

All (100%) of the regular faculty members are credentialed at a minimum of a master's degree and teach in the area appropriate to their nursing specialty. Faculty members overseeing the nurse practitioner (NP) tracks hold a doctorate and national certification in the relevant specialty area.

X.   Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

Library Subscriptions

Online journal content can be accessed from the library catalog or through our E-journal Portal. Although many of the online journals are available cover-to-cover, some titles may only have selective content available through aggregator databases. In terms of journals most likely to be relevant to this program's offerings, the E-Journal Portal reports the following subject areas and journal counts:

- Nursing (340)
- Pediatrics (247)
- Pharmacy, Therapeutics, & Pharmacology (506)
- Public Health - General (369)
- Medicine - General (859)

The FIU Libraries have been steadily converting journal subscriptions from print to online. The library has cover-to-cover subscriptions to titles in the following electronic journal packages of importance to the proposed MSN in Advanced Child Nurse Practitioner, the counts for which are included in the above totals: Elsevier ScienceDirect; Wiley-Blackwell, SAGE, and Springer. The library also retains print subscriptions to a handful of titles which are either unavailable online or for which the conversion to online is cost prohibitive.

Citation-Ranked Journals: A review of the 2011 Journal Citation Reports (JCR) to determine the coverage of citation-ranked literature in the field of *Nursing* was conducted. JCR tracks 99 titles, of which FIU has access to 77 (78%). Included in this total is electronic access to 54 titles, print access to 7 titles, and either free or aggregator access to an additional 16. Free or aggregator access may have embargoes which affect access to the most recent 6-12 months of the titles.

Major Journals: A select list of citation-ranked journals which FIU has access to includes: *International Journal of Nursing Studies, Research in Nursing & Health, Journal of Perinatal & Neonatal Nursing, Journal of School Nursing, MCN: The American Journal of Maternal Child Nursing, Journal of Child Health Care, Journal of Community Health Nursing,* and *International Journal of Nursing Practice.*

Databases

The library subscribes to approximately 500 databases. Those of particular significance to support of to this degree include: *CINAHL Plus with Full Text, HealthSource Nursing/Academic, Nutrition Abstracts and Reviews, MEDLINE, Health & Wellness Resource Center,* and *Cochrane Library.*

Monographic Materials

Print Books: The Green Library automatically receives, through an approval plan process, titles from university presses and major publishers in the relevant to the university's program areas. In 2012 the library changed to an e-preferred plan for delivery of titles in the Health Sciences. For this plan, the e-book is purchased instead of a print book if the electronic is published within 8 weeks of the print run.

Expenditures for the approval plan are about $1,000 a year for Nursing, defined as Library of Congress subject class RT, and about $10,000 a year for the health sciences as a whole. In addition, liaisons and faculty are allotted a modest amount of funds to supplement the approval plan for their subject areas in support of current research and teaching.

Overall, the FIU libraries hold over in the 27,500 print titles in the LC call number range of R-RZ, which includes Medical and Health Sciences. Of these 2,200 are in the Library of Congress Nursing call number area of RT.

Online Books: The library currently has access to more than 165,000 online books, including general titles, reference resources, and specialized collections. Electronic books include titles ordered directly from the publishers Springer, Elsevier, Wiley, Ovid, and Gale, as well as selected titles from aggregators such as ebrary, EBL, and EBSCO. The vast majority of FIU's electronic books collections have been published within the last 10 years.

Recent purchases of interest to this program include:

- Ovid E-books - 690 titles in Health and Medicine, including the Nursing collection of over 360 titles.
- Elsevier Health Professions 2010, 2011, and select 2009 titles - 60 titles
- Springer Medicine collection, 2005-2012 – 3,038 titles
- Springer Biomedical & Life Sciences collection, 2005-2012 – 2,843 titles

The FIU Libraries currently own over 10,000 electronic books in the LC call number range of R-RZ, which includes Medical and Health Sciences.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

Library holdings that pertain to the current MSN program will also be available to students in the proposed MSN in Advanced Child Nurse Practitioner. There are no major gaps in the library's collection and no additional costs for the library are anticipated.

Library Director

17 May 2013

Date

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The MMC and BBC buildings provide adequate space for delivering the programs. In December 2009, the College moved into a new $47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). This building provides faculty and students with an optimal learning, research, and clinical laboratory teaching/learning environment. The building projects a visual and actual image of health and wellness incorporating green building standards throughout. The building is a showcase of health pedagogical technology. The building promotes interdisciplinary interaction among both students and faculty to promote collaborative research and student learning. The CNHS (AHC 3) building is the University's first "green" building and is the first Silver Leadership in Energy and Environmental Design (LEED) certified. LEED certification is considered the national accepted standard for design, construction, and operation of sustainable green building. The modular design features of the labs and teaching areas facilitate flexibility and promote interdisciplinary collaboration among all the departments of the CNHS. To that end, there are 15 teaching, research and training labs in the West Wing building and 6 conference /seminar rooms throughout both wings. Planners created a student centric design with dedicated group and individual student study areas, and social gathering spots, including a café, patio, and Student Activities Center.

The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC).

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex.

The building houses one of the most technological sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center). The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses and includes:
• Eight (8) modular patient rooms that can be adapted to create a variety of individual and multi-patient settings, including operating room set-ups.

• Three (3) control rooms that oversee computer and faculty-generated patient care scenarios and digital imaging projection systems for video study and review.

• A dividable basic nursing skills laboratory with mid-fidelity patient simulators/manikins in 14 patient areas and a central nurses' station.

• Wireless high-fidelity patient "specialty" simulators, including a family of five (birthing mother, father, newborn, and two children), SimMan, and a Harvey cardiology patient simulator.

Two (2) 30-seat conference/seminar rooms with media capabilities for debriefings.
The College of Nursing and Health Sciences (AHC 3) teaching/laboratory/research structure also includes:
• A 298 seat auditorium and one (1) 90-seat and two (2) 60-seat classrooms. The auditorium and classrooms have full media; one classroom has distance learning capabilities.

• An Information Technology suite with three (3) computer teaching/open laboratories (30-seats each) that can be merged into one 90-seat computer laboratory for testing/teaching.

• A research center with flexible laboratory space.

• One (1) 20-seat conference room with videoconferencing capabilities.

• Human performance and other health sciences laboratories for the physical therapy, occupational therapy, communication sciences and disorders, and athletic training departments.

• Numerous group and individual student study areas, student lockers, and food vending.

The other College of Nursing and Health Sciences (AHC 3) faculty/student/administrative services structure includes offices for nursing faculty and administrators, and other health science disciplines. Part-time faculty may share an office. The structure also includes:

• A student services and support center with reception, student advisors, public computers, orientation areas, and secured rooms for files.

• Support staff work areas which include computers, printers, copiers, facsimile machines, and break rooms on each floor.

• Locked storage areas for student files and supplies on each floor.

• Four (4) media ready 20-seat conference rooms, including a conference room for group advising and small group seminars.

Biscayne Bay Campus: The Nursing Unit complex is located on the second floor of the Academic 2 (AC 2) building. The AC 2 facility contains the STAR Center North (nursing skills and simulation laboratories) and includes:
• An office suite with one (1) support staff station, one (1) support staff office, one (1) student station with computer, and six (6) faculty/administrator offices.

• A dedicated media-ready 48-seat classroom adjacent to the basic skills laboratory.

• A dedicated computer laboratory with 22 computer workstations and networked printer.

• An advanced nursing skills laboratory with high-fidelity wireless patient simulators.
• Locked storage areas for supplies, equipment, software, and student files.
• An adjacent 48-seat BBC classroom that has videoconferencing capabilities.

The MSN- NP programs will have the opportunity to use the full component of available resources housed in the CNHS AHC3 building.

> **D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.**

The CNHS AHC3 building with the above described components and resources will be more than adequate to house the needs of the MSN – NP programs. No additional classroom, teaching laboratory, research laboratory, office and other space is needed to maintain the proposed program. The MSN- NP programs are currently offered and have adequate space and equipment to serve the programmatic needs within the CNHS building. There are no projected I& R costs for additional space and no new construction will be necessary.

> **E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

The use of technology/specialized equipment for supporting the achievement of student learning outcomes is increasingly used in teaching strategies and student learning activities. Technology includes:
- Computer and mobile devices to access E-mail communications and online teaching modalities
- The Simulation for Teaching and Research (STAR) Center on MMC. The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses. High-fidelity patient simulators are also available on BBC.
- Basic nursing skills laboratories on MMC and BBC with simulated hospital environments, manikins, and state-of-the-art equipment for patient care.
- Advanced nursing skills laboratories on MMC with state-of-the-art equipment to teach acute care (anesthesiology) and primary care skills.
- Audiovisual libraries on MMC and BBC with equipment for viewing and reviewing nursing

skills and other nursing and health related topics.

- Dedicated student computer laboratories on MMC/BBC for testing, internet searches, and the use of software for word processing, spreadsheets, and statistical analysis.
- Media ready classrooms and conference rooms with internet and audiovisual capabilities, such as PowerPoint.
- Student "clickers" that provide instant student feedback during lectures and discussions.
- Personal Digital Assistants (PDAs) and mobile devices (e.g., IPad's) for faculty in the clinical setting and needing access to online communication with/teaching students.
- Videoconferencing capabilities on MMC and BBC.
- HESI, an internet-based testing and remediation program, to prepare MSN students for the NP certification examination.
- YouTube to post student teaching presentations.
- Turnitin, FIU's anti-plagiarism software for submitted student papers.
- *Typhon*, an internet-based subscription software program for tracking student clinical experiences and completing evaluations, surveys, and program reports, used in the NP and Anesthesiology Nursing tracks.

The use of online technology is also currently used. Many faculty members post course materials through Blackboard, FIU's platform for online learning. Online courses are supported by University Technology Services (hybrid courses) or FIU Online (fully online courses); technical staff members at FIU Online provide day, evening, and weekend support for faculty and students. Currently, for all Nursing Unit course offerings, 21% of the MSN courses are delivered via an asynchronous format.

 The MSN- NP programs also have access to the full complement of the resources of the CNHS building and more specifically the STAR Center. The specialized equipment available in the STAR Center is funded and replacement costs factored throughout the lifespan of the simulation equipment.

> **F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.**

 Resources are adequate at the time. No additional specialized equipment is currently needed to implement/sustain the proposed program.

> **G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

There are no anticipated special categories of resources needed to implement the MSN – NP program.

> **H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

There will not be E&G money needed for the MSN- NP program for fellowships, scholarships, or graduate assistants since scholarships and graduate assistantships have been available for students through Nursing Traineeship grants, HRSA and foundation support. Additionally, the student in MSN-NP programs are already practicing nurses and most are gainfully employed and therefore graduate assistant positions are not coveted or financially needed positions.

> **I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

MSN practicum facilities and preceptor agreements are selected based on course objectives, student needs

and interest, client populations, competence of the preceptor, location of the site, and available resources. The CNHS office of Clinical Education coordinates, maintains, and stores affiliation agreements, umbrella affiliation agreements, and criteria for student placement in affiliating agencies for all programs. Although the current database holds over 300 approved clinical sites, recruitment for new clinical sites and affiliation agreements is a continuous process to maintain and secure adequate numbers to meet the needs of our student body. Affiliation agreements can be formulated and expanded as the need arises for support of our students in the MSN- NP programs. Clinical settings include various ambulatory or acute care settings, clinics and health centers in the Miami-Dade, Broward, Palm Beach, and Monroe counties.

J. **If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

No new capital expenditures for instructional or research space are required for the MSN- NP programs. Non I&R costs are not expected to increase as a result of the MSN- NP programs continuation since they are limited access programs and the current infrastructure in the CNHS is committed to support the ongoing programmatic needs.

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

Florida International University	**Fall 2013**
University Submitting Proposal	Proposed Implementation Term
College of Nursing and Health Sciences	**Nursing**
Name of College(s) or School(s)	Name of Department(s)/ Division(s)
Family Practice Nursing	**MSN- Advanced Family Nurse Practitioner**
Academic Specialty or Field	Complete Name of Degree
51.3805	
Proposed CIP Code	

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees		**President**	**Date**

Signature of Chair, Board of Trustees	**Date**	**Provost and Executive Vice President**	**Date**

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	240	176.25	$13,652	$2,406,176	$0	$0	$2,406,176
Year 2	240	176.25					
Year 3	240	176.25					
Year 4	240	176.25					
Year 5	240	176.25	$13,652	$2,406,176	$0	$0	$2,406,176

Note: This outline and the questions pertaining to each section <u>must be reproduced</u> within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

    I.   **Program Description and Relationship to System-Level Goals**

        A. **Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The graduate nursing department at the College of Nursing &Health Sciences (CNHS) offers many advanced-level education , i.e. graduate level programs designed to elevate the competencies of nursing professionals as they go on to become leaders in nursing practice and management, advocates and writers of health care policy, and valued researchers seeking to improve the health and well-being of entire populations.The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Health Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Advanced Psychiatric-Mental Health Nursing, Nursing Administration and Anesthesiology Nursing. Graduates of the MSN program are qualified to apply for certification examinations in their specialty areas. Nurse practitioner (NP) graduates who pass national certification examinations can obtain advanced registered nurse practitioner (ARNP) certification through the Florida Board of Nursing. Post-master's nurse practitioner certificates in adult nursing, family nursing, and child nursing and a certificate in nursing education are also offered. Graduates of the MSN program are eligible for doctoral level studies.

The CNHS graduate nursing programs prepare students for professional careers as nurse practitioners (NP). Today's nurse practitioners are educated to perform more procedures and enjoy more autonomy of practice than ever before. Serving as primary care providers for a multitude of patient groups in a variety of health care settings, the nurse practitioner will have a critical role in our health systems as access to health care becomes a reality for millions in this country. The preparation of NPs will be especially criticalbeginning January 2014 when the nation's Health Care Affordibility Act becomes effective. Nurse practitioners promote health and wellness through patient education and advocacy.

Currently, all students in any of the MSN-NP tracks graduate with the same degree CIP code. However, in reality their degree and curricular focus is distinct. Each NP specialty is limited to practice with the designated population of their studies. In order to better align the reality of the specific scope of nursing practice it is proposed to differentiate each of the NP specialties into unique program offerings with unique specific CIP codes better reflecting the curricular content and nursing practice. The purpose of this new program request is to differentiate the MSN in Advanced Family Nurse Practitioner into the unique nursing specialty and distinct practice pattern of families health care including adolescents and young, middle and older adults and thereby better align the degree offered with the actual scope of nursing practice parameters and designated specialty.

Students in the Advanced Family Nurse Practitioner program are prepared to care for adolescents and young, middle and older adults. The particular expertise of the adult primary care nurse practitioner emphasizes disease prevention, health promotion, and the management of patients with acute and chronic multi-system health problems within the context of the family system. Graduates will have the education to diagnose and treat adult illnesses. The AF-NP curriculum consists of 43 required graduate credits beyond the Bachelors of Science in Nursing (BSN) and includes a defined NP core knowledge component of 21 credits and an additional 22 population /specialization focused credits for a total of 43 credits. The curriculum is based upon the defined terminal outcome competencies for Advanced Family Nurse Practitioner as delineated by the American Association of Colleges of Nursing (AACN)- Essentials of Advanced Family Nurse Practitioner Competencies. http://www.aacn.nche.edu

The students will graduate with a Master of Nursing Science (MSN) Degree in Advanced Family Nurse Practitioner.

B. **Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (**BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/_doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)

The AF-NP program is consistent with the Board of Governors (BOG) SUS Strategic planning goals (2012-2025) and directly and/or indirectly supports the following goals :

Teaching and Learning
- Strengthen quality and reputation of academic programs.
- Increase degree productivity and program efficiency
- Increase number of degrees awarded in Science, Technology, Engineering and Math (STEM) and other areas of strategic emphasis (Health)

Scholarship, Research, and Innovation
- Strengthen quality and reputation of scholarship, research and innovation.
- Increase research and commercialization activity
- Increase collaboration and external support for research activity

Community and Business Engagement
- Strengthen quality and recognition of commitment to community and business engagement
- Increase levels of community and business engagement
- Increase community and business workforce

The AF-NP program graduates approximately 120 students annually. This adds 120 new NP graduates to the production of degrees statewide. The 120 AF-NP graduates will add nursing professionals in advanced practice nursing roles in the clinical, educational and leadership settings helping to address the workforce shortage of advance practice nurses. According to the American Association of Colleges of Nursing (AACN) the United States is projected to have a nursing shortage that is expected to intensify as baby boomers age and the need for health care grows. Compounding the problem is the fact that nursing colleges and universities across the country are struggling to expand enrollment levels to meet the rising demand for nursing care. Quality patient care hinges on having a well-educated nursing workforce. Research has shown that lower mortality rates, fewer medication errors, and positive outcomes are all linked to nurses prepared at the baccalaureate and graduate degree levels. (AACN Nursing Shortage Fact Sheet Accessed April 19, 2013. www.aacn.nche.edu/media-relations/fact-sheets/nursing-shortage)

The AF-NP graduates will add to degree production and help meet critical statewide and nationwide professional workforce needs. The AACN fact sheet entitled, Creating a More Qualified Nursing Workforce states that compared to physician training, the education of a nurse practitioner costs four-to-five times less and can be completed at least four years sooner. Such figures buttress claims that relying solely on physicians to deliver primary care would not only seriously delay the availability of critically needed providers, but incur excessive expense as well. Indeed, a recent estimate projects that underutilization of nurse practitioners costs the nation nearly $9 billion annually due to practice restrictions in state laws and other "denied access" for consumers that is keeping the cost of basic health care inflated. In addition, recent studies have reported that, compared to physicians, NPs scored higher on patient satisfaction and on resolving conditions such as high blood pressure and high blood sugar levels. Patients of NPs also were more compliant than physicians' patients in taking medications, keeping appointments, and following recommended behavioral changes.

Moreover, even after acknowledging the methodological flaws of some of the studies it reviewed in 1986, the congressional Office of Technology Assessment (OTA) concluded that nurse practitioners can deliver as much as 80 percent of the health services, and up to 90 percent of the pediatric care provided by primary care physicians, at equal to or better quality and at less cost. In 12 studies, OTA found that the quality of care by NPs -- including communication with patients, preventive actions, and reductions in

the number of patient symptoms -- was higher than that for physicians. (Creating a More Highly Qualified Nursing Workforce- The Essentials of Masters Education of Nurses AACN Accessed April 19, 2013. www.aacn.nche.edu/publications/order-form/masters-essentials)

As the demand for more highly educated nurses i.e. Nurse Practitioners, escalates to critical levels, FIU nursing programs are rising to the challenge to meet the nation's need for highly educated, compassionate, skilled, and culturally competent nursing professionals. The AF-NP program will help to increase the number of nurses with advanced practice degrees and help to meet the needs of the state and nation's health care.

Also of note is that only 16.8% of the three million plus nurses in this country are non-White with the majority being White (83.2%), (USDHHS, 2010). The fact that our FIU MSN students are predominantly from diverse ethnic/minorities will help to increase the diversity of the nursing workforce. This is vitally important as the demographics of our country continue to change. The report points out that in 2008 Hispanics/Latinos made up 15.4 of the U.S. population but only 3.6% of RNs, and Blacks made up 12.2% of the U.S. population but only 5.4% of RNs (USDHHS, 2010). This diversity helps meet our community health needs and is aligned with our mission to provide culturally competent health care to underserved populations.

When educational programs are outstanding, they attract the best students and faculty to them and produce the most productive and renowned graduates. Our graduate and undergraduate nursing programs had an outstanding accreditation visit in October 2012 with no citations and all accreditation standards being met. Our nurse practitioner pass rates average 87% which is above the national average. The CNHS nursing faculty has established an excellent record of research with approximately $ 5 Million in grant funding since 2009. FIU Nursing is ranked in the top 50 of NIH nursing funding nationwide. Indirectly, our excellent research and outstanding education programs work towards the SUS goal of world class programs and research.

    C. **If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.**

      The Areas of Programmatic Strategic Emphasis:
1. **Critical Needs:**
   - **Education**
   - **Health Professions**
   - **Security and Emergency Services**
2. **Economic Development:**
   - **Globalization**
   - **Regional Workforce Demand**
3. **Science, Technology, Engineering, and Math (STEM)**

Nursing is listed as one of the Critical Needs in Health Care on the Florida Board of Governors' List of Targeted Programs. The Board of Governors encourages graduate programs that are consistent with institutional mission and statewide goals, in targeted fields, demanded by both students and employees and demonstrate that their costs when weighed against their benefits make for a compelling argument for return on investment. (BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/_doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)

The AF-NP program is consistent with the FIU institutional mission, is in a targeted field, is in demand by students and employers and will make significant impact to the workforce needs and community health. Health care reform will require quadruple the current number of advance practice nurses and twice as many as currently working in South Florida to care for the underserved and non US citizen populations. The AF-NP program graduates will help fulfill this need.

    D. **Identify any established or planned educational sites at which the program is expected**

to be offered and indicate whether it will be offered only at sites other than the main campus.

The MMC and BBC buildings provide adequate space for delivering all the nursing programs. In December 2009, the College moved into a new $47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). The College of Nursing and Health Sciences (AHC 3) building is the University's first "green" building and has been awarded Silver Leadership in Energy and Environmental Design (LEED) certification. The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC). MMC is the predominant site of the MSN programs, however the BBC campus can be utilized for program offerings as needed. There are no planned changes to the educational sites currently being utilized

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex. The building houses one of the most technologically sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center).

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II.   **Need and Demand**

A. **Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The need to educate NP, pediatric (CHNP) and psychiatric nurse practitioners (PMHNP) in culturally competent technologically enhanced interprofessional education in healthcare is clear as there is: (a) a current and projected shortage of nurses, particularly of those with the "right knowledge and skills" at advanced practice levels; (b) a severe shortage of nursing faculty (Malone, 2009; FCN, 2008); (c) a greater shortage of minority nurses with an increasing need for culturally competent, minority ARNPs and nursing faculty (Joynt& Kimball, 2008, FCN, 2009); d) a need for health care workers to be trained in interprofessional education (WHO, 2010); e) a need for nurses to use "informatics in practice and education to provide, safer, higher quality patient care" (Tiger,2012, p. 4). Of the current RN workforce, the greatest under-representation is Hispanics (4.2% nurses but 15% of US and 62% South Florida populations) followed by African Americans (<11% nurses but 13.2% of US and 20% of South Florida populations) and Asians (2% of South Florida Population) (Buerhaus & Staiger, 2009; Cleary, et al., 2009; FCN, 2009; Malone, 2009). Nurses today must learn and work in high stress environments to provide complex diagnostic and treatment regimens using new technology within a chaotic and dysfunctional US healthcare system (AACN, 2008; Buerhaus, Staiger, & Auerbach, 2008; Benner, Sutphen, Leonard, Day, 2009; FL HP 2010 2008 Report; NHDR, 2008). Together, these shortages and the current healthcare environment endanger the safety and quality of healthcare and place patients, particularly those from minority cultures, at risk for increased morbidity and mortality (BHPr, 2004; Buerhaus, et al., 2009; Robert Wood Johnson Foundation, 2002). Multiple studies found ARNPs' primary care focusing on health promotion and education has comparable outcomes to those of primary care physicians and ARNPs' case management dramatically reduces hospitalizations (Newhouse et. al. 2011). Diverse ARNPs are needed in this region; they have the background, knowledge and ability to communicate with and meet the healthcare needs of this multilingual, divergent, underserved population. Yet, in Florida, only 29% of RNs, 21% ARNPs, and 14% nursing faculty are from minority groups (FCN, 2010) with the population

increasing in its diversity and health disparities (FL DOH OMH, 2008). South Florida currently has even greater shortages of minority nurses with "right knowledge and skills": only 19% BSN prepared nurses (compared with 26% in FL and 32% in US) and just 4.7% ARNPs (compared to 5.4 % in US). Of the ARNPs working in South Florida, only 18% are from minority backgrounds (6.3% Hispanic, 8% Black, non-Hispanic, 3.4% Asian/Pacific Islander), yet the population is >62% Hispanic, 19% Black, non-Hispanic, 1% Asian/Pacific Islander. More than 25% of these nurses plan to retire by 2020 with demand outpacing supply due to shifting patient demographics, scientific and technological advances, and increasing chronic illnesses and need for prevention (Malone, 2009). Workforce shortages affect all levels of nursing, including the availability of registered psychiatric nurses. According to the National Center for Health Workforce Analysis (NCHWA), the US had a shortage of approximately 168,000 RN FTEs in 2001. By 2020, the national RN shortage is projected to increase to more than one million RN FTEs. This alone will mean that only 64% of the demand for registered nurses will be met.

Florida International University CNHS will be the only public university within the South Florida tri-county area (Monroe, Miami-Dade and Broward) offering culturally competent interprofessional education in a technologically advanced curriculum and the only university offering psychiatric and pediatric NP programs.

> **B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

Demand for health care services will continue to grow, as millions of Americans gain health insurance under the Affordable Care Act and Baby Boomers dramatically increase Medicare enrollment. The nation increasingly will call upon advanced practice registered nurses (APRNs) to meet these needs and participate as key members of health care teams.
(American Association of Nursing; ARNPs at Work. Accessed April 20, 2013.
http://www.nursingworld.org/EspeciallyForYou/AdvancedPracticeNurses/APRNs-at-Work)
CNHS data 2011 to present shows average per term enrollment in the AF- NP program of 240 students. As the demand for advanced nurse practitioners continues to grow there is every indication this enrollment average will continue or increase.

Annual alumni surveys indicate overall student satisfaction with the MSN program. In addition, the FIU Office of Planning and Institutional Research (OPIR) sends satisfaction surveys for FIU support services to all current FIU students, graduating seniors, and graduate level students.
However, the CNHS graduate student exit survey had too few responses (responses =7) to analyze. FIU survey summaries are also posted on the OPIR website for review by administrators, faculty, staff, and students. As the demand for advanced nurse practitioners continues to grow as nationwide health care needs increase, CNHS poised ready to educate nurses to help fulfill these needs. CNHS MSN student program satisfaction is ranked as high. With increasing demand for NP and high satisfaction in the program there is every indication the program enrollment will at least continue and most probably increase.

> **C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.**

The Master of Science in Nursing (MSN) Program was approved in 1992. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Gerontology Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Anesthesiology Nursing, Advanced Psychiatric-Mental Health Nursing and Nursing Administration. Demand for MSN advanced practice nursing degrees exceeds capacity at present and is expected to increase as the health care demands increase.

The following SUS universities offer the Advanced Family Nursing Practitioner program: Florida Atlantic University, Boca Raton, FL; Florida A&M, Tallahassee, FL; Florida State University, Tallahassee, FL, Florida Gulf Coast, Fort Meyers, FL; University of Central Florida, Orlando, FL; University of Florida, Gainesville, FL; University of North Florida, Jacksonville, FL; and University of South Florida, Tampa, FL. University of Miami, Miami, FL; Barry University, Miami, FL; Nova Southeastern, Fort Lauderdale, FL are private schools offering the AF- NP program. The MSN programs at Barry, University of Miami, and Nova Southeastern carry higher costs than FIU and this may be a factor in enrollment decisions. The geographic location continues to be another factor in matriculation decisions. Since the FIU MSN programs have been in co-existence with the private and public university since 1992, there is no perceived impact on FIU's student enrollment.

The potential for collaborative research is available locally with the University of Miami, FAU, and Barry University and certainly possible with all the SUS universities.

In order to better align the reality of the specific scope of nursing practice this request is to differentiate each of the NP specialties into unique program offerings with unique specific CIP codes thereby better reflecting the curricular content and nursing practice. Since the MSN programs exist and we only seek to better define the individual program offerings, data collection to support an additional program is not applicable.

> **D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

The MSN programs are lock step and are designed to be full time matriculation. The FIU undergraduate BSN program is the major feeder source of students, followed by individuals from SUS or other Florida universities. Each cohort is 120 students.

Students within the institution are not expected to change majors to enroll in the MSN programs since a BSN is required for admission. There will be no shifts from disciplines likely to occur.

> **E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide,(in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. <u>The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved</u>.**

FIU CNHS has a rich pool of diverse, multilingual students and student applicants from which to choose to recruit for the MSN programs and successes in educating and granting degrees to its student body. The CNHS graduate nursing program has a retention rate of 86-97%. Over 75% of graduate nursing students are of minority groups with 65% fluent in at least two languages (See Table 1) (Note: all FIU students must demonstrate basic competency in a foreign language). Over 44% of nursing majors are low income, and/or first-generation college students with many also educationally disadvantaged. For the fall 2012 admission cycle the MSN program had 259 qualified applicants (Cumulative GPA3.0; licensed in the state of Florida; all application information submitted on time). Of these 259 applicants, 226 sought admission to the family (137) and adult (86) tracks. Of the 259 qualified applicants 85% were female; 15% male; 50% Hispanic; 29% Black; 8% American Indian/Asian/Pacific Islander; 11% White. This reflects a growing interest in nurses in South Florida area wanting to obtain an advanced nursing degree.

Recruitment of students from ethnic and racial minorities and/or disadvantaged students will be done by the CNHS Student Services, MSN Track leaders, Graduate Nursing Director and program faculty. Since FIU is located in one of the most ethnically diverse, cosmopolitan regions in the United States, recruitment of minorities is not seen as critical a step as support for retention and time to graduation. Financial support with scholarships and stipends will help attract students into the program and help ameliorate individual social determinants of finances, living and housing needs, and educational support. Individualized advising and application assistance will demystify the application and admission process. The development of a recruitment website provides all potential applicants the ability to find accurate and current information about everything from college life on campus, to financial aid application deadlines and links to the nursing application process.

Table 1- Comparisons of FIU total students, FIU Full time Graduate Nursing Students, US MSN students, and Miami Dade County Demographics				
Ethnicity	FIU - Total Students Fall 2011	FIU- Graduate Nursing Students Fall 2011	US MSN Students (AACN 2009)	Miami Dade County Population 2010
Hispanic	60%	42%	5%	63%
African American - Non Hispanic	13%	24%	12%	20%
White-Non Hispanic	14%	22.50%	76%	18%
Asian/Pacific Islander	3.50%	8.50%	6.20%	170%
Native American	0%	NA	NA	4%
Other Non-Hispanic	8%	3%	0.60%	110%
Total Number	44,010	433	145,000NPs	2,500,625
Male	44%	20%	NA	49%

Office of Planning and Institutional Effectiveness Fall Year 2010: Nov 2010 US Census, Population Estimates; American Association of Colleges of Nursing 2009

Signature of Equal Opportunity Officer

Date 5/22/13

MSN Advanced Family NP

III.   Budget

  A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.

The current revenues and costs will be reallocated from the existing MSN program into the discipline specific program. The allocation of costs was based on the number of students enrolled in the program and the direct instructional costs. Since there are no expected changes in enrollments the total cost of the program is $2,406,176. This covers the direct instruction costs, total faculty costs, and overall expenses of this program.

  B. If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).

Not applicable due to the nature of this request.

  C. Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).

Not applicable due to the nature of this request.

  D. Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.

Not applicable due to the nature of this request.

IV.   **Projected Benefit of the Program to the University, Local Community, and State**

  Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The need and demand for the MSN NP programs have been established at the national level. The MSN NPs improve health care through facilitating a culture of patient safety, evidence based practice, and providing the additional advanced skills necessary to develop leaders in the future and to provide the workforce needed in primary care with the impending implementation of the Affordable Care Act. The

MSN NP programs will provide this workforce to improve health care, patient outcomes, and health care systems. With the alignment of the degree offered with the actual scope of nursing practice parameters and designated specialty will better follow nursing practice.

V. **Access and Articulation – Bachelor's Degrees Only**

A. **If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)**

Not applicable- Graduate Program Only

B. **List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the Common Prerequisite Manual at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."**

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not Applicable- Graduate Program Only

C. **If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.**

Not Applicable- Graduate Program Only

D. **If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.**

Not Applicable- Graduate Program Only

INSTITUTIONAL READINESS

VI.   **Related Institutional Mission and Strength**

A. **Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.**

The MSN- NP programs fit FIU's current Millennium Strategic Plan and with the new strategic planning process with its focus on health and life sciences, excellence in academic programs, cost- effective format, high demand professions, and leading innovation. The MSN- NP programs will also contribute to the goal of enhancing research and advanced nursing education.

B. **Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.**

The College promotes, expands and validates scientific knowledge and evidence-based practice through interdisciplinary research. The College prepares diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment.

The goals of the CNHS Nursing Unit are the following:

- To prepare qualified men and women for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment.
- To promote, expand and validate the scientific base of nursing knowledge and practice through the discovery, organization and transmission of research-based knowledge, skills and values.
- To collaborate with local, national and international health care agencies in promoting excellence through cost-effective, accessible, equitable and humanistic health care delivery systems for divergent individuals, families and communities.

The College of Nursing and Health Sciences (CNHS) nursing faculty subscribe to the mission, vision, values, goals, and strategic plan of Florida International University (FIU). The University's updated (2010) mission: …"[a commitment] to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities" is congruent with the CNHS/Nursing Unit's (2012) mission: …"to teach, conduct research, and serve the community preparing diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment."

FIU's updated (2010) vision: …"FIU will be a leading urban public research university focused on student learning, innovation, and collaboration" is congruent with the CNHS/Nursing Unit's (2012) vision: … "to be globally recognized for the achievements of its alumni and faculty in health care, education, leadership, and research with a focus on the needs of the under-served populations."
The University's support for the Nursing Unit's mission, vision, and goals is reflected in the inclusion of *Health* in the FIU 2010-2015 Strategic Plan: *As Miami's only public research university, FIU is committed to addressing the health challenges that face the South Florida region. FIU has a distinguished record of research on health disparities, drug and alcohol use, abuse and dependency, and HIV/AIDS. The Herbert Wertheim College of Medicine, the College of Nursing and Health Sciences, and the Robert Stempel College of Public Health and Social Work serve the community by educating health professionals and conducting applied research in health fields. By embedding engagement activities with teaching and research, FIU provides students with unique learning opportunities and improves health care in the South Florida region.*

During 2012, the CNHS mission, vision, values, and goals were evaluated and revised to align the College and its programs with the University's 2010-2015 Strategic Plan and with the needs of its communities of interest. During this process, administrators and faculty of each of the academic units in the CNHS developed their mission, vision, values, and goals to assure consistency with College and

University.

    C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Careful review of the current CIP codes and the nursing program degree offerings led to the conclusion that more specificity in the coding of degrees could be achieved and with this change enhance the student degree since the scope of nursing practice is delineated within patient populations and settings and the actual MSN degree will carry that same focus. Currently all graduate nursing was coded with the same CIP code- 51.3801. With the approval of this request, each nursing NP discipline will have its own unique CIP degree code. With the specificity of degree code, it will be easier to analyze and track student recruitment, application, admission, retention and progression as well as the individual NP program effectiveness, achievements, and infrastructure needs and costs. It is intended to garner approval of this change with submission of this proposal to FIU Faculty Senate and Board of Trustees and Board of Governors for approval and implementation of the revised CIP codes in Spring and Summer 2013.

Planning Process

Date	Participants	Planning Activity
March 2013	T. Moore, O. Strickland, H. Cornely	Review of current nursing CIP code offerings
March 2013	T. Moore, O. Strickland, H. Cornely, Y. Gordon	Revised and aligned available CIP codes to nursing programs to better align scope of practice

Events Leading to Implementation

Date	Implementation Activity
April 2013	New program proposals written to delineate each MSN program into specific CIP code to better align the educational component with the actual specificity of scope of current advanced nursing practice.
April 2013	FIU Faculty Senate review FIU BOT review with submission to BOG by June 2013 for implementation Fall 2013

    VII.   Program Quality Indicators - Reviews and Accreditation

    Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

In 1985, the Nursing Unit's BSN program received initial (full) accreditation by the National League for Nursing (NLN); in 1993, the MSN program received initial (full) accreditation by the National League for Nursing Accrediting Commission (NLNAC). The BSN and MSN programs maintained full accreditation through the NLNAC until fall 2008. In 2007, Nursing Unit administrators and faculty chose the Commission on Collegiate Nursing Education (CCNE) as the Nursing Unit's accrediting organization to provide a professional framework for planning and implementing advanced nursing curricula and degrees. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the baccalaureate and master's degree nursing programs at FIU.

The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Board correspondence indicated that the Nursing Unit BSN and MSN programs met the four accreditation standards; there was a compliance concern for the master's program with respect to Key Element III-B-2: *Demonstrate that the curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines. These standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes.*

Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates (Key Element III-B). Demonstrate that the master's curriculum incorporates knowledge and skills identified in The Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996), including, in particular, content related to health policy and ethics. Any specialty standards adopted for the master's program are incorporated into the curriculum (Key Element III-B-2).

In response to the program and accreditation reviews, several nurse consultants conducted analyses of Nursing Unit programs and curricula and provided recommendations for improvement: In December 2007, Dr. Joan Kapustin offered suggestions for increasing the MSN certification pass rates; in January 2008, Dr. Joan Kapustin provided recommendations for revising the curriculum and courses in the MSN nurse practitioner tracks; in March 2008, Dr. Marcia Stanhope offered suggestions for meeting the requirement to incorporate curricular knowledge and skills identified by the BSN and MSN *Essentials* into the curricula; and in May 2008, Dr. Joan Shaver responded to questions posed by FIU administration about current and future directions for Nursing Unit programs and curricula. In May 2008, as required for all accredited programs, the CCNE Board requested a continuous improvement progress report at the midpoint of the accreditation term with a particular focus on the compliance concern for the master's program. The FIU Nursing Unit submitted the Continuous Improvement Progress (CIP) Report on June 1, 2011, per the established Board deadline. Verbal feedback from CCNE personnel indicated no compliance concern issues related to the CIP Report; written feedback from CCNE on the submitted CIP Report is pending. In this self-study report, the CCNE compliance concern for the master's program is addressed in Standard III B-2 through the following discussions and strategies**:**

1) Consultants' recommendations during 2007-2008

2) An analysis (2008) of the congruency between the 1996 MSN *Essentials* and MSN nurse practitioner (NP) course objectives; in response, revisions were made to the NP course objectives

3) An analysis (2011-2012) of the congruency between the revised 2011 MSN *Essentials* and current MSN NP course objectives with a 2012-2013 plan to focus on further course revisions to reflect the revised *Essentials*

4) A table that explicates the 2011 MSN *Essentials*, MSN program objectives (outcomes), and examples of current MSN course objectives

5) An analysis of the *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education [NTF], 2008) and the MSN NP curriculum

6) A plan to incorporate the guidelines established by the *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, & Education* (APRN Consensus Work Group & NCSBN, 2008) into the MSN NP curriculum).

In preparation for the CCNE re-accreditation visit scheduled on October 15-17, 2012, Nursing Unit faculty members and administrators actively engaged in a self-study of the BSN and MSN programs through their Program committees, administrative responsibilities, and faculty assignments. The result was full accreditation for 10 years with no citations.

All academic programs of FIU are approved by the FIU Board of Trustees and the Florida Board of Governors. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate, master's and doctoral degrees. FIU's Office of Institutional Effectiveness maintains an internal Program Review Evaluation for each program every seven years, as required by the Florida Board of Governors. Dean Strickland has as of AY 2013-2014 instituted an internal college program review for each CNHS program every 4 four years. Within CNHS, the nursing programs are approved by the Florida Board of Nursing (FBON) with re- approval in 2007 and are accredited by the Commission on Collegiate Nursing Education (CCNE) through June 30, 2022. The Anesthesiology Nursing MSN program is accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs of the Association of Nurse Anesthetists through 2018.

The nursing programs in the CNHS are accredited by the following agencies, each recognized by the U.S. Department of Education and by the respective nursing practice and licensure bodies.

Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle NW Suite 530
Washington, DC 20036
Website: http://www.aacn.nche.edu/Accreditation

Florida State Board of Nursing
4052 Bald Cypress Way BIN CO2
Tallahassee, FL 32399

Council on Accreditation of Nurse Anesthesia Educational Programs
222 South Prospect Avenue, Suite 304
Park Ridge, Illinois 60068-4010
Website: http://www.aana.com/accreditation/

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

Objective
MSN students will demonstrate ability to perform advanced practice assessment by 1) identifying factors influencing health & disease; 2) identifying normal & abnormal findings; and 3) prioritizing health problems appropriately.
MSN students will demonstrate ability to perform advanced practice interventions by 1) correctly documenting patient findings and plan of care; and 2) correctly educating the patient based on cultural & educational background.
MSN students will demonstrate professional roles & conduct in advanced practice by 1) having awareness of own strengths & limitations; 2) incorporating ethical, professional & clinical guidelines into practice; 3) incorporating legal & regulatory standards into practice; 4) maintaining a professional manner; and 5) communicating respectfully to patients & others.

B. Describe the admission standards and graduation requirements for the program.

Admission Requirements for the program include:
- Successful completion of all the admission requirements for graduate education at Florida International University and the College of Nursing & Health Sciences.
- Cumulative undergraduate GPA of 3.0 or greater on a 4.0 scale (CUM GPA is a calculation inclusive of all academic coursework including courses at the community college level.)
- UG 60 GPA of 3.0 or greater in Bachelor of Nursing upper division coursework.
- Current State of Florida RN license. Out-of-state students must obtain a license to practice in Florida prior to admission.
- Baccalaureate degree in nursing (BSN) from a National League for Nursing Accrediting Commission NLNAC) or the Commission on Collegiate Nursing Education (CCNE) accredited program. Applicants from programs without such accreditation will be considered on an individual basis.
- Completion of all MSN admission paperwork including the CNHS application, a written essay, (3) Recommendations, and Curriculum Vitae, as well as favorable personal interview with the MSN Admission Committee.

Graduation Requirements for the program include:

- Completion of 47 semester credits. Minimum of 44 credits in nursing and 3 credits of non-nursing electives. The non-nursing electives are restricted to supporting courses for the specialty area.
- Completion of a thesis (6 credits), a master's paper (3 credits), or a research project (3 credits). Students electing a master's paper or research project must complete an additional three hours of cognate course(s).
- Achievement of an overall cumulative GPA of 3.0 or above. See Graduate Catalog in University Graduate School Rules and Regulations for information on Academic Warning, Probation, and Dismissal.
- Removal of all conditions, deficiencies, and incomplete grades. Credit hours for courses in which the grade is "B-" or below will not count toward satisfying graduate degree requirements.
- With the exception of thesis courses, students are expected to register for courses with letter grades. Electives may be taken as pass/fail subject to the approval of the advisor.

C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

Students advance through each of the two major components of the MSN curriculum as programs of study are completed. Courses within the two components are delineated as 1) CORE KNOWLEDGE and 2) POPULATION/SPECIALIZATION courses. CORE KNOWLEDGE courses are taken by all MSN students regardless of population focus or specialization. POPULATION/SPECIALIZATION courses are dependent on which population or specialization the student has chosen to pursue.

