Dear Maria and Katie,

Attached are materials for the proposal to establish a new ***Doctor of Nursing Education*** distance degree program in the College of Nursing.

The Doctor of Nursing Education (DNE) is a professional nursing doctoral degree aimed at preparing nursing educators with doctoral-level training in teaching the didactic and clinical skills to prepare future nurses to meet emerging workforce needs. The program is developed for nurses with earned master's degrees who seek to teach nursing students in academic and healthcare settings. If approved, Ohio State's College of Nursing will be among the first programs nationally to offer a DNE. The Association of Nursing Professional Development and academic leadership of several nursing programs throughout Ohio have provided letters of support for development of the DNE program. The proposed DNE requires completion of a minimum of 50 post-master's credit hours. Within the DNE, the College of Nursing is proposing two specializations: (a) academic nursing educator, and (b) nursing professional development. The proposal document includes an MOU with the Office of E-Learning and Distance Education. The proposal has been recommended for approval by the GS/CAA subcommittee and approved by the Graduate Council.

Please let me know if you need any additional information in order to add this proposal to an upcoming CAA meeting agenda.

Sincerely,
Anika

Anika Anthony, Ph.D.
Associate Dean of Academic Affairs
Associate Professor, Department of Educational Studies
The Ohio State University
Graduate School
250E University Hall, 230 North Oval Mall, Columbus, OH 43210
Phone: (614) 247-2083
anthony.171@osu.edu   https://gradsch.osu.edu/

TO: Randy Smith, Vice Provost for Academic Programs
FROM: Anika Anthony, Associate Dean of Academic Affairs, Graduate School
DATE: October 5, 2021
RE: Proposal for a new *Doctor of Nursing Education* in the College of Nursing

The College of Nursing is proposing to establish a new *Doctor of Nursing Education*

The proposal was received by the Graduate School on September 8, 2020. The combined GS/CAA subcommittee first reviewed the proposal on October 28, 2020. Revisions were received on December 14, 2020. GS/CAA conducted a second review of the proposal and recommended it for approval by the Graduate Council on January 12, 2021. Graduate Council reviewed the proposal on February 8, 2021 and requested revisions. Revisions were received on August 23, 2021. The proposal was approved by the Graduate Council on August 25, 2021.

College of Nursing

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August 23, 2021

Anika Anthony, PhD
Associate Dean of Academic Affairs
Graduate School
250E University Hall
230 North Oval Mall

Dear Dr. Anthony:

Following the recent meeting of myself and Dr. Cindy Anderson, College of Nursing Senior Academic Dean, this past month with Dr. Bertone to discuss the outcome of the Graduate School Council vote on the revised proposal from the College of Nursing to establish a Doctor of Nursing Education (DNE) program, we have completed an additional revision of the DNE proposal in response to the reviewer feedback.

Attached is a tracked changes version of the revised DNE proposal which shows additional revisions of the proposal in relation to two areas of concern that were identified in the original review feedback from Graduate Council:

- Minimum overall program credits originally proposed is less than the standardly-required minimum of 50 post-masters credits for a doctoral program
- Concern about limited number of credits for the proposed specialization tracks

The newly-revised proposal addresses both of these key concerns by increasing the total minimum number of proposed program credits to 50 for each specialization track and also equalizes the minimum number of program credits at 50 credits for both parttime and fulltime students.

In the attached newly-revised proposal, p. 11 (table with summary of courses by purpose in the program) and pp. 41 – 45 (fulltime and parttime sample plans of study) display the revised proposed credit changes using tracked changes.

In summary, the specific changes that have been made for the current version of the proposal are as follows:

- Expanding the credits for each course in each of the two specialization tracks ([DNE] 8442, 8481 for Nursing Professional Development (NPD) track; [DNE] 8500, 8522 for Academic Nursing Educator (ANE) track) by 1 credit each, resulting in an increase from 4 credits to 6 credits of specialization-specific coursework
- Increasing the credits in each of the two DNE Capstone Project courses ([DNE 8998.01, 8998.02) taken by all students, from 2 credits of clinical only for each course, to 4 credits of clinical plus an additional 1 credit of didactic content for each Capstone course, to provide touchpoints with faculty and advisor guidance throughout the project. Because the Capstone Project is tailored to each student's specialization track, the additional Capstone courses content will also enhance the specialization track experience.

- Increasing the course credits in three of the other required core courses taken by all students ([DNE] 8781, 8441, and 8480) from 2 to 3 credits each, to provide improved depth of coverage of course content.

With the above revisions to the proposed coursework, there are now a total minimum of 50 program credits included in each of the sample plans of study for NPD parttime/fulltime and ANE parttime/fulltime students. These proposed changes that increase the number of total program credits also serve to enhance the course content coverage within each specialization track, make the clinical courses more robust (= overall expansion of clinical hours from 300 to 450 minimum number of clinical hours), and improve the quality of the Capstone Project coursework experience.

The prior version of the proposal and the supporting materials, inclusive of correspondence with the Graduate School, are reattached separately for reference.

This letter also documents that the attached revised proposal was reviewed and unanimously approved by the College of Nursing Graduate Studies Committee (GSC) in August 2021. The GSC approval was followed by review and approval by the College of Nursing eligible voting faculty the week of August 16 – 23, 2021, with 116/125 (92.8%) approving and 9/125 (7.2%) not approving the revised proposal.

Thank you again for the careful review of our proposal and for the opportunity to discuss and respond to the review feedback. We look forward to the next steps for moving the proposal forward.

Sincerely,

Celia E. Wills

Celia E. Wills, PhD, RN, Graduate Studies Chairperson & Associate Professor

Copy:

- Dr. Cindy Anderson, Senior Associate Dean for Academic Affairs and Educational Innovation

- Dr. Tara King & Dr. Carolyn Schubert, DNE proposal lead faculty

- Dr. Margaret Graham, Vice Dean

- Dr. Bernadette Melnyk, Dean

August 23, 2021

Dr. Alicia Bertone
Vice Provost and Dean
Graduate School
250 University Hall
230 North Oval Mall

Dear Dr. Bertone:

The College of Nursing administrative leadership team is fully supportive of the attached revised curriculum proposal for the establishment of a new Doctor of Nursing Education program.

Sincerely,

Cindy Anderson, PhD, RN, APRN-CNP, ANEF, FAHA, FNAP, FAAN
Professor
Senior Associate Dean for Academic Affairs and Educational Innovation

Doctor of Nursing Education (DNE) Program Development Proposal

fully online, blended

*The Ohio State University College of Nursing*

Basic Characteristics of the Educational Program

1. **Brief description of the disciplinary purpose and significance of proposed degree**. *(max 300 words)*

The Doctor of Nursing Education (DNE) is a novel professional nursing doctoral degree program to prepare expert nursing educators in teaching-learning, evidence-based practice, innovation, health, wellness, and resilience. A large majority of faculty positions (90%+) prefer or require an earned doctorate (Li, Turinetti, & Fang, 2018), but there is a dearth of professional doctoral degree programs for nursing educators. Specific academic preparation to prepare doctorally-educated nursing educators is urgent based on national nursing faculty shortages.

The current nursing faculty vacancy rate is 10.4% and is projected to increase substantially based on impending retirements. Current faculty age is 52.4 years (mean), 64 years (mode), 18% are 60-65 years of age, and another 13% are 65-77 years of age and could retire at any time (AACN, 2019b). The faculty shortage is the major factor limiting student enrollments necessary to meet current and future workforce needs (AACN, 2019a; AACN, 2017b; NLN, 2014; National Advisory Council on Nurse Education and Practice, 2010). Numbers of declined qualified applicants to entry-level baccalaureate programs have risen over the past five years (AACN, 2019a) (Figure 1).

Figure 1. Number of Qualified Applicants Declined for Admission to Entry-Level Baccalaureate Nursing Programs: 2014-2018 (AACN, 2019a)
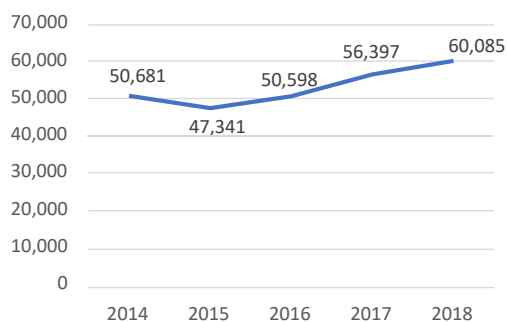
There is a looming crisis in nursing and healthcare based on the direct impact the faculty shortage has on the national supply of nurses: **nursing faculty shortages ➔ insufficient numbers of students admitted to nursing education programs ➔ nursing shortages ➔ poor healthcare outcomes**. Nursing shortages are associated with multiple adverse health and healthcare outcomes; e.g., increased patient mortality rates (Aiken et al., 2014), hospital readmission rates (Tubbs-Cooley, Cimiotti, Silber, Sloan & Aiken, 2013), infection rates (Cimiotti, Aiken, Sloan & Wu, 2012), and failure

to rescue (Aiken et al., 2002), in which patient conditions deteriorate unexpectedly with poor outcomes (Simpson, 2016).

2. **Definition of the focus of the program.** *(max 300 words) This is only intended to be an overview. Make sure to explicitly identify if plans include defined lines of curricular focus within the degree program (tracks or concentrations) and whether they will be noted on the transcript.*

   The proposed DNE program will prepare expert nursing educators dedicated to teaching the didactic and clinical skills to prepare the next generation of nurses. It is distinct from the other two doctoral degree programs offered in the College of Nursing (CON): (1) *PhD in Nursing* that prepares nurse scientists to conduct original research to contribute to generalizable scientific knowledge; and, (2) *Doctor of Nursing Practice (DNP)*, a professional nursing practice program that prepares nurses to contribute to nursing and healthcare at the highest level of patient care (Clinical Expert Track) or leadership (Nurse Executive Track). Outside of nursing, the EdD prepares graduates for educational leadership roles, while the PhD in Education prepares educational researchers. The proposed DNE program is more conceptually similar/parallel to the DNP program in a shared professional nursing focus, with both degrees (DNP and proposed DNE) distinct from the scientific research focus of PhD programs and non-nursing-specific focus of the EdD.

   There are two transcripted specialization tracks proposed within the DNE program: (1) *academic nursing education*, and, (2) *nursing professional development*, each with track-specific coursework within the core DNE curriculum. The DNE program is designed for masters-prepared nurses who are passionate about teaching nursing students and nurses in all settings, including a cumulative capstone project demonstrating achievement of doctoral-level outcomes. The online DNE program will be flexible and conducive to adult learners ready to become expert nurse educational leaders in academia or healthcare settings, such as hospitals, clinics, home care, or communities. As consistent with the focus of the DNE, graduates would most likely be appointed in a nursing clinical or education position/employment track instead of a research-intensive position/track.