Allocation for course credits is based on the University formula. The ratio of credit to contact hour for theory courses is 1:1. The ratio of credit to contact hour for laboratory courses is 1:2. The ratio of credit to contact hour for clinical courses is 1:5. This ratio assures the level of learning achievement and compliance with regulatory requirements necessary for the competent role performance of the MSN graduate. Therefore, the advanced Family health nurse practitioner student completes a minimum of 770hours of clinical practice.

In addition, programs of study provide an opportunity to select elective courses. Students select electives according to their individual interests and career plans, after consultation with a faculty advisor. Additional courses may be applied to the student's plan of study after consultation with a faculty advisor. Students are encouraged to pursue electives in other academic units when appropriate.

CORE KNOWLEDGE Component
The CORE KNOWLEDGE component required of all MSN students consists of seven (7) courses of three (3) credits each (21 total credits): *NGR 5110 (Theories in Nursing); NGR 5035C (Advanced Client Assessment); NGR 5141 (Pathophysiological Basis of Advanced Nursing Practice); NGR 6172 (Pharmacological Concepts in Advanced Nursing Practice); NGR 5131 (Culture and Advanced Nursing Practice); NGR 5810 (Research Methods in Nursing) and NGR 6910C Research Project*. These courses are completed within the prescribed plan of study.

POPULATION/SPECIALIZATION Component
In the POPULATION/SPECIALIZATION component, students in the advanced family health nurse practitioner specialization utilize and develop their knowledge and skills in one or more clinic settings under the supervision of a nurse practitioner or physician preceptor .

Students in advanced family health specialization are awarded three (3) credits for each clinical related course. Clinical decision making course is a three (3) credit course, the Role Synthesis course is a four (4) credit course composed of one theory credit and three clinical credit hours.

Advanced Family Health Nursing students complete *NGR 6601C/6601L Advanced Family Health Nursing I Theory/Practicum* followed by *NGR 6602C/6602L Advanced Family Health Nursing II Theory/Practicum,* and finally *NGR 6619L Role Synthesis in Advanced Family Practice* and *NGR 6748 Clinical Decision Making in Family Health Nursing.*

D. **Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**

Family Health Nurse Practitioner Program CURRICULAR COMPONENT	CREDITS
Core Knowledge (21 Credits)	
Graduate Nursing Core (12 Credits)	3
NGR 5131 Culture and Advanced Nursing Practice	3
NGR 5110 Theories of Nursing	3
NGR 5810 Research Methods in Nursing	3
NGR 6910C Research Project	
Advanced Practice Nursing Core (9 Credits)	3
NGR 5035C Advanced Client Assessment (2 theory cr)	3
NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice	3
NGR 6172 Pharmacological Concepts in Advanced Nursing Practice	21
Population/Specialization (22 Credits)	
NGR 6601C Advanced Family Health Nursing I	4
NGR 6601L Advanced Family Health Nursing Practice I	4
NGR 6602C Advanced Family Health Nursing II	4
NGR 6602L Advanced Family Health Nursing Practice II	4
NGR 6748 Clinical Decision Making in Family Health Nursing	3
NGR 6619L Role Synthesis in Advanced Family Nursing Practice (1 theory cr)	4
XXX XXXX Elective	3
	26
TOTAL CREDITS	*47*
• **Minimum program requirements for the MSN degree for Family Health = 47 Credits**	
Theory (29 Credits) = 29 Credits X 1 Contact Hour/Credit X 15 [Total # of Semester Weeks) = 435 Contact Hours TOTAL	
Elective (3 credits) = 3 Credits X 1 Contact Hour/Credit X 15 weeks = 45 Contact Hours TOTAL	
Research Project (3 Credits) = Contact Hours vary	
Laboratory (1 Credit) = 1 Credit X 2 Contact Hours/Credit X 15 weeks = 30 Contact Hours TOTAL	
Clinical (11 Credits) = 11 Credits X 5 Contact Hours/Credit X 14 (Total # of Semester Weeks in Practice) = 770 Contact Hours TOTAL	

E. **Provide a one- or two-sentence description of each required or elective course.**

Required Courses:
NGR 5035C Advanced Client Assessment (3). Refinement of health assessment skills fundamental to advanced nursing practice emphasizing critical thinking in advanced health assessments across the lifespan.

NGR 5110 Theories in Nursing (3). Analysis, evaluation, and application of theories from nursing and related disciplines to advanced nursing practice, research, education and administration.

NGR 5131 Culture and Advanced Nursing Practice (3). Theoretical models explanatory of culture and behavioral manifestations of cultural diversity. Focuses on multicultural nursing and methodologies for nursing care throughout the life span.

NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice (3). Focuses on the pathophysiologic basis of clinical judgment and client management in advanced nursing practice.

NGR 5810 Research Methods in Nursing (3). Research methods and designs commonly used in nursing. Focuses on the research process as it is integrated in the interchange of theory, practice, and research using information systems.

NGR 6172 Pharmacological Concepts in Advanced Nursing Practice (3). In-depth study of principles of pharmacology, pharmacokinetics and pharmacodynamics. Emphasis on common prescription and non-prescription drugs used in advanced nursing practice across the lifespan.

NGR 6601C Advanced Family Health Nursing I (4).
Study of Advanced Family Practice Nursing and specialization, expansion and advancement of evidence based knowledge and skills fundamental to the role of the Family Nurse Practitioner in primary care.

NGR 6601L Advanced Family Health Nursing Practice I (4).
 Clinical implementation of evidence-based knowledge and skills required to the advanced family practice nurse in the prevention, diagnosis and management of acute health conditions in Primary Care.

NGR 6602C Advanced Family Health Nursing II (4).
Continuing development of evidence-based knowledge and skills fundamental to the family nurse practitioner role in the care of clients and families experiencing chronic and multisystem illnesses.

NGR 6602L Advanced Family Health Nursing Practice II (4).
Clinical implementation of evidence-based knowledge and skills in the diagnosis and management of chronic and/or multi-system health conditions of clients and families in Primary Care.

NGR 6619L Role Synthesis in Advanced Family Health Nursing Practice (4).
Capstone course synthesizing role functions of the Family Advanced Practice Nurse with emphasis on professional practice issues and transition into the practice role.

NGR 6748 Clinical Decision Making in Advanced Family Nursing Practice (3).
Critical analysis of the clinical decision making process in advanced family nursing practice. Synthesis of learning from previous clinical courses.

NGR 6910C Research Project (3). Focus is on the development of competencies in scientific inquiry. Competencies are achieved through participation in ongoing research projects and a written report of the experience.

or

NGR 6970 Master's Thesis I (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.

NGR 6971 Master's Thesis II (3). Implementation through completion of student's research thesis proposal.

Elective Courses:
NGR 5064C Diagnostic and Therapeutics in Advanced Nursing Practice (3). Provides the advance practice nurse/student the theoretical background and clinical applications for diagnostics and therapeutics across the lifespan.

NGR 5134C Interdisciplinary Health Care Across Cultures (3). The course focuses on health care teams. Types of service, roles and interdisciplinary interaction will be studied as they relate to policies,

economics, ethics and ethnic issues in various countries.

NGR 5136 International Nursing System/Advanced Nursing Practice (3). Comparative analysis of philosophical, legal, political, economic and social underpinnings of the nursing progression within the context of international developments and trends in the post-cold war era.

NGR 5138 Cultural Immersion for International Health Care (1-2). The course introduces basic language, values, social etiquette, daily life, and interpersonal, family and health care patterns in a foreign country in preparation for cross-cultural health study.

NGR 5168 Complementary and Alternative Therapies in Nursing and Healthcare (3). Provides the theory, practice and patterns of use in complementary and alternative practices and products (CAPPs). Integrates CAPPs knowledge with conventional healthcare using National Institutes of Health NCCAM framework.

NGR 5250 Physical Change and Healthy Aging (3). Emphasis on health alterations in aging, delivery of healthcare, and ethical decision-making and advocacy in relationship to common medical problems of the elderly and their families.

NGR 5263 Gerontology for Health Professions (3). A comprehensive overview of aging with the goal of enhancing health outcomes and promoting healthy aging locally and globally.

NGR 5340 Women and Health: A Nursing Perspective (3). Analysis of the unique health concerns of women across the life span. Emphasizes a multidisciplinary approach.

NGR 5495 Women's Health Issues (3). This course is designed to acquaint the student with selected conditions impacting the health of women.

NGR 5610C Family Theory and Nursing Intervention Across Cultures (3). Students are exposed to selective family theories, family nursing assessment, intervention and evaluation. Culture and economic status and their influence on family structure and processes are addressed.

NGR 5632 Practicum in International Family Focused Nursing (1). Students apply learning about nursing care in another country, assessment and intervention with families by instituting a change in their work/practice place at home.

NGR 5660C Leadership and Advocacy for Child and Family Health (3). Acquisition and application of leadership/advocacy skills with culturally diverse families.

NGR 5871C Nursing Informatics: Computer Mediated Information Technology in Nursing (3). Analysis, design, implementation, and evaluation of information and communication systems that enhance individual and population health outcomes, improve patient care, and strengthen the clinician-patient relationship.

NGR 5905 Independent Study in Nursing (1-10). Individually determined, research oriented, in-depth study of a nursing problem or clinical experience as approved by the faculty preceptor.

NGR 5936 Special Topics in Nursing (1-6). Critical analysis of the clinical decision making process in advanced health nursing practice (ANP).

NGR 6333 Conceptual Issues in Nursing Management of Developmental Disabilities (3). Study of developmental theories, concepts and research findings in context of nursing model. Problems relevant to nursing intervention are examined through critique of pertinent literature.

NGR 6713 Curriculum Development in Nursing (3). Curriculum theory and its application in nursing education. Curriculum construction, implementation, and evaluation are discussed from theoretical,

philosophical, historical, and current perspectives.

NGR 6715 Instructional Technology in Nursing and Health Sciences (3). Provides advanced technological knowledge, skills, and opportunity to develop strategies using technology to improve and enhance student learning in variety of settings.

NGR 6812 Master's Research (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.

NGR 6939C NSG Management of At-Risk Populations (6). Intensive study of the advanced nursing management of at-risk populations, focusing on the elderly, persons with HIV/AIDS, survivors of domestic violence, substance abusers, and uninsured persons.

F. **For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the <u>curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.</u>**

MSN Advanced Family program curricula incorporate professional standards and guidelines as appropriate.

All master's programs incorporate the Graduate Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program. All master's-level advanced practice nursing programs incorporate Advanced Practice Nursing Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011). In addition, nurse practitioner programs incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).

The [Nursing Advisory Council](#) consists of chief nursing officers of hospitals, executive directors or presidents of clinical agencies and health organizations, representatives from health related organizations and educational institutions, and lay members. Internal and external communities of interest provide input to the Nursing Unit through a variety of individual and group meetings, reports, standards and guidelines, laws and regulations, needs assessments, and surveys. Input from a community of interest is actively sought and used to foster program improvement.

Faculty members also seek input and feedback from the Nursing Unit's community affiliates, which includes members of the Nursing Advisory Council. Feedback from staff is to be obtained about student performance, clinical experience expectations, faculty participation, and concerns about courses and programs every semester. This feedback is to be considered during the preparation of subsequent course offerings. Nursing Unit administrators and faculty responds to the needs and expectations from the communities of interest by revising curricula and/or developing mutually beneficial collaborative strategies related to teaching-learning practices and faculty practice

G. **For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the master's degree nursing programs at Florida International University. The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Successful reaccreditation process was completed on October 17, 2012.

Graduates of the MSN-Family Health program are eligible to apply for national certification

examinations in their specialty area through the American Academy of Nurse Practitioners (AANP) or American Nurses Credentialing Center (ANCC). Nurse practitioner graduates who pass national certification examinations can obtain advanced registered nurse practitioner (ARNP) licensure through the State Board of Nursing.

Family Health Nurse Practitioner Program has met ANCC's certification eligibility educational requirements. Confirmation of eligibility is effective until March 22, 2016.

H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?

Not Applicable

I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs).   If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The MMC and BBC buildings provide adequate space for delivering the program in a traditional delivery system. Both structures have wireless internet and long distance videoconferencing capabilities that would also provide the opportunity to offer some of the core-courses and electives via distance and/or hybrid learning. The building houses one of the most technological sophisticated nursing simulation centers in the country ([Simulation for Teaching and Research [STAR] Center](#)); which will provide for the instruction of clinical related content and laboratory practice.

IX.   Faculty Participation

A. Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).

See appendix A.

B. Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.

C. Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

D. Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over

time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.

E. **Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

Comparison of Nursing Faculty-Student Ratio (Spring 2011 & Spring 2012)

TEACHING FACULTY	REG* Faculty #	REG Faculty ***FTE	ADJ** Faculty #	ADJ Faculty FTE		Total Faculty FTE	Student Enrollment	Faculty: Student Ratio
Spring 2011								
Graduate	19	19.0	14	7.1		**26.1**	**401**	**1:15**
Spring 2012								
Graduate	22	22.0	13	8.2		**29.2**	**352**	**1:12**

Percentage of Course Credits Taught by Graduate Regular/Adjunct Nursing Faculty (2011-2012 AY)

PROGRAM	Fall 2011	Spring 2012	Summer 2012
Graduate			
Regular Faculty Credits	75%	79%	68%
Adjunct Faculty Credits	25%	21%	32%

List of Nursing Faculty Research (R) and Training (T) Grants
Fall 2007-Present

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	R T
Pontious	**Blais**	Post-Master's Certificate in Nursing Education	Department of Health & Human Services/Health Resources and Services Admin.	$768,205	7/1/07	6/30/10	T
Thomas		HBV Vaccine: Parents' Health Beliefs, Values, and Intent to Vaccinate	Sigma Theta Tau International	$500	9/1/07	9/1/08	R
Grossman		Miami-Dade Area Health Education Center Nursing Program	Area Health Education Center	$13,000	7/1/08	6/30/09	T
Anderson	**Friedemann**	Training in Chronic Illness Research in Florida/Europe	Department of Health & Human Services/Health Resources and Services Admin.	$413,120	7/1/09	8/31/10	T
Kulwicki		Primary Care Services	Area Health Education Center (AHEC)	$9,750	6/30/09	6/30/10	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/Health Resources and Services Admin.	$35,554	7/1/09	6/30/11	T
Brown	**Kulwicki**	AHEC Tobacco Training	Area Health Education Center (AHEC)	$10,000	7/1/09	6/30/10	T
Kulwicki		Research and University Graduate School Support	FIU Graduate School	$5,000	9/1/09	6/30/11	T
Gracia Jones	**Chadwell, Patsdaughter**	SENIORITAHS	McFarland & Associates, Inc.	$115,000	11/30/09	1/31/11	T
BSN Nursing		Miami Children's Contribution	Miami Children's Hospital	$37,831	1/1/10	12/31/10	T
Brown		Miami Area Geriatric Education Center	Health Resources and Services Admin.	$46,296	7/1/10	6/30/15	T
Brown	**Kulwicki**	AHEC Tobacco Training	Area Health Education Center (AHEC)	$10,000	7/1/10	6/30/11	T
Kulwicki		Advanced Education in Nursing Traineeship	Health Resources and Services Admin.	$85,798	7/1/10	6/30/11	T
Pontious	**Olenick (Co-PD)**	Culturally Competent Combined RN/MSN Program for Diverse Students	Department of Health & Human Services/Health Resources and Services Admin.	$737,938	7/1/10	6/30/13	T
Henao	**Cornely**	National Council of State Board of Nursing Simulation Study	National Council of State Board of Nursing	$334,187	8/1/2010	4/1/14	T
Randolph	**Elbaum Brunt Kulwicki**	Assessment and Primary Intervention of Traumatic/Surgical Amputations in Haiti	National Institutes of Health	$125,000	8/1/10	7/31/11	R

List of Nursing Faculty Research (R) and Training (T) Grants (Continued)
Fall 2007-Present

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	R T
Villagomeza	**Kulwicki Simon Galindo**	TIP/NEP	Duke University School of Nursing	$7,500	8/1/10	8/4/10	T
Youngblut	**Brooten** Silverman	Children's Response to Sibling Death in the NICU/PICU in 3 Racial/Ethnic Groups	National Institutes of Nursing Research/NIH	$2,500,000	9/2010	6/3015	R
Gracia Jones	**Chadwell, Patsdaughter**	MSI HIV Prevention Education for Students	Office of HIV/AIDS Policy & Abt. Associates, Inc.	$240,000	10/1/10	9/30/13	T
Brown		Research Seed Money Support	Advanced Research Institute in Geriatric Mental Health (ARI)	$5,000	1/1/11	12/31/11	R
Brown		Detection of Depression in Persons in the Nursing Home	Pfizer	$59,923	01/2011	12/2011	R
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	$5,000	2/1/11	6/30/11	T
Kulwicki		Colloquium Enhancement Initiative	FIU Graduate School	$1,250	2/1/11	6/30/11	T
Kulwicki		3rd Annual Colloquium	Sigma Theta Tau International	$500	3/1/11	3/31/11	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/Health Resources and Services Admin	$10,447	7/1/11	6/30/12	T
Kulwicki		Advanced Education in Nursing Traineeship	Department of Health & Human Services/Health Resources and Services Admin	$139,413	7/1/11	6/30/12	T
Gracia Jones	**Chadwell, Patsdaughter**	SALSA: Student-led Activities about Latinos and Substance Abuse, HIV and Hepatitis	Substance Abuse and Mental Health Administration, Center for Substance Abuse and Prevention	$85,000	7/1/11	6/30/12	T
Kulwicki		Homestead Hospital/FIU Chronic Disease Management Clinic	Health Foundation of South FL	$16,780	1/1/12	12/31/12	T
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	$1,500	1/1/12	6/30/12	T

List of Nursing Faculty Student Support Grants (Summer 2009-Present)

PI	Project Title	Sponsor Name	Award Total	Start Date	End Date
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$7,042	7/1/09	6/3010
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$16,059	7/1/09	6/3010
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	$143,208	7/1/09	6/3010
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$22,300	7/1/09	6/30/10
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$50,856	7/1/09	6/30/10
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$11,896	7/1/10	6/3011
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$18,136	7/1/10	6/3011
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	$361,525	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$21,030	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$32,062	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$12,823	7/1/11	6/30/12
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	$289,944	7/1/11	6/30/12
Simon	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$20,303	7/1/11	6/30/12

All (100%) of the regular faculty members are credentialed at a minimum of a master's degree and teach in the area appropriate to their nursing specialty. Faculty members overseeing the nurse practitioner (NP) tracks hold a doctorate and national certification in the relevant specialty area.

X. Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

Library Subscriptions

Online journal content can be accessed from the library catalog or through our E-journal Portal. Although many of the online journals are available cover-to-cover, some titles may only have selective content available through aggregator databases. In terms of journals most likely to be relevant to this program's offerings, the E-Journal Portal reports the following subject areas and journal counts:

- Nursing (340)
- Pharmacy, Therapeutics, & Pharmacology (506)
- Public Health - General (369)
- Medicine - General (859)
- Neuroscience (170)
- Physiology (302)

The FIU Libraries have been steadily converting journal subscriptions from print to online. The library has cover-to-cover subscriptions to titles in the following electronic journal packages of importance to the proposed MSN in Advanced Family Nurse Practitioner, the counts for which are included in the above totals: Elsevier ScienceDirect; Wiley-Blackwell, SAGE, and Springer. The library also retains print subscriptions to a handful of titles which are either unavailable online or for which the conversion to online is cost prohibitive.

Citation-Ranked Journals: A review of the 2011 Journal Citation Reports (JCR) to determine the coverage of citation-ranked literature in the field of *Nursing* was conducted. JCR tracks 99 titles, of which FIU has access to 77 (78%). Included in this total is electronic access to 54 titles, print access to 7 titles, and either free or aggregator access to an additional 16. Free or aggregator access may have embargoes which affect access to the most recent 6-12 months of the titles.

Major Journals: A select list of citation-ranked journals which FIU has access to includes: *International Journal of Nursing Studies, Research in Nursing & Health, Journal of Advanced Nursing, Journal of Family Nursing, Journal of Community Health Nursing,* and *International Journal of Nursing Practice.*

Databases

The library subscribes to approximately 500 databases. Those of particular significance to support of to this degree include: *CINAHL Plus with Full Text, HealthSource Nursing/Academic, Nutrition Abstracts and Reviews, MEDLINE, Health & Wellness Resource Center,* and *Cochrane Library.*

Monographic Materials

Print Books: The Green Library automatically receives, through an approval plan process, titles from university presses and major publishers in the relevant to the university's program areas. In 2012 the library changed to an e-preferred plan for delivery of titles in the Health Sciences. For this plan, the e-book is purchased instead of a print book if the electronic is published within 8 weeks of the print run.

MSN - Advanced Family Nurse Practitioner

Expenditures for the approval plan are about $1,000 a year for Nursing, defined as Library of Congress subject class RT, and about $10,000 a year for the health sciences as a whole. In addition, liaisons and faculty are allotted a modest amount of funds to supplement the approval plan for their subject areas in support of current research and teaching.

Overall, the FIU libraries hold over in the 27,500 print titles in the LC call number range of R-RZ, which includes Medical and Health Sciences. Of these 2,200 are in the Library of Congress Nursing call number area of RT.

Online Books: The library currently has access to more than 165,000 online books, including general titles, reference resources, and specialized collections. Electronic books include titles ordered directly from the publishers Springer, Elsevier, Wiley, Ovid, and Gale, as well as selected titles from aggregators such as ebrary, EBL, and EBSCO. The vast majority of FIU's electronic books collections have been published within the last 10 years.

Recent purchases of interest to this program include:

- Ovid E-books - 690 titles in Health and Medicine, including the Nursing collection of over 360 titles.
- Elsevier Health Professions 2010, 2011, and select 2009 titles - 60 titles
- Springer Medicine collection, 2005-2012 – 3,038 titles
- Springer Biomedical & Life Sciences collection, 2005-2012 – 2,843 titles

The FIU Libraries currently own over 10,000 electronic books in the LC call number range of R-RZ, which includes Medical and Health Sciences.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

Library holdings that pertain to the current MSN program will also be available to students in the proposed Advanced Family Nurse Practitioner. There are no major gaps in the library's collection and no additional costs for the library are anticipated.

Library Director

17 May 2013

Date

C. **Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.**

The MMC and BBC buildings provide adequate space for delivering the programs. In December 2009, the College moved into a new $47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). This building provides faculty and students with an optimal learning, research, and clinical laboratory teaching/learning environment. The building projects a visual and actual image of health and wellness incorporating green building standards throughout. The building is a showcase of health pedagogical technology. The building promotes interdisciplinary interaction among both students and faculty to promote collaborative research and student learning. The CNHS (AHC 3) building is the University's first "green" building and is the first Silver Leadership in Energy and Environmental Design (LEED) certified. LEED certification is considered the national accepted standard for design, construction, and operation of sustainable green building. The modular design features of the labs and teaching areas facilitate flexibility and promote interdisciplinary collaboration among all the departments of the CNHS. To that end, there are 15 teaching, research and training labs in the West Wing building and 6 conference /seminar rooms throughout both wings. Planners created a student centric design with dedicated group and individual student study areas, and social gathering spots, including a café, patio, and Student Activities Center.

The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC).

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex.

The building houses one of the most technological sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center). The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses and includes:
• Eight (8) modular patient rooms that can be adapted to create a variety of individual and multi-patient settings, including operating room set-ups.

• Three (3) control rooms that oversee computer and faculty-generated patient care scenarios and digital imaging projection systems for video study and review.

• A dividable basic nursing skills laboratory with mid-fidelity patient simulators/manikins in 14 patient areas and a central nurses' station.

• Wireless high-fidelity patient "specialty" simulators, including a family of five (birthing mother, father, newborn, and two children), SimMan, and a Harvey cardiology patient simulator.

Two (2) 30-seat conference/seminar rooms with media capabilities for debriefings.
The College of Nursing and Health Sciences (AHC 3) teaching/laboratory/research structure also includes:
• A 298 seat auditorium and one (1) 90-seat and two (2) 60-seat classrooms. The auditorium and classrooms have full media; one classroom has distance learning capabilities.

• An Information Technology suite with three (3) computer teaching/open laboratories (30-seats each) that can be merged into one 90-seat computer laboratory for testing/teaching.

• A research center with flexible laboratory space.

• One (1) 20-seat conference room with videoconferencing capabilities.

• Human performance and other health sciences laboratories for the physical therapy, occupational therapy, communication sciences and disorders, and athletic training departments.

• Numerous group and individual student study areas, student lockers, and food vending.

The other College of Nursing and Health Sciences (AHC 3) faculty/student/administrative services structure includes offices for nursing faculty and administrators, and other health science disciplines. Part-time faculty may share an office. The structure also includes:

• A student services and support center with reception, student advisors, public computers, orientation areas, and secured rooms for files.

• Support staff work areas which include computers, printers, copiers, facsimile machines, and break rooms on each floor.

• Locked storage areas for student files and supplies on each floor.

• Four (4) media ready 20-seat conference rooms, including a conference room for group advising and small group seminars.

Biscayne Bay Campus: The Nursing Unit complex is located on the second floor of the Academic 2 (AC 2) building. The AC 2 facility contains the STAR Center North (nursing skills and simulation laboratories) and includes:
• An office suite with one (1) support staff station, one (1) support staff office, one (1) student station with computer, and six (6) faculty/administrator offices.

• A dedicated media-ready 48-seat classroom adjacent to the basic skills laboratory.

• A dedicated computer laboratory with 22 computer workstations and networked printer.

• An advanced nursing skills laboratory with high-fidelity wireless patient simulators.
• Locked storage areas for supplies, equipment, software, and student files.
• An adjacent 48-seat BBC classroom that has videoconferencing capabilities.

The MSN- NP programs will have the opportunity to use the full component of available resources housed in the CNHS AHC3 building.

    D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5. Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A. Do not include costs for new construction because that information should be provided in response to X (J) below.

The CNHS AHC3 building with the above described components and resources will be more than adequate to house the needs of the MSN – NP programs. No additional classroom, teaching laboratory, research laboratory, office and other space is needed to maintain the proposed program. The MSN- NP programs are currently offered and have adequate space and equipment to serve the programmatic needs within the CNHS building. There are no projected I&R costs for additional space and no new construction will be necessary.

    E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.

The use of technology/specialized equipment for supporting the achievement of student learning outcomes is increasingly used in teaching strategies and student learning activities. Technology includes:
• Computer and mobile devices to access E-mail communications and online teaching modalities
• The Simulation for Teaching and Research (STAR) Center on MMC. The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses. High-fidelity patient simulators are also available on BBC.
• Basic nursing skills laboratories on MMC and BBC with simulated hospital environments, manikins, and state-of-the-art equipment for patient care.
• Advanced nursing skills laboratories on MMC with state-of-the-art equipment to teach acute care

(anesthesiology) and primary care skills.

- Audiovisual libraries on MMC and BBC with equipment for viewing and reviewing nursing skills and other nursing and health related topics.
- Dedicated student computer laboratories on MMC/BBC for testing, internet searches, and the use of software for word processing, spreadsheets, and statistical analysis.
- Media ready classrooms and conference rooms with internet and audiovisual capabilities, such as PowerPoint.
- Student "clickers" that provide instant student feedback during lectures and discussions.
- Personal Digital Assistants (PDAs) and mobile devices (e.g., ipads) for faculty in the clinical setting and needing access to online communication with/teaching students.
- Videoconferencing capabilities on MMC and BBC.
- HESI, an internet-based testing and remediation program, to prepare MSN students for the NP certification examination.
- YouTube to post student teaching presentations.
- Turnitin, FIU's anti-plagiarism software for submitted student papers.
- *Typhon*, an internet-based subscription software program for tracking student clinical experiences and completing evaluations, surveys, and program reports, used in the NP and Anesthesiology Nursing tracks.

The use of online technology is also currently used. Many faculty members post course materials through Blackboard, FIU's platform for online learning. Online courses are supported by University Technology Services (hybrid courses) or FIU Online (fully online courses); technical staff members at FIU Online provide day, evening, and weekend support for faculty and students. Currently, for all Nursing Unit course offerings, 21% of the MSN courses are delivered via an asynchronous format.

The MSN- NP programs also have access to the full complement of the resources of the CNHS building and more specifically the STAR Center. The specialized equipment available in the STAR Center is funded and replacement costs factored throughout the lifespan of the simulation equipment.

F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.

Resources are adequate at the time. No additional specialized equipment is currently needed to implement/sustain the proposed program.

G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.

There are no anticipated special categories of resources needed to implement the MSN – NP program.

H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

There will not be E&G money needed for the MSN- NP program for fellowships, scholarships, or graduate assistants since scholarships and graduate assistantships have been available for students through Nursing Traineeship grants, HRSA and foundation support. Additionally, the student in MSN-NP programs are already practicing nurses and most are gainfully employed and therefore graduate assistant positions are not coveted or financially needed positions.

I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.

MSN practicum facilities and preceptor agreements are selected based on course objectives, student needs

and interest, client populations, competence of the preceptor, location of the site, and available resources. The CNHS office of Clinical Education coordinates, maintains, and stores affiliation agreements, umbrella affiliation agreements, and criteria for student placement in affiliating agencies for all programs. Although the current database holds over 300 approved clinical sites, recruitment for new clinical sites and affiliation agreements is a continuous process to maintain and secure adequate numbers to meet the need of our student body. Affiliation agreements can be formulated and expanded as the need arises for support of our students in the MSN- NP programs. Clinical settings include various ambulatory or acute care settings, clinics and health centers in the Miami-Dade, Broward, Palm Beach, and Monroe counties.

J. **If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

No new capital expenditures for instructional or research space are required for the MSN- NP programs. Non I&R costs are not expected to increase as a result of the MSN- NP programs continuation since they are limited access programs and the current infrastructure in the CNHS is committed to support the ongoing programmatic needs.

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

Florida International University	**Fall 2013**
University Submitting Proposal	Proposed Implementation Term
College of Nursing and Health Sciences	**Nursing**
Name of College(s) or School(s)	Name of Department(s)/ Division(s)
	MSN- Advanced Psychiatric Nurse Practitioner
Advance Practice Nursing	
Academic Specialty or Field	Complete Name of Degree

51.3810

Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

Date Approved by the University Board of Trustees	**President** **Date**
Signature of Chair, Board of Trustees **Date**	**Provost and Executive Vice President** **Date**

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	**FTE**	**E&G Cost per FTE**	**E&G Funds**	**Contract & Grants Funds**	**Auxiliary Funds**	**Total Cost**
Year 1	40	26.87	$13,828	$371,546	$0	$0	$371,546
Year 2	40	26.87					
Year 3	40	26.87					
Year 4	40	26.87					
Year 5	40	26.87	$13,828	$371,546	$0	$0	$371,546

Note: This outline and the questions pertaining to each section <u>must be reproduced</u> within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I.   **Program Description and Relationship to System-Level Goals**

     A. **Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The graduate nursing department at the College of Nursing &Health Sciences (CNHS) offers many advanced-level education , i.e. graduate level programs designed to elevate the competencies of nursing professionals as they go on to become leaders in nursing practice and management, advocates and writers of health care policy, and valued researchers seeking to improve the health and well-being of entire populations.The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Health Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Advanced Psychiatric-Mental Health Nursing, Nursing Administration and Anesthesiology Nursing. Graduates of the MSN program are qualified to apply for certification examinations in their specialty areas. Nurse practitioner (NP) graduates who pass national certification examinations can obtain advanced registered nurse practitioner (ARNP) certification through the Florida Board of Nursing. Post-master's nurse practitioner certificates in adult nursing, family nursing, and child nursing and a certificate in nursing education are also offered. Graduates of the MSN program are eligible for doctoral level studies.

The CNHS graduate nursing programs prepare students for professional careers as nurse practitioners (NP). Today's nurse practitioners are educated to perform more procedures and enjoy more autonomy of practice than ever before. Serving as primary care providers for a multitude of patient groups in a variety of health care settings, the nurse practitioner will have a critical role in our health systems as access to health care becomes a reality for millions in this country. The preparation of NPs will be especially critical beginning January 2014 when the nation's Health Care Affordibility Act becomes effective. Nurse practitioners promote health and wellness through patient education and advocacy.

Currently, all students in any of the MSN-NP tracks graduate with the same degree CIP code. However, in reality their degree and curriculum focus is distinct. Each NP specialty is limited to practice with the designated population of their studies. In order to better align the reality of the specific scope of nursing practice it is proposed to differentiate each of the NP specialties into unique program offerings with unique specific CIP codes better reflecting the curricular content and nursing practice. The purpose of this new program request is to differentiate the MSN in Advanced Psychiatric and Mental Health Nurse Practitioner into the unique nursing specialty and distinct practice pattern of adolescents and young, middle and older adults and thereby better aligning the degree offered with the actual scope of nursing practice parameters and designated specialty.

Students in the Advanced Psychiatric and Mental Health Nurse Practitioner program are prepared to care for the psychiatric and mental health needs of adolescents and young, middle and older adults. The particular expertise of the adult primary care nurse practitioner emphasizes disease prevention, health promotion, and the management of patients with acute and chronic multi-system health problems within the context of the family system. Graduates will have the education to diagnose and treat adult illnesses. The APMH-NP curriculum consists of 43 required graduate credits beyond the Bachelors of Science in Nursing (BSN) and includes a defined NP core knowledge component of 21 credits and an additional 22 population /specialization focused credits for a total of 43 credits. The curriculum is based upon the defined terminal outcome competencies for Advanced Psychiatric and Mental Health Nurse Practitioner as delineated by the American Association of Colleges of Nursing (AACN)- Essentials of Advanced Psychiatric and Mental Health Nurse Practitioner Competencies. http://www.aacn.nche.edu

The students will graduate with a Master of Nursing Science (MSN) Degree in Advanced Psychiatric and

Mental Health Nurse Practitioner (APMH-NP).

    B. **Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (**BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/_doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)

The APMH-NP program is consistent with the Board of Governors (BOG) SUS Strategic planning goals (2012-2025) and directly and/or indirectly supports the following goals:

Teaching and Learning
- Strengthen quality and reputation of academic programs.
- Increase degree productivity and program efficiency
- Increase number of degrees awarded in Science, Technology, Engineering and Math (STEM) and other areas of strategic emphasis (Health)

Scholarship, Research, and Innovation
- Strengthen quality and reputation of scholarship, research and innovation.
- Increase research and commercialization activity
- Increase collaboration and external support for research activity

Community and Business Engagement
- Strengthen quality and recognition of commitment to community and business engagement
- Increase levels of community and business engagement
- Increase community and business workforce

The APMH-NP program graduates approximately 20 students annually. This adds 20 new NP graduates to the production of degrees statewide. The 20APMH-NP graduate will add nursing professionals in advanced practice nursing roles in the clinical, educational and leadership settings helping to address the workforce shortage of advance practice nurses. According to the American Association of Colleges of Nursing (AACN) the United States is projected to have a nursing shortage that is expected to intensify as baby boomers age and the need for health care grows. Compounding the problem is the fact that nursing colleges and universities across the country are struggling to expand enrollment levels to meet the rising demand for nursing care. Quality patient care hinges on having a well-educated nursing workforce. Research has shown that lower mortality rates, fewer medication errors, and positive outcomes are all linked to nurses prepared at the baccalaureate and graduate degree levels. (AACN Nursing Shortage Fact Sheet Accessed April 19, 2013. www.aacn.nche.edu/media-relations/fact-sheets/nursing-shortage)

The APMH-NP graduates will add to degree production and help meet critical statewide and nationwide professional workforce needs. The AACN fact sheet entitled, Creating a More Qualified Nursing Workforce states that compared to physician training, the education of a nurse practitioner costs four-to-five times less and can be completed at least four years sooner. Such figures buttress claims that relying solely on physicians to deliver primary care would not only seriously delay the availability of critically needed providers, but incur excessive expense as well. Indeed, a recent estimate projects that underutilization of nurse practitioners costs the nation nearly $9 billion annually due to practice restrictions in state laws and other "denied access" for consumers that is keeping the cost of basic health care inflated. In addition, recent studies have reported that, compared to physicians, NPs scored higher on patient satisfaction and on resolving conditions such as high blood pressure and high blood sugar levels. Patients of NPs also were more compliant than physicians' patients in taking medications, keeping appointments, and following recommended behavioral changes.

Moreover, even after acknowledging the methodological flaws of some of the studies it reviewed in 1986, the congressional Office of Technology Assessment (OTA) concluded that nurse practitioners can deliver as much as 80 percent of the health services, and up to 90 percent of the pediatric care provided by primary care physicians, at equal to or better quality and at less cost. In 12 studies, OTA found that the

quality of care by NPs -- including communication with patients, preventive actions, and reductions in the number of patient symptoms -- was higher than that for physicians. (Creating a More Highly Qualified Nursing Workforce- The Essentials of Masters Education of Nurses AACN Accessed April 19, 2103. www.aacn.nche.edu/publications/order-form/masters-essentials

As the demand for more highly educated nurses i.e. Nurse Practitioners, escalates to critical levels, FIU nursing programs are rising to the challenge to meet the nation's need for highly educated, compassionate, skilled, and culturally competent nursing professionals. The AMPH-NP program will help to increase the number of nurses with advanced practice degrees and help to meet the needs of the state and nation's health care.

Also of note is that only 16.8% of the three million plus nurses in this country are non-White with the majority being White (83.2%), (USDHHS, 2010). The fact that our FIU MSN students are predominantly from diverse ethnic/minorities will help to increase the diversity of the nursing workforce. This is vitally important as the demographics of our country continue to change. The report points out that in 2008 Hispanics/Latinos made up 15.4 of the U.S. population but only 3.6% of RNs, and Blacks made up 12.2% of the U.S. population but only 5.4% of RNs (USDHHS, 2010). This diversity helps meet our community health needs and is aligned with our mission to provide culturally competent health care to underserved populations.

When educational programs are outstanding, they attract the best students and faculty to them and produce the most productive and renowned graduates. Our graduate and undergraduate nursing programs had an outstanding accreditation visit in October 2012 with no citations and all accreditation standards being met. Our nurse practitioner pass rates average 87% which is above the national average. The CNHS nursing faculty has established an excellent record of research with approximately $ 5 Million in grant funding since 2009. FIU Nursing is ranked in the top 50 of NIH nursing funding nationwide. Indirectly, our excellent research and outstanding education programs work towards the SUS goal of world class programs and research.

C. **If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.**

The Areas of Programmatic Strategic Emphasis:
1. **Critical Needs:**
   - **Education**
   - **Health Professions**
   - **Security and Emergency Services**
2. **Economic Development:**
   - **Globalization**
   - **Regional Workforce Demand**
3. **Science, Technology, Engineering, and Math (STEM)**

Nursing is listed a one of the Critical Needs in Health Care on the Florida Board of Governors' List of Targeted Programs. The Board of Governors encourages graduate programs that are consistent with institutional mission and statewide goals, in targeted fields, demanded by both students and employees and demonstrate that their costs when weighed against their benefits make for a compelling argument for return on investment. **(**BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/_doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF**)**

The APMH-NP program is consistent with the FIU institutional mission, is in a targeted field, is in demand by students and employers and will make significant impact to workforce needs and community health. Health care reform will require quadruple the current number of advance practice nurses and twice as many as currently working in South Florida to care for the underserved and non US citizen populations. The APMH-NP program graduates will help fulfill this need.

D. **Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.**

The MMC and BBC buildings provide adequate space for delivering all the nursing programs. In December 2009, the College moved into a new $47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). The College of Nursing and Health Sciences (AHC 3) building is the University's first "green" building and has been awarded Silver Leadership in Energy and Environmental Design (LEED) certification. The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC). MMC is the predominant site of the MSN programs, however the BBC campus can be utilized for program offerings as needed. There are no planned changes to the educational sites currently being utilized

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex. The building houses one of the most technologically sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center).

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. **Need and Demand**

A. **Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The need to educate NP, pediatric (CHNP) and psychiatric nurse practitioners (PMHNP) in culturally competent technologically enhanced inter-professional education in healthcare is clear as there is: (a) a current and projected shortage of nurses, particularly of those with the "right knowledge and skills" at advanced practice levels; (b) a severe shortage of nursing faculty (Malone, 2009; FCN, 2008); (c) a greater shortage of minority nurses with an increasing need for culturally competent, minority ARNPs and nursing faculty (Joynt & Kimball, 2008, FCN, 2009); d) a need for health care workers to be trained in inter-professional education (WHO, 2010); e) a need for nurses to use "informatics in practice and education to provide, safer, higher quality patient care" (Tiger,2012, p. 4). Of the current RN workforce, the greatest under-representation is Hispanics (4.2% nurses but 15% of US and 62% South Florida populations) followed by African Americans (<11% nurses but 13.2% of US and 20% of South Florida populations) and Asians (2% of South Florida Population) (Buerhaus & Staiger, 2009; Cleary, et al., 2009; FCN, 2009; Malone, 2009). Nurses today must learn and work in high stress environments to provide complex diagnostic and treatment regimens using new technology within a chaotic and dysfunctional US healthcare system (AACN, 2008; Buerhaus, Staiger, & Auerbach, 2008; Benner, Sutphen, Leonard, Day, 2009; FL HP 2010 2008 Report; NHDR, 2008). Together, these shortages and the current healthcare environment endanger the safety and quality of healthcare and place patients, particularly those from minority cultures, at risk for increased morbidity and mortality (BHPr, 2004; Buerhaus, et al., 2009; Robert Wood Johnson Foundation, 2002). Multiple studies found ARNPs' primary care focusing on health promotion and education has comparable outcomes to those of primary care physicians and ARNPs' case

management dramatically reduces hospitalizations (Newhouse et. al. 2011). Diverse ARNPs are needed in this region; they have the background, knowledge and ability to communicate with and meet the healthcare needs of this multilingual, divergent, underserved population. Yet, in Florida, only 29% of RNs, 21% ARNPs, and 14% nursing faculty are from minority groups (FCN, 2010) with the population increasing in its diversity and health disparities (FL DOH OMH, 2008). South Florida currently has even greater shortages of minority nurses with "right knowledge and skills": only 19% BSN prepared nurses (compared with 26% in FL and 32% in US) and just 4.7% ARNPs (compared to 5.4 % in US). Of the ARNPs working in South Florida, only 18% are from minority backgrounds (6.3% Hispanic, 8% Black, non-Hispanic, 3.4% Asian/Pacific Islander), yet the population is >62% Hispanic, 19% Black, non-Hispanic, 1% Asian/Pacific Islander. More than 25% of these nurses plan to retire by 2020 with demand outpacing supply due to shifting patient demographics, scientific and technological advances, and increasing chronic illnesses and need for prevention (Malone, 2009). Workforce shortages affect all levels of nursing, including the availability of registered psychiatric nurses. According to the National Center for Health Workforce Analysis (NCHWA), the US had a shortage of approximately 168,000 RN FTEs in 2001. By 2020, the national RN shortage is projected to increase to more than one million RN FTEs. This alone will mean that only 64% of the demand for registered nurses will be met.
Florida International University CNHS will be the only public university within the South Florida tri-county area (Monroe, Miami-Dade and Broward) offering culturally competent inter-professional education in a technologically advanced curriculum and the only university offering psychiatric and pediatric NP programs.

B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.

Demand for health care services will continue to grow, as millions of Americans gain health insurance under the Affordable Care Act and Baby Boomers dramatically increase Medicare enrollment. The nation increasingly will call upon advanced practice registered nurses (APRNs) to meet these needs and participate as key members of health care teams.
(American Association of Nursing; ARNPs at Work. Accessed April 20, 2013.
http://www.nursingworld.org/EspeciallyForYou/AdvancedPracticeNurses/APRNs-at-Work)
CNHS data 2011 to present shows average per term enrollment in the PMH- NP program of 20 students. As the demand for advanced nurse practitioners continues to grow there is every indication this enrollment average will continue or increase.

Annual alumni surveys indicate overall student satisfaction with the MSN program. In addition, the FIU Office of Planning and Institutional Research (OPIR) sends satisfaction surveys for FIU support services to all current FIU students, graduating seniors, and graduate level students. However, the CNHS graduate student exit survey had too few responses (responses =7) to analyze. FIU survey summaries are also posted on the OPIR website for review by administrators, faculty, staff, and students. As the demand for advanced nurse practitioners continues to grow as nationwide health care needs increase, CNHS poised ready to educate nurses to help fulfill these needs. CNHS MSN student program satisfaction is ranked as high. With increasing demand for NP and high satisfaction in the program there is every indication the program enrollment will at least continue and most probably increase.

C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.

The Master of Science in Nursing (MSN) Program was approved in 1992. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Gerontology Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Anesthesiology Nursing, Advanced Psychiatric-Mental Health Nursing and Nursing Administration. Demand for MSN advanced practice nursing degrees exceeds capacity at present and is expected to increase as the health care demands increase.

Florida International University and University of South Florida, Tampa, FL, are the only SUS universities that offer the Advanced Psychiatric Nursing Practitioner program. None of the local private schools, University of Miami, Miami, FL; Barry University, Miami, FL or Nova Southeastern offer the PMH-NP program. The scarcity of the PMH-NP is apparent. Since the FIU MSN programs have been in co-existence with the USF since 1992, there is no perceived impact on FIU's student enrollment.

This request is to better align the reality of the specific scope of nursing practice, differentiate each of the NP specialties into unique program offerings with unique specific CIP codes thereby better reflecting the curricular content and nursing practice Since the MSN programs exists and we only seek to better define the individual program offerings, data collection to support an additional program is not applicable.

      D. **Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

The MSN programs are lock step and are designed to be full time matriculation. The FIU undergraduate BSN program is the major feeder source of students, followed by individuals from SUS or other Florida universities.

Students within the institution are not expected to change majors to enroll in the MSN programs since a BSN is required for admission. There will be no shifts from disciplines likely to occur.

      E. **Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide,(in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. <u>The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.</u>**

FIU CNHS has a rich pool of diverse, multilingual students and student applicants from which to choose to recruit for the MSN programs and successes in educating and granting degrees to its student body. The CNHS graduate nursing program has a retention rate of 86-97%. Over 75% of graduate nursing students are of minority groups with 65% fluent in at least two languages (See Table 1) (Note: all FIU students must demonstrate basic competency in a foreign language). Over 44% of nursing majors are low income, and/or first-generation college students with many also educationally disadvantaged. For the fall 2012 admission cycle the MSN program had 259 qualified applicants (Cumulative GPA3.0; licensed in the state of Florida; all application information submitted on time). Of these 259 applicants, 226 sought admission to the family (137) and adult (86) tracks. Of the 259 qualified applicants 85% were female; 15% male; 50% Hispanic; 29% Black; 8% American Indian/Asian/Pacific Islander; 11% White. This reflects a growing interest in nurses in South Florida area wanting to obtain an advanced nursing degree.

Recruitment of students from ethnic and racial minorities and/or disadvantaged students will be done by the CNHS Student Services, MSN Track leaders, Graduate Nursing Director and program faculty. Since FIU is located in one of the most ethnically diverse, cosmopolitan regions in the United States, recruitment of minorities is not seen as critical a step as support for retention and time to graduation. Financial support with scholarships and stipends will help attract students into the program and help ameliorate individual social determinants of finances, living and housing needs, and educational support. Individualized advising and application assistance will demystify the application and admission process. The development of a recruitment website provides all potential applicants the ability to find accurate and current information about everything from college life on campus, to financial aid application deadlines and links to the nursing application process.

Table 1- Comparisons of FIU total students, FIU Full time Graduate Nursing Students, US MSN students, and Miami Dade County Demographics				
Ethnicity	FIU - Total Students Fall 2011	FIU- Graduate Nursing Students Fall 2011	US MSN Students (AACN 2009)	Miami Dade County Population 2010
Hispanic	60%	42%	5%	63%
African American - Non Hispanic	13%	24%	12%	20%
White-Non Hispanic	14%	22.50%	76%	18%
Asian/Pacific Islander	3.50%	8.50%	6.20%	170%
Native American	0%	NA	NA	4%
Other Non-Hispanic	8%	3%	0.60%	110%
Total Number	44,010	433	145,000NPs	2,500,625
Male	44%	20%	NA	49%
Office of Planning and Institutional Effectiveness Fall Year 2010: Nov 2010 US Census, Population Estimates; American Association of Colleges of Nursing 2009				

_____   _____5/22/13_____

Signature of Equal Opportunity Officer   **Date**

III.   **Budget**

    A. **Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.**

The current revenues and costs will be reallocated from the existing MSN program into the discipline specific program. The allocation of costs was made based on the number of students enrolled in the program and the direct instructional costs. Since there are no expected changes in enrollments the total cost of the program is $371,546. This covers the direct instruction costs, total faculty costs, and overall expenses of this program.

    B. **If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

Not applicable due to the nature of this request.

    C. **Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

Not applicable due to the nature of this request.

    D. **Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

Not applicable due to the nature of this request.

IV.   **Projected Benefit of the Program to the University, Local Community, and State**

    Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The need and demand for the MSN NP programs have been established at the national level. The MSN NPs improve health care through facilitating a culture of patient safety, evidence based practice, and providing the additional advanced skills necessary to develop leaders in the future and to provide the workforce needed in primary care with the impending implementation of the Affordable Care Act. The MSN NP programs will provide this workforce to improve health care, patient outcomes, and health care

systems. With the alignment of the degree offered with the actual scope of nursing practice parameters and designated specialty will better follow nursing practice.

V.   **Access and Articulation – Bachelor's Degrees Only**

A.   **If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)**

Not applicable- Graduate Program Only

B.   **List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the [Common Prerequisite Manual](#) at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."**

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not Applicable- Graduate Program Only

C.   **If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.**

Not Applicable- Graduate Program Only

D.   **If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see [Statewide Articulation Manual](#) at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.**

Not Applicable- Graduate Program Only

INSTITUTIONAL READINESS

VI.   **Related Institutional Mission and Strength**

      A. **Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.**

The MSN- NP programs fit FIU's current Millennium Strategic Plan and with the new strategic planning process with its focus on health and life sciences, excellence in academic programs, cost- effective format, high demand professions, and leading innovation. The MSN- NP programs will also contribute to the goal of enhancing research and advanced nursing education.

      B. **Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.**

The College promotes, expands and validates scientific knowledge and evidence-based practice through interdisciplinary research. The College prepares diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment.

The goals of the CNHS Nursing Unit are the following:

- To prepare qualified men and women for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment.
- To promote, expand and validate the scientific base of nursing knowledge and practice through the discovery, organization and transmission of research-based knowledge, skills and values.
- To collaborate with local, national and international health care agencies in promoting excellence through cost-effective, accessible, equitable and humanistic health care delivery systems for divergent individuals, families and communities.

The College of Nursing and Health Sciences (CNHS) nursing faculty subscribe to the mission, vision, values, goals, and strategic plan of Florida International University (FIU). The University's updated (2010) mission: …"[a commitment] to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities" is congruent with the CNHS/Nursing Unit's (2012) mission: …"to teach, conduct research, and serve the community preparing diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment."

FIU's updated (2010) vision: …"FIU will be a leading urban public research university focused on student learning, innovation, and collaboration" is congruent with the CNHS/Nursing Unit's (2012) vision: … "to be globally recognized for the achievements of its alumni and faculty in health care, education, leadership, and research with a focus on the needs of the under-served populations."

The University's support for the Nursing Unit's mission, vision, and goals is reflected in the inclusion of *Health* in the FIU 2010-2015 Strategic Plan: *As Miami's only public research university, FIU is committed to addressing the health challenges that face the South Florida region. FIU has a distinguished record of research on health disparities, drug and alcohol use, abuse and dependency, and HIV/AIDS. The Herbert Wertheim College of Medicine, the College of Nursing and Health Sciences, and the Robert Stempel College of Public Health and Social Work serve the community by educating health professionals and conducting applied research in health fields. By embedding engagement activities with teaching and research, FIU provides students with unique learning opportunities and improves health care in the South Florida region.*

During 2012, the CNHS mission, vision, values, and goals were evaluated and revised to align the College and its programs with the University's 2010-2015 Strategic Plan and with the needs of its communities of interest. During this process, administrators and faculty of each of the academic units in the CNHS developed their mission, vision, values, and goals to assure consistency with College and

University.

    C. Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.

Careful review of the current CIP codes and the nursing program degree offerings led to the conclusion that more specificity in the coding of degrees could be achieved and with this change enhance the student degree since the scope of nursing practice is delineated within patient populations and settings and the actual MSN degree will carry that same focus. Currently all graduate nursing was coded with the same CIP code- 51.3801. With the approval of this request, each nursing NP discipline will have its own unique CIP degree code. With the specificity of degree code, it will be easier to analyze and track student recruitment, application, admission, retention and progression as well as the individual NP program effectiveness, achievements, and infrastructure needs and costs. It is intended to garner approval of this change with submission of this proposal to FIU Faculty Senate and Board of Trustees and Board of Governors for approval and implementation of the revised CIP codes in Spring and Summer 2013.

Planning Process

Date	Participants	Planning Activity
March 2013	T. Moore, O. Strickland, H. Cornely	Review of current nursing CIP code offerings
March 2013	T. Moore, O. Strickland, H. Cornely, Y. Gordon	Revised and aligned available CIP codes to nursing programs to better align scope of practice

Events Leading to Implementation

Date	Implementation Activity
April 2013	New program proposals written to delineate each MSN program into specific CIP code to better align the educational component with the actual specificity of scope of current advanced nursing practice.
April 2013	FIU Faculty Senate review FIU BOT review with submission to BOG by June 2013 for implementation Fall 2013

VII.   **Program Quality Indicators - Reviews and Accreditation**

    Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.

In 1985, the Nursing Unit's BSN program received initial (full) accreditation by the National League for Nursing (NLN); in 1993, the MSN program received initial (full) accreditation by the National League for Nursing Accrediting Commission (NLNAC). The BSN and MSN programs maintained full accreditation through the NLNAC until fall 2008. In 2007, Nursing Unit administrators and faculty chose the Commission on Collegiate Nursing Education (CCNE) as the Nursing Unit's accrediting organization to provide a professional framework for planning and implementing advanced nursing curricula and degrees. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the baccalaureate and master's degree nursing programs at FIU.

The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Board correspondence indicated that the Nursing Unit BSN and MSN programs met the four accreditation standards; there was a compliance concern for the master's program with respect to Key Element III-B-2: *Demonstrate that the curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines. These*

standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes. Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates (Key Element III-B). Demonstrate that the master's curriculum incorporates knowledge and skills identified in The Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996), including, in particular, content related to health policy and ethics. Any specialty standards adopted for the master's program are incorporated into the curriculum (Key Element III-B-2).

In response to the program and accreditation reviews, several nurse consultants conducted analyses of Nursing Unit programs and curricula and provided recommendations for improvement: In December 2007, Dr. Joan Kapustin offered suggestions for increasing the MSN certification pass rates; in January 2008, Dr. Joan Kapustin provided recommendations for revising the curriculum and courses in the MSN nurse practitioner tracks; in March 2008, Dr. Marcia Stanhope offered suggestions for meeting the requirement to incorporate curricular knowledge and skills identified by the BSN and MSN *Essentials* into the curricula; and in May 2008, Dr. Joan Shaver responded to questions posed by FIU administration about current and future directions for Nursing Unit programs and curricula. In May 2008, as required for all accredited programs, the CCNE Board requested a continuous improvement progress report at the midpoint of the accreditation term with a particular focus on the compliance concern for the master's program. The FIU Nursing Unit submitted the Continuous Improvement Progress (CIP) Report on June 1, 2011, per the established Board deadline. Verbal feedback from CCNE personnel indicated no compliance concern issues related to the CIP Report; written feedback from CCNE on the submitted CIP Report is pending. In this self-study report, the CCNE compliance concern for the master's program is addressed in Standard III B-2 through the following discussions and strategies**:**

1) Consultants' recommendations during 2007-2008

2) An analysis (2008) of the congruency between the 1996 MSN *Essentials* and MSN nurse practitioner (NP) course objectives; in response, revisions were made to the NP course objectives

3) An analysis (2011-2012) of the congruency between the revised 2011 MSN *Essentials* and current MSN NP course objectives with a 2012-2013 plan to focus on further course revisions to reflect the revised *Essentials*

4) A table that explicates the 2011 MSN *Essentials*, MSN program objectives (outcomes), and examples of current MSN course objectives

5) An analysis of the *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education [NTF], 2008) and the MSN NP curriculum

6) A plan to incorporate the guidelines established by the *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, & Education* (APRN Consensus Work Group & NCSBN, 2008) into the MSN NP curriculum).

In preparation for the CCNE re-accreditation visit scheduled on October 15-17, 2012, Nursing Unit faculty members and administrators actively engaged in a self-study of the BSN and MSN programs through their Program committees, administrative responsibilities, and faculty assignments. The result was full accreditation for 10 years with no citations.

All academic programs of FIU are approved by the FIU Board of Trustees and the Florida Board of Governors. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate, masters and doctoral degrees. FIU's Office of Institutional Effectiveness maintains an internal Program Review Evaluation for each program every seven years, as required by the Florida Board of Governors. Dean Strickland has as of AY 2013-2014 instituted an internal college program review for each CNHS program every 4 four years. Within CNHS, the nursing programs are approved by the Florida Board of Nursing (FBON) with re-approval in 2007 and are accredited by the Commission on Collegiate Nursing Education (CCNE) through June 30, 2022.

The nursing programs in the CNHS are accredited by the following agencies, each recognized by the U.S. Department of Education and by the respective nursing practice and licensure bodies.

Commission on Collegiate Nursing Education (CCNE)

One Dupont Circle NW Suite 530
Washington, DC 20036
Website: http://www.aacn.nche.edu/Accreditation

Florida State Board of Nursing
4052 Bald Cypress Way BIN CO2
Tallahassee, FL 32399

Council on Accreditation of Nurse Anesthesia Educational Programs
222 South Prospect Avenue, Suite 304
Park Ridge, Illinois 60068-4010
Website: http://www.aana.com/accreditation/

VIII.   Curriculum

    A.   Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

Objective
MSN students will demonstrate ability to perform advanced practice assessment by 1) identifying factors influencing health & disease; 2) identifying normal & abnormal findings; and 3) prioritizing health problems appropriately.
MSN students will demonstrate ability to perform advanced practice interventions by 1) correctly documenting patient findings and plan of care; and 2) correctly educating the patient based on cultural & educational background.
MSN students will demonstrate professional roles & conduct in advanced practice by 1) having awareness of own strengths & limitations; 2) incorporating ethical, professional & clinical guidelines into practice; 3) incorporating legal & regulatory standards into practice; 4) maintaining a professional manner; and 5) communicating respectfully to patients & others.

    B.   Describe the admission standards and graduation requirements for the program.

Admission Requirements for the program include:
- Successful completion of all the admission requirements for graduate education at Florida International University and the College of Nursing & Health Sciences.
- Cumulative undergraduate GPA of 3.0 or greater on a 4.0 scale (CUM GPA is a calculation inclusive of all academic coursework including courses at the community college level.)
- UG 60 GPA of 3.0 or greater in Bachelor of Nursing upper division coursework.
- Current State of Florida RN license. Out-of-state students must obtain a license to practice in Florida prior to admission.
- Baccalaureate degree in nursing (BSN) from a National League for Nursing Accrediting Commission NLNAC) or the Commission on Collegiate Nursing Education (CCNE) accredited program. Applicants from programs without such accreditation will be considered on an individual basis.
- Completion of all MSN admission paperwork including the CNHS application, a written essay, (3) Recommendations, and Curriculum Vitae, as well as favorable personal interview with the MSN Admission Committee.

Graduation Requirements for the program include:

- Completion of 43 semester credits. Minimum of 40 credits in nursing and 3 credits of non-nursing electives. The non-nursing electives are restricted to supporting courses for the specialty area.
- Completion of a thesis (6 credits), a master's paper (3 credits), or a research project (3 credits). Students electing a master's paper or research project must complete an additional three hours of cognate course(s).
- Achievement of an overall cumulative GPA of 3.0 or above. See Graduate Catalog in University Graduate School Rules and Regulations for information on Academic Warning, Probation, and Dismissal.
- Removal of all conditions, deficiencies, and incomplete grades. Credit hours for courses in which the grade is "B-" or below will not count toward satisfying graduate degree requirements.
- With the exception of thesis courses, students are expected to register for courses with letter grades. Electives may be taken as pass/fail subject to the approval of the advisor.

    C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

Students advance through each of the two major components of the MSN curriculum as programs of study are completed. Courses within the two components are delineated as 1) CORE KNOWLEDGE and 2) POPULATION/SPECIALIZATION courses. CORE KNOWLEDGE courses are taken by all MSN students regardless of population focus or specialization. POPULATION/SPECIALIZATION courses are dependent on which population or specialization the student has chosen to pursue.

Allocation for course credits is based on the University formula. The ratio of credit to contact hour for theory courses is 1:1. The ratio of credit to contact hour for laboratory courses is 1:2. The ratio of credit to contact hour for clinical courses is 1:5. This ratio assures the level of learning achievement and compliance with regulatory requirements necessary for the competent role performance of the MSN graduate. Therefore, the Psychiatric Mental health nurse practitioner student completes a minimum of 630 hours of clinical practice.

CORE KNOWLEDGE Component

The CORE KNOWLEDGE component required of all MSN students consists of seven (7) courses of three (3) credits each (21 total credits): *NGR 5110 (Theories in Nursing); NGR 5035C (Advanced Client Assessment); NGR 5141 (Pathophysiological Basis of Advanced Nursing Practice); NGR 6172 (Pharmacological Concepts in Advanced Nursing Practice); NGR 5131 (Culture and Advanced Nursing Practice); NGR 5810 (Research Methods in Nursing) and NGR 6910C Research Project*. These courses are completed within the prescribed plan of study.

Program of study does not indicate the need to select elective courses. However, students may select electives according to their individual interests and career plans, after consultation with a faculty advisor. Additional courses may be applied to the student's plan of study after consultation with a faculty advisor. Students are encouraged to pursue electives in other academic units when appropriate.

POPULATION/SPECIALIZATION Component

In the POPULATION/SPECIALIZATION component, students in the advanced Psychiatric Mental health nurse practitioner specialization utilize and develop their knowledge and skills in one or more clinic settings under the supervision of a nurse practitioner or physician preceptor .

Students in advanced psychiatric mental health specialization are awarded three (3) credits for each clinical related course and psychopharmacology course. Clinical decision making course is a three (3) credit course, the Role Synthesis course is a four (4) credit course composed of one theory credit and three clinical credit hours.

Psychiatric Mental Health Nursing students complete *NGR 6503/6503L Advanced Psychiatric Mental Health Nursing I Theory/Practicum followed by NGR 6504/6504L Advanced Psychiatric Nursing II Theory/Practicum, NGR 6538 Psychopharmacology for Advanced Practice Nursing, and finally NGR 6505L Role*

Synthesis in Advanced Psychiatric Mental Health and NGR 6560C Clinical Decision Making in Psychiatric Mental Health Nursing.

    D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

Psychiatric Mental Nurse Practitioner Program CURRICULAR COMPONENT	CREDITS
Core Knowledge (21 Credits) **Graduate Nursing Core (12 Credits)** NGR 5131 **Culture and Advanced Nursing Practice** NGR 5110 **Theories of Nursing** NGR 5810 **Research Methods in Nursing** NGR 6910C **Research Project** **Advanced Practice Nursing Core (9 Credits)** NGR 5035C **Advanced Client Assessment (2 theory cr)** NGR 5141 **Pathophysiologic Basis of Advanced Nursing Practice** NGR 6172 **Pharmacological Concepts in Advanced Nursing Practice**	3 3 3 3 3 3 _3_ **21**
Population/Specialization (22 Credits) NGR 6503 **Advanced Psychiatric Mental Health Nursing I** NGR 6503L **Advanced Psychiatric Mental Health Nursing Practice I** NGR 6504C **Advanced Psychiatric Mental Health Nursing II** NGR 6504L **Advanced Psychiatric Mental Health Nursing Practice II** NGR 6538 **Psychopharmacology for Advanced Practice Nursing** NGR 6560 **Clinical Decision Making in Psychiatric Mental Health Nursing** NGR 6505L **Role Synthesis in Advanced Psychiatric Mental Nursing Practice (1 theory cr)**	3 3 3 3 3 3 _4_ **22**

TOTAL CREDITS
Minimum program requirements for the MSN degree for Psychiatric Mental Health = 43 Credits
 	
    Theory (27 Credits) = 27 Credits X 1 Contact Hour/Credit X 15 (Total # of Semester Weeks) = 405 Contact Hours TOTAL
    Elective (3 Credits) = 3 Credits X 1 Contact Hour/Credit X 15 weeks = 45 Contact Hours TOTAL
    Research Project (3 Credits) = Contact Hours vary
    Laboratory (1 Credit) = 1 Credit X 2 Contact Hours/Credit X 15 weeks = 30 Contact Hours TOTAL
      Clinical (9 Credits) = 9 Credits X 5 Contact Hours/Credit X 14 (Total # of Semester Weeks in Practice) = 630 Contact Hours TOTAL
	43

    E. Provide a one- or two-sentence description of each required or elective course.

Required Courses:

NGR 5035C Advanced Client Assessment (3). Refinement of health assessment skills fundamental to advanced nursing practice emphasizing critical thinking in advanced health assessments across the lifespan.

NGR 5110 Theories in Nursing (3). Analysis, evaluation, and application of theories from nursing and related disciplines to advanced nursing practice, research, education and administration.

NGR 5131 Culture and Advanced Nursing Practice (3). Theoretical models explanatory of culture and behavioral manifestations of cultural diversity. Focuses on multicultural nursing and methodologies for nursing care throughout the life span.

NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice (3). Focuses on the pathophysiologic

basis of clinical judgment and client management in advanced nursing practice.

NGR 5810 Research Methods in Nursing (3). Research methods and designs commonly used in nursing. Focuses on the research process as it is integrated in the interchange of theory, practice, and research using information systems.

NGR 6172 Pharmacological Concepts in Advanced Nursing Practice (3). In-depth study of principles of pharmacology, pharmacokinetics and pharmacodynamics. Emphasis on common prescription and non-prescription drugs used in advanced nursing practice across the lifespan.

NGR 6503 Advanced Psychiatric-Mental Health Nursing I (3).
Development of an advanced practice nursing model in psychiatric-mental health across settings and populations.

NGR 6503L* Advanced Psychiatric-Mental Health Nursing Practice I (3).
 Management of psychiatric mental health disorders in time-limited and extended care therapies in collaboration with health care providers across delivery systems. Blends the ARNP/CNS.

NGR 6504C Advanced Psychiatric-Mental Health Nursing II (3).
Continued development of advanced practice nursing model in the psychiatric care of individuals, groups and families across settings and populations.

NGR 6504L* Advanced Psychiatric-Mental Health Nursing Practice II (3).
Application of advanced practice nursing model with clients who have complex psychiatric problems or are at high risk. Collaborative process in therapy, consultation, and planned change.

NGR 6505L Role Synthesis in Advanced Psychiatric Mental Health Nursing Practice (4).
Advanced psychiatric/mental health nursing role with diverse population. Role developed through contractual agreements with faculty and mentors.

NGR 6538 Psychopharmacology for Advanced Practice Nursing (3).
Background for neurobiological pharmacologic, psychiatric, and age dynamic factor to advanced practice nurse prescribing of psychiatric medications.

NGR 6560 Clinical Decision Making in Advanced Psychiatric Mental Health (3). Critical analysis of the clinical decision making process in advanced psychiatric mental health nursing practice. Synthesis of learning from previous clinical courses.

NGR 6910C Research Project (3). Focus is on the development of competencies in scientific inquiry. Competencies are achieved through participation in ongoing research projects and a written report of the experience.

or

NGR 6970 Master's Thesis I (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.

NGR 6971 Master's Thesis II (3). Implementation through completion of student's research thesis proposal.

Elective Courses:
NGR 5064C Diagnostic and Therapeutics in Advanced Nursing Practice (3). Provides the advance practice nurse/student the theoretical background and clinical applications for diagnostics and therapeutics across the lifespan.

NGR 5134C Interdisciplinary Health Care Across Cultures (3). The course focuses on health care teams. Types of service, roles and interdisciplinary interaction will be studied as they relate to policies, economics, ethics and ethnic issues in various countries.

NGR 5136 International Nursing System/Advanced Nursing Practice (3). Comparative analysis of philosophical, legal, political, economic and social underpinnings of the nursing progression within the context of international developments and trends in the post-cold war era.

NGR 5138 Cultural Immersion for International Health Care (1-2). The course introduces basic language, values, social etiquette, daily life, and interpersonal, family and health care patterns in a foreign country in preparation for cross-cultural health study.

NGR 5168 Complementary and Alternative Therapies in Nursing and Healthcare (3). Provides the theory, practice and patterns of use in complementary and alternative practices and products (CAPPs). Integrates CAPPs knowledge with conventional healthcare using National Institutes of Health NCCAM framework.

NGR 5250 Physical Change and Healthy Aging (3). Emphasis on health alterations in aging, delivery of healthcare, and ethical decision-making and advocacy in relationship to common medical problems of the elderly and their families.

NGR 5263 Gerontology for Health Professions (3). A comprehensive overview of aging with the goal of enhancing health outcomes and promoting healthy aging locally and globally.

NGR 5340 Women and Health: A Nursing Perspective (3). Analysis of the unique health concerns of women across the life span. Emphasizes a multidisciplinary approach.

NGR 5495 Women's Health Issues (3). This course is designed to acquaint the student with selected conditions impacting the health of women.

NGR 5610C Family Theory and Nursing Intervention Across Cultures (3). Students are exposed to selective family theories, family nursing assessment, intervention and evaluation. Culture and economic status and their influence on family structure and processes are addressed.

NGR 5632 Practicum in International Family Focused Nursing (1). Students apply learning about nursing care in another country, assessment and intervention with families by instituting a change in their work/practice place at home.

NGR 5660C Leadership and Advocacy for Child and Family Health (3). Acquisition and application of leadership/advocacy skills with culturally diverse families.

NGR 5871C Nursing Informatics: Computer Mediated Information Technology in Nursing (3). Analysis, design, implementation, and evaluation of information and communication systems that enhance individual and population health outcomes, improve patient care, and strengthen the clinician-patient relationship.

NGR 5905 Independent Study in Nursing (1-10). Individually determined, research oriented, in-depth study of a nursing problem or clinical experience as approved by the faculty preceptor.

NGR 5936 Special Topics in Nursing (1-6). Critical analysis of the clinical decision making process in advanced health nursing practice (ANP).

NGR 6333 Conceptual Issues in Nursing Management of Developmental Disabilities (3). Study of developmental theories, concepts and research findings in context of nursing model. Problems relevant to nursing intervention are examined through critique of pertinent literature.

NGR 6713 Curriculum Development in Nursing (3). Curriculum theory and its application in nursing education. Curriculum construction, implementation, and evaluation are discussed from theoretical, philosophical, historical, and current perspectives.

NGR 6715 Instructional Technology in Nursing and Health Sciences (3). Provides advanced technological knowledge, skills, and opportunity to develop strategies using technology to improve and enhance student learning in variety of settings.

NGR 6812 Master's Research (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.
.
NGR 6939C NSG Management of At-Risk Populations (6). Intensive study of the advanced nursing management of at-risk populations, focusing on the elderly, persons with HIV/AIDS, survivors of domestic violence, substance abusers, and uninsured persons.

> **F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the <u>curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.</u>**

MSN: Advanced Psychiatric program curricula incorporate professional standards and guidelines as appropriate.

All master's programs incorporate the Graduate Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program. All master's-level advanced practice nursing programs incorporate Advanced Practice Nursing Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011). In addition, nurse practitioner programs incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).

The [Nursing Advisory Council](#) consists of chief nursing officers of hospitals, executive directors or presidents of clinical agencies and health organizations, representatives from health related organizations and educational institutions, and lay members. Internal and external communities of interest provide input to the Nursing Unit through a variety of individual and group meetings, reports, standards and guidelines, laws and regulations, needs assessments, and surveys. Input from a community of interest is actively sought and used to foster program improvement.
Faculty members also seek input and feedback from the Nursing Unit's community affiliates, which includes members of the Nursing Advisory Council. Feedback from staff is to be obtained about student performance, clinical experience expectations, faculty participation, and concerns about courses and programs every semester. This feedback is to be considered during the preparation of subsequent course offerings. Nursing Unit administrators and faculty responds to the needs and expectations from the communities of interest by revising curricula and/or developing mutually beneficial collaborative strategies related to teaching-learning practices and faculty practice

> **G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program. Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.**

The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the master's degree nursing programs at Florida International University. The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Successful reaccreditation process was completed on October 17, 2012.

Graduates of the MSN-Psychiatric Mental Health program are eligible to apply for national certification examinations in their specialty area through American Nurses Credentialing Center (ANCC). Nurse

practitioner graduates who pass national certification examinations can obtain advanced registered nurse practitioner (ARNP) licensure through the State Board of Nursing.

> **H.** **For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program. Are the programs accredited? If not, why?**

Not Applicable

> **I.** **Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs).   If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.**

The MMC and BBC buildings provide adequate space for delivering the program in a traditional delivery system. Both structures have wireless internet and long distance videoconferencing capabilities, that would also provide the opportunity to offer some of the core-courses and electives via distance and/or hybrid learning. The building houses one of the most technological sophisticated nursing simulation centers in the country ([Simulation for Teaching and Research [STAR] Center](#)); which will provide for the instruction of clinical related content and laboratory practice.

IX. **Faculty Participation**

> **A.** **Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

See table 4 in Appendix A.

> **B.** **Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

The costs involved in the program and associated funding resources are the current ones existing for the MSN programs. Funding sources will not change from existing offerings.

> **C.** **Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**

> **D.** **Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of**

excellence.

Comparison of Nursing Faculty-Student Ratio (Spring, 2011 & Spring, 2012)

TEACHING FACULTY	REG* Faculty #	REG Faculty ***FTE	ADJ** Faculty #	ADJ Faculty FTE		Total Faculty FTE	Student Enrollment	Faculty: Student Ratio
Spring 2011								
Graduate	19	19.0	14	7.1		**26.1**	**401**	**1:15**
Spring 2012								
Graduate	22	22.0	13	8.2		**29.2**	**352**	**1:12**

Percentage of Course Credits Taught by Graduate Regular/Adjunct Nursing Faculty (2011-2012 AY)

PROGRAM	Fall 2011	Spring 2012	Summer 2012
Graduate			
Regular Faculty Credits	75%	79%	68%
Adjunct Faculty Credits	25%	21%	32%

List of Nursing Faculty Research (R) and Training (T) Grants
Fall 2007-Present

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	R T
Pontious	**Blais**	Post-Master's Certificate in Nursing Education	Department of Health & Human Services/Health Resources and Services Admin.	$768,205	7/1/07	6/30/10	T
Thomas		HBV Vaccine: Parents' Health Beliefs, Values, and Intent to Vaccinate	Sigma Theta Tau International	$500	9/1/07	9/1/08	R
Grossman		Miami-Dade Area Health Education Center Nursing Program	Area Health Education Center	$13,000	7/1/08	6/30/09	T
Anderson	**Friedemann**	Training in Chronic Illness Research in Florida/Europe	Department of Health & Human Services/Health Resources and Services Admin.	$413,120	7/1/09	8/31/10	T
Kulwicki		Primary Care Services	Area Health Education Center (AHEC)	$9,750	6/30/09	6/30/10	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/Health Resources and Services Admin.	$35,554	7/1/09	6/30/11	T
Brown	**Kulwicki**	AHEC Tobacco Training	Area Health Education Center (AHEC)	$10,000	7/1/09	6/30/10	T
Kulwicki		Research and University Graduate School Support	FIU Graduate School	$5,000	9/1/09	6/30/11	T
Gracia Jones	**Chadwell, Patsdaughter**	SENIORITAHS	McFarland & Associates, Inc.	$115,000	11/30/09	1/31/11	T
BSN Nursing		Miami Children's Contribution	Miami Children's Hospital	$37,831	1/1/10	12/31/10	T
Brown		Miami Area Geriatric Education Center	Health Resources and Services Admin.	$46,296	7/1/10	6/30/15	T
Brown	**Kulwicki**	AHEC Tobacco Training	Area Health Education Center (AHEC)	$10,000	7/1/10	6/30/11	T
Kulwicki		Advanced Education in Nursing Traineeship	Health Resources and Services Admin.	$85,798	7/1/10	6/30/11	T
Pontious	**Olenick (Co-PD)**	Culturally Competent Combined RN/MSN Program for Diverse Students	Department of Health & Human Services/Health Resources and Services Admin.	$737,938	7/1/10	6/30/13	T
Henao	**Cornely**	National Council of State Board of Nursing Simulation Study	National Council of State Board of Nursing	$334,187	8/1/2010	4/1/14	T
Randolph	**Elbaum Brunt Kulwicki**	Assessment and Primary Intervention of Traumatic/Surgical Amputations in Haiti	National Institutes of Health	$125,000	8/1/10	7/31/11	R

**List of Nursing Faculty Research (R) and Training (T) Grants (Continued)
Fall 2007-Present**

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	R T
Villagomeza	**Kulwicki Simon Galindo**	TIP/NEP	Duke University School of Nursing	$7,500	8/1/10	8/4/10	T
Youngblut	**Brooten** Silverman	Children's Response to Sibling Death in the NICU/PICU in 3 Racial/Ethnic Groups	National Institutes of Nursing Research/NIH	$2,500,000	9/2010	6/3015	R
Gracia Jones	**Chadwell, Patsdaughter**	MSI HIV Prevention Education for Students	Office of HIV/AIDS Policy & Abt. Assoc., Inc.	$240,000	10/1/10	9/30/13	T
Brown		Research Seed Money Support	Advanced Research Institute in Geriatric Mental Health (ARI)	$5,000	1/1/11	12/31/11	R
Brown		Detection of Depression in Persons in the Nursing Home	Pfizer	$59,923	01/2011	12/2011	R
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	$5,000	2/1/11	6/30/11	T
Kulwicki		Colloquium Enhancement Initiative	FIU Graduate School	$1,250	2/1/11	6/30/11	T
Kulwicki		3rd Annual Colloquium	Sigma Theta Tau International	$500	3/1/11	3/31/11	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/Health Resources and Services Admin.	$10,447	7/1/11	6/30/12	T
Kulwicki		Advanced Education in Nursing Traineeship	Department of Health & Human Services/Health Resources and Services Admin.	$139,413	7/1/11	6/30/12	T
Gracia Jones	**Chadwell, Patsdaughter**	SALSA: Student-led Activities about Latinos and Substance Abuse, HIV and Hepatitis	Substance Abuse and Mental Health Admin., Center for Substance Abuse and Prevention	$85,000	7/1/11	6/30/12	T
Kulwicki		Homestead Hospital/FIU Chronic Disease Management Clinic	Health Foundation of South FL	$16,780	1/1/12	12/31/12	T
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	$1,500	1/1/12	6/30/12	T

List of Nursing Faculty Student Support Grants (Summer 2009-Present)

PI	Project Title	Sponsor Name	Award Total	Start Date	End Date
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$7,042	7/1/09	6/3010
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$16,059	7/1/09	6/3010
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	$143,208	7/1/09	6/3010
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$22,300	7/1/09	6/30/10
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$50,856	7/1/09	6/30/10
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$11,896	7/1/10	6/3011
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$18,136	7/1/10	6/3011
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	$361,525	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$21,030	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$32,062	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$12,823	7/1/11	6/30/12
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	$289,944	7/1/11	6/30/12
Simon	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$20,303	7/1/11	6/30/12

All (100%) of the regular faculty members are credentialed at a minimum of a master's degree and teach in the area appropriate to their nursing specialty. Faculty members overseeing the nurse practitioner (NP) tracks hold a doctorate and national certification in the relevant specialty area.

X.   Non-Faculty Resources

A.   Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

Library Subscriptions

Online journal content can be accessed from the library catalog or through our E-journal Portal. Although many of the online journals are available cover-to-cover, some titles may only have selective content available through aggregator databases. In terms of journals most likely to be relevant to this program's offerings, the E-Journal Portal reports the following subject areas and journal counts:

- Nursing (340)
- Pharmacy, Therapeutics, & Pharmacology (506)
- Psychiatry - General (80)
- Clinical Psychology (41)
- Psychiatric Disorders, Individual (66)
- Psychotherapy (83)
- Public Health - General (369)
- Medicine - General (859)

The FIU Libraries have been steadily converting journal subscriptions from print to online. The library has cover-to-cover subscriptions to titles in the following electronic journal packages of importance to the proposed MSN in Advanced Psychiatric Nurse Practitioner, the counts for which are included in the above totals: Elsevier ScienceDirect; Wiley-Blackwell, SAGE, APA PsycArticles, and Springer. The library also retains print subscriptions to a handful of titles which are either unavailable online or for which the conversion to online is prohibitive.

Citation-Ranked Journals: A review of the 2011 Journal Citation Reports (JCR) to determine the coverage of citation-ranked literature in the field of *Nursing* was conducted. JCR tracks 99 titles, of which FIU has access to 77 (78%). Included in this total is electronic access to 54 titles, print access to 7 titles, and either free or aggregator access to an additional 16. Free or aggregator access may have embargoes which affect access to the most recent 6-24 months of the titles.

Major Journals: A select list of citation-ranked journals which FIU has access to includes: *International Journal of Nursing Studies, Research in Nursing & Health, Journal of Advanced Nursing, Nursing Research, International Journal of Mental Health Nursing, Journal of Psychiatric and Mental Health Nursing,* and *International Journal of Nursing Practice.*

Databases

The library subscribes to approximately 500 databases. Those of particular significance to support of to this degree include: *CINAHL Plus with Full Text, HealthSource Nursing/Academic, Health and Psychosocial Instruments (HAPI), PsycInfo, MEDLINE, Health & Wellness Resource Center,* and *Cochrane Library.*

Monographic Materials

Print Books: The Green Library automatically receives, through an approval plan process, titles from

university presses and major publishers in the relevant to the university's program areas. In 2012 the library changed to an e-preferred plan for delivery of titles in the Health Sciences. For this plan, the e-book is purchased instead of a print book if the electronic is published within 8 weeks of the print run. Expenditures for the approval plan are about $1,000 a year for Nursing, defined as Library of Congress subject class RT, and about $10,000 a year for the health sciences as a whole. In addition, liaisons and faculty are allotted a modest amount of funds to supplement the approval plan for their subject areas in support of current research and teaching.

Overall, the FIU libraries hold over in the 27,500 print titles in the LC call number range of R-RZ, which includes Medical and Health Sciences. Of these 2,200 are in the Library of Congress Nursing call number area of RT.

Online Books: The library currently has access to more than 165,000 online books, including general titles, reference resources, and specialized collections. Electronic books include titles ordered directly from the publishers Springer, Elsevier, Wiley, Ovid, and Gale, as well as selected titles from aggregators such as ebrary, EBL, and EBSCO. The vast majority of FIU's electronic books collections have been published within the last 10 years.

Recent purchases of interest to this program include:

- Ovid E-books - 690 titles in Health and Medicine, including the Nursing collection of over 360 titles.
- Elsevier Health Professions 2010, 2011, and select 2009 titles - 60 titles
- Springer Medicine collection, 2005-2012 – 3,038 titles
- Springer Biomedical & Life Sciences collection, 2005-2012 – 2,843 titles

The FIU Libraries currently own over 10,000 electronic books in the LC call number range of R-RZ, which includes Medical and Health Sciences.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

Library holdings that pertain to the current MSN program will also be available to students in the proposed MSN in Advanced Psychiatric Nurse Practitioner. There are no major gaps in the library's collection and no additional costs for the library are anticipated.

Library Director

Date 17 May 2013

C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The MMC and BBC buildings provide adequate space for delivering the programs. In December 2009, the College moved into a new $47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). This building provides faculty and students with an optimal learning, research, and clinical laboratory teaching/learning environment. The building projects a visual and actual image of health and wellness incorporating green building standards throughout. The building is a showcase of health pedagogical technology. The building promotes interdisciplinary interaction among both students and faculty to promote collaborative research and student learning. The CNHS (AHC 3) building is the University's first "green" building and is the first Silver Leadership in Energy and Environmental Design (LEED) certified. LEED certification is considered the national accepted standard for design, construction, and operation of sustainable green building. The modular design features of the labs and teaching areas facilitate flexibility and promote interdisciplinary collaboration among all the departments of the CNHS. To that end, there are 15 teaching, research and training labs in the West Wing building and 6 conference /seminar rooms throughout both wings. Planners created a student centric design with dedicated group and individual student study areas, and social gathering spots, including a café, patio, and Student Activities Center.

The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC).

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex.

The building houses one of the most technological sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center). The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses and includes:
• Eight (8) modular patient rooms that can be adapted to create a variety of individual and multi-patient settings, including operating room set-ups.

• Three (3) control rooms that oversee computer and faculty-generated patient care scenarios and digital imaging projection systems for video study and review.

• A dividable basic nursing skills laboratory with mid-fidelity patient simulators/manikins in 14 patient areas and a central nurses' station.

• Wireless high-fidelity patient "specialty" simulators, including a family of five (birthing mother, father, newborn, and two children), SimMan, and a Harvey cardiology patient simulator.
• Two (2) 30-seat conference/seminar rooms with media capabilities for debriefings.
The College of Nursing and Health Sciences (AHC 3) teaching/laboratory/research structure also includes:
• A 298 seat auditorium and one (1) 90-seat and two (2) 60-seat classrooms. The auditorium and classrooms have full media; one classroom has distance learning capabilities.