3. **Rationale for degree name.** *(max 100 words) For example, Master of Science or Master of Arts degree names identify degrees that prepare students for original research and usually include original research that leads to a thesis as culminating experience or may include a research capstone. "Master of" degree names have a capstone culminating experience that demonstrably integrates what has been learned during the degree coursework. Justify the disciplinary field in the degree title if not tightly linked to the stated focus of program.*

   The proposed Doctor of Nursing Education (DNE) program is conceptually similar/parallel to the Doctor of Nursing Practice (DNP) program in its disciplinary focus on professional nursing, but the DNE focuses on preparation of doctoral level nursing educators, versus the nursing practice and leadership focus of the DNP. Thus, the degree name, Doctor of Nursing Education, is consistent with the focus of the DNE program. The professional degree program characteristics of the DNE are otherwise similar/parallel to the DNP; e.g., professionally-focused curricular content that includes a professional nursing focus, clinical practicum coursework, and a culminating capstone experience.

4. **Duration of the program.**

   a. **Total credit hours**. *Identify minimum total credit hours (indicate whether semester or quarter) for completion of the program. If there are differences in credit expectations among the proposed tracks or concentrations, state those differences.*

The novel DNE program is proposed as a 50-credit post-masters professional doctoral degree program designed to be completed full-time in five semesters (2 years) or part-time in eight semesters (3 years). OSU is currently approved to offer post-masters doctoral degrees based on a minimum of 50 (instead of 60) credits, but certain professional doctoral degree programs, including the currently-approved OSU College of Nursing DNP program, are approved for a reduced 36 credit minimum (Ohio Department of Higher Education, Chancellor's Council on Graduate Studies guidelines, 2019, p. 4) based on disciplinary curriculum standards (AACN, 2006) and national credit hours norms for professional nursing doctoral degree programs. The proposed Doctor of Nursing Education (DNE) program is most conceptually similar/parallel to the reduced credit Doctor of Nursing Practice (DNP) program in its disciplinary focus on professional nursing and in its overall curricular structure. For non-DNE degree comparison programs (Appendix A), the semester credit hour range is 36 – 90 credits.

The DNE includes 42 credit hours of core coursework and 6 credit hours of specialization track coursework for a specialization in either academic nursing education or nursing professional development. The *academic nursing education* track is developed for those who seek to teach in academic nursing programs within colleges/schools of nursing. The *nursing professional development* track has been developed collaboratively with leaders/board members of the Association for Nursing Professional Development (ANPD; www.anpd.org) for those who seek to educate practicing professional nurses in health care environments to enhance healthcare outcomes. The ANPD support for the DNE is based on an expressed need for nursing professional development practitioners to have doctoral level depth of expertise for staff development in contemporary increasingly complex healthcare environments. See Letter from ANPD Leaders (Appendix B).

b. **Normal or typical length of time for students to complete the program.** *If there are differences in duration among the proposed tracks or concentrations, state those differences. Identify if students will be enrolled full-time and/or part-time.*

The DNE program is designed to be completed full-time in five semesters (2 years) or part-time in eight semesters (3 years), regardless of specialization track.

5. **Admission timing.** *Provide proposed date for implementation of the program and indicate if program plan includes more than one cohort being admitted per year.*

Assuming approval by Spring 2021, student recruitment would occur starting Spring/Summer 2021, and the program would begin in Autumn 2021. There will be a single cohort admitted each year in the Autumn.

6. **Primary target audience for the program and admission requirements.** (*max 300 words) For example, traditional college age, working adults, professionals with specific existing credential, military personnel, etc. Define admission requirements (previous areas of study or degree earned, GPA, work experience or certification, standardized tests, writing samples, etc).*

The *academic nursing education* track is developed for nurses with earned master's degrees who seek to teach in college or university level academic nursing programs to prepare nurses for clinical practice at all levels. The *nursing professional development* track is targeted to masters-level nursing professional development practitioners (NDPs) who seek doctoral preparation to educate nurses in healthcare settings to enhance healthcare outcomes.

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Admission Requirements include:

- The general minimum criteria established by the Graduate School
  (http://gpadmissions.osu.edu/grad/admissions.html)

- Minimum English proficiency requirements/tests for international applicants per The Ohio
  State University Graduate and Professional Admissions website
  (http://gpadmissions.osu.edu/intl/english-proficiency.html)

- Graduate of Master of Science in nursing or equivalent degree from a nursing-specific
  accredited institution – all college transcripts must be submitted

- Cumulative minimum GPA of 3.0 on a 4.0 scale for the most recently-earned degree

- Current, unencumbered Registered Nurse license; if Advanced Practice Registered Nurse
  (APRN), a current, unencumbered APRN license

- Recent 3,500 direct care practice hours as a Registered Nurse or APRN (approximately 2 years
  of full-time employment within past 5 years)

- Purpose and goals statement

- Three letters of recommendation

- Letter of support from supervisor (if employed)

- Online interview

7. **Special efforts to enroll and retain underrepresented groups**. *(max 500 words) Offer plan to ensure recruitment, retention and graduation of groups underrepresented within the discipline. Provide as background (1) Institution and department profiles of total enrollment and graduate student enrollment of underrepresented groups within the discipline and compare to (2) nationally reported values from NCES, Council of Graduate Schools, or other authoritative sources. Supply data by demographic group where available. Your Office of Institutional Research, or the Graduate School, can assist in gathering this data.*

Nationally, 34.2% of students in nursing PhD programs and 32.6% of students in DNP programs identify as members of minority groups (American Association of Colleges of Nursing [AACN], 2019a), whereas 17.3% of nursing faculty identify as minority group members (AACN, 2019b). This is compared to the national population of Registered Nurses, where 24.4% identify as minority, slightly lower than the US population of 26.4% identifying as minority (Data USA, 2017).

In 2018, 16.3% of graduate students identified as minorities (OSU Enrollment Services and Undergraduate Education, 2018) compared to 16.9% of students enrolled in the OSU College of Nursing (CON) graduate programs (Table 1). The most recent graduation rate across all degree levels for underrepresented minorities is similar to the overall graduation rate (89% vs. 90%) (D. Barnes, personal communication, June 28, 2019) based on strong college and university infrastructure for recruitment and retention of underrepresented groups within the available applicant pool.

Table 1. Percentage of graduate students identifying as minorities National, OSU and College of Nursing data (2018).

Source	2018
National PhD Nursing Programs	34.2%
National DNP Programs	32.6%
OSU Graduate & Professional Student Survey Respondents	16.3%
CON Graduate Students	16.9%

In the nursing profession, males represent just 10.7% of the workforce (Data USA, 2017), compared to 13.21% in doctoral nursing programs (PhD or DNP) (AACN, 2019a), and 6.5% of nursing faculty (AACN, 2019b). In the OSU College of Nursing (CON), 15% of the overall student population identifies as male across degree levels, with a graduation rate of 91%, supporting the commitment and ability to enroll and retain underrepresented groups.

A holistic admissions process will be used to enroll a diverse DNE program student body. Multiple support mechanisms will be utilized for program retention, including faculty advising, connection to university level services through the Dennis Learning Center with for-credit courses, one-on-one coaching and on-demand content pertinent to academic support. The CON has demonstrated effective flexibly tailored individual student support, including development of formalized mentoring supports. Multiple programs are available via the OSU Office of Diversity and Inclusion to support diverse graduate students. Minority recruitment and retention is a top priority of the OSU Graduate School.

Student advisement is the primary responsibility of tenure track/tenured and clinical track faculty with at least 50% FTE and designated status from the OSU Graduate School. New graduate student advisors are introduced to advisement responsibilities in the CON Faculty Orientation and receive at least one in-depth individualized orientation to advising in a session with the Graduate Studies Chairperson, as well as ongoing support for advising roles and technical and data needs in close collaboration with the Office of Student Affairs, Equity and Inclusion.

Institutional Planning for the Program

1. **What are the physical facilities, equipment and staff needed to support the program?** *Indicate the impact that the proposed change will have on the physical resources and laboratories that currently accommodate existing program and services or identify new laboratory and preceptor needs. Define if new staffing is needed to support these facilities or other aspects of the program.*

No additional physical facilities or equipment on campus will be required for students in the proposed DNE program. The DNE degree is a distance learning program with the didactic component offered entirely online, in both synchronous and asynchronous formats. Applied/hands-on experiences in teaching-learning will be handled using existing resources/infrastructure, such as using the clinical placement office to assist with agency contracts and placements. The College of Nursing has extensive experience with successful delivery of online programs, including for professional degree programs that include the DNP program.

The institution has an excellent existing infrastructure and recognized leaders and mentors who excel in nursing education to support the DNE program. The learning management system for OSU, Carmen (a Canvas by Instructure product) offers state-of-the-art delivery of course materials.

Course content will be delivered using a variety of multi-media formats including but not limited to video lecture capture, audio slide shows, interactive slide shows, case studies, online quizzes, and virtual discussion with instructors and classmates. Examples of online educational media that may be used include Zoom (web conferencing software), Panopto (screen and audio capture software), and VoiceThread (interactive audio-visual tool for shared discussions and presentations).

To ensure the use of evidence-based teaching-learning practices in online higher education, the DNE courses will be developed using the Quality Matters Rubric. The **Quality Matters (QM) Program** is nationally and internationally recognized process of reviewing the quality of online courses and online design components. The Quality Matters Rubric is a widely used set of standards for the design of online courses at the postsecondary level (Quality Matters, 2018).

The College of Nursing has highly experienced information technology specialists who will assist with the technical aspects of the online course delivery format. Further, the Manager of Instructional Services is also the co-director of the Academy of Teaching Innovation, Excellence, and Scholarship for the CON. She is a master reviewer with Quality Matters and can offer guidance in leading superior development of online course materials. Collectively the CON has many years of experience delivering online programs and courses to graduate students. The DNE program director will work closely with the CON instructional development specialists and Office of Distance Education and eLearning (ODEE) (https://odee.osu.edu) instructional designers to assure smooth online course development and appropriate technical delivery of the course material.

Distance education support services for faculty and students are also provided by the university through the Office of Distance Education and eLearning (ODEE) (2019a, 2019b). For current online programs, there exists a close collaboration between the college and Ohio State ODEE, promoting nursing program advancement and development in a quality online environment. Resources provided by ODEE are leveraged for implementation of best practices when making the decisions for online teaching, supporting an environment conducive to student learning. ODEE provides course development support including a 14-week development process of one-on-one support between an instructor and an instructional designer to create online courses. This support is followed by a 5-hour review after an initial course offering to consider immediate feedback and concerns. Courses are then reviewed every three years between an instructor and an instructional designer to make improvements and updates based upon student feedback. ODEE also provides support for compliance with state authorization regulations for delivery of educational programs to students at a distance, including a dedicated program manager and program assistant (ODEE, 2019c).