• An Information Technology suite with three (3) computer teaching/open laboratories (30-seats each) that can be merged into one 90-seat computer laboratory for testing/teaching.

• A research center with flexible laboratory space.

• One (1) 20-seat conference room with videoconferencing capabilities.

• Human performance and other health sciences laboratories for the physical therapy, occupational therapy, communication sciences and disorders, and athletic training departments.

• Numerous group and individual student study areas, student lockers, and food vending.

The other College of Nursing and Health Sciences (AHC 3) faculty/student/administrative services structure includes offices for nursing faculty and administrators, and other health science disciplines. Part-time faculty may share an office. The structure also includes:

• A student services and support center with reception, student advisors, public computers, orientation areas, and secured rooms for files.

• Support staff work areas which include computers, printers, copiers, facsimile machines, and break rooms on each floor.

• Locked storage areas for student files and supplies on each floor.

• Four (4) media ready 20-seat conference rooms, including a conference room for group advising and small group seminars.

Biscayne Bay Campus: The Nursing Unit complex is located on the second floor of the Academic 2 (AC 2) building. The AC 2 facility contains the STAR Center North (nursing skills and simulation laboratories) and includes:
• An office suite with one (1) support staff station, one (1) support staff office, one (1) student station with computer, and six (6) faculty/administrator offices.

• A dedicated media-ready 48-seat classroom adjacent to the basic skills laboratory.

• A dedicated computer laboratory with 22 computer workstations and networked printer.

• An advanced nursing skills laboratory with high-fidelity wireless patient simulators.
• Locked storage areas for supplies, equipment, software, and student files.
• An adjacent 48-seat BBC classroom that has videoconferencing capabilities.

The MSN- NP programs will have the opportunity to use the full component of available resources housed in the CNHS AHC3 building.

> **D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5.   Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A.   Do not include costs for new construction because that information should be provided in response to X (J) below.**

The CNHS AHC3 building with the above described components and resources will be more than adequate to house the needs of the MSN – NP programs. No additional classroom, teaching laboratory, research laboratory, office and other space is needed to maintain the proposed program. The MSN- NP programs are currently offered and have adequate space and equipment to serve the programmatic needs within the CNHS building. There are no projected I& R costs for additional space and no new construction will be necessary.

> **E. Describe specialized equipment that is currently available to implement the proposed program through Year 5.   Focus primarily on instructional and research requirements.**

The use of technology/specialized equipment for supporting the achievement of student learning outcomes is increasingly used in teaching strategies and student learning activities. Technology includes:
- Computer and mobile devices to access E-mail communications and online teaching modalities
- The Simulation for Teaching and Research (STAR) Center on MMC. The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses. High-fidelity patient simulators are also available on BBC.
- Basic nursing skills laboratories on MMC and BBC with simulated hospital environments, manikins, and state-of-the-art equipment for patient care.
- Advanced nursing skills laboratories on MMC with state-of-the-art equipment to teach acute care (anesthesiology) and primary care skills.
- Audiovisual libraries on MMC and BBC with equipment for viewing and reviewing nursing skills and other nursing and health related topics.

- Dedicated student computer laboratories on MMC/BBC for testing, internet searches, and the use of software for word processing, spreadsheets, and statistical analysis.
- Media ready classrooms and conference rooms with internet and audiovisual capabilities, such as PowerPoint.
- Student "clickers" that provide instant student feedback during lectures and discussions.
- Personal Digital Assistants (PDAs) and mobile devices (e.g., ipads) for faculty in the clinical setting and needing access to online communication with/teaching students.
- Videoconferencing capabilities on MMC and BBC.
- HESI, an internet-based testing and remediation program, to prepare MSN students for the NP certification examination.
- YouTube to post student teaching presentations.
- Turnitin, FIU's anti-plagiarism software for submitted student papers.
- *Typhon*, an internet-based subscription software program for tracking student clinical experiences and completing evaluations, surveys, and program reports, used in the NP and Anesthesiology Nursing tracks.

The use of online technology is also currently used. Many faculty members post course materials through Blackboard, FIU's platform for online learning. Online courses are supported by University Technology Services (hybrid courses) or FIU Online (fully online courses); technical staff members at FIU Online provide day, evening, and weekend support for faculty and students. Currently, for all Nursing Unit course offerings, 21% of the MSN courses are delivered via an asynchronous format.

The MSN- NP programs also have access to the full complement of the resources of the CNHS building and more specifically the STAR Center. The specialized equipment available in the STAR Center is funded and replacement costs factored throughout the lifespan of the simulation equipment.

> **F. Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.**

Resources are adequate at the time. No additional specialized equipment is currently needed to implement/sustain the proposed program.

> **G. Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

There are no anticipated special categories of resources needed to implement the MSN – NP program.

> **H. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

There will not be E&G money needed for the MSN- NP program for fellowships, scholarships, or graduate assistants since scholarships and graduate assistantships have been available for students through Nursing Traineeship grants, HRSA and foundation support. Additionally, the student in MSN- NP programs are already practicing nurses and most are gainfully employed and therefore graduate assistant positions are not coveted or financially needed positions.

> **I. Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

MSN practicum facilities and preceptor agreements are selected based on course objectives, student needs

and interest, client populations, competence of the preceptor, location of the site, and available resources. The CNHS office of Clinical Education coordinates, maintains, and stores affiliation agreements, umbrella affiliation agreements, and criteria for student placement in affiliating agencies for all programs. Although the current database holds over 300 approved clinical sites, recruitment for new clinical sites and affiliation agreements is a continuous process to maintain and secure adequate numbers to meet the need of our student body. Affiliation agreements can be formulated and expanded as the need arises for support of our students in the MSN- NP programs. Clinical settings include various ambulatory or acute care settings, clinics and health centers in the Miami-Dade, Broward, Palm Beach, and Monroe counties.

> **J.** **If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

No new capital expenditures for instructional or research space are required for the MSN- NP programs. Non I&R costs are not expected to increase as a result of the MSN- NP programs continuation since they are limited access programs and the current infrastructure in the CNHS is committed to support the ongoing programmatic needs.

Board of Governors, State University System of Florida

Request to Offer a New Degree Program

Florida International University
University Submitting Proposal

Fall 2013
Proposed Implementation Term

College of Nursing and Health Sciences
Name of College(s) or School(s)

Nursing
Name of Department(s)/ Division(s)

Advance Practice Nursing
Academic Specialty or Field

MSN- Nurse Anesthetist
Complete Name of Degree

51.3804
Proposed CIP Code

The submission of this proposal constitutes a commitment by the university that, if the proposal is approved, the necessary financial resources and the criteria for establishing new programs have been met prior to the initiation of the program.

_____
Date Approved by the University Board of Trustees

_____   _____
President   **Date**

_____   _____
Signature of Chair, Board of Trustees   **Date**

_____   _____
Provost and Executive Vice President   **Date**

Provide headcount (HC) and full-time equivalent (FTE) student estimates of majors for Years 1 through 5. HC and FTE estimates should be identical to those in Table 1 in Appendix A. Indicate the program costs for the first and the fifth years of implementation as shown in the appropriate columns in Table 2 in Appendix A. Calculate an Educational and General (E&G) cost per FTE for Years 1 and 5 (Total E&G divided by FTE).

Implementation Timeframe	Projected Enrollment (From Table 1)		Projected Program Costs (From Table 2)				
	HC	FTE	E&G Cost per FTE	E&G Funds	Contract & Grants Funds	Auxiliary Funds	Total Cost
Year 1	70	77.66	$13,019	$1,011,046	$0	$0	$1,011,046
Year 2	70	77.66					
Year 3	70	77.66					
Year 4	70	77.66					
Year 5	70	77.66	$13,019	$1,011,046	$0	$0	$1,011,046

Note: This outline and the questions pertaining to each section underline must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A and not reproduced within the body of the proposals because this often causes errors in the automatic calculations.

INTRODUCTION

I. **Program Description and Relationship to System-Level Goals**

   A. **Briefly describe within a few paragraphs the degree program under consideration, including (a) level; (b) emphases, including concentrations, tracks, or specializations; (c) total number of credit hours; and (d) overall purpose, including examples of employment or education opportunities that may be available to program graduates.**

The graduate nursing department at the College of Nursing & Health Sciences (CNHS) offers many advanced-level education , i.e. graduate level programs designed to elevate the competencies of nursing professionals as they go on to become leaders in nursing practice and management, advocates and writers of health care policy, and valued researchers seeking to improve the health and well-being of entire populations.The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Health Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Advanced Psychiatric-Mental Health Nursing, Nursing Administration and Anesthesiology Nursing. Graduates of the MSN program are qualified to apply for certification examinations in their specialty areas. Nurse practitioner (NP) graduates who pass national certification examinations can obtain advanced registered nurse practitioner (ARNP) certification through the Florida Board of Nursing. Post-master's nurse practitioner certificates in adult nursing, family nursing, and child nursing and a certificate in nursing education are also offered. Graduates of the MSN program are eligible for doctoral level studies.

The CNHS graduate nursing programs prepare students for professional careers as nurse practitioners (NP). Today's nurse practitioners are educated to perform more procedures and enjoy more autonomy of practice than ever before. Serving as primary care providers for a multitude of patient groups in a variety of health care settings, the nurse practitioner will have a critical role in our health systems as access to health care becomes a reality for millions in this country. The preparation of NPs will be especially critical beginning January 2014 when the nation's Health Care Affordibility Act becomes effective. Nurse practitioners promote health and wellness through patient education and advocacy.

Currently, all students in any of the MSN-NP tracks graduate with the same degree CIP code. However, in reality their degree and curriculum focus is distinct. Each NP specialty is limited to practice with the designated population of their studies. In order to better align the reality of the specific scope of nursing practice it is proposed to differentiate each of the NP specialties into unique program offerings with unique specific CIP codes better reflecting the curricular content and nursing practice. The purpose of this new program request is to differentiate the MSN in Nurse Anesthesia into the unique nursing specialty and distinct practice pattern of nurse anesthetists thereby better aligning the degree offered with the actual scope of nursing practice parameters and designated specialty.

Nurse anesthetists are health care specialists who have been providing anesthesia care to patients in the United States for nearly 150 years. When anesthesia is administered by a nurse anesthetist, it is recognized as the practice of nursing and when administered by an anesthesiologist, it is recognized as the practice of medicine. Regardless of whether their educational background is in nursing or medicine, all anesthesia professionals administer anesthesia the same way combining the art and science of their profession. Today there are more than 44,000 Certified Registered Nurse Anesthetists (CRNA) who personally administer more than 32 million (or about 65%) of all anesthetics given to patients annually in the United States. CRNAs practice in every setting in which anesthesia is delivered and are leading the way in safe, cost-efficient, quality care in anesthesia practice. In the majority of urban and suburban settings, nurse anesthetists work in a collaborative team practice with physician anesthesiologists. They are also the sole anesthesia providers in approximately two-thirds of all rural hospitals in the United States, enabling these healthcare facilities to offer obstetrical, surgical and trauma stabilization services. In some states, CRNAs are the sole providers in nearly 100 percent of the rural hospitals.

Graduates will have the education to diagnose and treat adult illnesses. The CRNA curriculum consists of 71 required graduate credits beyond the Bachelors of Science in Nursing (BSN) and includes a defined NP

core knowledge component of 21 credits and an additional 50 population /specialization focused credits for a total of 71 credits. The curriculum is based upon the defined terminal outcome competencies for Nurse Anesthetists as delineated by the American Association of Colleges of Nursing (AACN) http://www.aacn.nche.edu

The students will graduate with a Master of Nursing Science (MSN) Degree in Nurse Anesthesia.

> B. **Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support. (**BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/_doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)

The CRNA program is consistent with the Board of Governors (BOG) SUS Strategic planning goals (2012-2025) and directly and/or indirectly supports the following goals:

Teaching and Learning
- Strengthen quality and reputation of academic programs.
- Increase degree productivity and program efficiency
- Increase number of degrees awarded in Science, Technology, Engineering and Math (STEM) and other areas of strategic emphasis (Health)

Scholarship, Research, and Innovation
- Strengthen quality and reputation of scholarship, research and innovation
- Increase research and commercialization activity
- Increase collaboration and external support for research activity

Community and Business Engagement
- Strengthen quality and recognition of commitment to community and business engagement
- Increase levels of community and business engagement
- Increase community and business workforce

The CRNA program graduates approximately 35 students annually. This adds 35 new NP graduates to the production of degrees statewide. The 35 CRNA graduates will add nursing professionals in advanced practice nursing roles in the clinical, educational and leadership settings helping to address the workforce shortage of advance practice nurses. According to the American Association of Colleges of Nursing (AACN) the United States is projected to have a nursing shortage that is expected to intensify as baby boomers age and the need for health care grows. Compounding the problem is the fact that nursing colleges and universities across the country are struggling to expand enrollment levels to meet the rising demand for nursing care. Quality patient care hinges on having a well-educated nursing workforce. Research has shown that lower mortality rates, fewer medication errors, and positive outcomes are all linked to nurses prepared at the baccalaureate and graduate degree levels. (AACN Nursing Shortage Fact Sheet Accessed April 19, 2013. www.aacn.nche.edu/media-relations/fact-sheets/nursing-shortage)

The CRNA graduates will add to degree production and help meet critical statewide and nationwide professional workforce needs. The AACN fact sheet entitled, Creating a More Qualified Nursing Workforce states that compared to physician training, the education of a nurse practitioner costs four-to-five times less and can be completed at least four years sooner. Such figures buttress claims that relying solely on physicians to deliver primary care would not only seriously delay the availability of critically needed providers, but incur excessive expense as well. Indeed, a recent estimate projects that underutilization of nurse practitioners costs the nation nearly $9 billion annually due to practice restrictions in state laws and other "denied access" for consumers that is keeping the cost of basic health care inflated. In addition, recent studies have reported that, compared to physicians, NPs scored higher on patient satisfaction and on resolving conditions such as high blood pressure and high blood sugar levels. Patients of NPs also were more compliant than physicians' patients in taking medications, keeping appointments, and following recommended behavioral changes.

Moreover, even after acknowledging the methodological flaws of some of the studies it reviewed in 1986, the congressional Office of Technology Assessment (OTA) concluded that nurse practitioners can deliver as much as 80 percent of the health services, and up to 90 percent of the pediatric care provided by primary care physicians, at equal to or better quality and at less cost. In 12 studies, OTA found that the quality of care by NPs -- including communication with patients, preventive actions, and reductions in the number of patient symptoms -- was higher than that for physicians. (Creating a More Highly Qualified Nursing Workforce- The Essentials of Masters Education of Nurses AACN Accessed April 19, 2103. www.aacn.nche.edu/publications/order-form/masters-essentials

As the demand for more highly educated nurses i.e. Nurse Practitioners, escalates to critical levels, FIU nursing programs are rising to the challenge to meet the nation's need for highly educated, compassionate, skilled, and culturally competent nursing professionals. The CRNA program will help to increase the number of nurses with advanced practice degrees and help to meet the needs of the state and nation's health care.

Also of note is that only 16.8% of the three million plus nurses in this country are non-White with the majority being White (83.2%), (USDHHS, 2010). The fact that our FIU MSN students are predominantly from diverse ethnic/minorities will help to increase the diversity of the nursing workforce. This is vitally important as the demographics of our country continue to change. The report points out that in 2008 Hispanics/Latinos made up 15.4 of the U.S. population but only 3.6% of RNs, and Blacks made up 12.2% of the U.S. population but only 5.4% of RNs (USDHHS, 2010). This diversity helps meet our community health needs and is aligned with our mission to provide culturally competent health care to underserved populations.

When educational programs are outstanding, they attract the best students and faculty to them and produce the most productive and renowned graduates. Our graduate and undergraduate nursing programs had an outstanding accreditation visit in October 2012 with no citations and all accreditation standards being met. Our nurse practitioner pass rates average 87% which is above the national average. The CNHS nursing faculty has established an excellent record of research with approximately $ 5 Million in grant funding since 2009. FIU Nursing is ranked in the top 50 of NIH nursing funding nationwide. Indirectly, our excellent research and outstanding education programs work towards the SUS goal of world class programs and research.

C. If the program is to be included in an Area of Programmatic Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Areas of Programmatic Strategic Emphasis:
1. **Critical Needs:**
   - **Education**
   - **Health Professions**
   - **Security and Emergency Services**
2. **Economic Development:**
   - **Globalization**
   - **Regional Workforce Demand**
3. **Science, Technology, Engineering, and Math (STEM)**

Nursing is listed as one of the Critical Needs in Health Care on the Florida Board of Governors List of Targeted Programs. The Board of Governors encourages graduate programs that are consistent with institutional mission and statewide goals, in targeted fields, demanded by both students and employees and demonstrate that their costs when weighed against their benefits make for a compelling argument for return on investment. **(**BOG strategic plan (2012-2025) http://www.flbog.edu/pressroom/_doc/2011-11-28_Strategic_Plan_2012-2025_FINAL.PDF)

The CRNA program is consistent with the FIU institutional mission, is in a targeted field, is in demand by students and employers and will make significant impact to workforce needs and community health.

Health care reform will require quadruple the current number of advance practice nurses and twice as many as currently working in South Florida to care for the underserved and non US citizen populations. The CRNA program graduates will help fulfill this need.

> **D. Identify any established or planned educational sites at which the program is expected to be offered and indicate whether it will be offered only at sites other than the main campus.**

The MMC and BBC buildings provide adequate space for delivering all the nursing programs. In December 2009, the College moved into a new $47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). The College of Nursing and Health Sciences (AHC 3) building is the University's first "green" building and has been awarded Silver Leadership in Energy and Environmental Design (LEED) certification. The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC). MMC is the predominant site of the MSN programs, however the BBC campus can be utilized for program offerings as needed. There are no planned changes to the educational sites currently being utilized

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex. The building houses one of the most technologically sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center).

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

> **II. Need and Demand**
>   > **A. Need: Describe national, state, and/or local data that support the need for more people to be prepared in this program at this level. Reference national, state, and/or local plans or reports that support the need for this program and requests for the proposed program which have emanated from a perceived need by agencies or industries in your service area. Cite any specific need for research and service that the program would fulfill.**

The need to educate NP, pediatric (CHNP) and psychiatric nurse practitioners (PMHNP) in culturally competent technologically enhanced inter-professional education in healthcare is clear as there is: (a) a current and projected shortage of nurses, particularly of those with the "right knowledge and skills" at advanced practice levels; (b) a severe shortage of nursing faculty (Malone, 2009; FCN, 2008); (c) a greater shortage of minority nurses with an increasing need for culturally competent, minority ARNPs and nursing faculty (Joynt & Kimball, 2008, FCN, 2009); d) a need for health care workers to be trained in inter-professional education (WHO, 2010); e) a need for nurses to use "informatics in practice and education to provide, safer, higher quality patient care" (Tiger, 2012, p. 4). Of the current RN workforce, the greatest under-representation is Hispanics (4.2% nurses but 15% of US and 62% South Florida populations) followed by African Americans (<11% nurses but 13.2% of US and 20% of South Florida populations) and Asians (2% of South Florida Population) (Buerhaus & Staiger, 2009; Cleary, et al., 2009; FCN, 2009; Malone, 2009). Nurses today must learn and work in high stress environments to provide complex diagnostic and treatment regimens using new technology within a chaotic and dysfunctional US healthcare system (AACN, 2008; Buerhaus, Staiger, &Auerbach, 2008; Benner, Sutphen, Leonard, Day, 2009; FL HP 2010 2008 Report; NHDR, 2008). Together, these shortages and the current healthcare environment endanger the safety and quality of healthcare and place patients, particularly those from minority cultures, at risk for increased morbidity and mortality (BHPr, 2004; Buerhaus, et al., 2009; Robert Wood Johnson Foundation, 2002). Multiple studies found ARNPs' primary care focusing on health promotion and education has comparable outcomes to those of primary care physicians and ARNPs' case management dramatically reduces hospitalizations (Newhouse et. al. 2011). Diverse ARNPs are needed

in this region; they have the background, knowledge and ability to communicate with and meet the healthcare needs of this multilingual, divergent, underserved population. Yet, in Florida, only 29% of RNs, 21% ARNPs, and 14% nursing faculty are from minority groups (FCN, 2010) with the population increasing in its diversity and health disparities (FL DOH OMH, 2008). South Florida currently has even greater shortages of minority nurses with "right knowledge and skills": only 19% BSN prepared nurses (compared with 26% in FL and 32% in US) and just 4.7% ARNPs (compared to 5.4 % in US). Of the ARNPs working in South Florida, only 18% are from minority backgrounds (6.3% Hispanic, 8% Black, non-Hispanic, 3.4% Asian/Pacific Islander), yet the population is >62% Hispanic, 19% Black, non-Hispanic, 1% Asian/Pacific Islander. More than 25% of these nurses plan to retire by 2020 with demand outpacing supply due to shifting patient demographics, scientific and technological advances, and increasing chronic illnesses and need for prevention (Malone, 2009). Workforce shortages affect all levels of nursing, including the availability of registered psychiatric nurses. According to the National Center for Health Workforce Analysis (NCHWA), the US had a shortage of approximately 168,000 RN FTEs in 2001. By 2020, the national RN shortage is projected to increase to more than one million RN FTEs. This alone will mean that only 64% of the demand for registered nurses will be met.

Florida International University CNHS will be the only public university within the South Florida tri-county area (Monroe, Miami-Dade and Broward) offering culturally competent inter-professional education in a technologically advanced curriculum.

> **B. Demand: Describe data that support the assumption that students will enroll in the proposed program. Include descriptions of surveys or other communications with prospective students.**

Demand for health care services will continue to grow, as millions of Americans gain health insurance under the Affordable Care Act and Baby Boomers dramatically increase Medicare enrollment. The nation increasingly will call upon advanced practice registered nurses (APRNs) to meet these needs and participate as key members of health care teams.
(American Association of Nursing; ARNPs at Work. Accessed April 20, 2013.
http://www.nursingworld.org/EspeciallyForYou/AdvancedPracticeNurses/APRNs-at-Work)
CNHS data 2011 to present shows average per term enrollment in the AAG- NP program of 30 students. As the demand for advanced nurse practitioners continues to grow there is every indication this enrollment average will continue or increase.

Annual alumni surveys indicate overall student satisfaction with the MSN program. In addition, the FIU Office of Planning and Institutional Research (OPIR) sends satisfaction surveys for FIU support services to all current FIU students, graduating seniors, and graduate level students. However, the CNHS graduate student exit survey had too few responses (responses =7) to analyze. FIU survey summaries are also posted on the OPIR website for review by administrators, faculty, staff, and students**.** As the demand for advanced nurse practitioners continues to grow as nationwide health care needs increase, CNHS poised ready to educate nurses to help fulfill these needs. CNHS MSN student program satisfaction is ranked as high. With increasing demand for NP and high satisfaction in the program there is every indication the program enrollment will at least continue and most probably increase.

> **C. If substantially similar programs (generally at the four-digit CIP Code or 60 percent similar in core courses), either private or public exist in the state, identify the institution(s) and geographic location(s). Summarize the outcome(s) of communication with such programs with regard to the potential impact on their enrollment and opportunities for possible collaboration (instruction and research). In Appendix B, provide data that support the need for an additional program as well as letters of support, or letters of concern, from the provosts of other state universities with substantially similar programs.**

The Master of Science in Nursing (MSN) Program was approved in 1992. The MSN Program offers nurse practitioner specialty tracks in Advanced Adult Gerontology Nursing, Advanced Child Health Nursing, Advanced Family Health Nursing, Anesthesiology Nursing, Advanced Psychiatric-Mental Health

Nursing and Nursing Administration. Demand for MSN advanced practice nursing degrees exceeds capacity at present and is expected to increase as the health care demands increase.

The following SUS universities offer the CRNA Nursing Practitioner program: University of Florida, Gainesville, FL; and University of South Florida, Tampa, FL; Florida Gulf Coast University, Naples, FL; and University of North Florida. University of Miami, Miami, FL; Barry University, Miami, FL are private schools offering the CRNA program. The CRNA programs at Barry and University of Miami carry higher costs than FIU and this may be a factor in enrollment decisions. The geographic location continues to be another factor in matriculation decisions. Since the FIU MSN programs have been in co- existence with the private and public university since 1992, there is no perceived impact on FIU's student enrollment.

The potential for collaborative research is available locally with the University of Miami, FAU, and Barry University and certainly possible with all the SUS universities. This request is to better align the reality of the specific scope of nursing practice, differentiate each of the NP specialties into unique program offerings with unique specific CIP codes thereby better reflecting the curricular content and nursing practice. Since the MSN programs exist and we only seek to better define the individual program offerings, data collection to support an additional program is not applicable.

> **D. Use Table 1 in Appendix A (A for undergraduate and B for graduate) to categorize projected student headcount (HC) and Full Time Equivalents (FTE) according to primary sources. Generally undergraduate FTE will be calculated as 40 credit hours per year and graduate FTE will be calculated as 32 credit hours per year. Describe the rationale underlying enrollment projections. If, initially, students within the institution are expected to change majors to enroll in the proposed program, describe the shifts from disciplines that will likely occur.**

The MSN programs are lock step and are designed to be full time matriculation. The FIU undergraduate BSN program is the major feeder source of students, followed by individuals from SUS or other Florida universities. There are 35 students in each cohort.

Students within the institution are not expected to change majors to enroll in the MSN programs since a BSN is required for admission. There will be no shifts from disciplines likely to occur.

> **E. Indicate what steps will be taken to achieve a diverse student body in this program. If the proposed program substantially duplicates a program at FAMU or FIU, provide,(in consultation with the affected university), an analysis of how the program might have an impact upon that university's ability to attract students of races different from that which is predominant on their campus in the subject program. <u>The university's Equal Opportunity Officer shall review this section of the proposal and then sign and date in the area below to indicate that the analysis required by this subsection has been reviewed and approved.</u>**

FIU CNHS has a rich pool of diverse, multilingual students and student applicants from which to choose to recruit for the MSN programs and successes in educating and granting degrees to its student body. The CNHS graduate nursing program has a retention rate of 86-97%. Over 75% of graduate nursing students are of minority groups with 65% fluent in at least two languages (See Table 1) (Note: all FIU students must demonstrate basic competency in a foreign language). Over 44% of nursing majors are low income, and/or first-generation college students with many also educationally disadvantaged. For the fall 2012 admission cycle the MSN program had 259 qualified applicants (Cumulative GPA3.0; licensed in the state of Florida; all application information submitted on time). Of these 259 applicants, 226 sought admission to the family (137) and adult (86) tracks. Of the 259 qualified applicants 85% were female; 15% male; 50% Hispanic; 29% Black; 8% American Indian/Asian/Pacific Islander; 11% White. This reflects a growing interest in nurses in South Florida area wanting to obtain an advanced nursing degree.

Recruitment of students from ethnic and racial minorities and/or disadvantaged students will be done by the CNHS Student Services, MSN Track leaders, Graduate Nursing Director and program faculty. Since FIU is located in one of the most ethnically diverse, cosmopolitan regions in the United States, recruitment of minorities is not seen as critical a step as support for retention and time to graduation. Financial support with scholarships and stipends will help attract students into the program and help ameliorate individual social determinants of finances, living and housing needs, and educational support. Individualized advising and application assistance will demystify the application and admission process. The development of a recruitment website provides all potential applicants the ability to find accurate and current information about everything from college life on campus, to financial aid application deadlines and links to the nursing application process.

Table 1- Comparisons of FIU total students, FIU Full time Graduate Nursing Students, US MSN students, and Miami Dade County Demographics				
Ethnicity	FIU - Total Students Fall 2011	FIU- Graduate Nursing Students Fall 2011	US MSN Students (AACN 2009)	Miami Dade County Population 2010
Hispanic	60%	42%	5%	63%
African American – Non-Hispanic	13%	24%	12%	20%
White-Non Hispanic	14%	22.50%	76%	18%
Asian/Pacific Islander	3.50%	8.50%	6.20%	170%
Native American	0%	NA	NA	4%
Other Non-Hispanic	8%	3%	0.60%	110%
Total Number	44,010	433	145,000NPs	2,500,625
Male	44%	20%	NA	49%

Office of Planning and Institutional Effectiveness Fall Year 2010: Nov 2010 US Census, Population Estimates; American Association of Colleges of Nursing 2009

Signature of Equal Opportunity Officer   **Date** 5/22/13

III.   **Budget**

        A. **Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.) If the university intends to operate the program through continuing education on a cost-recovery basis or market rate, provide a rationale for doing so and a timeline for seeking Board of Governors' approval, if appropriate.**

The current revenues and costs will be reallocated from the existing MSN program into the discipline specific program. The allocation of costs was based on the number of students enrolled in the program and the direct instructional costs. Since there are no expected changes in enrollments the total cost of the program is $1,011,046. This covers the direct instruction costs, total faculty costs, and overall expenses of this program.

        B. **If other programs will be impacted by a reallocation of resources for the proposed program, identify the program and provide a justification for reallocating resources. Specifically address the potential negative impacts that implementation of the proposed program will have on related undergraduate programs (i.e., shift in faculty effort, reallocation of instructional resources, reduced enrollment rates, greater use of adjunct faculty and teaching assistants). Explain what steps will be taken to mitigate any such impacts. Also, discuss the potential positive impacts that the proposed program might have on related undergraduate programs (i.e., increased undergraduate research opportunities, improved quality of instruction associated with cutting-edge research, improved labs and library resources).**

Not applicable due to the nature of this request.

        C. **Describe other potential impacts on related programs or departments (e.g., increased need for general education or common prerequisite courses, or increased need for required or elective courses outside of the proposed major).**

Not applicable due to the nature of this request.

        D. **Describe what steps have been taken to obtain information regarding resources (financial and in-kind) available outside the institution (businesses, industrial organizations, governmental entities, etc.). Describe the external resources that appear to be available to support the proposed program.**

Not applicable due to the nature of this request.

IV.   **Projected Benefit of the Program to the University, Local Community, and State**

        Use information from Tables 1 and 2 in Appendix A, and the supporting narrative for "Need and Demand" to prepare a concise statement that describes the projected benefit to the university, local community, and the state if the program is implemented. The projected benefits can be both quantitative and qualitative in nature, but there needs to be a clear distinction made between the two in the narrative.

The need and demand for the MSN NP programs have been established at the national level. The MSN NPs improve health care through facilitating a culture of patient safety, evidence based practice, and providing the additional advanced skills necessary to develop leaders in the future and to provide the workforce needed in primary care with the impending implementation of the Affordable Care Act. The MSN NP programs will provide this workforce to improve health care, patient outcomes, and health care

systems. With the alignment of the degree offered with the actual scope of nursing practice parameters and designated specialty will better follow nursing practice.

V.   Access and Articulation – Bachelor's Degrees Only

A.   If the total number of credit hours to earn a degree exceeds 120, provide a justification for an exception to the policy of a 120 maximum and submit a separate request to the Board of Governors for an exception along with notification of the program's approval. (See criteria in Board of Governors Regulation 6C-8.014)

Not applicable- Graduate Program Only

B.   List program prerequisites and provide assurance that they are the same as the approved common prerequisites for other such degree programs within the SUS (see the Common Prerequisite Manual at FACTS.org). The courses in the Common Prerequisite Counseling Manual are intended to be those that are required of both native and transfer students prior to entrance to the major program, not simply lower-level courses that are required prior to graduation. The common prerequisites and substitute courses are mandatory for all institution programs listed, and must be approved by the Articulation Coordinating Committee (ACC). This requirement includes those programs designated as "limited access."

If the proposed prerequisites are not listed in the Manual, provide a rationale for a request for exception to the policy of common prerequisites. NOTE: Typically, all lower-division courses required for admission into the major will be considered prerequisites. The curriculum can require lower-division courses that are not prerequisites for admission into the major, as long as those courses are built into the curriculum for the upper-level 60 credit hours. If there are already common prerequisites for other degree programs with the same proposed CIP, every effort must be made to utilize the previously approved prerequisites instead of recommending an additional "track" of prerequisites for that CIP. Additional tracks may not be approved by the ACC, thereby holding up the full approval of the degree program. Programs will not be entered into the State University System Inventory until any exceptions to the approved common prerequisites are approved by the ACC.

Not Applicable- Graduate Program Only

C.   If the university intends to seek formal Limited Access status for the proposed program, provide a rationale that includes an analysis of diversity issues with respect to such a designation. Explain how the university will ensure that community college transfer students are not disadvantaged by the Limited Access status. NOTE: The policy and criteria for Limited Access are identified in Board of Governors Regulation 6C-8.013. Submit the Limited Access Program Request form along with this document.

Not Applicable- Graduate Program Only

D.   If the proposed program is an AS-to-BS capstone, ensure that it adheres to the guidelines approved by the Articulation Coordinating Committee for such programs, as set forth in Rule 6A-10.024 (see Statewide Articulation Manual at FACTS.org). List the prerequisites, if any, including the specific AS degrees which may transfer into the program.

Not Applicable- Graduate Program Only

INSTITUTIONAL READINESS

VI.   **Related Institutional Mission and Strength**

   A.   **Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan.**

The MSN- NP programs fit FIU's current Millennium Strategic Plan and with the new strategic planning process with its focus on health and life sciences, excellence in academic programs, cost- effective format, high demand professions, and leading innovation. The MSN- NP programs will also contribute to the goal of enhancing research and advanced nursing education.

   B.   **Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.**

The College promotes, expands and validates scientific knowledge and evidence-based practice through interdisciplinary research. The College prepares diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment.

The goals of the CNHS Nursing Unit are the following:

- To prepare qualified men and women for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment.
- To promote, expand and validate the scientific base of nursing knowledge and practice through the discovery, organization and transmission of research-based knowledge, skills and values.
- To collaborate with local, national and international health care agencies in promoting excellence through cost-effective, accessible, equitable and humanistic health care delivery systems for divergent individuals, families and communities.

The College of Nursing and Health Sciences (CNHS) nursing faculty subscribe to the mission, vision, values, goals, and strategic plan of Florida International University (FIU). The University's updated (2010) mission: …"[a commitment] to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities" is congruent with the CNHS/Nursing Unit's (2012) mission: …"to teach, conduct research, and serve the community preparing diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment."

FIU's updated (2010) vision: …"FIU will be a leading urban public research university focused on student learning, innovation, and collaboration" is congruent with the CNHS/Nursing Unit's (2012) vision: … "to be globally recognized for the achievements of its alumni and faculty in health care, education, leadership, and research with a focus on the needs of the under-served populations."

The University's support for the Nursing Unit's mission, vision, and goals is reflected in the inclusion of *Health* in the FIU 2010-2015 Strategic Plan: *As Miami's only public research university, FIU is committed to addressing the health challenges that face the South Florida region. FIU has a distinguished record of research on health disparities, drug and alcohol use, abuse and dependency, and HIV/AIDS. The Herbert Wertheim College of Medicine, the College of Nursing and Health Sciences, and the Robert Stempel College of Public Health and Social Work serve the community by educating health professionals and conducting applied research in health fields. By embedding engagement activities with teaching and research, FIU provides students with unique learning opportunities and improves health care in the South Florida region.*

During 2012, the CNHS mission, vision, values, and goals were evaluated and revised to align the College and its programs with the University's 2010-2015 Strategic Plan and with the needs of its communities of interest. During this process, administrators and faculty of each of the academic units in the CNHS developed their mission, vision, values, and goals to assure consistency with College and

University.

> C. **Provide a narrative of the planning process leading up to submission of this proposal. Include a chronology (table) of activities, listing both university personnel directly involved and external individuals who participated in planning. Provide a timetable of events necessary for the implementation of the proposed program.**

Careful review of the current CIP codes and the nursing program degree offerings led to the conclusion that more specificity in the coding of degrees could be achieved and with this change enhance the student degree since the scope of nursing practice is delineated within patient populations and settings and the actual MSN degree will carry that same focus. Currently all graduate nursing was coded with the same CIP code- 51.3801. With the approval of this request, each nursing NP discipline will have its own unique CIP degree code. With the specificity of degree code, it will be easier to analyze and track student recruitment, application, admission, retention and progression as well as the individual NP program effectiveness, achievements, and infrastructure needs and costs. It is intended to garner approval of this change with submission of this proposal to FIU Faculty Senate and Board of Trustees and Board of Governors for approval and implementation of the revised CIP codes in Spring and Summer 2013.

Planning Process

Date	Participants	Planning Activity
March 2013	T. Moore, O. Strickland, H. Cornely	Review of current nursing CIP code offerings
March 2013	T. Moore, O. Strickland, H. Cornely, Y. Gordon	Revised and aligned available CIP codes to nursing programs to better align scope of practice

Events Leading to Implementation

Date	Implementation Activity
April 2013	New program proposals written to delineate each MSN program into specific CIP code to better align the educational component with the actual specificity of scope of current advanced nursing practice
April 2013	FIU Faculty Senate review FIU BOT review with submission to BOG by June 2013 for implementation Fall 2013

VII. Program Quality Indicators - Reviews and Accreditation

> **Identify program reviews, accreditation visits, or internal reviews for any university degree programs related to the proposed program, especially any within the same academic unit. List all recommendations and summarize the institution's progress in implementing the recommendations.**

In 1985, the Nursing Unit's BSN program received initial (full) accreditation by the National League for Nursing (NLN); in 1993, the MSN program received initial (full) accreditation by the National League for Nursing Accrediting Commission (NLNAC). The BSN and MSN programs maintained full accreditation through the NLNAC until fall 2008. In 2007, Nursing Unit administrators and faculty chose the Commission on Collegiate Nursing Education (CCNE) as the Nursing Unit's accrediting organization to provide a professional framework for planning and implementing advanced nursing curricula and degrees. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the baccalaureate and master's degree nursing programs at FIU.

The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Board correspondence indicated that the Nursing Unit BSN and MSN programs met the four accreditation standards; there was a compliance concern for the master's program with respect to Key Element III-B-2: *Demonstrate that the curriculum is developed, implemented, and revised to reflect professional nursing standards and guidelines. These*

standards and guidelines are clearly evident within the curriculum structure and expected learning outcomes. Course/unit/level outcomes are consistent with the roles for which the program is preparing its graduates (Key Element III-B). Demonstrate that the master's curriculum incorporates knowledge and skills identified in The Essentials of Master's Education for Advanced Practice Nursing (AACN, 1996), including, in particular, content related to health policy and ethics. Any specialty standards adopted for the master's program are incorporated into the curriculum (Key Element III-B-2).

In response to the program and accreditation reviews, several nurse consultants conducted analyses of Nursing Unit programs and curricula and provided recommendations for improvement: In December 2007, Dr. Joan Kapustin offered suggestions for increasing the MSN certification pass rates; in January 2008, Dr. Joan Kapustin provided recommendations for revising the curriculum and courses in the MSN nurse practitioner tracks; in March 2008, Dr. Marcia Stanhope offered suggestions for meeting the requirement to incorporate curricular knowledge and skills identified by the BSN and MSN *Essentials* into the curricula; and in May 2008, Dr. Joan Shaver responded to questions posed by FIU administration about current and future directions for Nursing Unit programs and curricula. In May 2008, as required for all accredited programs, the CCNE Board requested a continuous improvement progress report at the midpoint of the accreditation term with a particular focus on the compliance concern for the master's program. The FIU Nursing Unit submitted the Continuous Improvement Progress (CIP) Report on June 1, 2011, per the established Board deadline. Verbal feedback from CCNE personnel indicated no compliance concern issues related to the CIP Report; written feedback from CCNE on the submitted CIP Report is pending. In this self-study report, the CCNE compliance concern for the master's program is addressed in Standard III B-2 through the following discussions and strategies**:**

1) Consultants' recommendations during 2007-2008

2) An analysis (2008) of the congruency between the 1996 MSN *Essentials* and MSN nurse practitioner (NP) course objectives; in response, revisions were made to the NP course objectives

3) An analysis (2011-2012) of the congruency between the revised 2011 MSN *Essentials* and current MSN NP course objectives with a 2012-2013 plan to focus on further course revisions to reflect the revised *Essentials*

4) A table that explicates the 2011 MSN *Essentials*, MSN program objectives (outcomes), and examples of current MSN course objectives

5) An analysis of the *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education [NTF], 2008) and the MSN NP curriculum

6) A plan to incorporate the guidelines established by the *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, & Education* (APRN Consensus Work Group & NCSBN, 2008) into the MSN NP curriculum).

In preparation for the CCNE re-accreditation visit scheduled on October 15-17, 2012, Nursing Unit faculty members and administrators actively engaged in a self-study of the BSN and MSN programs through their Program committees, administrative responsibilities, and faculty assignments. The result was full accreditation for 10 years with no citations.

All academic programs of FIU are approved by the FIU Board of Trustees and the Florida Board of Governors. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award baccalaureate, masters and doctoral degrees. FIU's Office of Institutional Effectiveness maintains an internal Program Review Evaluation for each program every seven years, as required by the Florida Board of Governors. Dean Strickland has as of AY 2013-2014 instituted an internal college program review for each CNHS program every 4 four years. Within CNHS, the nursing programs are approved by the Florida Board of Nursing (FBON) with re-approval in 2007 and are accredited by the Commission on Collegiate Nursing Education (CCNE) through June 30, 2022. The Anesthesiology Nursing MSN program is accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs of the Association of Nurse Anesthetists through 2018.

The nursing programs in the CNHS are accredited by the following agencies, each recognized by the U.S. Department of Education and by the respective nursing practice and licensure bodies.

Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle NW Suite 530
Washington, DC 20036
Website: http://www.aacn.nche.edu/Accreditation

Florida State Board of Nursing
4052 Bald Cypress Way BIN CO2
Tallahassee, FL 32399

Council on Accreditation of Nurse Anesthesia Educational Programs
222 South Prospect Avenue, Suite 304
Park Ridge, Illinois 60068-4010
Website: http://www.aana.com/accreditation/

VIII. **Curriculum**

    A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning Compact or include the document itself as an appendix.

Objective
MSN students will demonstrate ability to perform advanced practice assessment by 1) identifying factors influencing health & disease; 2) identifying normal & abnormal findings; and 3) prioritizing health problems appropriately.
MSN students will demonstrate ability to perform advanced practice interventions by 1) correctly documenting patient findings and plan of care; and 2) correctly educating the patient based on cultural & educational background.
MSN students will demonstrate professional roles & conduct in advanced practice by 1) having awareness of own strengths & limitations; 2) incorporating ethical, professional & clinical guidelines into practice; 3) incorporating legal & regulatory standards into practice; 4) maintaining a professional manner; and 5) communicating respectfully to patients & others.

    B. Describe the admission standards and graduation requirements for the program.

Admission Requirements for the program include:
- Successful completion of all the admission requirements for graduate education at Florida International University and the College of Nursing & Health Sciences.
- Cumulative undergraduate GPA of 3.0 or greater on a 4.0 scale (CUM GPA is a calculation inclusive of all academic coursework including courses at the community college level.)
- UG 60 GPA of 3.0 or greater in Bachelor of Nursing upper division coursework.
- Current State of Florida RN license. Out-of-state students must obtain a license to practice in Florida prior to admission.
- Baccalaureate degree in nursing (BSN) from a National League for Nursing Accrediting Commission NLNAC) or the Commission on Collegiate Nursing Education (CCNE) accredited program. Applicants from programs without such accreditation will be considered on an individual basis.
- Completion of all MSN admission paperwork including the CNHS application, a written essay, (3) Recommendations, and Curriculum Vitae, as well as favorable personal interview with the MSN Admission Committee.

Graduation Requirements for the program include:

- Completion of 71 semester credits. Minimum of 44 credits in nursing and 3 credits of non-nursing electives. The non-nursing electives are restricted to supporting courses for the specialty area.
- Completion of a thesis (6 credits), a master's paper (3 credits), or a research project (3 credits). Students electing a master's paper or research project must complete an additional three hours of cognate course(s).
- Achievement of an overall cumulative GPA of 3.0 or above. See Graduate Catalog in University Graduate School Rules and Regulations for information on Academic Warning, Probation, and Dismissal.
- Removal of all conditions, deficiencies, and incomplete grades. Credit hours for courses in which the grade is "B-" or below will not count toward satisfying graduate degree requirements.
- With the exception of thesis courses, students are expected to register for courses with letter grades. Electives may be taken as pass/fail subject to the approval of the advisor.

    C. Describe the curricular framework for the proposed program, including number of credit hours and composition of required core courses, restricted electives, unrestricted electives, thesis requirements, and dissertation requirements. Identify the total numbers of semester credit hours for the degree.

Students advance through each of the two major components of the MSN curriculum as programs of study are completed. Courses within the two components are delineated as 1) CORE KNOWLEDGE and 2) POPULATION/SPECIALIZATION courses. CORE KNOWLEDGE courses are taken by all MSN students regardless of population focus or specialization. POPULATION/SPECIALIZATION courses are dependent on which population or specialization the student has chosen to pursue.

Allocation for course credits is based on the University formula. The ratio of credit to contact hour for theory courses is 1:1. The ratio of credit to contact hour for laboratory courses is 1:2. The ratio of credit to contact hour for clinical courses is 1:5. This ratio assures the level of learning achievement and compliance with regulatory requirements necessary for the competent role performance of the MSN graduate. Therefore, the advanced Family health nurse practitioner student completes a minimum of 3240 hours of clinical practice.

Program of study does not indicate the need to select elective courses. However, students may select electives according to their individual interests and career plans, after consultation with a faculty advisor. Additional courses may be applied to the student's plan of study after consultation with a faculty advisor. Students are encouraged to pursue electives in other academic units when appropriate.

CORE KNOWLEDGE Component
The CORE KNOWLEDGE component required of all MSN students consists of seven (7) courses of three (3) credits each (21 total credits): *NGR 5110 (Theories in Nursing); NGR 5035C (Advanced Client Assessment); NGR 5141 (Pathophysiological Basis of Advanced Nursing Practice); NGR 6172 (Pharmacological Concepts in Advanced Nursing Practice); NGR 5131 (Culture and Advanced Nursing Practice); NGR 5810 (Research Methods in Nursing) and NGR 6910C Research Project*. These courses are completed within the prescribed plan of study.

POPULATION/SPECIALIZATION Component
In the POPULATION/SPECIALIZATION component, students in the advanced family health nurse practitioner specialization utilize and develop their knowledge and skills in one or more clinic settings under the supervision of a nurse practitioner or physician preceptor .

Students in advanced family health specialization are awarded three (3) credits for each clinical related course. Clinical decision making course is a three (3) credit course, the Role Synthesis course is a four (4) credit course composed of one theory credit and three clinical credit hours.

Anesthesiology Nursing students complete a total of 71 credits/81 if in Bridge Program. These credits

include 21 credits of CORE KNOWLEDGE and 50 credits of POPULATION/SPECIALIZATION. The anesthesiology nursing curriculum is designed to meet program outcomes requisite for entry into practice as a CRNA upon successful completion of a national certification examination administered by the National Board of Certification and Re-Certification of Nurse Anesthetists (NBCRNA). Anesthesiology nursing students complete a lock-step curriculum that incorporates the CORE KNOWLEDGE and POPULATION/SPECIALIZATION as outlined above and which meets, or exceeds, the educational requirements set forth by the Council on Accreditation of Nurse Anesthesia Educational Programs.

Bridge Program

In 2008, a graduate entry "bridge" option was extended to all applicants to the MSN program; the "bridge" option had existed since 2001 for the Anesthesiology Nursing track. RN applicants with a baccalaureate degree other than nursing can apply to the MSN program; however, these applicants must have completed an Associate Degree in Nursing, be licensed as a RN, and take three baccalaureate level "bridge" courses of seven (10) credits (*NUR 3119 Professional Nursing: Concepts & Issues, NUR 3668 Nursing Leadership in Global Health Care,* and *NUR 4636C Care of Families: Community Health Nursing*) to advance through the nurse practitioner or nurse anesthetist areas of specialization.

D. **Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.**

CURRICULAR COMPONENT	CREDITS*
Core Knowledge (21 Credits)	
Graduate Nursing Core (12 Credits)	
NGR 5131 Culture and Advanced Nursing Practice	3
NGR 5110 Theories of Nursing	3
NGR 5810 Research Methods in Nursing	3
NGR 6979 Master's Paper	3
Advanced Practice Nursing Core (9 Credits)	
NGR 5035C Advanced Client Assessment	3
NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice	3
NGR 6172 Pharmacological Concepts in Advanced Nursing Practice	3
	21
Population/Specialization (50 Credits)	
NGR 6421 Principles of Anesthesiology Nursing I	2
NGR 6400 Chemistry and Physics for Anesthesiology Nursing I	2
NGR 6493 Technology in Anesthesiology Nursing	1
NGR 6460 Pharmacology in Anesthesiology Nursing I	1
NGR 6431L Anesthesiology Nursing Practicum I	1
NGR 6422 Principles of Anesthesiology Nursing II	3
NGR 6404 Advanced Bioscience in Anesthesiology Nursing I	3
NGR 6461 Pharmacology of Anesthesiology Nursing II	2
NGR 6490 Regional Anesthesia	2
NGR 6401 Chemistry and Physics for Anesthesiology Nursing II	1
NGR 6432L Anesthesiology Nursing Practicum II	2
NGR 6423 Principles of Anesthesiology Nursing III	2
NGR 6433L Anesthesiology Nursing Practicum III	3
NGR 6424 Principles of Anesthesiology Nursing IV	2
NGR 6405 Advanced Bioscience in Anesthesiology Nursing II	3
NGR 6434L Anesthesiology Nursing Practicum IV	4

NGR 6435L	Anesthesiology Nursing Practicum V	4
NGR 6436L	Anesthesiology Nursing Practicum VI	4
NGR 6437L	Anesthesiology Nursing Practicum VII	4
NGR 6492	Professional Aspects of Anesthesiology Nursing	1
NGR 6491	Advanced Anesthesiology Nursing Seminar	3
		50
	TOTAL CREDITS	*71*

*Minimum program requirements for MSN degree for Anesthesiology Nursing = 71 Credits

> **Theory (45 Credits) = 45 Credits X 1 Contact Hour/Credit X 15 (Total # of Semester Weeks) = 675 Contact Hours TOTAL**
> **Laboratory (1 Credit) = 1 Credit X 2 Contact Hours/Credit X15 weeks = 30 Contact Hours TOTAL**
> **Master's Paper (3 Credits) = Contact Hours vary**
> **Clinical (3 Credits) = 3 Credits X 8 Contact Hours/Credit X 15 (Total # of Semester Weeks in Practice) = 360 Contact Hours TOTAL (semesters 1-2)**
> **Clinical BCLS/ACLS/PALS Certification = 30 contact hours TOTAL**
> **Clinical (19 Credits) = 19 Credits X 10 Contact Hours/Credit X 15 (Total # of Semester Weeks in Practice) = 2850 Contact Hours TOTAL (semesters 3-7)**

* Bridge Courses:

NUR 3119 Professional Nursing: Concepts & issues (3 credits)
NUR 3668 Nursing Leadership in Global Health Care (3 credits)
NUR 4636C Care of Families: Community Health Nursing (4 credits)

E. Provide a one- or two-sentence description of each required or elective course.

Required Courses:
NGR 5035C Advanced Client Assessment (3). Refinement of health assessment skills fundamental to advanced nursing practice emphasizing critical thinking in advanced health assessments across the lifespan.

NGR 5110 Theories in Nursing (3). Analysis, evaluation, and application of theories from nursing and related disciplines to advanced nursing practice, research, education and administration.

NGR 5131 Culture and Advanced Nursing Practice (3). Theoretical models explanatory of culture and behavioral manifestations of cultural diversity. Focuses on multicultural nursing and methodologies for nursing care throughout the life span.

NGR 5141 Pathophysiologic Basis of Advanced Nursing Practice (3). Focuses on the pathophysiologic basis of clinical judgment and client management in advanced nursing practice.

NGR 5810 Research Methods in Nursing (3). Research methods and designs commonly used in nursing. Focuses on the research process as it is integrated in the interchange of theory, practice, and research using information systems.

NGR 6172 Pharmacological Concepts in Advanced Nursing Practice (3). In-depth study of principles of pharmacology, pharmacokinetics and pharmacodynamics. Emphasis on common prescription and non-prescription drugs used in advanced nursing practice across the lifespan.

NGR 6910C Research Project (3). Focus is on the development of competencies in scientific inquiry. Competencies are achieved through participation in ongoing research projects and a written report of the experience.

or

NGR 6970 Master's Thesis I (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.

NGR 6971 Master's Thesis II (3). Implementation through completion of student's research thesis proposal.

NGR 6400 - Chemistry and Physics for Anesthesiology Nursing I (2)
Detailed study of the chemical and physical principles which apply to physiology, pharmacology and anesthesia equipment. Emphasis is placed on biochemistry and physics of gases and vapors.

NGR 6401 - Chemistry and Physics for Anesthesiology Nursing II (1)
A continuation of the focus on the biochemical and physical principles required for understanding the mechanisms, actions, equipment and theories as they apply to anesthesia practice.

NGR 6404 - Advanced Bioscience for Anesthesiology Nursing I (3)
Course in human anatomy, physiology, and pathophysiology to include the effects of anesthesia on the cell, the circulatory system, and the respiratory system.

NGR 6405 - Advanced Bioscience for Anesthesiology Nursing II (3)
Study of the anatomy and physiology of the endocrine, excretory, and neurological systems. This will progress to the pathophysiology of these systems with emphasis on the application of anesthesia.

NGR 6421 - Principles of Anesthesiology Nursing I (2)
Broad field orientation to practice. Study of the areas of pre, intra, and post-anesthesia planning and action. The induction and emergence from anesthesia, monitoring and record keeping are included.

NGR 6422 - Principles of Anesthesiology Nursing II (3)
The course will emphasize the anesthetic management of the pediatric, geriatric and obstetrical patient. The course will review the specific anesthetic needs for each specialty.

NGR 6423 - Principles of Anesthesiology Nursing III (2)
Principles of cardiothoracic anesthesia, preoperative assessment, pre, intra, and postoperative management, extra-corporeal circulation, cardiac assist devices, and pharmacological intervention.

NGR 6424 - Principles of Anesthesiology Nursing IV (2)
The course will emphasize the anesthetic management of the emergency and trauma patient. A review of the assessment process, clinical management, and placement of appropriate monitoring lines.

NGR 6431L - Anesthesiology Nursing Practicum I (1)
Introduction to the art and science of anesthesiology nursing. This course presents the basic concepts and introduces the students to the clinical component of the anesthesia management technique..

NGR 6432L - Anesthesiology Nursing Practicum II (2)
Clinical anesthesiology correlation conferences on a weekly basis. This clinical component includes the fundamentals of patient interaction under the direct supervision of a CRNA instructor.

NGR 6433L - Anesthesiology Nursing Practicum III (3)
(Include Clinical Case Conference). Case presentations to include the clinical component of anesthesia of progressively advanced cases. The instruction is under the direct supervision of CRNA to include between university semesters.

NGR 6434L - Anesthesiology Nursing Practicum IV (4)
Seminar presentations weekly. Clinical experience: anesthetic management of advanced specialties, including insertion of monitoring lines as appropriate, and progression begin on-call experience.

NGR 6435L - Anesthesiology Nursing Practicum V (4)
Students will incorporate information learned in Practicum I-IV in order to anticipate anesthesia needs for patients in all clinical settings, including post-operative and chronic pain management.

NGR 6436L - Anesthesiology Nursing Practicum VI (4)
Advanced practice to include completion of clinical competencies in all specialty areas. This includes professional conduct of the advanced practitioner to include knowledge of advance practice role.

NGR 6437L - Anesthesiology Nursing Practicum VII (4)
Course in which a graduate functions as the primary nurse anesthetist, and the instructor as a consultant. Experience will be provided with management within the department of anesthesiology.

NGR 6460 - Pharmacology of Anesthesiology Nursing I (1)
Pharmacology of drugs affecting the autonomic nervous system as well as anesthetic agents. Administration and doses of the drugs is included.

NGR 6461 - Pharmacology of Anesthesiology Nursing II (2)
Course will study the uptake, distribution and biotransformation of anesthetics, including the advanced study of therapy in anesthesia of specialty areas and treatment of complications.

NGR 6490 - Regional Anesthesia (2)
Theoretical and clinical aspects of the administration and management of regional anesthesia. Anatomy, physiology and pharmacology will be studied/applied to the administration of anesthetic blocks.

NGR 6491 - Advanced Anesthesiology Nursing Seminar (3)
Advanced clinical review as presented by the graduate students regarding specific case presentations. The course will serve as a review for the National Certification Examination. Prerequisite:

NGR 6492 - Professional Aspects of Anesthesiology Nursing (1)
This course explores: American Association of Nurse Anesthetists, Councils on Accreditation, Certification and Practice and Professional issues for the practice model of Anesthesiology in Nursing.

NGR 6493 - Technology in Anesthesiology Nursing (1)
The use and care of anesthesia equipment (mechanical and electronic) are discussed. Computers and their uses in anesthesiology are also included.

Elective Courses:
NGR 5064C Diagnostic and Therapeutics in Advanced Nursing Practice (3). Provides the advance practice nurse/student the theoretical background and clinical applications for diagnostics and therapeutics across the lifespan.

NGR 5134C Interdisciplinary Health Care Across Cultures (3). The course focuses on health care teams. Types of service, roles and interdisciplinary interaction will be studied as they relate to policies, economics, ethics and ethnic issues in various countries.

NGR 5136 International Nursing System/Advanced Nursing Practice (3). Comparative analysis of philosophical, legal, political, economic and social underpinnings of the nursing progression within the context of international developments and trends in the post-cold war era.

NGR 5138 Cultural Immersion for International Health Care (1-2). The course introduces basic language, values, social etiquette, daily life, and interpersonal, family and health care patterns in a foreign country in preparation for cross-cultural health study.

NGR 5168 Complementary and Alternative Therapies in Nursing and Healthcare (3). Provides the theory, practice and patterns of use in complementary and alternative practices and products (CAPPs). Integrates CAPPs knowledge with conventional healthcare using National Institutes of Health NCCAM

framework.

NGR 5250 Physical Change and Healthy Aging (3). Emphasis on health alterations in aging, delivery of healthcare, and ethical decision-making and advocacy in relationship to common medical problems of the elderly and their families.

NGR 5263 Gerontology for Health Professions (3). A comprehensive overview of aging with the goal of enhancing health outcomes and promoting healthy aging locally and globally.

NGR 5340 Women and Health: A Nursing Perspective (3). Analysis of the unique health concerns of women across the life span. Emphasizes a multidisciplinary approach.

NGR 5495 Women's Health Issues (3). This course is designed to acquaint the student with selected conditions impacting the health of women.

NGR 5610C Family Theory and Nursing Intervention Across Cultures (3). Students are exposed to selective family theories, family nursing assessment, intervention and evaluation. Culture and economic status and their influence on family structure and processes are addressed.

NGR 5632 Practicum in International Family Focused Nursing (1). Students apply learning about nursing care in another country, assessment and intervention with families by instituting a change in their work/practice place at home.

NGR 5660C Leadership and Advocacy for Child and Family Health (3). Acquisition and application of leadership/advocacy skills with culturally diverse families.

NGR 5871C Nursing Informatics: Computer Mediated Information Technology in Nursing (3). Analysis, design, implementation, and evaluation of information and communication systems that enhance individual and population health outcomes, improve patient care, and strengthen the clinician-patient relationship.

NGR 5905 Independent Study in Nursing (1-10). Individually determined, research oriented, in-depth study of a nursing problem or clinical experience as approved by the faculty preceptor.

NGR 5936 Special Topics in Nursing (1-6). Critical analysis of the clinical decision making process in advanced health nursing practice (ANP).

NGR 6333 Conceptual Issues in Nursing Management of Developmental Disabilities (3). Study of developmental theories, concepts and research findings in context of nursing model. Problems relevant to nursing intervention are examined through critique of pertinent literature.

NGR 6713 Curriculum Development in Nursing (3). Curriculum theory and its application in nursing education. Curriculum construction, implementation, and evaluation are discussed from theoretical, philosophical, historical, and current perspectives.

NGR 6715 Instructional Technology in Nursing and Health Sciences (3). Provides advanced technological knowledge, skills, and opportunity to develop strategies using technology to improve and enhance student learning in variety of settings.

NGR 6812 Master's Research (3). Refinement of research proposals focusing on methodology and pilot study. Hands-on experience on computerized data analysis.
.
NGR 6939C NSG Management of At-Risk Populations (6). Intensive study of the advanced nursing management of at-risk populations, focusing on the elderly, persons with HIV/AIDS, survivors of domestic violence, substance abusers, and uninsured persons.

F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the <u>curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.</u>

All master's programs incorporate the Graduate Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011) and additional relevant professional standards and guidelines as identified by the program. All master's-level advanced practice nursing programs incorporate Advanced Practice Nursing Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2011). In addition, nurse practitioner programs incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2012).

The Nursing Advisory Council consists of chief nursing officers of hospitals, executive directors or presidents of clinical agencies and health organizations, representatives from health related organizations and educational institutions, and lay members. Internal and external communities of interest provide input to the Nursing Unit through a variety of individual and group meetings, reports, standards and guidelines, laws and regulations, needs assessments, and surveys. Input from a community of interest is actively sought and used to foster program improvement.

Faculty members also seek input and feedback from the Nursing Unit's community affiliates, which includes members of the Nursing Advisory Council. Feedback from staff is to be obtained about student performance, clinical experience expectations, faculty participation, and concerns about courses and programs every semester. This feedback is to be considered during the preparation of subsequent course offerings. Nursing Unit administrators and faculty responds to the needs and expectations from the communities of interest by revising curricula and/or developing mutually beneficial collaborative strategies related to teaching-learning practices and faculty practice

G. For all programs, list the specialized accreditation agencies and learned societies that would be concerned with the proposed program.   Will the university seek accreditation for the program if it is available? If not, why? Provide a brief timeline for seeking accreditation, if appropriate.

The Master of Science in Nursing (MSN) Program was approved by the Board of Regents in 1992. The National League for Nursing Accrediting Commission (NLNAC) granted initial accreditation in 1993. On April 12, 2008, the CCNE Board of Commissioners granted full accreditation status to the master's degree nursing programs at Florida International University. The initial accreditation was for a term of five (5) years, extending to June 30, 2013. Successful reaccreditation process was completed on October 17, 2012.

Upon completion of the program, graduates will be eligible to take the National Certification Examination to become a Certified Registered Nurse Anesthetist (CRNA) as well as apply for the Advanced Registered Nurse Practitioner (ARNP) credential with a specialization as a nurse anesthetist from the Florida Board of Nursing.

H. For doctoral programs, list the accreditation agencies and learned societies that would be concerned with corresponding bachelor's or master's programs associated with the proposed program.   Are the programs accredited? If not, why?

Not Applicable

I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers;

or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs).   If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

The MMC and BBC buildings provide adequate space for delivering the program in a traditional delivery system. Both structures have wireless internet and long distance videoconferencing capabilities that would also provide the opportunity to offer some of the core-courses and electives via distance and/or hybrid learning. The building houses one of the most technological sophisticated nursing simulation centers in the country (Simulation for Teaching and Research [STAR] Center); which will provide for the instruction of clinical related content and laboratory practice.

IX.   **Faculty Participation**

    A. **Use Table 4 in Appendix A to identify existing and anticipated ranked (not visiting or adjunct) faculty who will participate in the proposed program through Year 5. Include (a) faculty code associated with the source of funding for the position; (b) name; (c) highest degree held; (d) academic discipline or specialization; (e) contract status (tenure, tenure-earning, or multi-year annual [MYA]); (f) contract length in months; and (g) percent of annual effort that will be directed toward the proposed program (instruction, advising, supervising internships and practica, and supervising thesis or dissertation hours).**

See table 4 in Appendix A.

    B. **Use Table 2 in Appendix A to display the costs and associated funding resources for existing and anticipated ranked faculty (as identified in Table 2 in Appendix A). Costs for visiting and adjunct faculty should be included in the category of Other Personnel Services (OPS). Provide a narrative summarizing projected costs and funding sources.**

The costs involved in the program and associated funding resources are the current ones existing for the MSN programs. Funding sources will not change from existing offerings.

    C. **Provide in the appendices the curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).**

    D. **Provide evidence that the academic unit(s) associated with this new degree have been productive in teaching, research, and service. Such evidence may include trends over time for average course load, FTE productivity, student HC in major or service courses, degrees granted, external funding attracted, as well as qualitative indicators of excellence.**

Comparison of Nursing Faculty-Student Ratio (Spring 2011 & Spring 2012)

TEACHING FACULTY	REG* Faculty #	REG Faculty ***FTE	ADJ** Faculty #	ADJ Faculty FTE		Total Faculty FTE	Student Enrollment	Faculty: Student Ratio
Spring 2011								
Graduate	19	19.0	14	7.1		**26.1**	**401**	**1:15**
Spring 2012								
Graduate	22	22.0	13	8.2		**29.2**	**352**	**1:12**

Percentage of Course Credits Taught by Graduate Regular/Adjunct Nursing Faculty (2011-2012 AY)

PROGRAM	Fall 2011	Spring 2012	Summer 2012
Graduate			
Regular Faculty Credits	75%	79%	68%
Adjunct Faculty Credits	25%	21%	32%

List of Nursing Faculty Research (R) and Training (T) Grants
Fall 2007-Present

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	RT
Pontious	**Blais**	Post-Master's Certificate in Nursing Education	Department of Health & Human Services/ Health Resources and Services Admin.	$768,205	7/1/07	6/30/10	T
Thomas		HBV Vaccine: Parents' Health Beliefs, Values, and Intent to Vaccinate	Sigma Theta Tau International	$500	9/1/07	9/1/08	R
Grossman		Miami-Dade Area Health Education Center Nursing Program	Area Health Education Center	$13,000	7/1/08	6/30/09	T
Anderson	**Friedemann**	Training in Chronic Illness Research in Florida/Europe	Department of Health & Human Services/ Health Resources and Services Admin.	$413,120	7/1/09	8/31/10	T
Kulwicki		Primary Care Services	Area Health Education Center (AHEC)	$9,750	6/30/09	6/30/10	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/ Health Resources and Services Admin.	$35,554	7/1/09	6/30/11	T
Brown	**Kulwicki**	AHEC Tobacco Training	Area Health Education Center (AHEC)	$10,000	7/1/09	6/30/10	T
Kulwicki		Research and University Graduate School Support	FIU Graduate School	$5,000	9/1/09	6/30/11	T
Gracia Jones	**Chadwell, Patsdaughter**	SENIORITAHS	McFarland & Associates, Inc.	$115,000	11/30/09	1/31/11	T
BSN Nursing		Miami Children's Contribution	Miami Children's Hospital	$37,831	1/1/10	12/31/10	T
Brown		Miami Area Geriatric Education Center	Health Resources and Services Admin.	$46,296	7/1/10	6/30/15	T
Brown	**Kulwicki**	AHEC Tobacco Training	Area Health Education Center (AHEC)	$10,000	7/1/10	6/30/11	RT
Kulwicki		Advanced Education in Nursing Traineeship	Health Resources and Services Admin.	$85,798	7/1/10	6/30/11	T
Pontious	**Olenick (Co-PD)**	Culturally Competent Combined RN/MSN Program for Diverse Students	Department of Health & Human Services/ Health Resources and Services Admin.	$737,938	7/1/10	6/30/13	T
Henao	**Cornely**	National Council of State Board of Nursing Simulation Study	National Council of State Board of Nursing	$334,187	8/1/2010	4/1/14	T
Randolph	**Elbaum Brunt Kulwicki**	Assessment and Primary Intervention of Traumatic/Surgical Amputations in Haiti	National Institutes of Health	$125,000	8/1/10	7/31/11	R

List of Nursing Faculty Research (R) and Training (T) Grants (Continued)
Fall 2007-Present

PI	Co-I	Project Title	Sponsor Name	Award Total	Start Date	End Date	RT
Villagomeza	**Kulwicki Simon Galindo**	TIP/NEP	Duke University School of Nursing	$7,500	8/1/10	8/4/10	T
Youngblut	**Brooten** Silverman	Children's Response to Sibling Death in the NICU/PICU in 3 Racial/Ethnic Groups	National Institutes of Nursing Research/ NIH	$2,500,000	9/2010	6/3015	R
Gracia Jones	**Chadwell, Patsdaughter**	MSI HIV Prevention Education for Students	Office of HIV/AIDS Policy & Abt. Associates, Inc.	$240,000	10/1/10	9/30/13	T
Brown		Research Seed Money Support	Advanced Research Institute in Geriatric Mental Health (ARI)	$5,000	1/1/11	12/31/11	R
Brown		Detection of Depression in Persons in the Nursing Home	Pfizer	$59,923	01/2011	12/2011	R
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	$5,000	2/1/11	6/30/11	T
Kulwicki		Colloquium Enhancement Initiative	FIU Graduate School	$1,250	2/1/11	6/30/11	T
Kulwicki		3rd Annual Colloquium	Sigma Theta Tau International	$500	3/1/11	3/31/11	T
Gonzalez		Nurse Anesthetist Traineeship	Department of Health & Human Services/ Health Resources and Services Admin.	$10,447	7/1/11	6/30/12	T
Kulwicki		Advanced Education in Nursing Traineeship	Department of Health & Human Services/ Health Resources and Services Admin.	$139,413	7/1/11	6/30/12	T
Gracia Jones	**Chadwell, Patsdaughter**	SALSA: Student-led Activities about Latinos and Substance Abuse, HIV and Hepatitis	Substance Abuse and Mental Health Admin., Center for Substance Abuse and Prevention	$85,000	7/1/11	6/30/12	T
Kulwicki		Homestead Hospital/FIU Chronic Disease Management Clinic	Health Foundation of South FL	$16,780	1/1/12	12/31/12	T
Kulwicki		UGS Recruitment Enhancement Initiative	FIU Graduate School	$1,500	1/1/12	6/30/12	T

List of Nursing Faculty Student Support Grants (Summer 2009-Present)

PI	Project Title	Sponsor Name	Award Total	Start Date	End Date
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$7,042	7/1/09	6/3010
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$16,059	7/1/09	6/3010
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	$143,208	7/1/09	6/3010
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$22,300	7/1/09	6/30/10
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$50,856	7/1/09	6/30/10
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$11,896	7/1/10	6/3011
Blais	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$18,136	7/1/10	6/3011
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	$361,525	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$21,030	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$32,062	7/1/10	6/30/11
Pontious	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$12,823	7/1/11	6/30/12
Pontious Dlugasch Olafson	FIU CNHS Nurse Faculty Loan Program	Department of Health & Human Services/Health Resources and Services Admin.	$289,944	7/1/11	6/30/12
Simon	Scholarship for Disadvantaged Students	Department of Health & Human Services/Health Resources and Services Admin.	$20,303	7/1/11	6/30/12

All (100%) of the regular faculty members are credentialed at a minimum of a master's degree and teach in the area appropriate to their nursing specialty. Faculty members overseeing the nurse practitioner (NP) tracks hold a doctorate and national certification in the relevant specialty area.

X.   Non-Faculty Resources

A. Describe library resources currently available to implement and/or sustain the proposed program through Year 5. Provide the total number of volumes and serials available in this discipline and related fields. List major journals that are available to the university's students. Include a signed statement from the Library Director that this subsection and subsection B have been reviewed and approved for all doctoral level proposals.

<u>Library Subscriptions</u>

Online journal content can be accessed from the library catalog or through our E-journal Portal. Although many of the online journals are available cover-to-cover, some titles may only have selective content available through aggregator databases. In terms of journals most likely to be relevant to this program's offerings, the E-Journal Portal reports the following subject areas and journal counts:

- Nursing (340)
- Anesthesiology (58)
- Pharmacy, Therapeutics, & Pharmacology (506)
- Public Health - General (369)
- Medicine - General (859)
- Neuroscience (170)
- Physiology (302)

The FIU Libraries have been steadily converting journal subscriptions from print to online. The library has cover-to-cover subscriptions to titles in the following electronic journal packages of importance to the proposed MSN in Nurse Anesthetist, the counts for which are included in the above totals: Elsevier ScienceDirect; Wiley-Blackwell, SAGE, and Springer. The library also retains print subscriptions to a handful of titles which are either unavailable online or for which the conversion to online is cost prohibitive.

<u>Citation-Ranked Journals</u>: A review of the 2011 Journal Citation Reports (JCR) to determine the coverage of citation-ranked literature in the field of *Nursing* was conducted. JCR tracks 99 titles, of which FIU has access to 77 (78%). Included in this total is electronic access to 54 titles, print access to 7 titles, and either free or aggregator access to an additional 16. Free or aggregator access may have embargoes which affect access to the most recent 6-12 months of the titles.

<u>Major Journals:</u> A select list of citation-ranked journals which FIU has access to includes: *International Journal of Nursing Studies, Research in Nursing & Health, Journal of Advanced Nursing, Nursing Research, Biological Research for Nursing, Pain Management Nursing, Clinical Nursing Research,* and *International Journal of Nursing Practice.*

<u>Databases</u>

The library subscribes to approximately 500 databases. Those of particular significance to support of to this degree include: *CINAHL Plus with Full Text, HealthSource Nursing/Academic, MEDLINE, Health & Wellness Resource Center,* and *Cochrane Library.*

<u>Monographic Materials</u>

<u>Print Books:</u> The Green Library automatically receives, through an approval plan process, titles from university presses and major publishers in the relevant to the university's program areas. In 2012 the library changed to an e-preferred plan for delivery of titles in the Health Sciences. For this plan, the e-

book is purchased instead of a print book if the electronic is published within 8 weeks of the print run. Expenditures for the approval plan are about $1,000 a year for Nursing, defined as Library of Congress subject class RT, and about $10,000 a year for the health sciences as a whole. In addition, liaisons and faculty are allotted a modest amount of funds to supplement the approval plan for their subject areas in support of current research and teaching.

Overall, the FIU libraries hold over in the 27,500 print titles in the LC call number range of R-RZ, which includes Medical and Health Sciences. Of these 2,200 are in the Library of Congress Nursing call number area of RT.

Online Books: The library currently has access to more than 165,000 online books, including general titles, reference resources, and specialized collections. Electronic books include titles ordered directly from the publishers Springer, Elsevier, Wiley, Ovid, and Gale, as well as selected titles from aggregators such as ebrary, EBL, and EBSCO. The vast majority of FIU's electronic books collections have been published within the last 10 years.

Recent purchases of interest to this program include:

- Ovid E-books - 690 titles in Health and Medicine, including the Nursing collection of over 360 titles.
- Elsevier Health Professions 2010, 2011, and select 2009 titles - 60 titles
- Springer Medicine collection, 2005-2012 – 3,038 titles
- Springer Biomedical & Life Sciences collection, 2005-2012 – 2,843 titles

The FIU Libraries currently own over 10,000 electronic books in the LC call number range of R-RZ, which includes Medical and Health Sciences.

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3.

Library holdings that pertain to the current MSN program will also be available to students in the proposed MSN in Nurse Anesthetist. There are no major gaps in the library's collection and no additional costs for the library are anticipated.

Library Director   Date

   C. Describe classroom, teaching laboratory, research laboratory, office, and other types of space that are necessary and currently available to implement the proposed program through Year 5.

The MMC and BBC buildings provide adequate space for delivering the programs. In December 2009, the College moved into a new $47 million 113,000 sq. ft. building, the Academic Health Center 3 (AHC 3) on Modesto A. Maidique Campus (MMC). This building provides faculty and students with an optimal learning, research, and clinical laboratory teaching/learning environment. The building projects a visual and actual image of health and wellness incorporating green building standards throughout. The building is a showcase of health pedagogical technology. The building promotes interdisciplinary interaction among both students and faculty to promote collaborative research and student learning. The CNHS (AHC 3) building is the University's first "green" building and is the first Silver Leadership in Energy and Environmental Design (LEED) certified. LEED certification is considered the national accepted standard for design, construction, and operation of sustainable green building. The modular design features of the labs and teaching areas facilitate flexibility and promote interdisciplinary collaboration among all the departments of the CNHS. To that end, there are 15 teaching, research and training labs in the West Wing building and 6 conference /seminar rooms throughout both wings. Planners created a student centric design with dedicated group and individual student study areas, and social gathering spots, including a café, patio, and Student Activities Center.

The MMC location houses the Generic BSN, RN-BSN, and MSN programs/tracks. The Combined BSN/MSN track for Foreign-Educated Physicians is housed on the smaller, but full service, Biscayne Bay Campus (BBC).

The College of Nursing and Health Sciences (AHC 3) building is a five story, two-structure design featuring teaching, clinical, laboratory, and research in one structure; and student, administrative, and faculty services in the other structure. Both structures have wireless internet and long distance videoconferencing capabilities. The structures are linked by glass encased and open bridges. The walkway under the bridges serves as the "gateway" to FIU's Academic Health Center Complex.

The building houses one of the most technological sophisticated nursing simulation centers in the country (Simulation Teaching and Research [STAR] Center). The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses and includes:
• Eight (8) modular patient rooms that can be adapted to create a variety of individual and multi-patient settings, including operating room set-ups.

• Three (3) control rooms that oversee computer and faculty-generated patient care scenarios and digital imaging projection systems for video study and review.

• A dividable basic nursing skills laboratory with mid-fidelity patient simulators/manikins in 14 patient areas and a central nurses' station.

• Wireless high-fidelity patient "specialty" simulators, including a family of five (birthing mother, father, newborn, and two children), SimMan, and a Harvey cardiology patient simulator.
• Two (2) 30-seat conference/seminar rooms with media capabilities for debriefings.
The College of Nursing and Health Sciences (AHC 3) teaching/laboratory/research structure also includes:
• A 298 seat auditorium and one (1) 90-seat and two (2) 60-seat classrooms. The auditorium and classrooms have full media; one classroom has distance learning capabilities.

• An Information Technology suite with three (3) computer teaching/open laboratories (30-seats each) that can be merged into one 90-seat computer laboratory for testing/teaching.

• A research center with flexible laboratory space.

• One (1) 20-seat conference room with videoconferencing capabilities.

• Human performance and other health sciences laboratories for the physical therapy, occupational therapy, communication sciences and disorders, and athletic training departments.

• Numerous group and individual student study areas, student lockers, and food vending.

The other College of Nursing and Health Sciences (AHC 3) faculty/student/administrative services structure includes offices for nursing faculty and administrators, and other health science disciplines. Part-time faculty may share an office. The structure also includes:

• A student services and support center with reception, student advisors, public computers, orientation areas, and secured rooms for files.

• Support staff work areas which include computers, printers, copiers, facsimile machines, and break rooms on each floor.

• Locked storage areas for student files and supplies on each floor.

• Four (4) media ready 20-seat conference rooms, including a conference room for group advising and small group seminars.

Biscayne Bay Campus: The Nursing Unit complex is located on the second floor of the Academic 2 (AC 2) building. The AC 2 facility contains the STAR Center North (nursing skills and simulation laboratories) and includes:

• An office suite with one (1) support staff station, one (1) support staff office, one (1) student station with computer, and six (6) faculty/administrator offices.

• A dedicated media-ready 48-seat classroom adjacent to the basic skills laboratory.

• A dedicated computer laboratory with 22 computer workstations and networked printer.

• An advanced nursing skills laboratory with high-fidelity wireless patient simulators.

• Locked storage areas for supplies, equipment, software, and student files.

• An adjacent 48-seat BBC classroom that has videoconferencing capabilities.

The MSN- NP programs will have the opportunity to use the full component of available resources housed in the CNHS AHC3 building.

> **D. Describe additional classroom, teaching laboratory, research laboratory, office, and other space needed to implement and/or maintain the proposed program through Year 5.   Include any projected Instruction and Research (I&R) costs of additional space in Table 2 in Appendix A.   Do not include costs for new construction because that information should be provided in response to X (J) below.**

The CNHS AHC3 building with the above described components and resources will be more than adequate to house the needs of the MSN – NP programs. No additional classroom, teaching laboratory, research laboratory, office and other space is needed to maintain the proposed program. The MSN- NP programs are currently offered and have adequate space and equipment to serve the programmatic needs within the CNHS building. There are no projected I&R costs for additional space and no new construction will be necessary.

> **E. Describe specialized equipment that is currently available to implement the proposed program through Year 5. Focus primarily on instructional and research requirements.**

The use of technology/specialized equipment for supporting the achievement of student learning outcomes is increasingly used in teaching strategies and student learning activities. Technology includes:
- Computer and mobile devices to access E-mail communications and online teaching modalities
- The Simulation for Teaching and Research (STAR) Center on MMC. The STAR Center contains high-fidelity patient simulators programmed for hundreds of health conditions and human responses. High-fidelity patient simulators are also available on BBC.
- Basic nursing skills laboratories on MMC and BBC with simulated hospital environments, manikins, and state-of-the-art equipment for patient care.
- Advanced nursing skills laboratories on MMC with state-of-the-art equipment to teach acute care (anesthesiology) and primary care skills.
- Audiovisual libraries on MMC and BBC with equipment for viewing and reviewing nursing skills and other nursing and health related topics.

- Dedicated student computer laboratories on MMC/BBC for testing, internet searches, and the use of software for word processing, spreadsheets, and statistical analysis.
- Media ready classrooms and conference rooms with internet and audiovisual capabilities, such as PowerPoint.
- Student "clickers" that provide instant student feedback during lectures and discussions.
- Personal Digital Assistants (PDAs) and mobile devices (e.g., ipads) for faculty in the clinical setting and needing access to online communication with/teaching students.
- Videoconferencing capabilities on MMC and BBC.
- HESI, an internet-based testing and remediation program, to prepare MSN students for the NP certification examination.
- YouTube to post student teaching presentations.
- Turnitin, FIU's anti-plagiarism software for submitted student papers.
- *Typhon*, an internet-based subscription software program for tracking student clinical experiences and completing evaluations, surveys, and program reports, used in the NP and Anesthesiology Nursing tracks.

The use of online technology is also currently used. Many faculty members post course materials through Blackboard, FIU's platform for online learning. Online courses are supported by University Technology Services (hybrid courses) or FIU Online (fully online courses); technical staff members at FIU Online provide day, evening, and weekend support for faculty and students. Currently, for all Nursing Unit course offerings, 21% of the MSN courses are delivered via an asynchronous format.

The MSN- NP programs also have access to the full complement of the resources of the CNHS building and more specifically the STAR Center. The specialized equipment available in the STAR Center is funded and replacement costs factored throughout the lifespan of the simulation equipment.

> F. **Describe additional specialized equipment that will be needed to implement and/or sustain the proposed program through Year 5. Include projected costs of additional equipment in Table 2 in Appendix A.**

Resources are adequate at the time. No additional specialized equipment is currently needed to implement/sustain the proposed program.

> G. **Describe any additional special categories of resources needed to implement the program through Year 5 (access to proprietary research facilities, specialized services, extended travel, etc.). Include projected costs of special resources in Table 2 in Appendix A.**

There are no anticipated special categories of resources needed to implement the MSN– NP program.

> H. **Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.**

There will not be E&G money needed for the MSN- NP program for fellowships, scholarships, or graduate assistants since scholarships and graduate assistantships have been available for students through Nursing Traineeship grants, HRSA and foundation support. Additionally, the student in MSN-NP programs are already practicing nurses and most are gainfully employed and therefore graduate assistant positions are not coveted or financially needed positions.

> I. **Describe currently available sites for internship and practicum experiences, if appropriate to the program. Describe plans to seek additional sites in Years 1 through 5.**

MSN practicum facilities and preceptor agreements are selected based on course objectives, student needs and interest, client populations, competence of the preceptor, location of the site, and available resources.

The CNHS office of Clinical Education coordinates, maintains, and stores affiliation agreements, umbrella affiliation agreements, and criteria for student placement in affiliating agencies for all programs. Although the current database holds over 300 approved clinical sites, recruitment for new clinical sites and affiliation agreements is a continuous process to maintain and secure adequate numbers to meet the need of our student body. Affiliation agreements can be formulated and expanded as the need arises for support of our students in the MSN- NP programs. Clinical settings include various ambulatory or acute care settings, clinics and health centers in the Miami-Dade, Broward, Palm Beach, and Monroe counties.

J. **If a new capital expenditure for instructional or research space is required, indicate where this item appears on the university's fixed capital outlay priority list. Table 2 in Appendix A includes only Instruction and Research (I&R) costs. If non-I&R costs, such as indirect costs affecting libraries and student services, are expected to increase as a result of the program, describe and estimate those expenses in narrative form below. It is expected that high enrollment programs in particular would necessitate increased costs in non-I&R activities.**

No new capital expenditures for instructional or research space are required for the MSN- NP programs. Non I&R costs are not expected to increase as a result of the MSN- NP programs continuation since they are limited access programs and the current infrastructure in the CNHS is committed to support the ongoing programmatic needs.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 5, 2013

Subject: 2013-14 University Work Plan to the Florida Board of Governors

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Proposed Committee Action:

Recommend to The Florida International University Board of Trustees approval of the 2013-14 University Work Plan.

Background Information:

The Florida Board of Governors requires that all State University System institutions submit an annual work plan.

Florida Board of Governors Regulation 2.002(3), University Work Plans and Annual Reports, provides that each board of trustees shall prepare a work plan and submit updates on an annual basis for consideration by the Board of Governors. The work plan shall outline the university's top priorities, strategic directions, and specific actions and financial plans for achieving those priorities, as well as performance expectations and outcomes on institutional and System-wide goals.