The OSU Graduate School is a strong support to the OSU CON and provides valuable oversight of graduate programs at OSU to ensure quality, including for proposals for new degrees. They offer support through vetting policies and procedures, faculty appointments, non-faculty committee members to doctoral committees, as well as assisting with student admission, addressing grievances and maintaining files. They provide faculty with assessment information from classroom learning activities through program level outcomes.

As a result of dedicated and well-prepared faculty in the CON, coupled with the high level of resources and support described previously, the *Online M.S. in Nursing Program* is nationally ranked by U.S. News & World Report (USNWR) as #4 (2020a) making it the sixth consecutive year that this program is ranked in the top six nationally. OSU is also known for online program excellence as demonstrated by the USNWR (2020b) ranking of #1 for *Online Bachelor's Programs* in 2019, of which

over half are in the CON online RN to BSN completion program making it the third consecutive year that the online bachelors programs are in the top three nationally.

2. **What is the evidence that a market for the new program(s) exists? How has estimated program demand been factored into realistic enrollment projections? How has this evidence been used in planning and budgeting processes to develop a quality program that can be sustained?** *(max 500 words) Using information added to the Appendix, provide evidence of need for the new degree program, including the opportunities for employment of graduates. Examples of potential metrics supporting program need include: Student interest and demand (Potential enrollment; Ability to sustain the critical mass of students. Surveys of potential student interest can be helpful); Institutional need (Plan for overall development of graduate programs at the proposing institutions); and, Societal demand (Intellectual development; Advancement of the discipline; Employment opportunities to meet regional, national and/or international needs).*

    The DNE will fill a gap for a professional doctoral degree that focuses on preparing nursing educators that is not available in existing doctoral degrees. Nurses who seek doctoral preparation and a nurse educator role are limited to a PhD that *may* include some educator preparation, or the EdD that is a general educator professional practice degree. The DNP, conceptualized as an advanced clinical practice degree, does not include an explicit focus on nursing education. Each degree is specifically tailored for the following roles: a nurse scientist/researcher (PhD), an expert in rapid translation of evidence into practice and policy or lead innovative, transformative healthcare organizations (DNP), and an expert in general education (EdD), but none of these existing degrees prepare nurses for providing clinical nursing education at the doctoral level for academic or healthcare settings. The program will emphasize best practices in teaching and learning in nursing, curriculum design and development related to nursing education and clinical practice, and nursing education assessment and evaluation not addressed in existing programs (King et al., 2020).

    A number of current and former students in the CON doctoral programs and elsewhere have expressed interest in a doctoral degree specifically for the purpose of preparing nursing educators. Therefore, the OSU CON conducted a first-of-kind national needs assessment survey to formally gauge extent of demand for the DNE which has previously been described on an anecdotal basis (King et al., 2020). The response rate was 27% (n = 826) of the total of 3,080 nurses who had access to the survey. Respondents' academic preparation included: BSN (13%), masters in nursing (44%), DNP (14%), PhD in nursing (11%), and other (18%), employed within a diverse range of clinical practice, leadership, and academic roles. Seventy percent (70%; n = 516) endorsed the need for a specific degree to prepare expert nurse educators/faculty. A majority endorsed that best practices in teaching and learning, 64% (n = 473), curriculum design and development, 65% (n = 477), and assessment/evaluation, 60% (n = 445) related to nursing education and clinical practice are missing in current doctoral degrees sought by nurse educators and should be offered in a DNE program.

    The need for the DNE is further supported by additional data documenting that many DNP and PhD-prepared graduates assume faculty teaching positions at some point without sufficient coursework and preparation in the educator role (Ketefian & Redman, 2015). Although EdD programs are also sought by aspiring nurse educators, the content often includes administration (Landry, 2017) and preparation for education leadership (Kroeger, 2016) rather than building expert educators in the clinical discipline of nursing, including the evaluation of students learning to apply science in bedside practice. The DNE fixes these gaps by preparing nurse educators to lead in these areas.

Statewide Alternatives

You are encouraged to talk with your colleagues at other institutions to learn more about their programs and discuss your unique opportunities. (max 300 words)

1. **What programs are available in other institutions and how do they differ from the program being proposed?** *Explain the unique features of your program compared to others in the State.*

   The proposed DNE program is a novel professional doctoral degree. There are a few doctoral degree nursing programs in the nation that focus on education (Appendix A), but these differ in curriculum from the proposed DNE program. The DNE is conceptually similar/parallel to the existing DNP professional doctoral degree in scope and credit hours but focuses on preparation of nursing educators instead of clinical practice and leadership. The DNE is designed to be similar in scope to other professional doctoral degree programs for which CCGS has approved reduced credit programs, such as the DNP (Ohio Department of Higher Education, CCGG guidelines, 2019, p. 4).

   At OSU, the Department of Educational Studies/Higher Education and Student Affairs, College of Education and Human Ecology, offers a PhD and an EdD in Educational Studies. They are designed to prepare, "leaders in higher education and student affairs . . . government, non-profit organizations and policymakers" (HESA, 2019a, para 1), and, "scholarly practitioners who understand the importance of equity and social justice and can respond effectively to the problems and issues of contemporary practice in higher education and student affairs" (HESA, 2019b, para 1). These programs are not specifically designed to prepare nursing educators with knowledge and skills to provide discipline-specific education. These programs are also offered in an on campus format, limiting program geographic reach.

   Of the 15 Ohio DNP programs accredited by the Commission on Collegiate Nursing Education, none are like the DNE in focus and scope, and only one offers a 6-credit elective sequence in nursing education (Appendix C). Thus, there is a need for a separate doctoral level degree program with a nursing education-focused curriculum that provides the breadth and depth of coursework to prepare nurse educators to lead nursing education in academic and practice environments.

2. **Address appropriateness of specific locale for the new program.** *For example, are you uniquely serving a region?*

   The novel DNE program is likely to be in demand both regionally and nationally. The OSU College of Nursing is a leader in distance education at OSU and beyond. In the past five academic years, the CON has consistently increased enrollment in online programs from 373 students to 695 students. The CON graduate programs offered 68.3% of the total online programming at OSU (Jones & Griffiths, 2019). The Online M.S. in Nursing Program was recently ranked second in the nation (U.S. News & World Report, 2018). The OSU CON has full authorization to offer the DNP program in multiple other states (Ohio State Online, 2019). Thus, the OSU CON is strategically positioned to provide excellent online education for the DNE for students within Ohio and throughout the nation.

3. **Address opportunities for inter-institutional collaboration.**

   There are no similar programs in the country. The proposed degree addresses an unmet need for academic preparation of faculty teaching in nursing programs. Currently, opportunities for education to prepare nurse educators end at the master's degree level: master's in nursing education (10 programs) or post-master's certificate programs (14 programs), limiting the advanced preparation available for a faculty position (Appendix D – Ohio Masters in Nursing Education Programs). The

proposed DNE program targets a different audience, that of nurses who seek doctoral preparation for academic or clinical teaching in nursing. The program is prepared nurse educators to plan, implement and evaluate best evidence for instruction of nursing students and professional development staff in clinical settings. While other doctoral degrees focus on educator preparation, they lack discipline-specific emphasis. Further, the DNE is not designed for generation of new knowledge but of application of best practices gleaned from the evidence to educate nurses and professional development specialists. The OSU CON administration is committed to collaboration with other institutions to support their own faculty in their doctoral education and to see where they have any doctoral level courses that we could leverage/collaborate upon within in our program. This may be explored in appropriate venues that include but are not limited to meetings of groups such as the Ohio Council of Deans & Directors quarterly meetings, whose purpose is to, "share information, network, formulate positions on relevant nursing education issues and assist in development of Ohio public policies related to nursing practice, education, and research" (Ohio Council of Deans & Directors, n.d.).
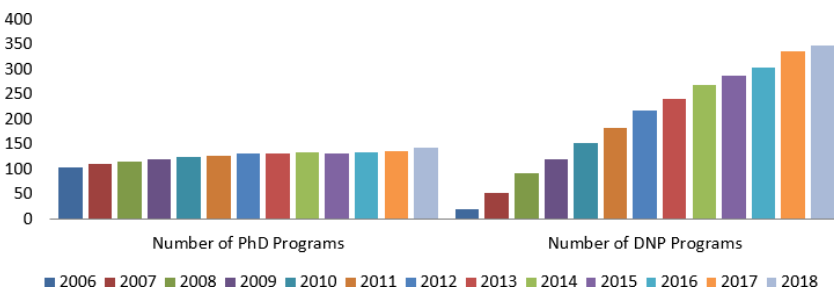
Growth of the Program

Answers to the following questions should be consistent with the Fiscal Impact Statement in Appendix. (max 300 words)

1. **What future growth do you anticipate over several years, and how do you plan to manage this growth? When do you expect the program to be self-sufficient?** *For example, is there a point at which you need to hire new staff or faculty, or find additional space?*

    The demand for the DNE program is expected to be significant and with an expected rate of program growth that is similar to the CON DNP program. A national needs assessment survey (described in section 2., p. 7) documented that 52% percent (n = 232) of respondents in the subset not currently enrolled in a doctoral program indicated that they would be interested in obtaining a DNE degree, and another 34% would have chosen the DNE if available.

    Based on our own data (King et al, 2020) there were a number of students who picked the DNP instead of the PhD program because they did not want to become scientists. Some future applicants may prefer the DNE over the DNP which is an appropriate choice if the goal of an applicant is to gain a doctoral degree with a substantive focus on nursing education. When the first DNP programs were developed there was concern that the DNP would divert students from the PhD and harm the standing of nursing in academe (Meleis & Dracup, 2005) but this did not occur (AACN, 2019c) (Figure 2).

Figure 2. Growth in Doctoral Nursing Programs: 2006-2018 (AACN, 2019c).

It is anticipated that 30 students will be admitted in the first year of the program, followed by 45 students in the second year of the program (Autumn 2022), and 60 new students in the third year (Autumn 2023), and subsequent years (Autumn 2024 and future; see also Appendix E). These numbers are considered maximum enrollment to provide quality teaching and advising with current staffing (Table 2).

Table 2. Projected students admitted to the DNE program by year, Full-time and Part-time combined.

Program	Initial Year (Autumn 2021)	Second Year (Autumn 2021)	Subsequent Years (Autumn 2022 and beyond)
Doctor of Nursing Education (DNE)	30	45	60

Initial implementation is for a single cohort annually, providing the open door for future options of increasing admission cycles.

An example of the CON's ability to manage program growth is the DNP program that has experienced tremendous growth in recent years due to the ability to meet student and community needs (Figure 3).