Supporting Documentation: 2013-14 University Work Plan

Facilitator/Presenter: Douglas Wartzok

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FIU

2013-14
Work Plan

Florida International University

Work Plan Presentation for 2013-14 Board of Governors Review

STATE UNIVERSITY SYSTEM *of* FLORIDA | Board of Governors

INTRODUCTION

The State University System of Florida has developed three tools that aid in guiding the System's future.

1) *The Board of Governors' new <u>Strategic Plan 2012-2025</u> is driven by goals and associated metrics that stake out where the System is headed;*

2) *The Board's <u>Annual Accountability Report</u> provides yearly tracking for how the System is progressing toward its goals;*

3) *Institutional <u>Work Plans</u> connect the two and create an opportunity for greater dialogue relative to how each institution contributes to the System's overall vision.*

These three documents assist the Board with strategic planning and with setting short-, mid- and long-term goals. They also enhance the System's commitment to accountability and driving improvements in three primary areas of focus: 1) academic quality, 2) operational efficiency, and 3) return on investment.

The Board will use these documents to help advocate for all System institutions and foster even greater coordination with the institutions and their Boards of Trustees.

Once a Work Plan is approved by each institution's respective Boards of Trustees, the Board of Governors will review and consider the plan for potential acceptance of 2013-14 components. Longer-term components will inform future agendas of the Board's Strategic Planning Committee. The Board's acceptance of a work plan does not constitute approval of any particular component, nor does it supersede any necessary approval processes that may be required for each component.

TABLE OF CONTENTS

MISSION STATEMENT (What is your purpose?)

Florida International University is an urban, multi-campus, public research university serving its students and the diverse population of South Florida. We are committed to high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities.

VISION STATEMENT (What do you aspire to?)

Florida International University will be a leading urban public research university focused on student learning, innovation, and collaboration.

STATEMENT OF STRATEGY (How will you get there?)
Given your mission, vision, strengths and available resources, provide a brief description of your market and your strategy for addressing and leading it.

FIU is the public anchor institution for the greater Miami area. We see ourselves as a solutions center for the community through the application of our research, learning and engagement energies. And we are proud to have just awarded our 200,000th degree! Most degree holders live and work in the three county area of South Florida. Nationally, FIU is the largest producer of minority degrees at the bachelor's level, and the largest producer of bachelor's and master's degrees awarded to Hispanics, including STEM degrees. These facts drive the FIU strategy for our regional and national markets.

Regionally, the community's business leaders have asked FIU—through President Rosenberg—to chair an academic leaders' council that is working collaboratively to ensure that county-wide higher education initiatives are directed to job creation and entrepreneurship. FIU is a major player in the Beacon Council's One Community One Goal (OCOG) strategic plan, an economic development initiative targeted to growing industries and strengthening the local economy. This plan pivots around education as the foundation for Miami-Dade County's economic development. It calls for a new ecosystem of growth. We are responding with short- and long-term initiatives consistent with BOG planning in six targeted industry clusters identified as critical drivers of job creation in the community.

As the business community places a greater emphasis on the role of education in job creation, FIU is focusing on results-oriented initiatives to improve market-related responsiveness. Our mission, vision and strategy for the 2013-14 academic year are focused: We are committed to improving early employment-related matching of student interest and aptitudes with available academic majors and jobs to ensure a more efficient and timely progression to degree and employment thereafter. We are aggressively expanding internship opportunities locally, nationally, and internationally. We will deepen our role as the nation's leading producer of STEM degrees for minority students through expanded science offerings, more peer-led learning groups, and progressive faculty-led curricular and applied market-based research.

Nationally, the FIU approach to minority STEM education is gaining visibility: Dr. Rosenberg was invited to speak before the President's Council of Advisors on Science and Technology in Washington D.C. in late 2012. An advisory group of leading U.S. scientists and engineers, PCAST sought recommendations on the federal government's imminent plan for STEM education. As a follow-on, President Rosenberg will likely be appointed to the National Research Council's study for STEM completions "Barriers/Opportunities in Completing Two and Four-Year STEM Degrees".

Business and cost efficiencies remain central to our strategy. We have expanded on-line and on- and off-campus weekend classes (FIU has the highest classroom space utilization rate in the SUS at 161% of statutory requirements), reduced energy costs (FIU leads the SUS in energy conservation for five straight years, 2007-2012), and gained new revenue through adult learner degree programs.

STRENGTHS AND OPPORTUNITIES *(within 3 years)*
What are your core capabilities, opportunities and challenges for improvement?

FIU's strength is its community responsiveness. We are entrepreneurial. We believe that we have an obligation to put our research and learning to work. We take pride in student achievement: our graduates are leaders in their fields. For instance, the Florida Teacher of the Year 2012 and a National Teacher of the Year Finalist is an FIU doctoral student. As a majority-minority institution of higher education with a global outlook, we send the message that diversity and excellence can be coterminous. We excel in building win-win partnerships with public and private institutions, locally and globally. Our graduates are among the best in the SUS in getting high-paying jobs after graduation. We are ranked as one of the top 100 universities globally under 50 years old. We ranked first in the state for IT performance funding because of partnerships with industry and placement of our graduates. Our 6-year graduation rate for Hispanics is in the top 5 of large Hispanic Serving Institutions, but we can do better: our greatest opportunity/imperative in the next three years is to improve our six-year graduation rate.

KEY INITIATIVES & INVESTMENTS *(within 3 years)*
Describe your top <u>three</u> key initiatives for the next three years that will drive improvement in Academic Quality, Operational Efficiency, and Return on Investment.

1) *Graduation Success Initiative (GSI)*: GSI is a comprehensive system for improving retention and graduation rates at FIU. As part of this initiative, FIU hired 65 new faculty, advisors, and academic support staff in 2012-13 funded with tuition differential dollars; and implemented My eAdvisor, an automated tracking tool that provides students and advisors with feedback regarding students' progress on their Major Maps. Our redesign of College Algebra to marry high tech (computer-assisted teaching algebra) with high touch (individualized instruction using Learning Assistants) continued the improvement in pass rate from 33% in 2010-11, to 48% in 2011-12, to 52% in 2012-13. When we required small groups of students to meet with a learning assistant one hour per week in addition to one hour of lecture and three hours in the Math Lab, the pass rate increased to 61%.

2) *Enhancing STEM Success*: We are generating multiple initiatives to advance STEM education. FIU is a lead member of the Mathematics Teacher Education Partnership, a national, APLU-led effort to prepare for implementation of the new national standards for Mathematics. FIU leads the country in the number of students serving as trained learning assistants (LA): 163 students work as LAs with their fellow students to enhance success in STEM fields. FIU launched the STEM Transformation Institute bringing student-centric, research driven curricula to bear across STEM disciplines to enhance the success of our students. We have signed an MOU with Miami-Dade County Public Schools to establish a MAST Academy (STEM focused) magnet school on the Biscayne Bay Campus that will directly interface with our marine and biological scientists. FIU is the leader in Life Sciences South Florida, a consortium of 16 institutions and economic development agencies established to develop South Florida and nurture the nascent cluster of industries in the life sciences.

3) *Preparing Students for the Workforce through Internships:* FIU continues to increase the number of internships available to students to gain practical workforce experience. FIU's Office of Engagement received funding this spring from the Miami Foundation to create a county-wide regional talent development program, in partnership with academic, economic development, non-profit agencies and local industry. This initiative provides internships for students seeking a practical pre-graduation experience from employers. Another new program has just placed eight FIU students in practical internships in major hotels in Macao—a major hotel center serving the huge Chinese market. These students will translate these placements into permanent, higher paying jobs right here in Florida.

KEY PERFORMANCE INDICATORS

The Board of Governors has selected the following Key Performance Indicators from its 2012-2025 System Strategic Plan and from accountability metrics identified by the Florida Legislature. The Key Performance Indicators emphasize three primary areas of focus: **Academic Quality, Operational Efficiency, and Return on Investment**. The indicators address common goals across all universities while also providing flexibility to address institution-specific goals from a list of metrics in the 2012-2025 System Strategic Plan.

The Goals Specific to Research Universities apply only to those universities classified by the Carnegie Foundation for the Advancement of Teaching as being a 'Research University'[1], which includes Florida A&M University (by university request), Florida Atlantic University, Florida International University, Florida State University, University of Central Florida, University of Florida, and the University of South Florida.

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[1] The Carnegie Foundation for the Advancement of Teaching has developed a well-respected system of categorizing postsecondary institutions that includes consideration of each doctorate-granting university's research activities – for more information see link.

KEY PERFORMANCE INDICATORS

Goals Common to All Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
National Ranking for University and Programs					
FIU has developed a five-year enrollment management plan that allows for significant growth in the number of students, advisors and faculty. The faculty growth will be in strategic areas that enhance external funding, faculty awards, and doctoral degree production. These are the primary metrics of national preeminence.					
Avg. SAT Score (for 3 subtests)	-29 points[1]	1699	1704	1710	1720
Avg. High School GPA	.07 points	3.7	3.7	3.75	3.8
Professional/Licensure Exam First-time Pass Rates[2]					
Exams At or Above National/State Benchmark	n/a	3	3	4	5
Exams Below National/State Benchmark	n/a	2	2	1	0
Percent of Undergraduate Seniors Participating in a Research Course	n/a	A system-wide definition will be determined during the Summer of 2013.			
SUBTOTAL OF IMPROVING METRICS	1		1	3	3
Operational Efficiency					
Freshman Retention Rate	-2%	82%	82%	82%	83%
FTIC Graduation Rates					
In 4 years (or less)	4%	23%	23%	24%	25%
In 6 years (or less)	0%	47%	48%	49%	50%
AA Transfer Graduation Rates					
In 2 years (or less)	1%	22%	22%	23%	24%
In 4 years (or less)	-1%	62%	62%	63%	64%
Percent of Bachelor's Degrees Without Excess Hours	-4%	56%	56%	56%	58%
Average Time to Degree (for FTIC)	0.3 yrs	5.5 yrs	5.5 yrs	5.5 yrs	5.4 yrs
SUBTOTAL OF IMPROVING METRICS	3		1	5	7
Return on Investment					
Bachelor's Degrees Awarded	36%	7,238	7,618	8,019	8,884
Percent of Bachelor's Degrees in STEM	-1.5%	16%[3]	16%	16.25%	16.75%
Graduate Degrees Awarded	60%	3,383	3,690	3,987	4,687
Percent of Graduate Degrees in STEM	-7.8%	15%	15%	15.25%	16%
Percent of Baccalaureate Graduates Employed in Florida	-6%[3]	67%[4]	67%	67%	68%
Percent of Baccalaureate Graduates Continuing their Education in Florida	0%[3]	21%[4]	21%	21%	22%
Annual Gifts Received ($M)	40.7%	$ 15.3 M	$ 24.1 M	$ 43.6 M	$ 66 M
Endowment ($M)	44.3%	$ 132.5 M	$ 163.4 M	$ 185.8 M	$ 242.9 M
SUBTOTAL OF IMPROVING METRICS	4		4	6	8
TOTAL OF IMPROVING METRICS	8		6	14	18

Notes: (1) SAT trends are based on 3 years. (2) Professional licensure pass rates are based on the 2011-12 Annual Accountability Report with data that spans multiple time periods. (3) Total degrees have increased by 24% since 2006. (4) Percent of graduates employed and continuing their education is based on 2010-11 data from FETPIP.

KEY PERFORMANCE INDICATORS

Goals Specific to Research Universities

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Academic Quality					
Faculty Awards	67%	5	6	7	9
National Academy Members*	100%	2	2	2	2
Number of Post-Doctoral Appointees	104%	57	55	56	58
Number of Science & Engineering Disciplines Nationally Ranked in Top 100 for Research Expenditures*	n/a	4	4	4	4
SUBTOTAL OF IMPROVING METRICS	3		1	2	2
Operational Efficiency					
To Be Determined		The Board of Governors will work with Universities to develop metrics associated with Operational Efficiencies.			
Return on Investment					
Total Research Expenditures ($M) *(includes non-Science & Engineering disciplines)*	9.3%	$118,058	$120,000	$126,000	$139,133
Science & Engineering Research Expenditures ($M)	-8.0%	$83,639	$85,020	$89,271	$98,576
Science & Engineering R&D Expenditures in Non-Medical/Health Sciences ($M)	-15.41%	$76,895	$78,156	$82,064	$90,618
Percent of Research Expenditures Funded from External Sources	32.4%	71%	66%	66%	66%
Patents Issued	100%	1	1	3	8
Licenses/Options Executed	0%	0	1	3	10
Licensing Income Received ($M)	9%	$0.06	$0.04	$0.05	$0.15
Number of Start-up Companies	0%	0	1	2	4
National Rank is Higher than Predicted by the Financial Resources Ranking *(based on U.S. News & World Report)*	n/a	Nat. Rank & Fin. Rank	n/a	n/a	n/a
Research Doctoral Degrees Awarded	51%	151	155	166	180
Professional Doctoral Degrees Awarded	167%	230	251	290	423
SUBTOTAL OF IMPROVING METRICS	6		7	9	9
TOTAL OF IMPROVING METRICS	9		8	11	11

Note: An asterisk (*) indicates that 2010-11 is the latest data available for these metrics.

KEY PERFORMANCE INDICATORS

Institution Specific Goals

Each university will select three metric goals from the following list of metrics included in the 2012-2025 System Strategic Plan:

Freshmen in Top 10% of Graduating High School Class	Bachelor's Degrees in Areas of Strategic Emphasis
Percentage of Eligible Programs with Specialized Accreditation	Graduate Degrees in Areas of Strategic Emphasis
Bachelor's Degrees Awarded to Minorities	Number of Faculty Designated a Highly Cited Scholar
Number of Adult (age 25+) Undergraduates Enrolled	Seek and/or Maintain Carnegie's Community Engagement Classification (narrative goal)
Percent of Course Sections Offered via Distance and Blended Learning	Percentage of Students Participating in Identified Community and Business Engagement Activities
	Enrollment in Professional Training and Continuing Education Courses

	5 YEAR TREND (2006-07 to 2011-12)	2011-12 ACTUAL	2012-13 ESTIMATES	2013-14 GOALS	3 YEAR GOALS (2015-16)
Metric #1 Bachelor's Degrees Awarded to Minorities	41%	5,688	6,021	6,372	7,139
Metric #2 Bachelor's Degrees in Areas of Strategic Emphasis	32%	3,040	3,183	3,333	3,655
Metric #3 Graduate Degrees in Areas of Strategic Emphasis	37%	1,336	1,409	1,485	1,652

To further distinguish the university's distinctive mission, the university may choose to provide two additional narrative and metric goals that are based on the university's own strategic plan.

Goal 1. *The 2010-15 Worlds Ahead Strategic Plan encourages interdisciplinary teaching, advanced pedagogical approaches in the classroom, and expanded state-of-the-art online learning. Therefore, FIU plans to increase fully online student credit hours offered to 20% by year 2015. This will bring technology innovation to the classroom and provide current and prospective students additional access to higher education.*

Metric: Increase Percentage of Student Credit Hours Offered Fully Online	11%	19.3%	20%	20.5%	22%

Goal 2. *The Strategic plan calls for increasing the percentage of full-time students at the lower, upper, GRAD 1 and GRAD 2 levels by 2 percent for year 2015. This goal is a building block in the University's effort to increase its graduation rate. The expectation is that increasing full-time enrollment as well as expanding student-support services will have a positive correlation with the number of students who complete their degrees within six years.*

Metric: Gradual Shift to a Higher Percentage of Full-time Students	2%	65%	65.5%	66%	67%

OPERATIONS

FISCAL INFORMATION

University Revenues *(in Millions of Dollars)*

	2008-09 Actual	2009-10 Actual	2010-11 Actual	2011-12 Actual	2012-13 Forecast	2013-14 Appropriations
Education & General – Main Operations						
State Funds	$ 215.6	$ 196.0	$ 202.5	$ 168.8	$ 146.4	$ 183.1
Tuition	$ 133.6	$ 138.4	$ 165.2	$ 185.0	$ 208.2	n/a
TOTAL MAIN OPERATIONS	$ 349.2	$ 334.4	$ 367.7	$ 353.8	$ 354.6	n/a
Education & General – Health-Science Center / Medical Schools						
State Funds	$ 11.5	$ 22.3	$ 26.1	$ 26.3	$ 26.9	$ 30.1
Tuition	$ 0	$ 1.2	$ 2.5	$ 5.4	$ 10.0	n/a
TOTAL HSC	$ 11.5	$ 23.5	$ 28.6	$ 31.7	$ 36.9	n/a
Education & General – Institute of Food & Agricultural Sciences (IFAS)						
State Funds	n/a	n/a	n/a	n/a	n/a	n/a
Tuition	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL IFAS	n/a	n/a	n/a	n/a	n/a	n/a
EDUCATION & GENERAL TOTAL REVENUES	$ 360.7	$ 357.9	$ 396.2	$ 385.5	$ 391.5	n/a

Note: State funds include General Revenue funds, Lottery funds, Federal Stimulus funds, and Phosphate Research funds (for Polytechnic) appropriated by the Florida Legislature (as reported in the Annual Accountability Report). Actual tuition includes base tuition and tuition differential fee revenues for resident and non-resident undergraduate and graduate students net of waivers (as reported in the Annual Accountability Report). Actual tuition revenues are not yet available for the 2013-14 year.

OTHER BUDGET ENTITIES

Auxiliary Enterprises
Resources associated with auxiliary units that are self supporting through fees, payments and charges. Examples include housing, food services, bookstores, parking services, health centers.

Revenues	$ 108.9	$ 148.4	$ 163.4	$ 171.6	$ 178.6	n/a

Contracts & Grants
Resources received from federal, state or private sources for the purposes of conducting research and public service activities.

Revenues	$ 80.8	$ 88.9	$ 91.2	$ 94.2	$ 99.4	n/a

Local Funds
Resources associated with student activity (supported by the student activity fee), student financial aid, concessions, intercollegiate athletics, technology fee, green fee, and student life & services fee.

Revenues	$ 108.1	$ 135.3	$ 175.8	$ 186.4	$ 192.4	n/a

Faculty Practice Plans
Revenues/receipts are funds generated from faculty practice plan activities.

Revenues	$ 0	$ 0.01	$ 0.02	$ 0.32	$ 1.43	n/a
OTHER BUDGET ENTITY TOTAL REVENUES	$ 297.8	$ 372.6	$ 430.4	$ 452.5	$ 471.8	n/a
UNIVERSITY REVENUES GRAND TOTAL	$ 658.5	$ 730.5	$ 826.7	$ 838.0	$ 863.3	n/a

FISCAL INFORMATION (continued)

Undergraduate Resident Tuition Summary *(for 30 credit hours)*

	FY 2011-12 ACTUAL	FY 2012-13 ACTUAL	FY 2013-14 REQUEST	FY 2014-15 PLANNED	FY 2015-16 PLANNED
Base Tuition	$3,100	$3,100	$3,100	$3,100	$3,100
Tuition Differential Fee	$960	$1,569	$1,569	$1,569	$1,569
Percent Increase	15%	15%	0%	0%	0%
Required Fees[1]	$1,616	$1,746	$1,827	$1,887	$1,934
TOTAL TUITION AND FEES	$5,675	$6,414	$6,495	$6,555	$6,602

Note 1: For more information regarding required fees see list of per credit hour fees and block fees on page 16.

Student Debt Summary

	2008-09 ACTUAL	2009-10 ACTUAL	2010-11 ACTUAL	2011-12 ACTUAL	2012-13 ESTIMATE
Percent of Bachelor's Recipients with Debt	39%	45.16%	46.86%	45.88%	48.29%
Average Amount of Debt *for Bachelor's who have graduated with debt*	$14,901	$15,985	$17,256	$17,705	$17,339
Student Loan Cohort Default Rate (2nd Year)	4.8%	5.8%	6.5%	n/a	n/a
Student Loan Cohort Default Rate (3rd Year)	n/a	9.7%	n/a	n/a	n/a

Note: Student Loan cohort default data includes undergraduate and graduate students. Average Amount of Debt includes parent loans.

Cost of Attendance *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

	TUITION & FEES	BOOKS & SUPPLIES	ROOM & BOARD	TRANSPORTATION	OTHER EXPENSES	TOTAL
ON-CAMPUS	$6,417	$1,220	$11,330	$2,000	$2,380	$23,347
AT HOME	$6,417	$1,220	$3,692	$2,808	$2,212	$16,349

Estimated Net Cost by Family Income *(for Full-Time Undergraduate Florida Residents in the Fall and Spring of 2012-13)*

FAMILY INCOME GROUPS	FULL-TIME RESIDENT UNDERGRADUATES HEADCOUNT	PERCENT		AVG. NET COST OF ATTENDANCE	AVG. NET TUITION & FEES	AVERAGE GIFT AID AMOUNT	AVERAGE LOAN AMOUNT
Below $40,000	9,012	53%		$12,992	-$953	$7,362	$3,737
$40,000-$59,999	1,720	10%		$15,289	$1,919	$4,335	$3,443
$60,000-$79,999	1,080	6%		$15,988	$2,826	$3,234	$3,341
$80,000-$99,999	831	5%		$16,261	$3,318	$2,731	$3,143
$100,000 Above	2,134	12%		$16,220	$3,314	$2,564	$2,172
Missing	2,346	14%		n/a	$5,861	$0.00	$0.00
TOTAL	17,123	100%	AVERAGE	$14,129	$1,247	$5,755	$3,414

Notes: This data only represents Fall and Spring financial aid data and is accurate as of March 31, 2013. Please note that small changes to Spring 2013 awards are possible before the data is finalized. **Family Income Groups** are based on the Total Family Income (including untaxed income) as reported on student FAFSA records. **Full-time Students** is a headcount based on at least 24 credit hours during Fall and Spring terms. **Average Gift Aid** includes all grants and scholarships from Federal, State, University and other private sources administered by the Financial Aid Office. Student waivers are also included in the Gift Aid amount. Gift Aid does not include the parental contribution towards EFC. **Net Cost of Attendance** is the actual average of the total Costs of Attendance (which will vary by income group due to the diversity of students living on- & off- campus) *minus* the average Gift Aid amount. **Net Tuition & Fees** is the actual average of the total costs of tuition and fees (which will vary by income group due to the amount of credit hours students are enrolled) *minus* the average Gift Aid amount (see page 16 for list of fees that are included). **Average Loan Amount** includes Federal (Perkins, Stafford, Ford Direct, and PLUS loans) and all private loans. The bottom-line **Average** represents the average of all full-time undergraduate Florida residents.

FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL SUPPLEMENTAL INFORMATION

Provide the following information for the 2012-13 academic year.

2012-2013 - 70% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
Undergraduate Faculty Hires	Continue to improve quality of instruction and minimize impact of budget reduction to course offerings and maintain enrollments.
Undergraduate Student Advisors	Continue to improve advisor to student ratios
Undergraduate Scholarly Journals and Database	Continue to maintain subscriptions and offset increased costs
Undergraduate Academic Support	Continue to improve writing center, resources for disabled students and security.
Additional Detail, where applicable:	
Total Number of Faculty Hired or Retained (funded by tuition differential):	274
Total Number of Advisors Hired or Retained (funded by tuition differential):	48
Total Number of Course Sections Added or Saved (funded by tuition differential):	1,456
2012-2013 - 30% Initiatives (list the initiatives provided in the 2012-13 tuition differential request)	University Update on Each Initiative
FIU Tuition Differential Grants	Continue to provide aid to the neediest undergraduate students with Estimated Family Contribution = 0
Additional Information (estimates as of April 30, 2013):	
Unduplicated Count of Students Receiving at least one Tuition Differential-Funded Award:	6,938
$ Mean (per student receiving an award) of Tuition Differential-Funded Awards:	$791
$ Minimum (per student receiving an award) of Tuition Differential-Funded Awards:	$96.82
$ Maximum (per student receiving an award) of Tuition Differential-Funded Awards:	$6,350

FISCAL INFORMATION (continued)
TUITION DIFFERENTIAL COLLECTIONS, EXPENDITURES,
& AVAILABLE BALANCES - FISCAL YEAR 2012-13 AND 2013-14

University Tuition Differential	Estimated Actual* 2012-13	Estimated 2013-14
Budget Entity: 48900100 (Educational & General)		
SF/Fund: 2 164xxx (Student and Other Fees Trust Fund)		
FTE Positions:		
Faculty	175.2	175.2
Advisors	48.0	55.0
Staff	75.1	73.1
Total FTE Positions:	298.3	303.3
Balance Forward from Prior Periods		
Balance Forward	$ 372,327	$ 342,885
Less: Prior-Year Encumbrances	-	-
Beginning Balance Available:	$ 372,327	$ 342,885
Receipts / Revenues		
Tuition Differential Collections	$ 41,590,650	40,525,026
Interest Revenue - Current Year	$ -	-
Interest Revenue - From Carryforward Balance	$ -	-
Total Receipts / Revenues:	$ 41,590,650	$ 40,525,026
Expenditures		
Salaries & Benefits	$ 22,356,573	$ 22,669,619
Other Personal Services	$ 2,085,119	$ 1,176,364
Expenses	$ 1,870,522	$ 1,753,398
Operating Capital Outlay	$ 2,166,033	$ 2,448,666
Student Financial Assistance	$ 13,141,846	$ 12,819,866
Expended From Carryforward Balance	$ -	-
**Other Category Expenditures	$ -	-
Total Expenditures:	$ 41,620,093	$ 40,867,912
Ending Balance Available:	$ 342,885	$ (1)

*Since the 2012-13 year has not been completed, provide an estimated actual.
**Provide details for "Other Categories" used.

FISCAL INFORMATION (continued)
UNIVERSITY TUITION, FEES AND HOUSING PROJECTIONS

Undergraduate Students	------------------Actual----------------			--------------------Projected------------------			
	2010-11	**2011-12**	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**
Tuition:							
Base Tuition - (0% inc. for 2013-14 to 2016-17)	$95.67	$103.32	$103.32	$103.32	$103.32	$103.32	$103.32
Tuition Differential (no more than 15%)	$22.00	$32.00	$52.29	$52.29	$52.29	$52.29	$52.29
Total Base Tuition & Differential per Credit Hour	$117.67	$135.32	$155.62	$155.62	$155.61	$155.61	$155.61
% Change		15.0%	15.0%	0.0%	0.0%	0.0%	0.0%
Fees (per credit hour):							
Student Financial Aid[1]	$4.78	$5.16	$5.16	$5.16	$5.16	$5.16	$5.16
Capital Improvement[2]	$4.76	$4.76	$6.76	$8.76	$8.76	$8.76	$8.76
Activity & Service	$11.60	$11.60	$12.87	$12.87	$12.87	$14.44	$14.44
Health							
Athletic	$14.51	$15.56	$16.10	$16.10	$18.09	$18.09	$18.09
Transportation Access							
Technology[1]	$4.78	$5.16	$5.16	$5.16	$5.16	$5.16	$5.16
Green Fee (USF, NCF, UWF only)							
Student Life & Services Fee (UNF only)							
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Fees	$40.43	$42.24	$46.05	$48.05	$50.04	$51.61	$51.61
Total Tuition and Fees per Credit Hour	$158.10	$177.56	$201.67	$203.67	$205.65	$207.22	$207.22
% Change		12.3%	13.6%	1.0%	1.0%	0.8%	0.0%
Fees (block per term):							
Activity & Service							
Health	$83.19	$83.19	$83.19	$93.69	$93.69	$93.69	$93.69
Athletic	$10.00	$10.00	$10.00	$10.00	$10.00	$10.00	$10.00
Transportation Access	$81.00	$81.00	$88.94	$89.00	$89.00	$89.00	$89.00
Marshall Center Fee (USF only)							
Student Affairs Facility Use Fee (FSU only)							
List any new fee proposed							
Total Block Fees per term	$174.19	$174.19	$182.13	$192.69	$192.69	$192.69	$192.69
% Change		0.0%	4.6%	5.8%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	$3,530.07	$4,059.58	$4,668.52	$4,668.52	$4,668.41	$4,668.41	$4,668.41
Total Fees for 30 Credit Hours	$1,561.28	$1,615.58	$1,745.76	$1,826.88	$1,886.58	$1,933.68	$1,933.68
Total Tuition and Fees for 30 Credit Hours	$5,091.35	$5,675.16	$6,414.28	$6,495.40	$6,554.99	$6,602.09	$6,602.09
$ Change		$583.81	$739.12	$81.12	$59.59	$47.10	$0.00
% Change		11.5%	13.0%	1.3%	0.9%	0.7%	0.0%
Out-of-State Fees							
Out-of-State Undergraduate Fee	$393.62	$393.62	$393.62	$393.62	$393.62	$393.62	$393.62
Out-of-State Undergraduate Student Financial Aid[3]	$19.68	$19.68	$19.68	$19.68	$19.68	$19.68	$19.68
Total per credit hour	$413.30	$413.30	$413.30	$413.30	$413.30	$413.30	$413.30
% Change		0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total Tuition for 30 Credit Hours	$15,338.67	$15,868.18	$16,477.12	$16,477.12	$16,477.01	$16,477.01	$16,477.01
Total Fees for 30 Credit Hours	$2,151.68	$2,206.01	$2,336.19	$2,417.31	$2,477.01	$2,524.11	$2,524.11
Total Tuition and Fees for 30 Credit Hours	$17,490.35	$18,074.19	$18,813.31	$18,894.43	$18,954.02	$19,001.12	$19,001.12
$ Change		$583.84	$739.12	$81.12	$59.59	$47.10	$0.00
% Change		3.3%	4.1%	0.4%	0.3%	0.2%	0.0%
Housing/Dining[4]	$9,983.97	$10,123.97	$10,303.97	$10,662.64	$10,965.81	$11,278.08	$11,397.05
$ Change		$140.00	$180.00	$358.67	$303.17	$312.27	$118.97
% Change		1.4%	1.8%	3.5%	2.8%	2.8%	1.1%

ENROLLMENT PLANNING

Planned Growth by Student Type *(for all E&G students at all campuses)*

	5 YEAR TREND *(2006-07 to 2011-12)*	2011-12 ACTUAL HEADCOUNT		2013-14 PLANNED HEADCOUNT		2014-15 PLANNED HEADCOUNT		2015-16 PLANNED HEADCOUNT	
UNDERGRADUATE									
FTIC (Regular Admit)	-4.0%	15,640	44.7%	15,458	43.7%	15,615	43.7%	15,773	43.7%
FTIC (Profile Admit)	-60.4%	166	0.5%	166	0.5%	167	0.5%	169	0.5%
AA Transfers*	59.4%	14,407	41.2%	14,858	42.0%	15,004	42.0%	15,151	42.0%
Other Transfers	15.8%	4,758	13.6%	4,861	13.8%	4,910	13.8%	4,958	13.8%
Subtotal	**17.1%**	**34,971**	**100%**	**35,343**	**100%**	**35,696**	**100%**	**36,051**	**100%**
GRADUATE STUDENTS									
Master's	9.1%	6,240	76.8%	6,463	76.8%	6,528	76.8%	6,593	76.8%
Research Doctoral	24.1%	1,182	14.6%	1,212	14.4%	1,290	15.2%	1,308	15.2%
Professional Doctoral	47.5%	701	8.6%	743	8.8%	684	8.0%	687	8.0%
Subtotal	**13.6%**	**8,123**	**100%**	**8,418**	**100%**	8,502	100%	8,588	100%
NOT-DEGREE SEEKING	**192.1%**	**4,705**		**5,879**		5,891		5,903	
MEDICAL	**n/a**	**167**		**360**		440		480	
TOTAL	**24.2%**	**47,966**		**50,000**		**50,529**		**51,022**	

Note*: AA transfers refer only to transfers from the Florida College System.

Planned Growth by Method of Instruction *(for all E&G students at all campuses)*

	5 YEAR TREND *(2006-07 to 2011-12)*	2011-12 ACTUAL FTE	% of TOTAL	2013-14 PLANNED FTE	% of TOTAL	2014-15 PLANNED FTE	% of TOTAL	2015-16 PLANNED FTE	% of TOTAL
UNDERGRADUATE									
DISTANCE (>80%)	167.2%	4,923	*20.3%*	4,761	*19.3%*	5,271	*21.1%*	5,789	*23.0%*
HYBRID (50%-79%)	-47.4%	348	*1.4%*	332	*1.3%*	224	*0.9%*	113	*0.4%*
TRADITIONAL (<50%)	4.0%	19,014	*78.3%*	19,589	*79.4%*	19,452	*78.0%*	19,307	*76.6%*
TOTAL	**16.9%**	**24,285**	**100%**	**24,682**	**100%**	**24,947**	**100%**	**25,209**	**100%**
GRADUATE									
DISTANCE (80%)	237.8%	449	*9.6%*	414	*8.4%*	454	*9.2%*	496	*10.0%*
HYBRID (50%-79%)	14.9%	39	*0.8%*	43	*0.9%*	29	*0.6%*	15	*0.3%*
TRADITIONAL (<50%)	14.1%	4,175	*89.6%*	4,464	*90.7%*	4,460	*90.2%*	4,455	*89.7%*
TOTAL	**21.9%**	**4,663**	**100%**	**4,921**	**100%**	**4,943**	**100%**	**4,966**	**100%**

Note: Full-time Equivalent (FTE) student is a measure of instructional effort (and student activity) that is based on the number of credit hours for which students enroll. FTE is based on the Florida definition, which divides undergraduate credit hours by 40 and graduate credit hours by 32. **Distance Learning** is a course in which at least 80 percent of the direct instruction of the course is delivered using some form of technology when the student and instructor are separated by time or space, or both (per 1009.24(17), *F.S.*). **Hybrid** is a course where 50% to 79% of the instruction is delivered using some form of technology, when the student and instructor are separated by time or space, or both (per SUDS data element 2052). **Traditional (and Technology Enhanced)** refers to primarily face-to-face instruction utilizing some form of technology for delivery of supplemental course materials for *no more* than 49% of instruction (per SUDS data element 2052).

ENROLLMENT PLANNING (continued)

Statutorily Required Enrollment Plan *(Based on State-Fundable Florida FTE)*

	Funded 2012-13	Estimated Actual 2012-13	Funded 2013-14	1st Year Estimated 2013-14	2nd Year Planned 2014-15	3rd Year Planned 2015-16	4th Year Planned 2016-17	5th Year Planned 2017-18	5-Year Projected Average Annual Growth Rate
Florida Resident									
LOWER	7,860	8,929	7,860	9,297	9,381	9,467	9,553	9,640	1.5%
UPPER	11,682	14,111	11,682	14,354	14,497	14,642	14,788	14,936	1.1%
GRAD I	2,588	2,491	2,588	2,524	2,549	2,574	2,600	2,626	1.1%
GRAD II	818	939	818	981	991	998	1,005	1,012	1.5%
TOTAL	22,948	26,470	22,948	27,156	27,418	27,681	27,946	28,214	1.3%
Non- Resident									
LOWER	n/a	564	n/a	587	593	598	604	609	1.5%
UPPER	n/a	783	n/a	796	804	812	820	828	1.1%
GRAD I	n/a	588	n/a	595	601	607	614	620	1.1%
GRAD II	n/a	448	n/a	469	474	477	480	483	1.5%
TOTAL	2,138	2,383	2,138	2,447	2,472	2,494	2,518	2,540	1.3%
TOTAL									
LOWER	n/a	9,493	n/a	9,884	9,974	10,065	10,157	10,249	1.5%
UPPER	n/a	14,894	n/a	15,150	15,301	15,454	15,608	15,764	1.1%
GRAD I	n/a	3,079	n/a	3,119	3,150	3,181	3,214	3,246	1.1%
GRAD II	n/a	1,387	n/a	1,450	1,465	1,475	1,485	1,495	1.5%
TOTAL	25,086	28,853	25,086	29,603	29,890	30,175	30,464	30,754	1.3%
TOTAL (US FTE)	33,448	38,471	33,448	39,471	39,853	40,233	40,619	41,005	1.3%

Medical Student Headcounts *(FTE does not apply)*

Medical Doctorate									
FLORIDA RESIDENT	248	239	248	320	385	420	420	420	11.9%
NON-RESIDENT	32	42	32	40	55	60	60	60	7.4%
TOTAL	280	281	280	360	440	480	480	480	11.3%
Dentistry									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Veterinary									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Pharmacy									
FLORIDA RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
NON-RESIDENT	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
TOTAL	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

ACADEMIC PROGRAM COORDINATION

New Programs To Be Considered by University in 2013-14 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Anthropology (BA)	45.0201	GLOBAL	FAU, FGCU, FSU, UF, UCF, USF, UNF		100	2013
Interdisciplinary Studies (BA)	30.0000		UCF, UNF		300	2013
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
DOCTORAL PROGRAMS						

New Programs To Be Considered by University in 2014-16 for Implementation

PROGRAM TITLES	CIP CODE 6-digit	AREA OF STRATEGIC EMPHASIS	OTHER UNIVERSITIES WITH SAME PROGRAM	OFFERED VIA DISTANCE LEARNING IN SYSTEM	PROJECTED ENROLLMENT *in 5th year*	PROPOSED DATE OF SUBMISSION TO UBOT
BACHELOR'S PROGRAMS						
Biochemistry	26.0202	STEM	FSU		15	2015
Latin American Studies	05.0107	GLOBAL	UCF		40	2014
MASTER'S, SPECIALIST AND OTHER ADVANCED MASTER'S PROGRAMS						
Physician Assistant	51.0912	HEALTH	UF		30	2014
Medical Physics (PSM)	51.2202	STEM	FAU		24	2014
Forensic Science (PSM)	43.0106	SECURITY	UF*, UCF*		50	2014
Environmental Policy & Management (PSM)	03.0103	STEM	FGCU*		32	2014
Bioethics	51.3201		USF		25	2014
DOCTORAL PROGRAMS						
International Crime and Justice	43.0104	SECURITY	FSU		35	2014
Linguistics	16.0102	GLOBAL	UF		15	2014
Mathematical Science	27.0101	STEM	UF, FSU, FAU, USF		24	2015
Creative Writing	23.1302				25	2015

*Offers a master of science.

KEY PERFORMANCE INDICATOR DEFINITIONS

Goals Common to All Universities	
Academic Quality	
National Ranking for University and Program(s)	Describe plans for increasing national preeminence of University and select programs.
Avg. SAT Score (for 3 subtests)	The average SAT score for all three subtests (reading, mathematics and writing) for Admitted & Registered FTIC (B,E) students (Fall only).
Avg. HS GPA	The average HS GPA for Admitted & Registered FTIC and early admit (B,E) students. Max score is 5.0.

Professional/Licensure Exam First-time Pass Rates
    Exams Above National/State Benchmark
    Exams Below National/State Benchmark
	The number of exams with first-time pass rates above and below the national or state average, as reported in the 2011-12 Accountability report, including: Nursing, Law, Medicine (3 subtests), Veterinary, Pharmacy, Dental (2 subtests), Physical Therapy, and Occupational Therapy.

Percent of Undergraduate Seniors Participating in a Research Course	This metric represents the percentage of seniors who enrolled in a Research course during their last year. Board staff will work with University officials during the summer of 2013 to determine a system-wide definition of 'a research course'.
Operational Efficiency	
Freshman Retention Rate	The percentage of a full-time, first-time-in-college (FTIC) undergraduate cohort (entering in fall term or summer continuing to fall) that is still enrolled or has graduated from the same institution in the following fall term as reported in the 2011-12 Accountability report (table 4B) – see link.

FTIC Graduation Rates
    In 4 years (or less)
    In 6 years (or less)
	As reported in the 2011-12 Accountability report (table 4D), First-time-in-college (FTIC) cohort is defined as undergraduates entering in fall term (or summer continuing to fall) with fewer than 12 hours earned since high school graduation. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the fourth or sixth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.

AA Transfer Graduation Rates
    In 2 years (or less)
    In 4 years (or less)
	As reported in the 2011-12 Accountability report (table 4E), AA Transfer cohort is defined as undergraduates entering in the fall term (or summer continuing to fall) and having earned an AA degree from an institution in the Florida College System. The rate is the percentage of the initial cohort that has either graduated from or is still enrolled in the same institution by the second or fourth academic year. Both full-time and part-time students are used in the calculation. The initial cohort is revised to remove students, who have allowable exclusions as defined by IPEDS, from the cohort.

Percent of Bachelor's Degrees Without Excess Hours	As reported in the 2011-12 Accountability report (table 4J), the percentage of baccalaureate degrees awarded within 110% of the hours required for a degree. This metric computes total academic credit (minus exemptions per 1009.286, *F.S.*) as a percentage of catalog hours required for the students major.
Average Time to Degree (for FTIC)	This metric is the number of years between the start date (using date of most recent admission) and the end date (using the last month in the term degree was granted) for a graduating class of first-time, single-major baccalaureates in 120 credit hour programs within a (Summer, Fall, Spring) year.

Return on Investment	
Bachelor's Degrees Awarded	This is a count of baccalaureate degrees awarded as reported in the 2011-12 Accountability Report (table 4G) – see link.
Percent of Bachelor's Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 4H) – see link.
Graduate Degrees Awarded	This is a count of graduate degrees awarded as reported in the 2011-12 Accountability Report (table 5B) – see link.
Percent of Graduate Degrees in STEM	The percentage of baccalaureate degrees that are classified as STEM by the Board of Governors in the SUS program inventory as reported in the 2011-12 Accountability Report (table 5C) – see link.
Percent of Baccalaureate Graduates Employed in Florida	This is the percentage of baccalaureate graduates with valid social security numbers that are employed in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see link.
Percent of Baccalaureate Graduates Continuing their Education (in FL)	This is the percentage of baccalaureate graduates with valid social security numbers that are continuing their education in Florida during the Oct-Dec fiscal quarter based on FETPIP data – see link.
Annual Gifts Received ($M)	As reported in the Council for Aid to Education's Voluntary Support of Education (VSE) survey in the section entitled "Gift Income Summary," this is the sum of the present value of all gifts (including outright and deferred gifts) received for any purpose and from all sources during the fiscal year, excluding pledges and bequests. (There's a deferred gift calculator at www.cae.org/vse.) The present value of non-cash gifts is defined as the tax deduction to the donor as allowed by the IRS.
Endowment ($M)	Endowment value at the end of the fiscal year, as reported in the annual NACUBO Endowment Study (changed to the NACUBO-Common Fund Study of Endowments in 2009).
Goals Specific to Research Universities	
Academic Quality	
Faculty Awards	Awards include: American Council of Learned Societies (ACLS) Fellows, Beckman Young Investigators, Burroughs Wellcome Fund Career Awards, Cottrell Scholars, Fulbright American Scholars, Getty Scholars in Residence, Guggenheim Fellows, Howard Hughes Medical Institute Investigators, Lasker Medical Research Awards, MacArthur Foundation Fellows, Andrew W. Mellon Foundation Distinguished Achievement Awards, National Endowment for the Humanities (NEH) Fellows, National Humanities Center Fellows, National Institutes of Health (NIH) MERIT, National Medal of Science and National Medal of Technology, NSF CAREER awards (excluding those who are also PECASE winners), Newberry Library Long-term Fellows, Pew Scholars in Biomedicine, Presidential Early Career Awards for Scientists and Engineers (PECASE), Robert Wood Johnson Policy Fellows, Searle Scholars, Sloan Research Fellows, Woodrow Wilson Fellows. As reported by the Top American Research Universities – see link.
National Academy Members	The number of National Academy members included in the National Academy of Sciences, National Academy of Engineering, and the Institute of Medicine. As reported by the Top American Research Universities – see link.
Number of Post-Doctoral appointees	As submitted to the National Science Foundation Survey of Graduate Students and Post-doctorates in Science & Engineering (also known as the GSS) – see link.

Number of Science & Engineering Disciplines nationally ranked in Top 100 for research expenditures	The number of Science & Engineering disciplines the university ranks in the top 100 (for public and private universities) based on the National Science Foundation's annual survey for R&D expenditures, which identifies 8 broad disciplines within Science & Engineering (Computer Science, Engineering, Environmental Science, Life Science, Mathematical Sciences, Physical Sciences, Psychology, and Social Sciences). Historically NSF provided these rankings (see tables 45-61 at link), but now data must be queried via WebCASPAR – see link.
Return on Investment	
Total Research Expenditures ($M)	Total expenditures for all research activities (including non-science and engineering activities) as reported on the NSF annual survey and the 2011-12 Accountability Report – see link.
Science & Engineering Research Expenditures in non-medical/health sciences	This metric reports the Science & Engineering total R&D expenditures minus the research expenditures for medical sciences as reported by the National Science Foundation. Historically NSF provided these data (see link, table 36 *minus* table 52), but now data must be queried via WebCASPAR – see link.
Percent of R&D Expenditures funded from External Sources	The percentage of total R&D expenditures that come from Federal, Private Industry and Other sources (does not include State or Institutional funds) as reported in the 2011-12 Accountability Report (table 6A) – see link.
Patents Issued	The number of patents issued in the fiscal year as reported in the 2011-12 Accountability Report (table 6A) – see link.
Licenses/Options Executed	Licenses/options executed in the fiscal year for all technologies as reported in the 2011-12 Accountability Report (table 6A) – see link.
Licensing Income Received ($M)	License issue fees, payments under options, annual minimums, running royalties, termination payments, amount of equity received when cashed-in, and software and biological material end-user license fees of $1,000 or more, but not research funding, patent expense reimbursement, valuation of equity not cashed-in, software and biological material end-user license fees of less than $1,000, or trademark licensing royalties from university insignia. Data as reported in the 2011-12 Accountability Report (table 6A) – see link.
Number of Start-up Companies	The number of start-up companies that were dependent upon the licensing of University technology for initiation as reported in the 2011-12 Accountability Report (table 6A) – see link.
National rank is higher than predicted by Financial Resources Ranking *based on US News & World Report*	This metric compares the overall national university ranking to the financial resources rank as reported by the US News and World report.
Research Doctoral Degrees Awarded	The number of research doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see link
Professional Doctoral Degrees Awarded	The number of professional doctoral degrees awarded annually as reported in the 2011-12 Accountability Report (table 5B) – see link

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 5, 2013

Subject: Foundation Report

Proposed Committee Action:
None. Discussion Item.

Background information:
Carlos B. Castillo, FIU Foundation, Inc. Board of Directors Liaison will report on the activities of the Foundation Board since the last meeting of the Board of Trustees Academic Policy and Student Affairs Committee.

Supporting Documentation: N/A

Facilitator/Presenter: Carlos B. Castillo, *FIU Foundation Board of Directors*

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 5, 2013

Subject: Academic Affairs Reports

Proposed Committee Action:
None. Information/Discussion only.

Background Information:

The Enrollment Services Report provides an update on University enrollment figures and financial aid. The Graduate Education Report presents trends in enrollment, doctoral degree production, and graduate assistantships, and it summarizes findings for academic year 2012-13. The Undergraduate Education Report focuses on the new teaching and learning model which is called the Mastery Math Program, a high tech and high touch initiative involving computer- and peer-assisted instructional techniques.

Supporting Documentation: Enrollment Services Report

Graduate Education Report

Undergraduate Education Report

Facilitator/Presenter: Luisa M. Havens

Lakshmi N. Reddi

Douglas L. Robertson

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ENROLLMENT SERVICES REPORT

I. University Enrollment

As of 1st May, 47,838 students have enrolled in courses for the spring 2013 term. This represents a 2% increase as compared to spring 2012 enrollment of 46,814. In addition, the FTEs have increased by 1%, from 11,454 FTEs in spring 2012 to 11,556 in spring 2013**.**

By the end of fall 2012, the FTE total was 17,550 (5,315 for summer 2012 and 12,235 for fall 2012). That is an increase of 0.3% when compared with the total by the end of fall 2011.

II. New FTIC and Transfer Enrollment

For the academic year 2012-13, offers to first-time-in-college (FTIC) students decreased from 10,902, to 10,305 or (-5.48%) over the same time period a year ago. In addition, offers to transfer students decreased slightly by 1.51%.

Description	Admission Offers (Academic Year Date Comparison as of February 21, 2012)	Admission Offers (Academic Year Date Comparison as of February 22, 2013)	% Change
	2011-12	**2012-13**	**Point-in-Time Comparison**
FTICs	10,902	10,305	-5.48%
Transfers	12,704	12,512	-1.51%
Total	23,606	22,817	-3.34%

Source: State University System (SUS) Board of Govenors (BOG) Admissions Submitted Files

The decrease in the number of offers to FTICs for the 2012-2013 year can be arguably attributed to the raising of the state minimum requirements of the SAT/ACT for SUS institutions. Prior to that year students needed a minimum 440 score in Critical Reading and Mathematics of the SAT (18 ACT). The new requirement raises that minimum score to 460 (19 ACT) in both areas. The writing SAT minimum score was not changed.

Specific to spring 2013, 244 new first-time-in-college students, and 2495 new transfer students enrolled in courses. We saw a 26.42 % increase in FTICs in the spring 2013 term over spring 2012, and a -0.16 % decrease in transfer students compared to a year ago. The entering FTIC students had a high school mean GPA of 3.66 and a SAT mean of 1579 (three components). The State of Florida average SAT score was 1466* (three components) and for Miami-Dade County was 1427 (three components).

New Student Headcounts	Spring 2012	Spring 2013	% Change
FTICs	193	244	26.42%
Transfers	2499	2495	-0.16%
Total New Students	2692	2739	1.75%

Source: State University System (SUS) Board of Governor's (BOG) Admissions Submitted Files
*& *College Board Reports 2012*

For the academic year 2012-13, the number of newly enrolled FTICs decreased 2.03 % to 4,632, compared to 4,728 new FTICs last year. The number of new transfer students is down 3.34% (-277) compared to this time last year.

Description	Headcount (Academic Year Date Comparison as of February 21, 2012)	Headcount (Academic Year Date Comparison as of February 22, 2013)	% Change	Projected total
	2011-12	2012-13	Point-in-Time	2012-13
FTICs	4,728	4,632	-2.03%	4,715
Transfers	8,287	8,010	-3.34%	8,209
Total	13,015	12,642	-2.87%	12,924

Source: State University System (SUS) Board of Govenors (BOG) Admissions Submitted Files

Looking Forward: 2013-14

Description	Admission Offers (Academic Year Date Comparison as of May 7, 2012)	Admission Offers (Academic Year Date Comparison as of May 6, 2013)	% Change
	2012-13	2013-14	Point-in-Time Comparison
FTICs	9,514	10,203	7.24%
Transfers	4,792	4,689	-2.15%
Total	14,306	14,892	4.10%

Source: Admissions Weekly Report "Academic Year Date Comparison"

Point-in-Time comparisons of admissions offers for next academic year show an increase in the number of offers to FTIC of 7.24% and a decrease of offers to transfer students of -2.15%. Overall admission offers for the 2013-2014 year are higher by 4.10%.

2

Description	Admission Deposits (Academic Year Date Comparison as of May 7, 2012)	Admission Deposits (Academic Year Date Comparison as of May 6, 2013)	% Change
	2012-13	2013-14	Point-in-Time Comparison
FTICs	4,317	4,583	6.16%
Transfers	2,889	2,971	2.84%
Total	7,206	7,554	4.83%

Source: Admissions Weekly Report "Academic Year Date Comparison"

The total number of admissions deposits for the academic year 2013-14 also shows an increase of 4.83% as of May 7, 2013 compared to the total number received last year at the same point in time. The largest increase in admissions deposits comes from the FTIC cohort at 6.16% with the transfer cohort running 2.84% ahead.

III. Financial Aid

The Financial Aid Office has disbursed $387.5 million to 35,849 students so far for 2012-2013 compared to $369 million to 35,083 students over the same time period for 2011-2012. Our yearly Free Application for Federal Student Aid (FAFSA) Campaign to encourage students to apply early was successful once again. The goal is to increase the number of applications submitted by the March 1st priority deadline.

2012-2013 FAFSAs		2013-2014 FAFSAs	
Application date	Applications submitted	Application date	Applications submitted
January	9,054	January	12,613
February	15,674	February	15,093
March 1st	1,707	March 1st	1,402
TOTAL	26,435	TOTAL	29,108

The additional 2,673 FAFSA applications received by the deadline represent a 10% increase in on time applicants from the previous year.

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Board of Trustees
Academic Policy and Student Affairs Committee
June 5, 2013

Graduate Education Report

I.   Introduction

This report presents trends in enrollments, doctoral degree production, and graduate assistantships, and it summarizes findings for academic year 2012-2013.   Graduate enrollments in the U.S. have begun to decline, particularly at the master's level, and FIU trends are consistent with this national trend.   Graduate schools across the U.S. have become more active in recruiting international students.   In the face of stiff competition from Asian, European, and Australian universities, U.S. universities can no longer expect a steady stream of students from such population centers as India and China.   Many schools have begun to target their recruitment efforts in specific fields of graduate study and in specific regions of the world.   Based on a thorough analysis of the international applicant data from previous years, the University Graduate School (UGS) has begun to focus its efforts on improving recruitments and yield rates in India and China and to focus in India on STEM (Science, Technology, Engineering, and Mathematics).   UGS has also recognized the need to improve applicant pools from Central American countries.   The last section of this report summarizes steps taken by the UGS in 2012 to 2013.

II.   Graduate Enrollment

Total Fall 2012 enrollment headcount of students pursuing Masters/Specialist and doctorate degrees is 7655.   This reflects a slight increase of about 1% from Fall 2011 enrollment. Figure 1 shows enrollment trends, based on fall enrollment data, for Masters/Specialist, doctoral, and professional degrees.   Enrollment in Master's programs has begun to level off, while enrollment in Doctoral programs is showing a strong increase of 8%.

Table 1 compares enrollment changes between Fall 2011 and Fall 2012 for each college/school.   The 1% drop in the total Masters/Specialist level is due to decreased enrollments in Arts and Sciences, Business Administration, Public Health and Journalism and Mass Communication.   This is consistent with national trends and is generally attributed to economic growth. The increases seen in the College of Architecture + The Arts (CARTA) are the result of full implementation of the five-year accelerated master's degree programs (architecture, interior architecture and landscape architecture).   Hospitality and Tourism Management continues to grow its master's programs and attributes part of its success to recruiting students from the Tianjin-FIU Bachelor's in Hospitality Management and from the FIU undergraduate program through the 4+1 combined BS/MS program.   At the doctoral level, Business Administration shows the largest increase due to the fact that

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students are admitted as a cohort every two years. Arts and Sciences shows continued growth in their doctoral programs with the biggest increase of 58 new doctoral students.
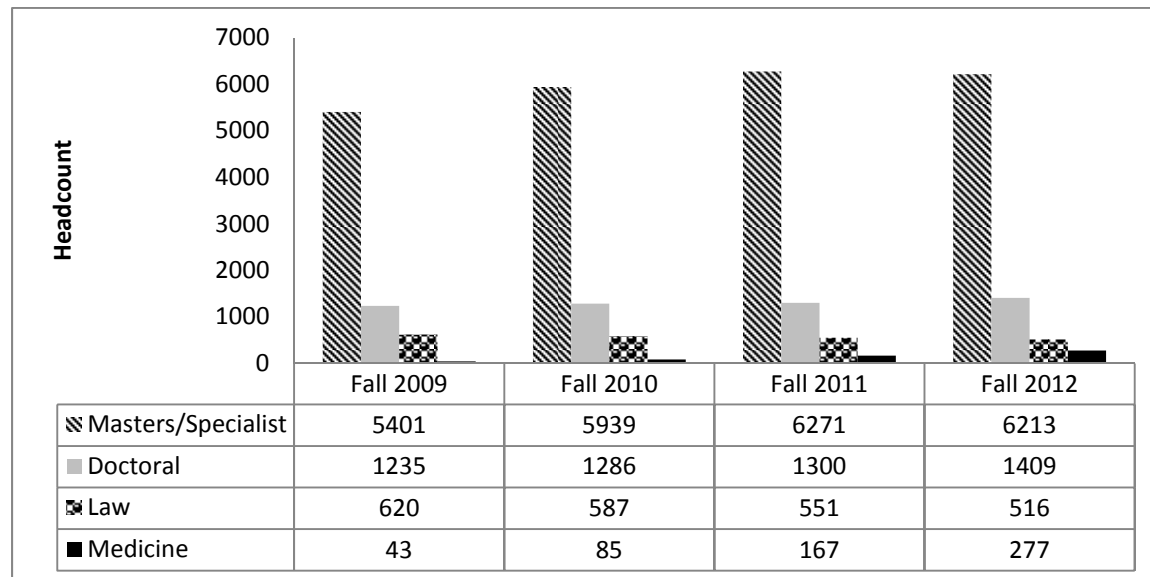

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Masters/Specialist	5401	5939	6271	6213
Doctoral	1235	1286	1300	1409
Law	620	587	551	516
Medicine	43	85	167	277

Fig. 1. Fall graduate enrollment trend

Table 1: Changes in Graduate Enrollment by College/School

COLLEGE		MASTERS/ SPECIALIST	% CHANGE	DOCTORAL	% CHANGE
Robert Stempel College of Public Health and Social Work	Fall 2011	675	-17%	80	11%
	Fall 2012	557		89	
Architecture + The Arts	Fall 2011	221	21%		
	Fall 2012	268			
Arts and Sciences	Fall 2011	1047	-5%	568	10%
	Fall 2012	993		626	
Business	Fall 2011	1976	-3%	34	50%
	Fall 2012	1925		51	
Education	Fall 2011	711	4%	178	-8%
	Fall 2012	742		164	
Engineering and Computing	Fall 2011	561	4%	267	6%
	Fall 2012	586		284	
Nursing and Health Sciences	Fall 2011	608	5%	173	10%
	Fall 2012	637		191	
Chaplin School of Hospitality and Tourism Management	Fall 2011	347	13%		
	Fall 2012	392			
Journalism and Mass Communication	Fall 2011	125	-10%		
	Fall 2012	113			
Herbert Wertheim College of Medicine *(Basic Biomedical Sciences)*	Fall 2011			0	
	Fall 2012			4	
Total	Fall 2011	6271	-1%	1300	8%
	Fall 2012	6213		1409	

III. Doctoral Degree Production

The total number of research doctorate degrees awarded in Academic Year (AY) 2012-'13 is 157. PhD production has steadily increased over the last four academic years; however, the number of EdDs granted has fluctuated. Our Worlds Ahead Strategic Plan reports a target of 177 for total number of research doctorates awarded in 2015. To meet this target, UGS will be working with colleges to ensure that our policies and processes encourage students to complete their doctoral degrees on time. UGS also recognizes the need to sustain the current levels of Dissertation Year Fellowship awards, and to work with units to apply best practices for student advising and financial support.

The total number of Professional Doctorates awarded demonstrated a steady increase from 176 in AY '09-'10 to 230 in AY '11-'12, but has dropped off to 218 for AY '12-'13(Fig. 3). There are two reasons for this trend: i) Beginning 2010 there were fewer students admitted to the College of Law, and ii) The DPT (Doctorate in Physical Therapy) program is cohort-based and the admitting class is held constant at 50 students.
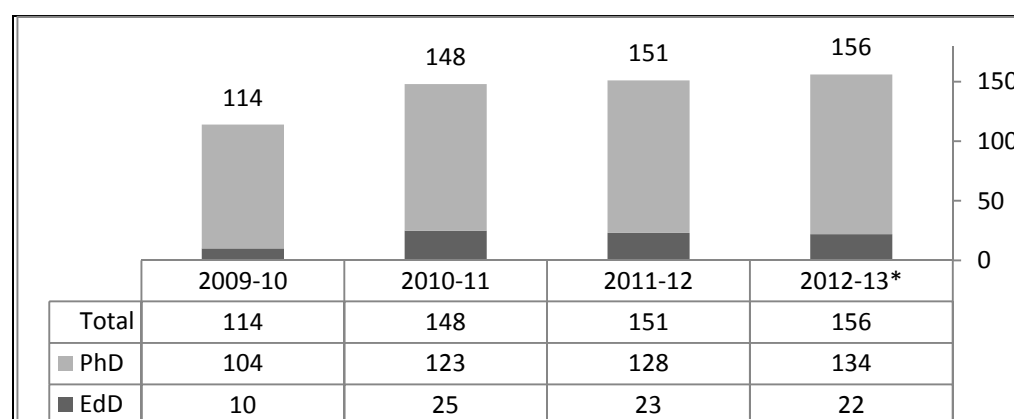

	2009-10	2010-11	2011-12	2012-13*
Total	114	148	151	156
PhD	104	123	128	134
EdD	10	25	23	22

Fig. 2. Research doctoral degrees awarded (*AY 2012-'13 numbers are preliminary)

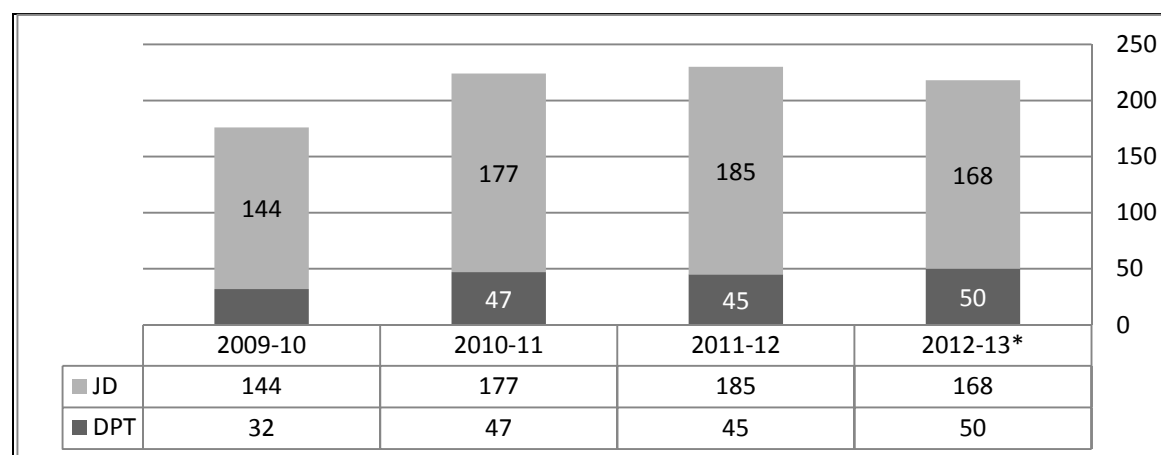|	2009-10	2010-11	2011-12	2012-13*
JD	144	177	185	168
DPT	32	47	45	50

Fig. 3. Professional doctoral degrees awarded (*AY 2012-'13 numbers are preliminary)

IV. Financial Support for Doctoral Students

The overall number of doctoral students supported on graduate assistantships has increased steadily since 2007, with a 10% increase in Fall 2012 over Fall 2011 (Fig. 4). However, the number of students supported using extramural funds has not shown a similar increase. Thus, the increases in doctoral student support have come primarily in the form of Teaching Assistantships. UGS recognizes the need to educate all colleges about these trends and develop policies that encourage doctoral student recruitment using extramural funds.
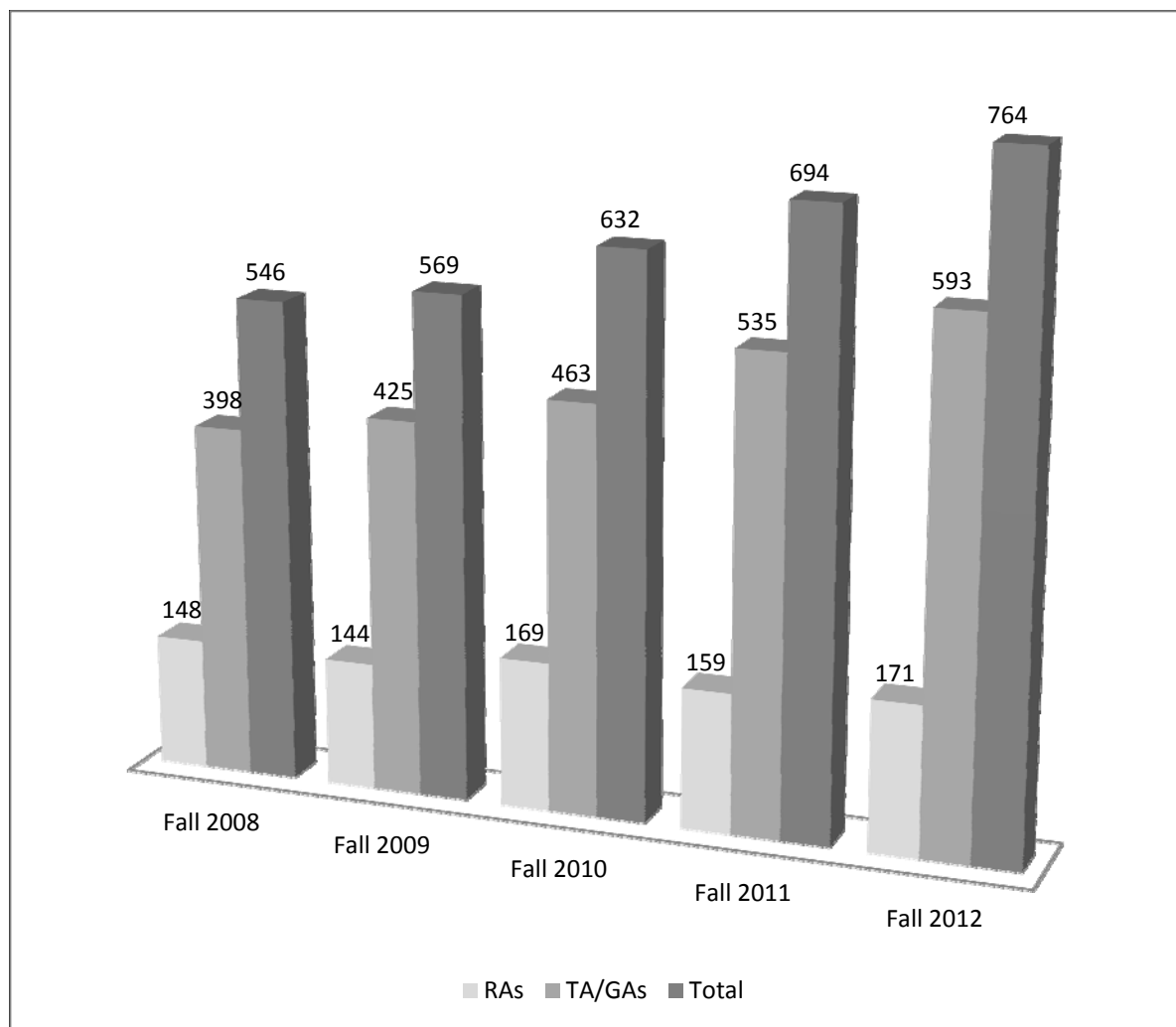
Fig. 4. PhD Students supported on graduate assistantships

V. New Recruitment Initiatives

In November 2012, UGS hosted its annual open house for prospective students. This event was significantly modified from previous years to give greater choice and flexibility to prospective students in terms of sessions and lectures they could attend. New events included student panels and funding workshops. In May 2013, UGS will be hosting its first open house exclusively for admitted students. This event is intended to improve yield rates and to build early connections between newly-admitted students and current students/faculty.

In order to increase FIU visibility and maximize the impact of its international recruitment efforts, UGS has taken a hybrid approach to international recruiting by involving overseas trips as well as on-line sessions. India and Central American countries were targeted during this year. Recruitment activities for India were aimed at students who were already admitted in an attempt to increase enrollments from this group. Recruitment activities with Central American countries were aimed at prospective students to expand the pool of graduate applicants.

In Fall 2012, UGS leadership participated in Education USA's first Central American and Caribbean Graduate Recruitment Fair. The countries visited were Honduras, Costa Rica, and the Dominican Republic. Each stop on the tour included a visit with university and American embassy representatives, an overview of the higher education system, and a graduate fair.

In January 2013, UGS began its first direct recruitment effort with India. UGS invited 167 Indian applicants to meet UGS Dean Lakshmi N. Reddi online via Adobe Connect as well as "live" in India. Indian students who connected online were able to pose specific questions to the UGS recruitment team on the status of their applications, life in Miami, and graduate student life at FIU. A few weeks later, Dean Reddi visited Jawaharlal Nehru Technological University and its affiliates in Andhra Pradesh, India. He also took this opportunity to meet with the U.S. embassy representatives in Hyderabad and to give visibility to FIU.

Adobe Connect has enabled UGS to gauge the level of applicants' interest in FIU's graduate programs, and it allows interested students to engage with UGS in an inexpensive, personal, and impactful manner. It has been decided to continue with Adobe Connect sessions and expand them to other countries. A recent session in April 2013 held with admitted students from China has been very successful in providing the information students have been looking for to make their decisions.

In addition to Adobe Connect, UGS also utilized a Facebook group to communicate with prospective students from overseas. The UGS Facebook group serves an online community of current graduate students, alumni, faculty and staff, and prospective students. Since January 2012, the size of the online network has increased by 271%, making it the third largest among the 12 state university graduate schools. This tool is most frequently used by prospective students seeking answers to questions about admissions and graduate student life.

The UGS Facebook group has a global reach, interacting with users from over 20 countries in 11 languages. Of the 526 members of the UGS Facebook network, 91% of users shared or interacted with UGS content during the Fall 2012 semester. Based on engagement, the top international markets include Mexico, India, Nigeria, Colombia, and China. The top cities using Facebook include Ft. Lauderdale, Hyderabad (India), Lagos (Nigeria), Los Angeles, and Tallahassee.

Board of Trustees
Academic Policy and Student Affairs Committee
June 5, 2013

Undergraduate Education Report

The Division of Undergraduate Education's Office of Retention and Graduation Success (ORGS) performs focused behavior science research in order to identify specific interventions that will improve FIU's undergraduate student success as measured by retention and on-time graduation. In previous research, ORGS discovered that College Algebra, which has had a persistent failure rate of about 70%, was a powerful predictor of on-time graduation. If students passed this course, they were 75% more likely to graduate on-time (regardless of major) than students who failed this course. This analysis led to two grant-funded projects to transform the pedagogy in math gateway courses: first, the Wal-Mart Grant, and then, the Title V Grant. This report focuses on this new teaching and learning model which is called the Mastery Math Program, a high tech and high touch initiative involving computer- and peer-assisted instructional techniques. Early results have moved pass rates in College Algebra from about 30% to over 50%, and are expected to reach 70%.

Mastery Math Program for College Algebra

The Mastery Math Program has been developed as part of a five-year (2010-2015) Department of Education Title V Grant Award of $2,916,708; a collaboration between the College of Arts and Sciences and the Division of Undergraduate Education.

Objective
   To implement a high tech and high touch approach to teaching College Algebra using faculty development, peer tutoring/undergraduate learning assistants, and a computer-based mastery program.

Goal
   To increase passing rates (C or better) by 8% per year on average each year over a five years period. The average previous passing rate for College Algebra was 33%.

Summary of Project
   The Mastery Math Program, which began as a pilot program in Spring 2010, required students to attend one to two lectures on a specific topic and then practice the concepts presented in class at a computer lab for three to four hours per week, aided by Learning Assistants and Instructors in the lab. A unique feature of the Mastery Math

Program is the use of evidence-based best practices for teaching mathematics. All Instructors and Learning Assistants (LAs) receive ongoing education and training to implement these best practices.

Current Progress toward Goal for 2012-2013

- The pass rate for the Mastery Math model based on pilot studies conducted in 2010-2011 was 10.8% to 20% higher than the pass rate for regular (i.e., non-Mastery) algebra courses.
- Grade distribution for 2011-12: 10% more Bs and 8% more Cs in Mastery classes (students are not just passing with Ds).
- The overall passing rate for College Algebra (MAC 1105) for Fall, 2012, was 53.8%. This is an increase of over 20% from the non-reformed College Algebra (MAC 1105) average pass rate for Fall, 2010.

New Mastery Math Lab Opened Fall 2012 at the Modesto A. Maidique Campus (MMC)

The Provost's Office in collaboration with the College of Arts and Sciences and Department of Mathematics and Statistics received a Technology Fee Award to fund the expansion and renovation of the Math Lab in Green Library. On Monday, August 20, 2012, the new Mastery Math Lab was opened. The Lab holds 202 computer stations and is open Monday-Friday from 8AM to 8PM, and Sundays from 1PM to 6PM.

Instructional Features

- Instructional time required is a minimum of five hours per week, including:
  - One or two 50-minute lectures per week
  - Additional 3-4 hours in the Mastery Math computer lab aided by Learning Assistants (LAs) and Instructors
  - Intensive one-on-one and small group interactions with LAs in the Math Gym (GL 261-261) for students having difficulty with the material.
- The Mastery Math lab is staffed full-time by 30 undergraduate LAs and 2 graduate Teaching Assistants (TAs) who have been trained in math education teaching techniques. Faculty also participate in workshops and regular meetings to learn new techniques for teaching math and are present in the lab 40-50 hours per week.
- Weekly online assignments: homework and an associated quiz.
  - Homework can be attempted an infinite number of times.
  - when achieving a 80% passing on the homework, student may take the quiz
  - quiz can be taken 3 times
- Students take common exams, a practice which began Fall, 2012.

Additional Interventions to Improve Student Performance

- As of Fall, 2012, the Mastery Math Program was adopted at MMC as the main means of teaching both College Algebra (MAC 1105) and Intermediate Algebra (MAT 1033).

- Also beginning Fall 2012, a course subsequent to College Algebra was added, i.e., Pre-Calculus Algebra. All other State universities offered Pre-Calculus Algebra except FIU. As of Fall 2012, the addition of this course to the FIU math sequence will permit the content of College Algebra as practiced in the past to be reduced and will provide additional preparation for students to succeed in the subsequent Trigonometry and Calculus courses.
- Previously, in Fall, 2011, a required placement test for algebra, called ALEKS, was implemented. This resulted in about 30% of students that normally would have been admitted to College Algebra instead being placed in a new course, Intermediate Algebra.

Future Plans
- Passing rates for the Mastery Math Program will be closely monitored and improvements will be implemented as needed.
- From Fall, 2011, onward, student's GPA in Mastery and non-Mastery courses will be compared and their subsequent performance in Mastery and non-Mastery courses will be tracked.
- Student retention as a function of student performance in Algebra also will be evaluated.
- Plans are underway to offer the Mastery Math Program at BBC.
- Expanding the Mastery Math Program to other math courses such as Finite Math and Trigonometry is being considered.

The Mastery Math Program is an excellent example of using the applied behavioral research provided by Undergraduate Education's Office of Retention and Graduation Success (ORGS) to pinpoint a barrier to student success and then to focus on eliminating or reducing that barrier. ORGS ongoing research is identifying a number of other curricular areas which appear to be hindering student progress and interventions are being developed.

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THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 5, 2013

Subject: Division of Research Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:
The Division of Research Report summarizes performance data on grants and contracts covering the period of July 2012 through March 2013, and compares data with the same period in fiscal year 2012. The Report also provides an overview of the current Federal Research and Development (R&D) situation, summarizes key trends in research funding for FIU, and provides a description of recent initiatives to mitigate the uncertainties in R&D funding for the near future. The report also presents an overview of awards received and applications submitted, and compares values between both fiscal years.

Supporting Documentation: Division of Research Report

Facilitator/Presenter: Andres G. Gil

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Introduction

Recent discoveries by FIU scientists have been highlighted in the press as well as prestigious scientific journals. For example, FIU researchers led by Dr. Rudolf Jaffé of the Southeast Environmental Research Center (SERC) in collaboration with researchers from the Max Planck Society made a new discovery regarding black carbon. The discovery, published in the prestigious journal *Science* and featured in reports from the NSF, shows charcoal dissolves, is exported into wetlands and rivers, and eventually into the world's oceans. Another scientific breakthrough accomplished by the collaboration of Drs. Madhavan Nair of the Herbert Wertheim College of Medicine and Sakrat Khizroev of the College of Engineering and Computing pertains to revolutionary techniques in the delivery of medications across the blood-brain barrier with potential for treatment for several diseases such as HIV/AIDS, Alzheimer's and Parkinson's. Their discoveries have been published in journals such as *Nature* and *Nature Communications*, and featured recently in the Miami Herald and other local media.

This report summarizes performance data on grants and contracts covering the period of July 2012 through March 2013 (FY 2013), and compares data with the same period in fiscal year 2012 (FY 2012). Section I provides an overview of the current Federal Research and Development (R&D) situation, summarizes key trends in research funding for FIU, and provides a description of recent initiatives to mitigate the uncertainties in R&D funding for the near future. Section II provides an overview of awards received and applications submitted, and compares values between both fiscal years.

I. Overview of Current Federal R&D Funding, Key Trends in Research Funding at FIU, and Targeted Efforts to Grow FIU Research

The recent budgetary cuts by the federal government, better known as the Sequester, have reduced the budget of all federal agencies supporting the R&D that funds much of the ongoing research taking place at universities throughout the U.S. This has had a negative impact on the federal research expenditures for most universities, even the ones for which research awards have continued to increase. The reality is that even prior to the Sequester, during the past three years there has been a trend of reductions in R&D from both the federal and state governments. Moreover, the impact of the Sequester on the current fiscal year research funding began prior to the enactment of the Sequester, with federal agencies, such as the NIH, preparing in anticipation of the added budget reductions in the second part of their fiscal year by taking actions such as:

1) Long-term delays in funding of grants. Grants that were scheduled to be funded as far back as September 2012 have been delayed or indefinitely postponed in many instances.
2) Delays or suspension Funding Opportunities Announcements (FOAs) and Requests for Applications (RFAs). FOAs are multiyear announcements and RFAs are one-time announcements.
3) Automatic 10% cut on all NIH grants.
4) Budget reduction of 10% for all new and renewed NIH grants. Additionally, NIH expects to reduce the number of new R01 grants (investigator-initiated grants).
5) The NSF expects to fund 1,000 fewer grants. Other agencies, such as NOAA and the Department of Defense have taken similar steps.

Thus, it is within this uncertain context that the total value of awards received during the first half of FY 2013 (see Section II below) has decreased by 14.6% as of December 2012, and by 10% at the end of February 2013.

However, by the end of March the reduction improved to -5.2%. This indicates that federal agencies were holding back awards until the decision on the Sequester had been finalized.

Despite the current reduced opportunities for R&D funding, it is important to note the continued long-term trajectory of research growth for FIU. It is important to set in place the mechanisms to continue this growth trajectory within the context of new budgetary realities at the state and federal levels. For example, it is important to diversify the research portfolio into greater collaboration with industry. Below are some of the key trends for FIU.

As shown in Figure 1, although there have been years in which research awards have been down, the trend over the past thirty years has been of growth, including three of the past four years.

Figure 1: FIU History of Research Awards
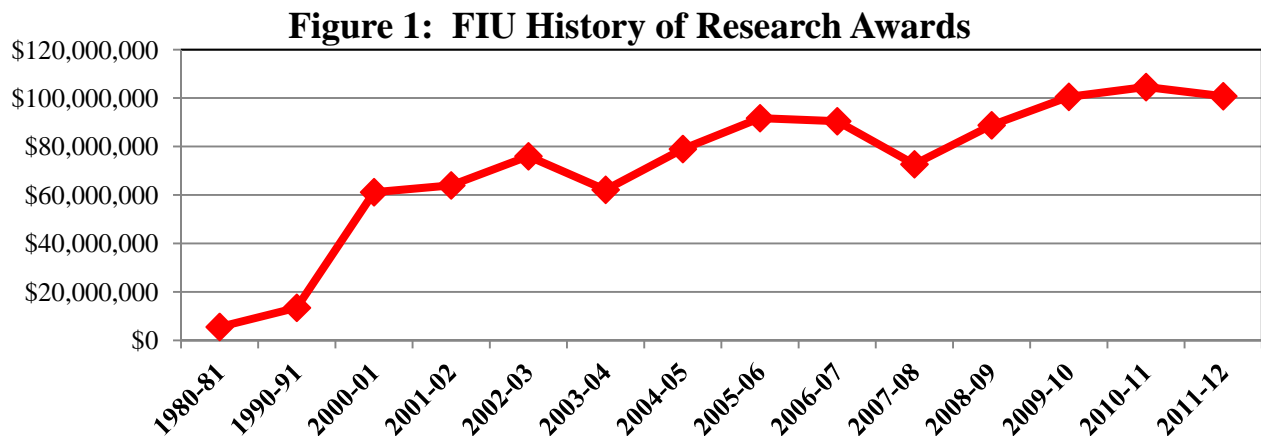
During the past four years, there have been increases in the proportion of FIU faculty receiving external funding for their research (see Figure 2). In addition, the number of Principal Investigators in externally funded grants has increased by 31% between FY 2010 and FY 2012 (see Figure 3), and the number of personnel with some level of support from externally funded grants has increased by 122% between FY 2010 and FY 2012 (see Figure 4). The proportion of FIU tenure-track faculty with external grant funding has increased by 19% from FY 2009 to FY 2012, and the proportion of Assistant Professors with external grant funding increased by 45% from FY 2008 to FY 2011 (data for FY 2012 are not available at this time). Finally, the proportion of Professors with external grant funding also increased by 9% over the same period (see Figures 2-4) respectively.