Figure 3. Enrollment DNP Program OSU CON: 2015-2019 (D. Barnes, personal communication, November 26, 2019).
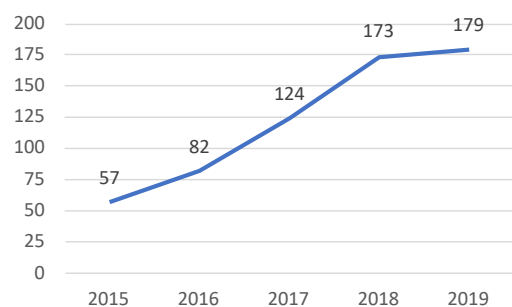
Curriculum and Instructional Design

1. **Curricular content.** *Using a variation on the Table below to match your proposed program, list here all the courses that comprise the program and identify if the program will include any new courses. Include course descriptions in the Appendix for all courses that are a part of the curriculum, including those required for transcripted tracks or specializations.*

   DNE Program Outcomes

   1) Translates and evaluates evidence-based principles of teaching and learning into the development, design, implementation, and evaluation of nursing education and practice for a diverse student population to transform the healthcare system

2) Demonstrates excellence in leadership roles for the development of practice models, policy, ethical principles, and competencies for nursing education and nursing professional development (NPD)
3) Applies evidence-based practice and translational science methodologies into educational scholarship to prepare graduates to be innovative and creative nurse educators prepared to drive change in nursing education and healthcare environments
4) Collaborates with interprofessional teams to implement and evaluate evidence-based teaching strategies to promote critical thinking and clinical decision-making in nursing
5) Demonstrates inclusion of wellness across multiple educational and practice settings for nursing students, faculty, NPD specialists, and organizations for improved health outcomes

course #	title	credits
Required core courses for degree		
NEW [DNE] 8780	Evidence-based Practice in Nursing Education and Professional Development	3
NEW [DNE] 8781	Evidence-based Teaching & Interprofessional Education in Nursing	3
NEW [DNE] 8115	Wellness and Resilience in Nursing Education and Professional Development	2
NEW [DNE] 8538	Curriculum Design for Nurse Educators	3
NEW [DNE] 8441	Innovation in Nursing Practice and Education	3
NEW [DNE] 8480	Quality Improvement for the DNE Prepared Nurse	3
NEW [DNE] 8537*	Assessment and Evaluation in Nursing Education and Professional Development	3
NEW [DNE] 8536*	Principles of Instructional Design for Nurses	3
NEW [DNE] 8530*	Instructional Strategies in Clinical Teaching	3
NEW [DNE] 8491	Professional Development in Nursing Education in a Diverse Society	2
NEW [DNE] 8116	Personal and Professional Growth in Nursing Education	2
NEW [DNE] 8462	Publication and Grant Writing in Nursing Education	2
NEW [DNE] 8998.01, 8998.02	DNE Capstone Project (5 semester credits, to be taken twice)	10
Required courses for TRACK/SPECIALIZATION 2 – Nursing Professional Development (NPD)		
NEW [DNE] 8442	Leading, Mentoring Collaborative Partnerships in Nursing Professional Development	3
NEW [DNE] 8481	Program Management for Nursing Professional Development Practitioners	3
Required courses for TRACK/SPECIALIZATION 1 – Academic Nursing Educator (ANE)		
NEW [DNE] 8500	Policy, Ethics and Legal Considerations in Nursing Education	3
NEW [DNE] 8522	Design Thinking in Nursing Education	3
Elective courses for degree (1-5 credits may be taken as needed)		
NEW [DNE] 8193	Individual Studies Elective	1 to 5

See Appendix F – FT PT Programs of Study for NPD and ANE tracks, and Appendix G - DNE brief format syllabi.

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2. **What are the requirements students must fulfill to complete the program successfully?** *(max 500 words) Expand on information in Table above, if needed including specific courses, course options and any other requirements (e.g. clinical hours, experiential learning, competencies, projects, minimal research credits, defined number of credits in different focus areas, etc). Define the minimal credits needed to complete the degree in any transcripted tracks or specializations.*

In addition to the minimum 42-credit coursework listed in the table above, the following requirements must be met to successfully complete the program:

- Successfully complete the DNE Professional Examination
- Perform 450 supervised clinical hours in activities related to specialization track
- Complete final DNE Capstone Project related to specialization track
- Public presentation of DNE Capstone Project
- Successful Oral Examination and Defense of the DNE Capstone Project

3. **Description of a required culminating, or integrated learning, experiences.** *(max 500 words). Examples of suitable culminating experiences for different kinds of degrees include but are not limited to: preparation of a thesis, dissertation or other creative written work; capstone or exit projects, which may be applied in nature and not necessarily involve research; comprehensive examinations; supervised field experiences, or any other integrated learning experience. With proper planning, the culminating experience may be integrated within coursework required for the degree.*

Throughout the DNE program, students will be guided to discover an area appropriate for their final evidence-based DNE Capstone project, conduct a literature review, perform rapid critical appraisal, develop evidence tables; effectively work with their faculty advisor, committee members, and preceptor, and plan, implement, and evaluate their DNE Capstone project. Many of these activities will be embedded within their coursework.

In addition, there will be a DNE Capstone Project course (5 credits; taken twice for total of 10 credits). In this course the students will perform final DNE project work with input from their preceptor, an experienced nurse educator either in higher education or nursing professional development in a health care setting. This work also will be guided by course-faculty, faculty advisors and committeemembers. The culminating academic experience will be completion of a final DNE Capstone Project document. The defense of the DNE Capstone Project document will be conducted face-to-face with the student's DNE advisor and two other qualified committee members in compliance with OSU Graduate School rules. All these activities will prepare the graduate to perform further evidence- based nursing education projects either in academic or health care environments.

Specific examples of types of evidence-based DNE projects that could be done include, but are not limited to, the following ideas:

Academic Nursing Education

- Curriculum revision based on needs assessment, national standards, and/or innovations in health care, such as
  - targeting an area of weakness in graduates as identified on the institutional specific report from the National Council of State Boards of Nursing
  - incorporation of population health into the curriculum
  - incorporation of multidisciplinary telehealth into the curriculum

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- o realignment with revised national standards from the American Association of Colleges of Nursing
- Revision and implementation of clinical assessment tool for population of interest based on needs assessment, national standards, and/or innovations in health care, such as
  - o Incorporation of newly revised accreditation requirements for midwifery education programs (Accreditation Commission for Midwifery Education, 2019)
- Comprehensive evaluation of existing or novel teaching-learning strategy in nursing education in the didactic and/or clinical setting, such as
  - o a dedicated education unit (DEU) in a hospital
  - o interdisciplinary simulations for a population of interest

Nursing Professional Development

- Educational program customization based on needs assessment, national standards, and/or innovations in health care, such as
  - o targeting an area of clinical weakness in nurses in a residency program or a transition to practice program
  - o incorporation of new or revised electronic nursing documentation
- Revision of a nurse residency program to align with national standards from accrediting body, such as
  - o Standards for accreditation of entry-to-practice nurse residency programs (CCNE, 2015)
  - o Implementing EBP mentorship programs
- Comprehensive evaluation of existing or novel teaching-learning strategy in nursing professional development, such as
  - o simulations teaching early assessment and technical skills on hyperacute stroke units, handling neurologic emergencies on an interdisciplinary team
- Implementing EBP education and training programs to support contemporary health care delivery
- Implementing EBP competency testing for staff

Institutional Staffing, Faculty, and Student Support

1. **Faculty.** *(max 300 words) How many and what types of faculty (full-time and part-time) will be employed in the program? Describe how the number and type of faculty is sufficient to support the program, especially if the program contains a research or heavily mentored activity. How many, if any, new faculty will be hired for the program? The Appendix must include a 2-page CV of each program faculty, and the Faculty Matrix describing involvement of each faculty in teaching (a template for the Faculty Matrix is included at the end of this document).*

   Approximately 14 full-time and 3 part-time faculty will teach in the DNE program. See Table 7.2 Faculty Matrix and 2-page faculty CVs (Appendix H). Ten full time faculty have been awarded Graduate Faculty status (M or P) allowing them to serve as advisors for students in the DNE program. It is not anticipated that new faculty will need to be hired as current faculty will be sufficient to support the program considering current workload policy and process. Administration has verbalized support of the DNE and will reassign experienced nurse educators to teach courses. Any vacancies created through reassignment may necessitate hiring new faculty for existing courses and programs.

One to two new adjunct faculty who have experience as a nursing professional development specialist in a practice setting may need to be hired in a part-time adjunct status to lead the courses specific to the NPD track as well as provide depth of experience informing development of other courses related to the NPD role.

2. **Administration and Support.** *(max 300 words) What are the administrative arrangements for the proposed program, including oversight at the program, department and school/college level? Where will any needed financial support and staffing come from?*

   The DNE program will be supported by the College of Nursing and the OSU Graduate School. Administrative oversight of the program will be provided by a Director who will be hired upon approval of the program. The Director of the DNE Program, in collaboration with the program's Graduate Studies Committee (GSC) and academic dean, will have responsibility for the overall supervision and direction towards achieving program goals and student learning objectives. Specifically, the Director will be accountable for:

   - Promoting the program within the nursing academic and healthcare communities to engage partners

   - Recruitment of students into the program

   - Interviewing prospective applicants and making admission recommendations to the GSC

   - Discussing faculty teaching responsibilities for individual courses with the Senior Associate Dean for Academic Affairs and Educational Innovation

   - Assisting faculty in the delivery of the program content and students meeting learning objectives

   - Discussing assignment of faculty advisors for students with the Senior Associate Dean for Academic Affairs and Educational Innovation in conjunction with the established GSC

   - Oversight of the capstone projects, including recommendations to the GSC for assignment of faculty advisors; identification of industry sponsors; and design, oversight, and evaluation of the project

The DNE subcommittee of the Graduate Studies Committee (GSC) will undertake review of applicant for recommendation to GSC. GSC members will approve applicants for admission, review curriculum and implement the CON and Graduate School policies for the program. The Senior Associate Dean for Academic Affairs and Educational Innovation will assign faculty for course instruction. The GSC chair, in collaboration with the Senior Associate Dean for Academic Affairs, will assign faculty for advisement. Staff support will be provided by the CON Office of Student Affairs, Equity and Inclusion (SAEI). SAEI staff will implement processes for recruitment, applicant engagement, orientation and processes throughout the matriculation process.

Additional Proposal Sections

for Entry Level Graduate Programs, Professional Graduate Programs, and Professional Science Masters

The following three sections are not needed for all program proposals, but you must complete the relevant sections if they apply to your program. Delete the sections that are not relevant for your proposal.

~~1) Entry level graduate degree programs~~

~~*Standard graduate education in a discipline or professional area requires entry through a baccalaureate program. Therefore, if an initial knowledge base equivalent to the respective undergraduate degree is required for entry into a given graduate program, it cannot be considered entry level. An entry level graduate program is defined as a program of advanced study which admits: a) post-baccalaureate students into a master's or doctoral degree program who do not possess undergraduate academic preparation in the specific area of advanced study or a closely related area, or b) postsecondary students directly into an extended master's or doctoral program where they first receive the customary baccalaureate experience in the given discipline or professional area. Entry level graduate programs are expected to fully reflect the level of intellectual process and knowledge characteristic of standard high-quality graduate programs.*~~

~~*If you are proposing an entry level graduate degree program, address the following additional questions:*~~

~~a) How is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If applicable, provide a detailed listing of the specific differences.~~

~~b) How does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?~~

~~c) How does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?~~

~~d) How is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?~~

~~e) Does the program identify faculty resources appropriate for the research component of the program?~~

~~f) Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?~~

~~g) What plans have been made to address standards and guidelines for professional accreditation, if applicable?~~

~~2)~~ **Professional graduate degree programs**

Professional graduate degree programs *prepare students for professional and/or clinical practice. Generally, professional graduate degrees represent terminal degrees in their field. The resulting professional activity usually involves the giving of service to the public in the chosen field. The completion of preparation for professional practice is recognized by the award of the professional master's or doctoral degree. The following master's degree titles are representative: Master of Business Administration (M.B.A.), Master of Public Administration (M.P.A.), Master of Occupational Therapy (M.O.T.), Master of Public Health (M.P.H.), Master of*

Social Work (M.S.W.), and Master of Architecture (M.Arch.). Representative professional doctoral degree titles include: Doctor of Audiology (Au.D.), Doctor of Management (DM), Doctor of Education (Ed.D.), Doctor of Physical Therapy (D.P.T.), Doctor of Musical Arts (DMA) and Doctor of Psychology (Psy.D.). "Intermediate" professional graduate degrees signifying work beyond the professional masters yet remaining short of the professional doctoral degree, such as the educational specialist degree (Ed.S.) are also appropriate professional credentials in certain fields. Professional graduate degree programs are expected to fully reflect the level of intellectual process and knowledge characteristic of standard high-quality graduate programs. However, generally these are not research graduate degrees.

If you are proposing a professional graduate degree program, address the following additional questions:

a) What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letter(s) of recommendation, and personal statements of purpose, are relevant to assess the potential for academic and professional success of prospective students? Will there be special consideration of student experience and extant practical skills within the admission process? If so, please elaborate.

> There are no further admission criteria besides those listed in this document under *Basic Characteristics of the Educational Program, 6. Primary target audience for the program and admission requirements.*

b) Is field/clinical experience subsumed within the academic experience? If so, how does that experience relate to the academic goals of the professional graduate degree program? Provide a description of the involvement of supervisory personnel. Describe the nature of the oversight of the field/clinical experience by the academic department. Provide an outline of the anticipated student activities as well as student requirements for competencies and hours of experience.

> Precepted experiences will be required as students complete their DNE final projects. These experiences are an opportunity for students to practice higher level cognitive skills and connect theory to practice with experienced educators, either academic or nursing professional development. Preceptors will be assessed for fit after providing their curriculum vitae, resume, or complete the CON Graduate Preceptor Data form. Preceptors will provide evaluation of student work and students will have an opportunity to provide evaluation of their preceptors. Faculty will communicate with preceptors in collecting data to evaluate student work in precepted experiences and provide additional oversight as needed.

> Student activities in the precepted experiences will vary depending on the nature of their DNE final projects. The anticipated activities from the precepted experiences will be progress toward their DNE final project and document, the timing of which will also vary according to the student's plan of study.

> Specific examples of precepted learning experiences related directly to the examples provided of required culminating, or integrated learning, experiences (from curriculum and instructional design section, p. 11), follow.

Description of Required Culminating, or Integrated Learning, Experiences – Examples	Related Precepted Learning Experiences – Examples
Academic Nursing Education Track	
Curriculum revision based on needs assessment, national standards, and/or innovations in health care, such as	1. Work with preceptor who is responsible for evaluating customized program data related to state licensure pass rates. Discover areas

Description of Required Culminating, or Integrated Learning, Experiences – Examples	Related Precepted Learning Experiences – Examples
1. targeting an area of weakness in graduates as identified on the institutional specific report from the National Council of State Boards of Nursing 2. incorporation of population health into the curriculum 3. realignment with revised national standards from the American Association of Colleges of Nursing (AACN)	of weakness, develop priority list, and develop curricular revisions to address these, collaborating with stakeholders throughout. 2. Work with preceptor who is expert at providing population health to determine where it would most appropriately fit into the curriculum. Collaborate with stakeholders to determine priorities and develop curricular revisions incorporating population health, appropriate for the scope of a doctoral level project. 3. Work with preceptor who is knowledgeable about the national education standards from AACN in order to understand their development and importance. Collaborate with leaders in the program for which the curricular revisions are to be made to prioritize revisions. Develop curricular revision(s) to realign with revised national standards, appropriate for the scope of a doctoral level project.
Nursing Professional Development Track	
Revision of a nurse residency program to align with national standards from accrediting body, such as • standards for accreditation of entry-to-practice nurse residency programs (CCNE, 2015)	Work with preceptor who is knowledgeable about the national nursing education accreditation from the Commission on Collegiate Nursing Education (CCNE) in order to understand how they are used. Collaborate with leaders in the nurse residency program for which the curricular revisions are to be made to develop priority list for the element(s) to be addressed which are not in compliance. Develop curricular revisions to realign with national accreditation standards for the element(s) that were prioritized within the scope of a doctoral level project.
Comprehensive evaluation of existing or novel teaching-learning strategy in nursing professional development, such as • simulations teaching early assessment and technical skills on hyperacute stroke units, handling neurologic emergencies on an interdisciplinary team	Work with preceptor(s) who are expert at both using simulation as an effective teaching-learning strategy and the technical and nontechnical skills related to assessment and teamwork of acute stroke. Gather all relevant data related to the educational program, including nurse performance and patient outcomes. Work with stakeholders to gain contextual understanding of data. Develop comprehensive evaluation underpinned by appropriate evaluation theory and methods.

c) Are the faculty qualifications associated with the professional graduate degree program appropriate for such faculty? Provide the specific qualifications for such faculty.

Faculty selected to teach in the DNE program will be doctorally prepared and have OSU Graduate School status of Graduate Faculty Category M or P or other Graduate School approval in Category EX so that they may serve on DNE project teams committees. In addition, faculty will have a minimum of 2 years of employment in a nursing program in an academic institution within the past 5 years, average student evaluation scores that meet or exceed the CON average and be viewed as an expert educator by their peers and supervisor(s). Faculty teaching in the DNE program will be required to obtain certification as a Nurse Educator (CNE) or Academic Clinical Nurse Educator (CNEcl).

d) How does accreditation by the appropriate professional organization relate to the academic curriculum and experience outlined in the program plan? Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation. Is completion of the degree program required for professional accreditation in the field?

Since the DNE is a new type of doctoral degree in the discipline of nursing, there are currently no discipline-specific accreditors who currently accredit this degree. There have been accreditation discussions between OSU CON leadership and national nursing leaders representing nursing specific accrediting bodies, the Commission for Collegiate Nursing Education (CCNE), associated with the American Association of Colleges of Nursing and the Commission for Nursing Education Accreditation (CNEA), associated with the National League for Nursing. Each group wished to remain apprised of program development.

e) How are theory and practice integrated within the curriculum?

Theory and practice are integrated in nursing education at OSU CON, as evidenced by continuous discipline specific accreditation by the Commission of Collegiate Nursing Education since 1998. The DNE curriculum has been strategically designed to incorporate opportunity to integrate theory and practice. All courses in the DNE program have been benchmarked against existing professional standards, many of which also connect theory to practice.

National standards:

- Core Competencies for Interprofessional Collaborative Practice (Interprofessional Education Collaborative, 2016),

- Core Competencies of Nurse Educators with Task Statements (National League for Nursing, 2012),

- INACAL Standards of Best Practice for Simulation: Past, Present, and Future (Sittner et al., 2015),

- NLN Program Outcomes and Competencies for Graduate Academic Nurse Educator Preparation (National League for Nursing, 2017),

- Nurse Executive Competencies (American Organization for Nursing Leadership, 2015),

- Nursing Professional Development: Scope and Standards of Practice (Harper & Maloney, 2016),

- Population Health Management Standards (National Committee for Quality Assurance, 2018),

- Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (Commission on Collegiate Nursing Education, 2018),

- Team-based Competencies: Building a Shared Foundation for Educational and Clinical Practice (JMJ Foundation, ABIM Foundation & RWJ Foundation, 2011).

Regional standards:

- Criteria for Accreditation (Higher Learning Commission, 2014) and

- Assumed Practices (Higher Learning Commission, 2017)

State standards:

- Ohio Board of Nursing: 4723-5 Nursing Education Programs (Ohio Administrative Code, 2017).

See Appendix I: Crosswalk Table – Standards with Courses.

f) What is the national credit hour norm for this degree program in your field? How was this norm derived? Is the number of credit hours required for graduation influenced by mandated professional experiences? If so, how?

 Currently, there is no national credit hour norm for the DNE as it is a novel degree that does not currently exist. The DNE is proposed as a professional doctoral degree with a focus on application of knowledge, rather than the generation of new knowledge, mirroring our other terminal clinical degree, the DNP. Therefore, the best benchmark for credit hours appropriate for a new professional doctoral degree in nursing is the DNP. The Association of Colleges of Nursing (2006) recommended that the minimum time to acquire essential competencies for the post-master's DNP is 12 months of full-time study. While in accredited programs there is national variability of required credit hours required to earn a post-master's DNP, at the OSU CON 36 credit hours taken in five semesters of full-time study are required.

 In 2015, the Ohio Board of Regents approved the proposal to lower the minimum credits for the OSU CON DNP program from 50 to 36 in consideration of the following key data:

(1) **Other DNP programs in Ohio** and the Big Ten Academic Alliance (BTAA, formerly the Committee on Institutional Cooperation [CIC]) were an average of 38 credits (range 31-45).

(2) **Guidance from our accrediting body**, The Commission of Collegiate Nursing Education, informed by the American Association of Colleges of Nursing (2006) that states, *"Post-master's programs should be designed based on the DNP candidate's prior education, experience, and choice of specialization…. DNP programs, particularly post-master's options, should be efficient and manageable with regard to the number of credit hours required, and avoid the development of unnecessarily long, duplicative, and/or protracted programs of study"* (p. 19).

(3) **Enrollment growth targets** in the approved OSU CON strategic plan would not be able to be met considering the competition throughout Ohio and the nation of other accredited DNP programs that may be completed in shorter period of time in fewer credits and lower cost.