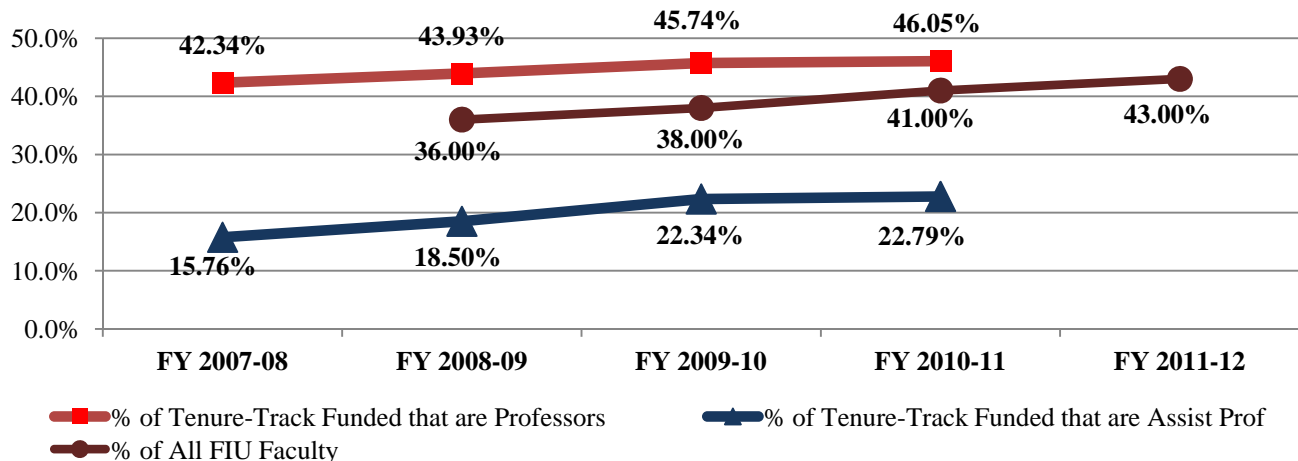Figure 2: Trends in Proportion of Faculty with External Funding

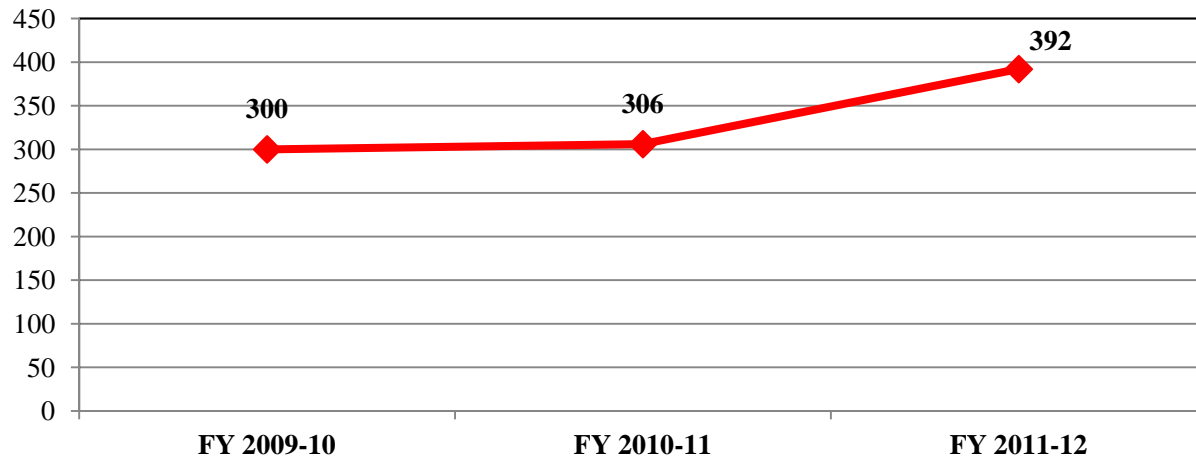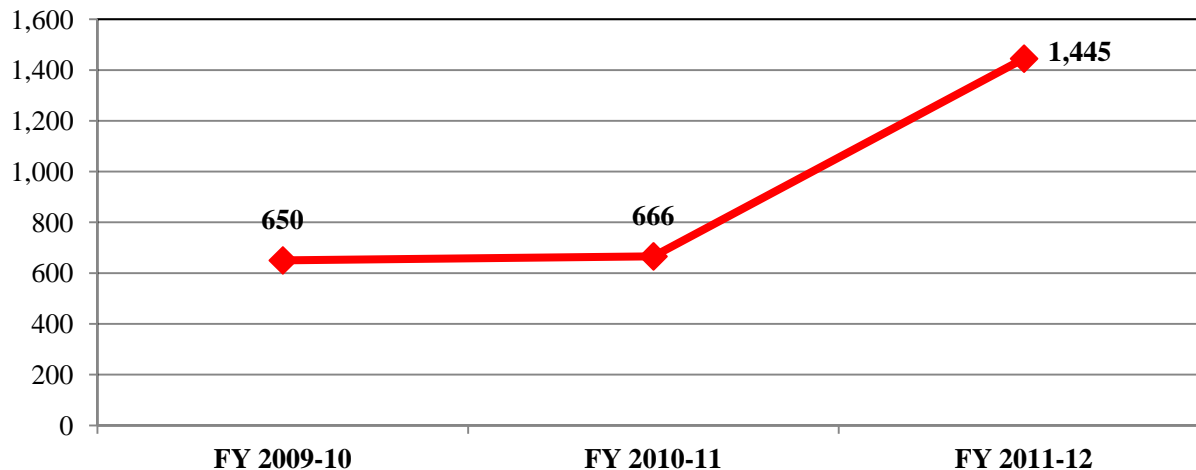## Figure 3: Number of PIs in Externally Funded Grants

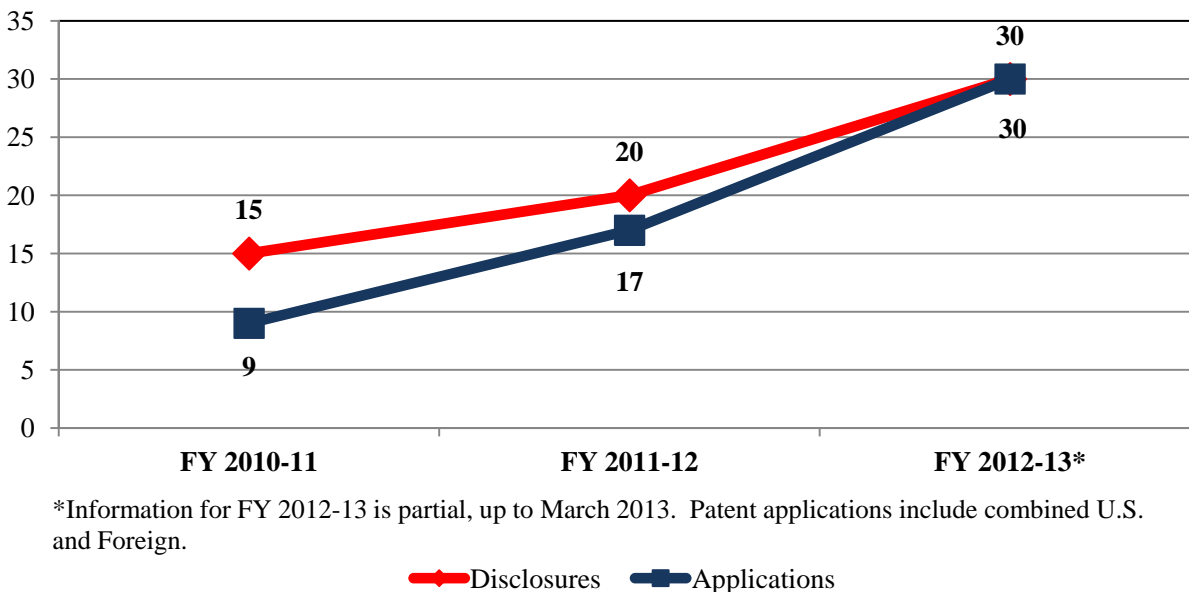## Figure 4: Number of Personnel on Externally Funded Grants

Currently, the Division of Research is engaged with the FIU community in three initiatives addressing current challenges to the growth of the research enterprise:

1. We are working with the Provost and Deans to establish a coordinated strategic research plan that identifies the areas for research growth and identifies resources that will be dedicated to such growth. The impetus for this effort is that we are clearly entering a period of flat or declining federal funding for university research, and thus we need a comprehensive strategy to sustain research growth in the context of this new reality. We plan to build on our strengths, dedicate resources to the identified strategic areas, strengthen ties to industry, and better anticipate research funding trends. We expect that the plan will be ready for implementation beginning in July 2013.
2. To support the strategic research plan, we are establishing a Faculty Support Services Group. The mission of the Group will be to strengthen research and scholarship activities at FIU by offering an array of support services tailored to the identified needs of research faculty. The expected outcomes include increased faculty

research and scholarship activities, as well as better quality and more competitive research proposals by FIU faculty.
3. In the area of technology transfer and collaboration with industry, the Research Foundation Board is assisting the Division of Research in the creation and implementation of a targeted plan for growth. We are already engaged in the creation of several startup companies based on intellectual property (IP) created by FIU researchers, as well as new partnerships with industry. Our current efforts have increased invention disclosures by FIU researchers as well as patent applications. However, the value of such patents ultimately resides in the commercialization through licensing agreements or other venues such as the creation of a startup company. Figure 5 shows the increase in disclosures (50% increase from last fiscal year and 100% increase from FY 2011) and patent applications (76% increase from last fiscal year and 233% increase from FY 2011).

Figure 5: Invention Disclosures and Patent Applications

*Information for FY 2012-13 is partial, up to March 2013. Patent applications include combined U.S. and Foreign.

Disclosures   Applications

II.   Overview of Awards and Applications

FIU researchers have continued to receive important grants and achieve scientific breakthroughs that have immediate and future societal impacts locally, nationally and globally. Just to highlight a few, Dr. Maria Donoso from the School of Environment, Arts and Society received a $4.3M grant from USAID to continue the water sustainability projects in Africa. Dr. Michael Sukop from the Department of Earth and Environment received a $1.47M grant from the NSF for a collaborative project with the South Florida Water Management District. Dr. Naphtali Rishe from the School of Computer Science received a $1.28M grant from the NSF for his Industry-University collaborative research in "moving objects data base." Finally, in terms of research awards, the Center for Children and Families received $4.3M in funding for innovative research in various areas of child mental health, including ADHD.

During the first nine months of FY 2013, the number of grant applications submitted increased by 9.4% and FIU researchers received over $60 million in funded research grants. This amount is 5.2% less when compared with FY 2012 ($63.9M). However, excluding administrative units and divisions, colleges and schools received $54.66 M during FY 2013, which is 2.8% more than the amount received during the same period in FY 2012 ($53.16 M).

The College of Nursing and Health Sciences (CNHS) experienced remarkable growth in awards, having received $2.27M during this period, when compared to $0.765M received last fiscal year. Other noteworthy

increases include the Herbert Wertheim College of Medicine (30.5% increase) and the College of Business (40.7 % increase). A detailed comparison of awards received is in Table 1, and a graphic depiction of awards received by colleges and schools is in Figure 6.

The effective facilities and administrative (F&A) rate during this period declined slightly, from 22.7% in FY 2012 to 20.1% in FY 2013. For instance, CAS received 72 awards with a total value of $2.9 M with no F&A costs. Although the CNHS experienced growth in awards, almost 40% of awards received ($0.904M) did not carry F&A costs. This 20% F&A rate is within our targeted range of 20-22%. A comparison of the effective F&A rate by colleges and/or schools is presented in Figure 7.

A comparison of awards received by Centers, Institutes and Museums can be seen in Table 2. Overall award amounts decreased by 28% within this group during this period. There were several noteworthy increases. Among these, the Center for Children and Families (CCF) experienced an increase of 153%, Metropolitan Center increased by 111%, Frost Art Museum increased by 58%, and the Center for Diversity in Engineering and Computing experienced a 30% increase. The growth of CCF is notable in that it is a relatively new center and represents a targeted strategic investment through the recruitment of a group of new faculty focusing on child mental health research. As of March 2013, there are only two colleges (CAS and CEC) with more research funding than CCF. This type of targeted investment in other areas, particularly in the health-related fields, will be critical to FIU's growth in research.

Table 3 displays the distribution of awards received by funding source, and compares it with the same period last fiscal year. The percentage received from federal sources remained almost the same, state and local government funds increased slightly, while private/other sources decreased. As federal R&D investments continue to decrease, it will be important to seek diversification of our research portfolio through collaboration with industry and increased funding from foundations and other sources.

The number of applications submitted during this period increased by 9.4% (from 576 to 630), however, the average value decreased by 31.2%. Table 4 compares the value of applications submitted, and shows that the overall value of applications submitted decreased by 22.9% (from $339.9M last fiscal year to $262.2M). The increase in the number of applications submitted is an important achievement given the reduction in funding opportunities announced by many agencies. The reduction in the total amount of funding requested is not surprising given the fact that most federal agencies have reduced the amount of funding available for most specific projects. In a sense, these agencies have opted to keep more researchers funded by dramatically decreasing the maximum budget allowed per project. Nonetheless, several colleges either increased the number of applications submitted and/or the average value of applications submitted. For instance, the average value of applications submitted by CARTA decreased by 29%, but the number of applications submitted increased by 200%, which led to an overall increase of 112.6%. The College of Education increased its number of applications by 36%, but decreased its average value by 3.7%, reflecting an overall increase of 31.3%. The CNHS decreased the number of applications submitted by 7.7%, but increased the average value by 313.9%, showing an overall increase in the value of applications submitted of 282.1%.

The information regarding proposals submitted by Centers, Institutes and Museums is presented in Table 5.

Table 1: Comparison of Awards Received

College/Division	July 2011—March 2012			July 2012—March 2013			% change
	Direct	F&A	Total	Direct	F&A	Total	
Academic Affairs (AA)	$5,599,281	$1,678,626	$7,277,907	$2,620,364	$570,022	$3,190,386	-56.2%
Chaplin School of Hospitality & Tourism Management (CSHTM)	$71,743	$0	$71,743	$13,665	$0	$13,665	-81.0%
College of Architecture & the Arts (CARTA)	$13,829	$0	$13,829	$161,800	$3,200	$165,000	1093.1%
College of Arts & Sciences (CAS) *	$26,475,890	$5,964,849	$32,440,739	$29,161,335	$6,204,557	$35,365,892	9.0%
College of Business (CoB) *	$754,700	$78,978	$833,678	$1,021,705	$151,267	$1,172,972	40.7%
College of Education (CoE)	$2,586,543	$261,484	$2,848,027	$2,069,765	$174,049	$2,243,814	-21.2%
College of Engineering & Computing (CEC)*	$10,110,620	$2,466,433	$12,577,053	$7,886,299	$1,886,329	$9,772,628	-22.3%
College of Law	$6,000	$0	$6,000	$0	$0	$0	n/a
College of Nursing & Health Sciences (CNHS)	$547,655	$217,820	$765,475	$2,025,580	$240,490	$2,266,070	196.0%
Division of Finance	$99,918	$26,978	$126,896	$102,914	$18,524	$121,438	-4.3%
Division of IT/CIARA (IT)	$1,760,024	$221,434	$1,981,458	$613,922	$61,078	$675,000	-65.9%
Division of Student Affairs (SA)	$1,266,057	$90,695	$1,356,752	$1,284,464	$86,953	$1,371,417	1.1%
Herbert Wertheim College of Medicine (HWCoM) *	$1,252,101	$471,979	$1,724,080	$1,680,962	$568,576	$2,249,538	30.5%
Office of the President	$90,000	$0	$90,000	$72,124	$0	$72,124	-19.9%
Robert Stempel College of Public Health & Social Work (RSCPHSW) *	$3,233,767	$836,104	$4,069,871	$2,236,219	$476,648	$2,712,867	-33.3%
School of Journalism & Mass Communication (SJMC)	$328,601	$77,636	$406,237	$375,200	$92,839	$468,039	15.2%
Gifts for Research				$544,591	$0	$544,591	
TOTAL	**$52,165,617**	**$11,827,064**	**$63,992,681**	**$50,488,263**	**$10,145,859**	**$60,634,124**	-5.2%
Effective F&A rate of grants & contracts	**22.7%**			**20.3%**			

* The following are **<u>NOT</u>** reflected in the "TOTAL" above, but are included in the respective colleges, thus "double counted."

	FY 211-2012	FY 2012-2013
Included in AA (IHRC) **and** CAS	$33,500	$43,023
Included in AA (IHRC) **and** CBA	$643,787	$542,128
Included in AA (IHRC) **and** CEC	$115,328	$110,264
Included in AA (CRUSADA) **and** RSCPHSW	$1,804,448	$322,963
Included in CAS & HWCoM	$0	$752,940

Figure 6: Comparison of Awards Received by College/School
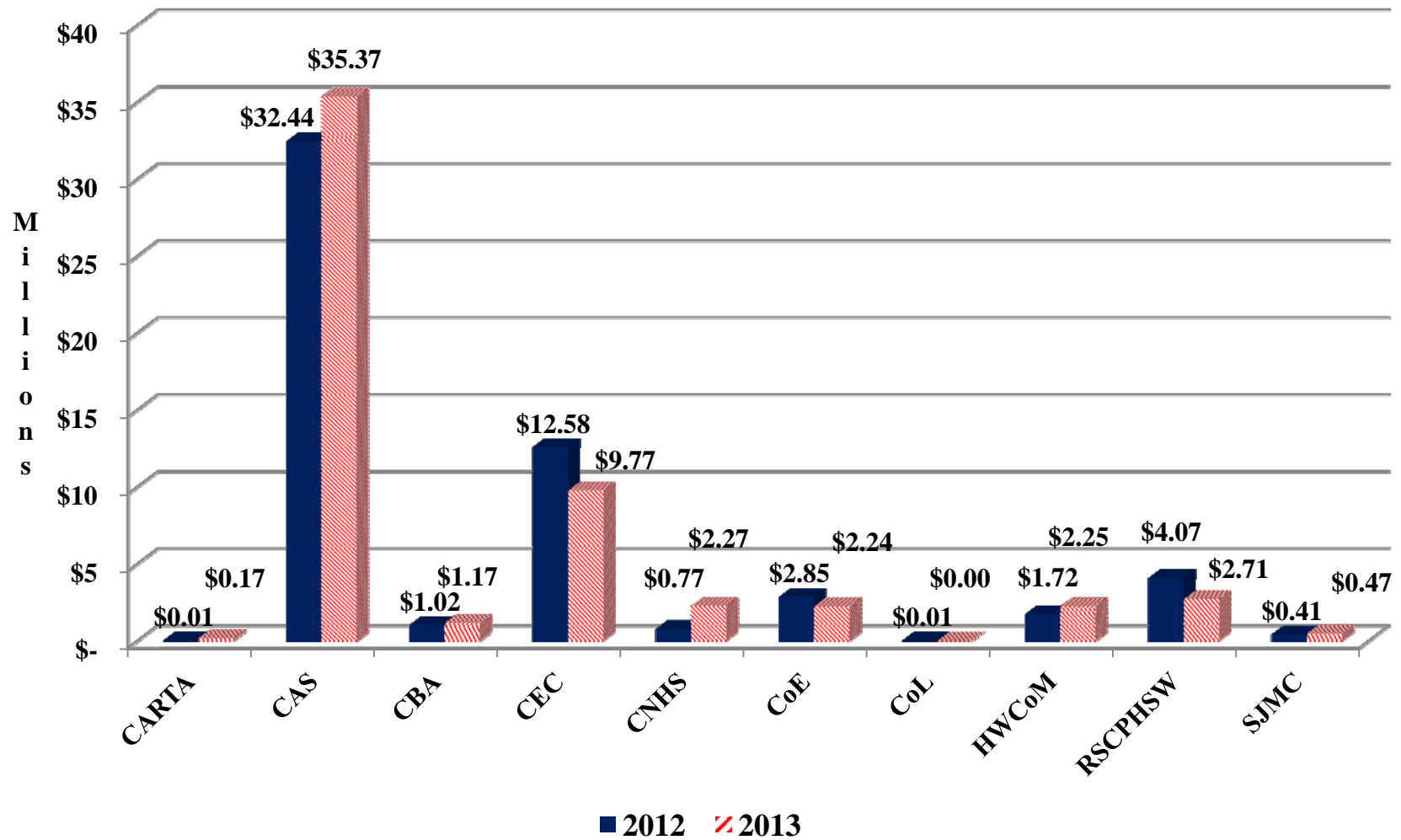
Figure 7: Average Award F&A Rate by College/School

Legend: ■ 2012 ▨ 2013

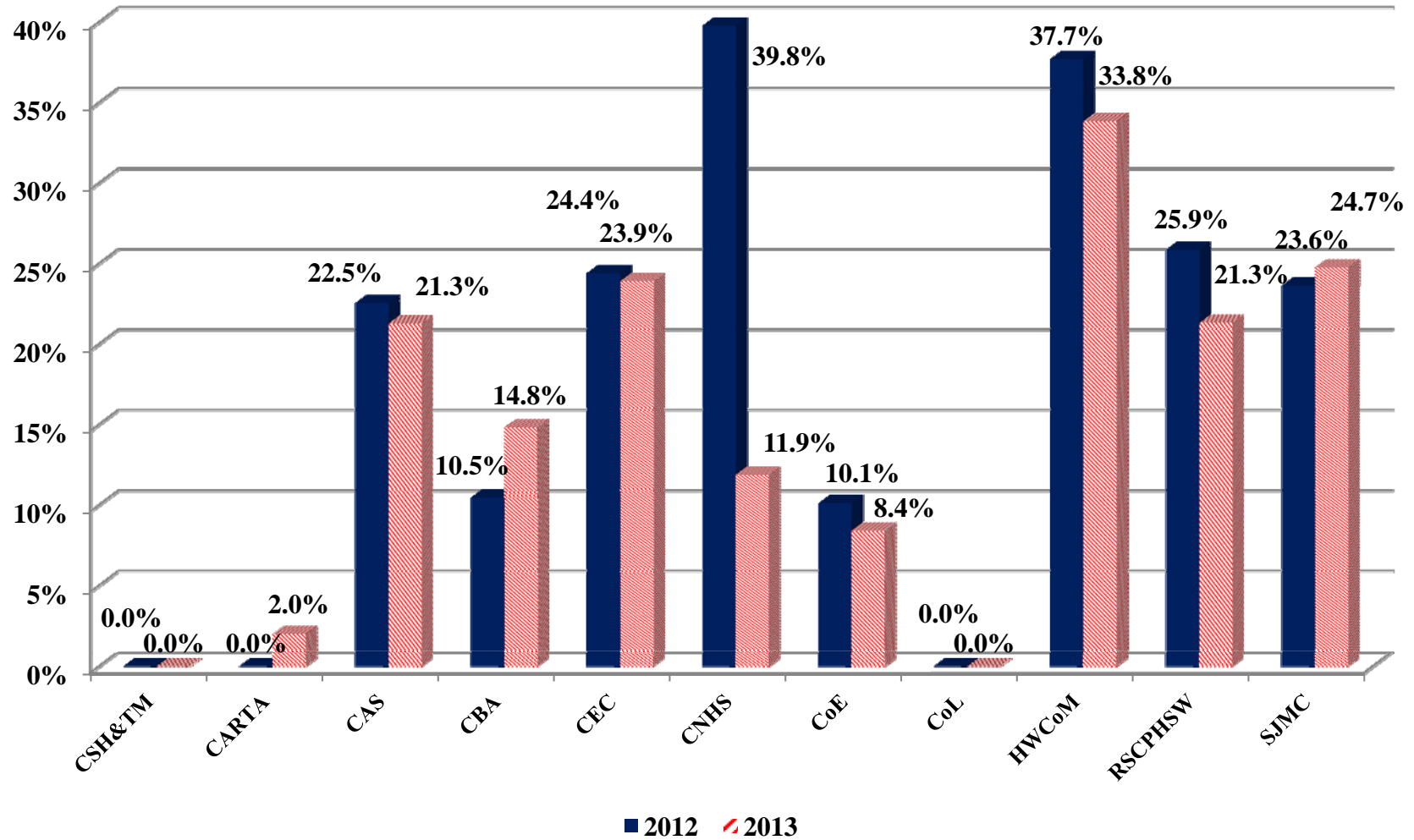| College/School	2012	2013
CSH&TM	0.0%	0.0%
CARTA	0.0%	2.0%
CAS	22.5%	21.3%
CBA	10.5%	14.8%
CEC	24.4%	23.9%
CNHS	39.8%	11.9%
CoE	10.1%	8.4%
CoL	0.0%	0.0%
HWCoM	37.7%	33.8%
RSCPHSW	25.9%	21.3%
SJMC	23.6%	24.7%

Table 2: Comparison of Awards Received by Centers, Institutes, Museums

College/Division	July 2011—March 2012			July 2012—March 2013			% change
	Direct	F&A	Total	Direct	F&A	Total	
Academic Affairs							
Applied Research Center (ARC)	$2,588,948	$1,080,567	$3,669,515	$774,211	$334,336	$1,108,547	-70%
CRUSADA	$1,326,423	$478,025	$1,804,448	$218,423	$98,290	$316,713	-82%
Frost Art Museum	$133,925	$0	$133,925	$211,696	$0	$211,696	58%
Int'l Hurricane Research Center (IHRC)	$704,689	$87,927	$792,616	$608,546	$93,119	$701,665	-11%
Wolfsonian	$368,393	$0	$368,393	$468,349	$0	$468,349	27%
College of Arts & Sciences							
Center for Children and Families (CCF)	$1,262,707	$417,816	$1,680,523	$3,207,100	$1,048,029	$4,255,128	153%
Center for Labor Research Studies (CLRS)	$25,000	$0	$25,000	$36,577	$1,533	$38,110	52%
ICHAD	$121,451	$54,653	$176,104	$126,230	$56,803	$183,033	4%
Institute for Public Management	$65,001	$12,062	$77,063	$67,011	$10,052	$77,063	0%
International Forensic Research Institute (IFRI)	$582,114	$195,279	$777,393	$657,497	$133,122	$790,619	2%
Jack D. Gordon Institute for Public Policy & Citizenship Studies	$175,273	$6,807	$182,080	$94,002	$25,380	$119,383	-34%
Latin American and Caribbean Center (LACC)	$965,555	$310,737	$1,276,293	$768,811	$251,123	$1,019,934	-20%
Metropolitan Center	$91,519	$14,881	$106,400	$195,079	$29,625	$224,703	111%
Southeast Environmental Research Center (SERC)	$5,541,447	$1,759,229	$7,300,676	$3,737,650	$891,042	$4,628,692	-37%
Women's Studies Center	$629,200	$176,465	$805,665	$211,133	$21,113	$232,246	-71%
College of Engineering & Computing							
Center for Diversity in Engineering & Computing	$545,587	$48,321	$593,908	$713,207	$61,826	$775,033	30%
Division of Information Technology							
CIARA: Center for Internet Augmented Research	$1,760,024	$221,434	$1,981,458	$613,922	$61,078	$675,000	-66%
School of Journalism & Mass Communication							
International Media Center	$298,601	$77,636	$376,238	$0	$0	$0	n/a
Total	**$17,185,857**	**$4,941,839**	**$22,127,698**	**$12,709,444**	**$3,116,471**	**$15,825,914**	**-28%**
Effective F&A rate	**28.8%**			**24.5%**			

Table 3: Awards by Sponsor Type

July 2011—March 2012

Funding Source	Awarded Direct Costs	Awarded F&A	Awarded Total	Percent
Federal Government	$41,624,050	$10,150,928	$51,774,978	81%
State & Local Government	$4,212,665	$392,968	$4,605,632	7%
Private / Other Sources	$6,328,904	$1,283,168	$7,612,072	12%
TOTAL	**$52,165,619**	**$11,827,064**	**$63,992,683**	**100%**

July 2012—March 2013

Funding Source	Awarded Direct Costs	Awarded F&A	Awarded Total	Percent
Federal Government	$40,100,282	$9,129,663	$49,229,945	82%
State & Local Government	$5,117,208	$580,838	$5,698,046	9%
Private / Other Sources*	$5,270,775	$435,358	$5,706,133	9%
TOTAL	**$50,488,265**	**$10,145,859**	**$60,634,124**	**100%**

*includes gifts for research

College/School/Center/Division	July 2011—March 2012			July 211—March 2013			% change
	Direct	F&A	Total	Direct	F&A	Total	
Academic Affairs	$7,996,073	$2,299,085	$10,295,158	$9,952,504	$2,824,752	$12,777,256	24.1%
Chaplin School of Hospitality & Tourism Management	$0	$0	$0	$138,651	$11,349	$150,000	n/a
College of Architecture & the Arts	$795,799	$165,057	$960,856	$1,672,605	$370,537	$2,043,142	112.6%
College of Arts & Sciences	$103,302,577	$25,011,502	$128,314,079	$87,619,769	$23,402,066	$111,021,835	-13.5%
College of Business	$380,995	$120,661	$501,656	$289,680	$63,778	$353,458	-29.5%
College of Education	$5,969,229	$680,605	$6,649,834	$7,634,372	$1,095,533	$8,729,905	31.3%
College of Engineering & Computing	$93,595,628	$20,957,107	$114,552,735	$55,763,348	$16,050,062	$71,813,410	-37.3%
College of Nursing & Health Sciences	$2,253,328	$558,668	$2,811,996	$9,741,057	$1,002,277	$10,743,334	282.1%
Division of Finance	$19,570,983	$863,460	$20,434,443	$667,582	$192,412	$859,994	-95.8%
Division of IT/CIARA	$123,175	$26,825	$150,000	$839,723	$135,278	$975,001	550.0%
Herbert Wertheim College of Medicine	$17,744,732	$7,330,635	$25,075,367	$11,681,875	$4,276,114	$15,957,989	-36.4%
Robert Stempel College of Public Health & Social Work	$21,664,835	$7,420,066	$29,084,901	$20,206,800	$6,213,476	$26,420,276	-9.2%
School of Journalism & Mass Communication	$897,272	$192,985	$1,090,257	$314,317	$81,722	$396,039	-63.7%
TOTAL	**$274,294,626**	**$65,626,656**	**$339,921,282**	**$206,522,283**	**$55,719,356**	**$262,241,639**	**-22.9%**
Effective/average F&A rate	**23.9%**			**27.0%**			
Number of applications	**576**			**630**			9.2%

Table 4: Comparison of Applications Submitted

Table 5: Comparison of Applications Submitted by Centers, Institutes, Museums

College/Division	July 2011—March 2012			July 211—March 2013			% change
	Direct	F&A	Total	Direct	F&A	Total	
Academic Affairs							
Applied Research Center (ARC)	$4,512,366	$1,783,814	$6,296,180	$5,553,654	$1,887,843	$7,441,497	18%
CRUSADA: Center for Research on US Latino AIDS/HIV/Drug Abuse	$0	$0	$0	$19,780	$2,466	$22,246	n/a
Frost Museum	$256,925	$0	$256,925	$164,876	$0	$164,876	-36%
International Hurricane Research Center (IHRC)	$665,824	$104,530	$770,354	$543,661	$165,325	$708,986	-8%
The Wolfsonian	$384,302	$7,117	$391,419	$837,893	$105,244	$943,137	141%
College of Arts & Sciences							
Center for Children and Families (CCF)	$2,563,013	$1,095,486	$3,658,499	$3,793,257	$1,479,560	$5,272,817	44%
Center for Labor Research Studies	$0	$0	$0	$36,578	$1,533	$38,111	n/a
Jack D. Gordon Institute for Public Policy & Citizenship Studies	$164,384	$5,616	$170,000	$0	$0	$0	-100%
Latin American & Caribbean Center	$103,273	$6,725	$109,998	$0	$0	$0	-100%
Metropolitan Center	$212,931	$37,069	$250,000	$165,228	$28,407	$193,635	-23%
Southeast Environmental Research Center (SERC)	$544,613	$130,328	$674,941	$267,120	$70,284	$337,404	-50%
Women's Studies Center	$0	$0	$0	$209,518	$83,858	$293,376	n/a
Division of Information Technology							
CIARA: Center for Internet Augmented Research	$123,175	$26,825	$150,000	$839,723	$135,278	$975,001	550%
Total	**$9,530,806**	**$3,197,510**	**$12,728,316**	**$12,431,288**	**$3,959,798**	**$16,391,086**	**29%**
Effective F&A rate	**33.5%**			**31.9%**			

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 5, 2013

Subject: Student Affairs Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:
The Student Affairs Report provides an overview of the programs and initiatives provided by the Division of Student Affairs since the Committee last met.

Supporting Documentation: Student Affairs Report

Facilitator/Presenter: Larry Lunsford

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Division of Student Affairs Report

Introduction

The Spring semester ended with various awards ceremonies, commencements, and the installation of the new Student Government Association (SGA) officers. The Annual Student Life Awards ceremony attracted over 200 students, parents, and guests and recognized the top students in various leadership categories.

- The annual SGA elections were held on each campus. Liane Sippin was elected the president for the Modesto A. Maidique Campus (MMC) and will also serve as the student member of the Board of Trustees. Fu Zhou Wu was elected president for the Biscayne Bay Campus (BBC) and will also serve as the student member of the FIU Foundation Board of Directors.

- The Ronald E. McNair annual induction ceremony included the naming of 29 new members of the program. Ronald McNair's brother, Carl, was the keynote speaker for the program.

- A $4 million facelift has begun on the Wolfe University Center (WUC) at BBC. The renovation includes a new entrance, Mary Ann Wolfe Theater update, and a panther sculpture identical to the one at MMC in the courtyard.

- WUC has welcomed a new director, Scott Jones, who joined FIU from his previous position as union director at American University.

- The Annual Dean's List Gala sponsored by Housing and Residential Life attracted over 200 students, parents, faculty, and university administrators to celebrate the academic success of our residential students.

- The Recharge for Finals (previously known as Cram Jam) forms a week-long series of events designed to help students get through their exams. The University tradition of the Midnight Breakfast is a signature event where over 1,200 students were served on both campuses by several deans and administrators, including Provost Douglas Wartzok.

- The annual Graduate Student Symposium attracted its largest number of graduates, family members, faculty, and administrators. The program is sponsored by the Student Affairs Graduate Association and honors students graduating in the Higher Education program.

- Two separate Capital Improvement Trust Fund (CITF) committees were appointed, met, and approved an increase to support additions to Graham University Center and the Recreation Center at MMC.

- A Health Fee Committee was appointed, met, and approved a small increase to the student health fee.

- Career Services and the OHL School of Construction formed an agreement to host international internships.

- Career Services recorded an all-time high of 15 FIU alumni currently serving in the Peace Corps.

- Over 1,000 students and 97 employers attended the MMC Career Fair, and 350 students and 39 employers attended the BBC Career Fair. Employers that provided feedback for the events all gave impressive ratings.

- The Children's Creative Learning Center had a successful inspection by the Florida Department of Children and Families.

- The Children's Creative Learning Center held its annual Bike-A-Thon, raising $1,500 for St. Jude's Hospital. To date, $18,000 had been raised for the hospital.

- Transfer Panther Camp, sponsored by Orientation and Parent Programs, was named a "best practice" by Paperclip Communications.

- The Center for Leadership and Service Annual Leadership Summit attracted more than 400 students and was highlighted by a keynote address by Alberto Padron, member of the FIU Alumni Association Board of Directors.

- The Center for Leadership and Service was named to the 2013 President's Higher Education Community Service Honor Roll.

- The Annual Relay for Life event raised $89,200 for the American Cancer Society. The Student Affairs team raised $8,150 and was awarded the Jeffrey Knapp Award for the team raising the most money.

- FIU's 16th Annual 26-hour Dance Marathon raised over $71,000 for Miami Children's Hospital Foundation through the Children's Miracle Network.

- Alternative Breaks, sponsored by the Center for Leadership and Service, had a record 38 sites for Spring 2013.

- The MMC Recreation Center set an all-time monthly usage record in January of 48,616!

- The 7th Annual Women Who Lead Conference was held at MMC and BBC in February and March. Each event featured an alumna keynote speaker; faculty, staff, and student leader panel discussions; networking with campus and community leaders; and for the first time, featured an interactive case study session. This year's conference engaged 450 participants.

- University Health Services was renamed Student Health Services to better reflect the mission and purpose of the department.

- The 22nd annual Rev. Dr. Martin Luther King, Jr. Commemorative Breakfast attracted over 400 participants and featured Dr. Mary Francis Berry, civil rights activist, as keynote speaker.

- Students represented Upward Bound and Pre-College Programs and the South Florida Center had an excellent performance at the 28th Annual Florida Education Fund Brain Bowl Competition and State Summit.

- During the high school 2013 Spring break, more than forty 11th grade students from the FIU Upward Bound program, Upward Bound Math and Science, Educational Talent Search and the National Achievers Society went on a college tour and visited five colleges and universities in Florida.

- Multicultural Programs and Services hosted the statewide Collegiate Pride Coalition Conference, the first time it has been held at FIU. There were 218 representatives from 21 colleges and universities in attendance.

- Student Health Services successfully achieved its Medical Home accreditation from the Accreditation Association for Ambulatory Health Care (AAAHC).

- The BBC Campus Life and SGA hosted former talk show host and journalist, Larry King, for a highly successful Spring lecture.

- Brandon Wise was named editor of *The Beacon*, FIU's student-run newspaper, and Kyle Pineda general manager of WRGP Radio, FIU's student-run radio station, by the Publications and Media Board.

THE FLORIDA INTERNATIONAL UNIVERSITY
BOARD OF TRUSTEES
Academic Policy and Student Affairs Committee
June 5, 2013

Subject: Division of Information Technology Report

Proposed Committee Action:
None. Information/Discussion only.

Background Information:
The Division of Information Technology Report provides an update on current projects which provide continued support to faculty, staff and students in areas such as the Administrative Software Unit (PantherSoft), Enterprise System Operations, and Media Technology Services.

Supporting Documentation: Division of Information Technology Report

Facilitator/Presenter: Robert Grillo

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Division of Information Technology Report

I. **Administrative Software Unit (PantherSoft)**

a. The FIU Mobile Team is finalizing its latest release. The new release will contain several key enhancements and provide students with access to their Degree Audit Summary and My_eAdvisor functionality in MyFIU. As part of the My_eAdvisor functionality, students will have the ability to quickly find their advisor contact information and review their term-by-term degree requirements through the MyMajor Map. Students will also be able to enroll directly from their mobile MyMajor Map. Additional enhancements for faculty and staff include mobile access to Human Resources Benefits Summary information, FIU Holiday Schedules and the FIU Phonebook/Directory.

b. The PantherSoft Human Resources Team, along with the Division of Human Resources and Academic Affairs, has completed the Summer Faculty Load Project. This project will provide departments with a more streamlined process to enter, submit and process summer faculty appointments. The previous process was paper-based, through spreadsheets and files, and involved many hours of review and approval by Academic Affairs. The new functionality is fully online and work-flow based through PantherSoft Human Resources.

c. The PantherSoft Campus Solutions Team is in the planning phase of a project to implement credit card payments for tuition and fees with Visa. Although FIU provides the ability for students to pay their tuition and fees with credit cards, the ability to pay with Visa will be new and welcomed by the students. The project go-live is Fall 2013.

d. The PantherSoft Human Resources Team has begun a project to transition all major personnel action forms (ePAF) used by the Division of Human Resources to online, workflow-based forms. The ePAF project is in the development and testing phase, and the expected go-live is Fall 2013.

e. The PantherSoft Human Resources Team is currently engaged in a project with the Division of Human Resources to implement the ePerformance module with

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PeopleSoft Human Capital Management. This module will streamline the annual Performance Excellence Process. The functionality will also streamline the process of reporting and auditing performance for university employees. This project is expected to go-live before Fall 2013.

f. The PantherSoft Campus Solutions Team, along with Undergraduate Admissions and Graduate Admissions, has implemented a new online admissions application to enhance the online admissions application process for prospective students. The project will provide all units with better functionality, more streamlined business processes and improved integration with the PantherSoft Campus Solutions system. Since the go-live, there have been close to 16,000 undergraduate and graduate admissions applications started and almost 10,000 admission applications submitted using the new online admissions application functionality. The remaining 6,000 applications are in "save" mode, pending final submission by the applicants.

g. The PantherSoft Campus Solutions Team is working with Academic Affairs, Enrollment Services and the Office of General Counsel to deploy a Parent Login solution for students. This solution will allow students to selectively give access to their parent(s) to be able to view grades, review account information, and pay for tuition and other fees. This functionality will go live in Fall 2013.

h. The PantherSoft Financials Team and the Controller's Office are currently in the design phase of a project to implement Oracle's Governance, Risk, Compliance and Controls Suite. This product will allow the university to better track PantherSoft system access controls and segregation of duties.

i. The PantherSoft Campus Solutions Team, along with members of several enrollment services teams, are in the planning and research stage of a project to increase the number of terms/sessions for online courses. This will provide both fully online and onsite programs with greater flexibility to course offerings, while at the same time provide students with increased options to courses in order to keep them on track towards degree completion.

j. The PantherSoft Human Resources team, along with members of the Division of Human Resources and the Division of IT, has completed the roll out of a new university directory/phonebook. The new directory will be integrated with PantherSoft Human Resources and MyFIU and will provide better integration to other university systems like FAMIS. A mobile-friendly version of the FIU Phonebook/Directory has been rolled out in May.

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II.   **Enterprise System Operations**

a. **Instructional and Research Computing Center (IRCC)**
The IRCC continues to support research projects and grant proposals such as one for collaboration with the Sunshine State Educational & Research Computing Alliance (SSERCA) submitted to the National Science Foundation (NSF).   If accepted, this proposal will allow FIU to enhance its current storage system for researchers.

Additionally, in partnership with SSERCA and the Extreme Science and Engineering Discovery Environment (XSEDE), the Division of IT hosted an XSEDE regional workshop. XSEDE is an organization funded by a 120 million dollar grant from the NSF. Its main goal is to educate people on the use of computational computing, offer training and facilitate access to some of the nation's largest supercomputer centers. The workshop was a success with over 100 participants.

b. **Singapore Co-Location**
FIU, along with Internet2, New York University, Duke University and the University of Chicago unveiled an advanced data and communications network facility in Singapore on May 7, 2013. This new facility provides advanced network computing services as well as applications for research and education. Universities wanting to expand their international programs or those who wish to better support existing global campuses and research can benefit from this facility.

Expanding the research and education sector's highly advanced networking capabilities to include cost-sharing of space and equipment hosting facilities offers participating campuses numerous benefits, including a regionalized global data center, local support and monitoring, enhanced and shared network infrastructure, high-definition video conferencing and NET+ applications offered globally by Internet2.

The facility is located at the Tata Communications Exchange in Singapore, near the crossroads of many of the world's trans-global fiber-optic connections. Through interconnections with leading partners like SingAREN, Transpac, Gloriad, TIEN3, CSTnet and CERNET, FIU will reap the benefits from a secure common facility that is deeply woven in to the fabric of global R&E collaborators.

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III.   Media Technology Support (MTS)

a. **Academic Imaging Digitization Lab**
Technology Fee funding has enabled the Division of IT, along with the library, to open the most technologically advanced imaging lab in the state of Florida. This lab will allow FIU to digitize many rare collections it currently has in museums, libraries and centers.

b. **Course Capture Committee**
The Division of IT is leading a committee consisting of college IT professionals, faculty and students to establish requirements and determine a common course capture platform for FIU. This collaborative effort will allow the institution to grow on a common platform university-wide.

c. **University Studio**
The Division of IT is making a significant investment into the university studio located in the Green Library. Once complete, the new studio will host capabilities for producing broadcast quality content for the FIU community and beyond. This includes television production events, photo studio settings, and other media related initiatives.

d. **Audio Visual Innovation**
After a successful pilot of some innovative Audio Visual (AV) concepts in GL 132, Media Technology Services (MTS) is poised to begin propagating technologies such as "ad hoc" recording, a new design of microphones "zones" that do not require the use of a wireless microphone, and preprogrammed camera zones that allow faculty to show the whiteboard on camera through use of the touch panel. MTS is also testing Apple TV as a wireless option for presentations.

IV.   Network Engineering and Telecommunications (NET)

a. NET is involved in the analysis of the IT infrastructure of the newly acquired Aquarius Reef Base. This includes developing network connectivity at sea and on land.

b. NET is in the cabling installation phase of the physical, network, WiFi and telephony infrastructure for the new Parkview Housing buildings, Academic Health Center 4, The Stocker Astroscience Center building, Mixed Use Auxiliary (MANGO), FIU Brickell Campus 19th floor and Academic Health Center 5.

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c. NET is currently working on the design, configuration, and testing of a new wireless authentication system. The team will be upgrading the Intrusion Prevention System in the Data Center to 10GB.

d. NET is coordinating the next Disaster Recovery test in order to validate the disaster recovery readiness of FIU's PantherSoft Human Resources, Campus Solutions, Financials, Portal modules including the MyAccounts account provisioning system.

V. Information Technology Security Office (ITSO)

a. The Data Loss Prevention desktop product has been rolled out campus wide. Rules are being continuously fine-tuned to eliminate false positive results. Phase II of the project was rolled out to the Division of IT which detects any potential sensitive data in transit on the network and requires the end user to justify the processing of the data.

b. Security Awareness Training Courses continue to be offered online to all faculty and staff. Red Flag and HIPAA training are provided on an as needed basis. As of May 2013, 1089 users have completed the Security Awareness Training Course.

c. During the months of January, February and March, the ITSO handled twelve (12) copyright infringement cases, seven (7) notable security incidents and two (2) defaced/compromised websites.

VI. Support Center

a. **Interactive Voice Response (IVR) Password Reset Project**
The new IVR Password Reset capability will allow faculty, staff and students to personally reset their MyAccounts password utilizing an IVR system for password resets and ticket status inquiries when calling the IT Support Center.

b. During the months of January 2013 through March 2013, the support center received 13,024 calls and handled 12,707 calls. Ninety-seven percent of calls were serviced by the call center. The remaining three percent were not directly handled by the support center representatives because 1) the caller found the answers through online resources provided by the call center, or 2) the caller "dropped" the call, meaning the caller hung up.

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c. During the months of January 2013 through March 2013, field team engineers were assigned 546 service requests for MMC and resolved 528 service requests. In BBC there were 194 cases of which 170 were resolved. The tickets which remain open are due to field team members awaiting a response from the end user or hardware parts being ordered and the team is waiting for delivery.

VII. Center for Internet Augmented Research (CIARA)

The NSF Partnership for International Research and Education (PIRE) Open Science Data Cloud (OSDC) is a 5-year $3.5M grant. This award was made to the University of Chicago and CIARA on behalf of FIU. Three of the thirteen accepted research fellows (students) who have been accepted to study abroad this summer are from FIU. CIARA, on average, supports two to four undergraduate students on its grants through the NSF Research Experiences for Undergraduates (REU) program. Recruiting concluded in May 2013.

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