 In 2020, the average number of semester credits for all Ohio DNP programs is 36.5 (range 32-45) (Appendix C – Ohio DNP Programs), similar to 2015 data. The average number of semester credits

for DNP programs in the BTAA is 35.5 (range 29-38) (Appendix J – BTAA and Aspirational Nursing Schools Colleges DNP Programs). Thus, the DNE has been developed as a 50-credit hour program designed to be completed full-time in six semesters or part-time in nine semesters. This is similar to other professional graduate degrees, offered post-masters, that focus on application of knowledge rather than the generation of new knowledge.

g) Describe how the required culminating academic experience will contribute to the enhancement of the student's professional preparation.

In the beginning of the DNE program, students will be guided to discover an area appropriate for their final evidence-based educational project; conduct a literature review; perform rapid critical appraisal; develop evidence tables; work with their faculty advisor, committee members, and preceptor; and plan, implement, and evaluate their project. Many of these activities will be embedded within their coursework.

Precepted clinical experiences, examples of which are described in the table on pp. 16-17, will greatly enhance the student's professional preparation. They will be moving up the cognitive domain of Bloom's revised taxonomy from applying, analyzing, evaluating and creating as they learn about and work through the various steps to develop their DNE final projects for their practice partners. This process will be instrumental in providing real-world experience in the setting of their choice to build sustainable projects that positively impact their population of interest. Students will build professional relationships through this work and may receive job offers because of it.

In addition, there will be a capstone course series (10 credits total). In this course series the students will perform final DNE project work with input from their preceptor, an experienced nurse educator either in higher education or nursing professional development in a health care setting. This work will be further supported by faculty advisors and project team members. The culminating academic experience will be completion of a final DNE project document guided by a DNE project outline. See Appendix K. The defense of the final DNE project document will be conducted face-to-face with leaders in nursing education in the CON, and possibly experts in the field outside of the CON, in compliance with OSU Graduate School rules. All of these activities will prepare the graduate to perform further evidence-based nursing education projects either in academic or health care environments.

3) ~~Professional Science Master's Programs (PSMs)~~

~~There is a special category of graduate degree programs recognized by the Council of Graduate Schools and the National Professional Science Master's Association (NPSMA). These programs include a professional skills and experiential component that is often a structured internship. Such programs can be granted the designation "Professional Science Master" or "PSM" by the NPSMA (https://www.professionalsciencemasters.org/).~~

~~If you are proposing a PSM degree program, the only REQUIREMENT in your proposal is to indicate if you planning to seek the PSM designation from the NPSMA.~~

~~If you are seeking PSM designation, we encourage (but to NOT require) you to consider if the following PSM requirements will be met by your proposal:~~

a) ~~Programs must include a majority of the course content in the natural sciences, technology, engineering, mathematics and/or computational sciences.~~

b) ~~Programs must include a professional skills component, which must be developed in consultation with leaders from the targeted industry, business, government, or non-profit organizations.~~

c) ~~Programs must include an experiential component with at least one capstone project, supervised collaboratively by faculty and employers, evaluated or graded by faculty and typically developed with an employer(s), which integrates the practical application of scientific and professional knowledge, behavior, and skills. The experiential component typically includes a structured internship and provides an opportunity for students to demonstrate proficiency in written and oral communication skills.~~

d) ~~Programs must include an active and engaged external advisory board of leaders from industry, business, government, or non-profit organizations..~~

e) ~~The program must collect annual data relative to enrollment, degrees, completion, and demographics; and the employment history of graduates should be tracked to help assess program outcomes.~~

FACULTY MATRIX

A faculty member must be identified for each course that is a <u>required</u> component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an "open position" and describe the necessary minimum qualifications in the matrix (as shown in the example below). **All program proposals must include both the Faculty Matrix and a copy of each faculty member's 2-page CV as Appendix items** ⟶ *See Appendix H.*

Instructor Name	Rank or Title	Full time (FT) or Part time (PT)	Graduate Faculty Status	*Instructor Qualification:* **Degree Title, Discipline Institution, Year**	*Instructor Qualification:* **Years of Teaching Experience in the Discipline/Field**	*Instructor Qualification:* **Additional qualifications (e.g., licenses, certifications)**	Courses Taught in the Proposed Program (Include course number & title)
EXAMPLE Jayden SMITH	*Assistant Professor*	*FT*		*PhD. Mathematics, Lake Univ, 1990*	*6*	*none*	*MTH 820: Differential Geometry* *MTH 748: Analytic Geometry*
EXAMPLE Open Position	*e.g., Assistant- Full Professor, Adjunct Professor, Lecturer, etc.*	*FT or PT*		*Doctorate in English required*	*3 years minimum*	*None required*	*ENG 750: Creative Writing* *ENG 800: Rhetoric*
Potential Faculty for Academic Nursing Education Track Courses							
Wendy **Bowles**, PhD, RN, APRN-CNP, CNE	Assistant Professor of Clinical Nursing; Assistant Dean for Baccalaureate Programs	FT	M	**PhD**, Indiana University, 2014, Nursing Education (Minor in Educational Psychology); **MSN**, University of Cincinnati, 1998, Parent and Child Health Nursing; **BSN**, Wright State University, 1994, Nursing	15 years (2005 – present)	Pediatric Nurse Practitioner, Certified Nurse Educator	• Innovation in Nursing Practice and Education • Personal and Professional Growth in Nursing Education
Kelly **Casler**, DNP, APRN-CNP, EBP-C, CHSE	Assistant Professor of Clinical Nursing	FT	M	**DNP, University of Kansas, 2018;** **MS (Nursing),** University of Missouri-Columbia, 2006 **BSN,** University of Missouri-Columbia, 2001	9 years (2011 - present)	Certified Healthcare Simulation Educator; Evidence Based Practice (Certificate of Added Qualification);	• Evidence-based Practice in Nursing Education & NPD • Evidence-based Teaching & Interprofessional Education in Nursing

Instructor Name	Rank or Title	Full time (FT) or Part time (PT)	Graduate Faculty Status	*Instructor Qualification:* **Degree Title, Discipline Institution, Year**	*Instructor Qualification:* **Years of Teaching Experience in the Discipline/Field**	*Instructor Qualification:* **Additional qualifications (e.g., licenses, certifications)**	**Courses Taught in the Proposed Program (Include course number & title)**
						Health Professions Educator Certificate	
Lizzie **Fitzgerald**, EdD, RN, APRN-CNS	Associate Professor of Clinical Nursing	FT	M	**EdD**, University of Louisville, 1990; **Med**, University of Louisville, 1983; MS, Ohio State University, 1980, Maternal and Child Health; **BSN**, University of Kentucky, 1977, Nursing	30 years (1981-1983, 2006 – present)	Clinical Nurse Specialist in Adolescent Psychiatric Mental Health, Certified Transcultural Nurse – Basic, Certificate in Teaching English as a Foreign Language	• Professional Development in Nursing Education in a Diverse Society • Curriculum Design for Nurse Educators
Linnea **Fletcher**, EdD, MSN, RN, CEN, TCRN	Assistant Professor of Clinical Practice	FT		**EdD**, Northern Kentucky University, 2019; **MSN**, University of Phoenix, 2002, Nursing; **BSN**, Lourdes College, 1998, Nursing	13 years (2007 – present)	Certified Emergency Nurse, Trauma Certified Registered Nurse	• Living & Leading Wellness & Resilience in Nursing Education & Nursing Professional Development • Instructional Strategies in Clinical Teaching
Stephanie **Hosley**, DNP, APRN-CNP, CNE	Assistant Professor of Clinical Practice	FT	EX	**DNP**, The Ohio State University; **MSN**, The Ohio State University; **BSN**, The Ohio State University	7 years (2013 – present)	Pediatric Nurse Practitioner, Certified Nurse Educator	• Evidence-based Practice in Nursing Education & NPD • Evidence-based Teaching & Interprofessional Education in Nursing
Tara Spalla **King**, PhD, RN	Assistant Professor of Clinical Nursing; Director of Assessment & Evaluation	FT	M	**PhD**, The Ohio State University, Higher Education Policy & Leadership, 2012; **MA**, The Ohio State University, Higher Education Policy & Leadership, 2011;	16 years (2004 – present)		• Assessment & Evaluation in Nursing Education & Nursing Professional Development • Design Thinking in Nursing Education

Instructor Name	Rank or Title	Full time (FT) or Part time (PT)	Graduate Faculty Status	*Instructor Qualification: Degree Title, Discipline Institution, Year*	*Instructor Qualification: Years of Teaching Experience in the Discipline/Field*	*Instructor Qualification: Additional qualifications (e.g., licenses, certifications)*	Courses Taught in the Proposed Program (Include course number & title)
				MSN, University of Pennsylvania, Community Health Nursing, 1988; **BSN**, Wright State University, 1995, Nursing			• Curriculum Design for Nurse Educators
Jennifer **Kosla**, DNP, APRN-CNP, CNE	Assistant Professor of Clinical Practice	FT	EX	**DNP**, The Ohio State University, 2018; **MSN**, Wright State University, 2008, Child & Adolescent Health & Wellness; **BSN**, Wright State University, 2003, Nursing	11 years (2009 – present)	Pediatric Nurse Practitioner, Certified Nurse Educator	• Personal and Professional Growth in Nursing Education • DNE Capstone
Tara **O'Brien**, PhD, RN, CNE	Assistant Professor	FT	P	**PhD**, Medical University of South Carolina, 2013, Nursing; **MSN**, Ohio University, 2006, Nursing Education; **BSN**, Ohio University, 2004, Nursing	16 years (2004 – present)	Certified Nurse Educator	• Principles of Instructional Design for Nurses • Evidence-based Quality Improvement in Nursing Education & Practice • Publication and Grant Writing in Nursing Education
Janine **Overcash**, PhD, APRN-CNP, GNP, FAANP, FAAN	Professor of Clinical Nursing; Co-Director of the Academy for Teaching Innovation, Excellence & Scholarship	FT	M	**PhD**, University of South Florida, Applied Medical Anthropology; **MSN**, University of South Florida, 1992, Nursing; **BSN**, Florida State University, 1987	19 years (2001 – present)	Geriatric Nurse Practitioner	• Publication and Grant Writing in Nursing Education • Professional Development in Nursing Education in a Diverse Society
Carolyn **Schubert,** DNP, CNE, RN-BC	Assistant Professor of	FT	M	**DNP**, Chatham University, 2011;	25 years (1995 – present)	Certified Nurse Educator	• Evidence-based Quality Improvement in Nursing Education & Practice

Instructor Name	Rank or Title	Full time (FT) or Part time (PT)	Graduate Faculty Status	*Instructor Qualification:* Degree Title, Discipline Institution, Year	*Instructor Qualification:* Years of Teaching Experience in the Discipline/Field	*Instructor Qualification:* Additional qualifications (e.g., licenses, certifications)	Courses Taught in the Proposed Program (Include course number & title)
	Clinical Nursing			**MSN**, University of Maryland, 1983; **BSN**, University of Maryland, 1974			• Assessment & Evaluation in Nursing Education & Nursing Professional Development • DNE Capstone
Alice **Teall,** DNP, APRN-CNP, FAANP	Assistant Professor of Clinical Nursing; Director Telehealth; Director Graduate Academic Wellness	FT	M	**DNP**, The Ohio State University, 2018; **MSN**, Wright State University, 1999; **BSN**, Capital University, 1994; **Diploma** Nursing, Miami Valley Hospital, 1983	20 years (2000-present)	Nurse Educator Certificate, Ohio State University; Integrative Nurse Coach	• Innovation in Nursing Practice and Education • Living & Leading Wellness & Resilience in Nursing Education & NPD
Joni **Tornwall**, PhD, Med, RN	Associate Professor of Clinical Nursing; Co-Director of the Academy for Teaching Innovation, Excellence & Scholarship	FT	M	**PhD**, The Ohio State University, 2019, Educational Studies (Learning Technologies); **MA**, Ohio University, 2008, Higher Education Administration; **BSN**, University of Texas Medical Branch, Galveston, 1984, Nursing	16 years (2004 – present)	Peer Reviewer for Quality Matters	• Principles of Instructional Design for Nurses • Design Thinking in Nursing Education
Jill **Volkerding**, DNP, RN, CNL, CNE	Assistant Professor of Clinical Practice	FT	EX	**DNP**, Carlow University, 2016; **MSN**, The Ohio State University, 2012, Clinical Nurse Leader; **BSN**, The Ohio State University, 2010;	8 years (2012 – present)	Certified Nurse Educator	• Instructional Strategies in Clinical Teaching • Policy, Ethics & Legal Considerations in Nursing Education

Instructor Name	Rank or Title	Full time (FT) or Part time (PT)	Graduate Faculty Status	*Instructor Qualification:* **Degree Title, Discipline Institution, Year**	*Instructor Qualification:* **Years of Teaching Experience in the Discipline/Field**	*Instructor Qualification:* **Additional qualifications (e.g., licenses, certifications)**	**Courses Taught in the Proposed Program (Include course number & title)**
				ADN, Columbus State Community College, 2006			
Joyce **Zurmehly**, PhD, DNP, RN, NEA-BC	Associate Professor of Clinical Nursing	FT	M	**DNP**, Waynesburg University, 2011; **PhD**, Walden University, 2004; **MS**, Bellarmine College, 1999, Nursing Education; **BSN**, Ohio University, 1996, Nursing; **ADN**, Hocking College, 1980, Nursing	23 years (1997-present)	Nurse Executive Advanced Certification; Academy of Nursing Education Fellow	• Policy, Ethics & Legal Considerations in Nursing Education • DNE Capstone
Potential Faculty for Nursing Professional Development Track Courses							
Marlene **Sampson**, DNP, MSN-ED, RN	Associate Director of Nursing Education; Director Buckeye Nurse Residency Program OSUWMC	PT	Adjunct	**PhD**, The Ohio State University, 2019, Nursing; **MSN-Ed**, Indiana Wesleyan University, 2008, Nursing Education; **BSN**, Miami University, 2000, Nursing; **ADN**, Miami University, 1996, Nursing	10 years Nursing Professional Development/ Teaching in Clinical Practice Setting (2004 – 2007, 2012 – present)		• Leading, Mentoring & Collaborative Partnerships in Nursing Professional Development • Program Management for Nursing Professional Development Practitioners
Launette **Woolforde**, EdD, DNP, RN-BC	System Nursing Education and Professional Development, Northwell Health, Board Member ANPD	PT	Adjunct	**DNP**, Case Western Reserve University; **EdD**, Columbia University; ***Post-Master's Certificate***, Nursing Education; **MSN**, Hunter College-CUNY, Adult Health CNS; **BSN**, Pace University, Nursing			• Leading, Mentoring & Collaborative Partnerships in Nursing Professional Development • Program Management for Nursing Professional Development Practitioners

Instructor Name	Rank or Title	Full time (FT) or Part time (PT)	Graduate Faculty Status	*Instructor Qualification:* Degree Title, Discipline Institution, Year	*Instructor Qualification:* Years of Teaching Experience in the Discipline/Field	*Instructor Qualification:* Additional qualifications (e.g., licenses, certifications)	Courses Taught in the Proposed Program (Include course number & title)
Brenda **Hixon**, DNP, RN, APRN-CNS, APRN-CNP	Assistant Professor of Clinical Practice; Director of Health System Nursing Education	PT	EX	**DNP**, The Ohio State University, 2011; **MSN**, The Ohio State University, 2003, Nursing; **BSN**, The Ohio State University, 1985, Nursing	7 years Adjunct Clinical Assistant Professor (2013 – present); 7 years Director Nursing Education at OSUWMC (2013 – present)	Clinical Nurse Specialist; Adult Nurse Practitioner; Critical Care Registered Nurse	• Leading, Mentoring & Collaborative Partnerships in Nursing Professional Development • Program Management for Nursing Professional Development Practitioners

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APPENDIX A - National Examples of Terminal Degree Programs in Nursing Education

Institution Location	Degree (Credential)	Post-Masters	Didactic Credits in Nursing Education	Total Semester Credits for Degree	Online	Practice Degree	NPD track or focus
American Sentinel University *Aurora, CO*	DNP in Educational Leadership (DNP)	Yes	3	42	Yes	Yes	No
Grand Canyon University *Phoenix, AZ*	Doctor of Nursing Practice with an Emphasis on Educational Leadership (DNP)	Yes	9	45	Yes *(also offered in person)*	Yes	No
Regis College *Weston, MA*	Doctor of Nursing Practice Education Concentration (DNP)	Yes	9	36	Yes	Yes	No
University of South Alabama *Mobile, AL*	Doctor of Nursing Practice with Nursing Education Subspecialty (DNP)	Yes	3	47 *(36 + 11 credits for subspecialty)*	Yes	Yes	No
Columbia University Teachers College *New York, NY*	Doctor of Education in Nursing Education (EdD)	Yes	24	90 *(33 credits can be transferred in)*	Yes	No	No
Northcentral University *San Diego, CA*	Doctor of Education with Nursing Education Specialization (EdD)	Yes	6	54 *(48 + 6 credits for specialization)*	Yes	Yes	No
Southern Connecticut &	EdD in Nursing Education (EdD)	Yes	24	51	Mostly	No	No

Institution Location	Degree (Credential)	Post-Masters	Didactic Credits in Nursing Education	Total Semester Credits for Degree	Online	Practice Degree	NPD track or focus
Western Connecticut State Universities *New Haven, CT & Danbury, CT*					*(plus 3 in-person residencies)*		
University of West Georgia *Carollton, GA*	Doctorate in Nursing Education (EdD)	Yes	20	60	Yes	No	No
Widener University *Chester, PA*	PhD in Nursing (PhD)	Yes	21	48	Hybrid with some hybrid synchronous online opportunities	No	No
Capella University *Minneapolis, MN*	PhD in Education, with specialization in Nursing Education (PhD)	Yes	12	92	Yes	No	No
University of Northern Colorado *Greeley, CO*	Nursing Education Doctor of Philosophy (PhD)	Yes	17	66	Yes	No	No

Notes:

- 1/11 (9%) require 36 semester credits
- 4/11 (36%) require 42-48 semester credits
- 2/11 (18%) require 51-54 semester credits
- 2/11 (18%) require 60-66 semester credits
- 2/11 (18%) require 90 semester credits

Semester Credits by Program

Program	Semester Credits
Capella Univ	92
Columba Univ	90
Univ of N. Colorado	66
Univ of W. Georgia	60
Northcentral Univ	54
S. & W. Connecticut	51
Widener Univ	48
Univ of S. Alabama	47
Grand Canyon	45
American Sentinel	42
Regis College	36
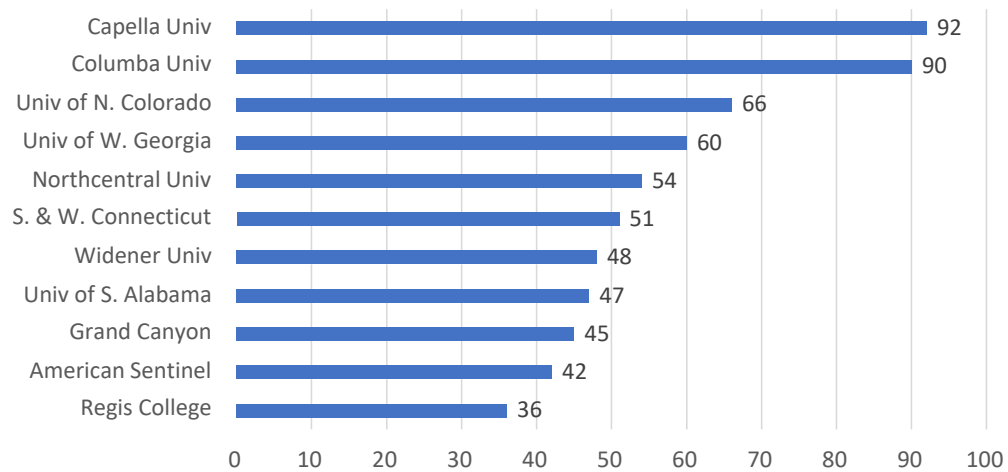
APPENDIX B – Letter from Association of Nursing Professional Development (ANPD) Leaders

May 4, 2020
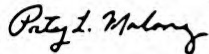
To Whom It May Concern:

We understand that The Ohio State University College of Nursing has completed a proposal for a new terminal degree, the Doctor of Nursing Education. Leaders of the Association for Nursing Professional Development communicated with Dean Melnyk about this initiative and requested a seat at the table to assist with development of a nursing professional development (NPD) track for this program. We have participated in virtual meetings with college leadership and have contributed to overall program level outcomes as well as syllabi for courses in the NPD track, incorporating the NPD scope and standards.

Sincerely,

Digitally signed by Mary Harper, PhD, RN-BC
DN: cn=Mary Harper, PhD, RN-BC, o=ANPD, ou,
email=mharper@anpd.org, c=US
Date: 2020.05.06 08:52:20 -04'00'

Mary Harper, PhD, RN, NPD-BC
Director of Nursing Professional Development
Association of Nursing Professional Development

Patsy Maloney, EdD, MSN, RN, NPD-BC, NEA-BC
President, Association of Nursing Professional Development
Principal Lecturer, University of Washington Tacoma
Professor Emeritus, Pacific Lutheran University

APPENDIX C - Ohio DNP Programs

Institution Location	Degree (Credential)	Post-Masters Program Offered	Didactic Credits in Nursing Education	Total Semester Credits for Degree	Online	Practice Degree	NPD track or focus
University of Toledo/Wright State University DNP Program Consortium *Toledo, OH* *Dayton, OH*	Doctor of Nursing Practice (DNP)	Yes	0	36	Yes	Yes	No
Case Western Reserve University *Cleveland, OH*	Doctor of Nursing Practice (DNP)	Yes	6 *(optional elective sequence)*	39	Blended, most onsite	Yes	No
Ursuline College *Pepper Pike, OH*	Doctor of Nursing Practice (DNP)	Yes	0	38	Yes	Yes	No
Kent State University *Kent, OH*	Doctor of Nursing Practice (DNP)	Yes	0	34	Yes	Yes	No
University of Akron *Akron, OH*	Doctor of Nursing Practice (DNP)	Yes	0	37	No	Yes	No
Walsh University *North Canton, OH*	Doctor of Nursing Practice (DNP)	Yes	0	34-37	No	Yes	No
Ashland University *Mansfield, OH*	Doctor of Nursing Practice (DNP)	Yes	0	32-38	Blended, mostly online	Yes	No
Capital University *Columbus, OH*	Doctor of Nursing Practice (DNP)	Yes	0	35	Blended	No	No

Institution Location	Degree (Credential)	Post-Masters Program Offered	Didactic Credits in Nursing Education	Total Semester Credits for Degree	Online	Practice Degree	NPD track or focus
Mount Carmel College of Nursing *Columbus, OH*	Doctor of Nursing Practice (DNP)	Yes	0	35	Yes	Yes	No
Ohio State University *Columbus, OH*	Doctor of Nursing Practice (DNP)	Yes	0	36	Yes	Yes	No
Otterbein University *Westerville, OH*	Doctor of Nursing Practice (DNP)	Yes	0	35	Yes	Yes	No
Ohio University *Athens, OH*	Doctor of Nursing Practice (DNP)	Yes	0	~36 *(30 + 2 elective courses)*	Blended, 90% online	Yes	No
Mount St. Joseph University *Cincinnati, OH*	Doctor of Nursing Practice in Health Systems Leadership (DNP)	Yes	0	36	Blended	Yes	No
University of Cincinnati *Cincinnati, OH*	Doctor of Nursing Practice (DNP)	Yes	0	42	Yes	Yes	No
Xavier University *Cincinnati, OH*	Doctor of Nursing Practice in Population Health Leadership (DNP)	Yes	0	40-43	Yes	Yes	No

Notes:

- Average number of semester credits for all programs was 36.5
- Range of semester credits for all programs was 32-43
- No programs had a Nurse Professional Development (NPD) track or focus
- Only one program had a 6-semester credit optional sequence of nursing education coursework

Comparison of Length of Ohio DNP Programs by Semester Credits
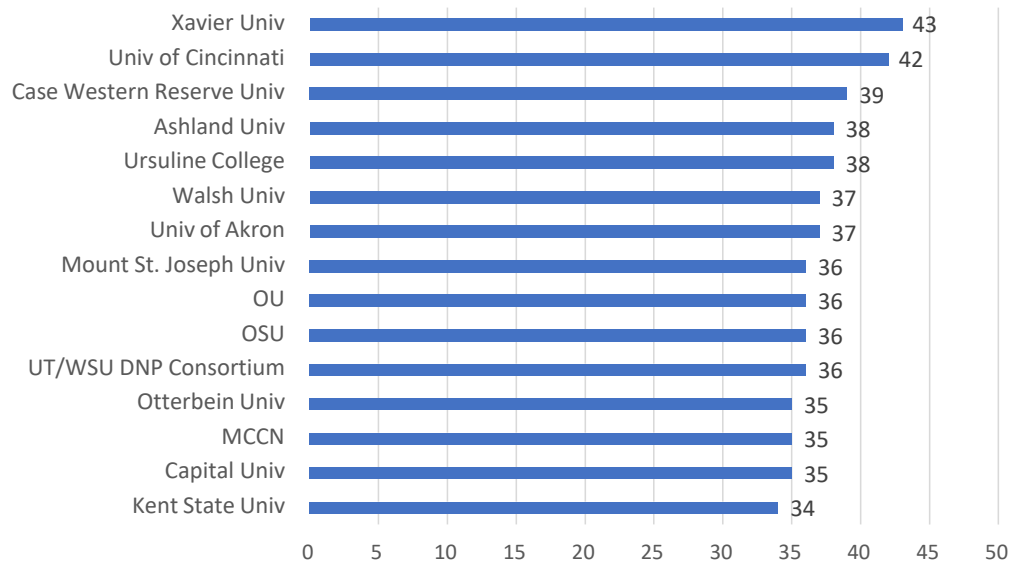
Note: For programs with a range of semester credit hours for program completion, the highest number of the range was used.

APPENDIX D - Ohio Master's in Nursing Education Programs

Institution Location	Degree (Credential)	Post-Master's Certificate Offered	Total Semester Credits for Degree or Certificate	Online	Clinical Immersion Hours	NPD track or focus
Ashland University *Ashland, OH*	No	Nurse Educator	(12 for certificate)	Yes	Yes	?
Capital University *Columbus, OH*	No	Post-Masters Nurse Educator	(21 for certificate)	No	?	No
Case Western Reserve University *Cleveland, OH*	Education with a Population Focus (MSN)	Education with a Population Focus	37-42 (same for degree and certificate)	No	No	No
Cedarville University *Cedarville, OH*	MSN Nurse Educator Area of Focus (MSN)	Graduate Certificate in Nursing Education	38-41 (12 for certificate)	Yes	Yes	No
Cleveland State University *Cleveland, OH*	Nursing Education (MSN)	No	38	No	Yes	No
Kent State University *Kent, OH*	Nurse Educator (MSN)	Nurse Educator Graduate Certificate	34 (14 for certificate)	Yes	Yes	No
Lourdes University *Sylvania, OH*	Nurse Educator (MSN)	Graduate Nursing Education Certificate	43 (12 for certificate)	Yes	Yes	No
Malone University *Canton, OH*	No	Post-Baccalaureate or Post-Master's certificate	(10 for certificate)	Yes	?	No
Mercy College of Ohio *Toledo, OH* *Youngstown, OH*	Nursing Education (MSN)	Post-Master's Certificate	36 (12 for certificate)	Yes	Yes	No

Institution Location	Degree (Credential)	Post-Master's Certificate Offered	Total Semester Credits for Degree or Certificate	Online	Clinical Immersion Hours	NPD track or focus
Mount St. Joseph *Cincinnati, OH*	Nursing Education (MSN)	No	39	Blended/ Hybrid	?	No
Ohio State University *Columbus, OH*	No	Post Baccalaureate or Post Master's Nurse Educator Certificate	(12 for certificate)	Yes	Yes	No
Ohio University *Athens, OH*	Nurse Educator (MSN)	Post-master's Nurse Educator Certificate	33 (14 for certificate)	Yes	?	No
Otterbein University *Westerville, OH*	No	Advanced Practice Nurse Educator, Post-Master's Certificate	(9 for certificate)	Blended/ Hybrid	No	No
University of Cincinnati *Cincinnati, OH*	No	Nurse Educator Certificate	(12 for certificate)	Yes	No	No
Walsh University *North Canton, OH*	Nurse Educator (MSN)	Post-Master's Nursing Education Certificate Program	42 (18 for certificate)	Yes	Yes	?
Youngstown State University *Youngstown, OH*	Nurse Education (MSN)	Nurse Education Certificate Program	41 (15 for certificate)	No	No	No

APPENDIX E - Enrollment Projections 2021-2026

Full-Time DNE Students (6 semesters)					
Year Admitted (autumn)	Academic Year	# Admitted FT	Total # in Program Studying FT	Anticipated # of Graduates	Date of Graduation (summer)
2021	21-22	20	20	0	n/a
2022	22-23	30	50	20	8/6/2023
2023	23-24	40	70	50	8/4/2024
2024	24-25	40	80	70	8/3/2025
2025	25-26	40	80	80	8/9/2026
2026	26-27	40	80	80	8/8/2027
2027	27-28	40	80	80	8/6/2028

Part-Time DNE Students (9 semesters)					
Year Admitted (autumn)	Academic Year	# Admitted PT	Total # in Program Studying PT	Anticipated # of Graduates	Date of Graduation (summer)
2021	21-22	10	10	0	n/a
2022	22-23	15	25	0	n/a
2023	23-24	20	45	10	8/4/2024
2024	24-25	20	55	15	8/3/2025
2025	25-26	20	60	20	8/9/2026
2026	26-27	20	60	20	8/8/2027
2027	27-28	20	60	20	8/6/2028

Full Time & Part-Time DNE Students					
Year Admitted (autumn)	Academic Year	# Admitted FT & PT	Total # in Program Studying FT & PT	Anticipated # of Graduates	Date of Graduation (summer)
2021	21-22	30	30	0	n/a
2022	22-23	45	75	20	8/6/2023
2023	23-24	60	115	60	8/4/2024
2024	24-25	60	135	85	8/3/2025
2025	25-26	60	140	100	8/9/2026
2026	26-27	60	140	100	8/8/2027
2027	27-28	60	140	100	8/6/2028

APPENDIX F

OSU College of Nursing

Doctor of Nursing Education (DNE)

Sample Plans of Study

Sample Plan of Study[1] – Full-time

Nurse Professional Development (NPD) Specialization Track

Year	Autumn Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
1	**DNE 8780** Evidence-based Practice in Nursing Education and Professional Development	3	**DNE 8781** Evidence-based Teaching and Interprofessional Education in Nursing	3	**DNE 8441** Innovation in Nursing Practice and Education	3
	DNE 8538 Curriculum Design for Nurse Educators	3	**DNE 8537*** Assessment and Evaluation in Nursing Education and Professional Development	3	**DNE 8462** Publication and Grant Writing in Nursing Education	2
	DNE 8115 Wellness and Resilience in Nursing Education and Professional Development	2	**DNE 8480** Quality Improvement for the DNE-prepared Nurse	3	**DNE 8481**** Program Management for Nursing Professional Development Practitioners	3
			DNE 8116 Personal and Professional Growth in Nursing Education	2	**DNE 8530*** Instructional Strategies in Clinical Teaching	3
					DNE Professional Examination	
	Total Credits	8	**Total Credits**	11	**Total Credits**	11
					Year 1 Total Credits	30
2	**DNE 8998.01** DNE Capstone Project	5	**DNE 8998.02** DNE Capstone Project	5		
	DNE 8442** Leading, Mentoring and Collaborative Partnerships in Nursing Professional Development	3	**DNE 8536*** Principles of Instructional Design for Nurses	3		
	DNE 8491 Professional Development in Nursing Education in a Diverse Society	2	**DNE 8193** Individual Studies Elective	1		
	DNE 8193 Individual Studies Elective	1	**DNE Capstone Project presentation and defense**			
	DNE Professional Examination (if not done in Summer Year 1)					
	Total Credits	11	**Total Credits**	9		
			Year 2 Total Credits	20		
			Total Program Credits	50		

[1] Last updated May 5, 2020   * To be transcripted for Category 3 Nurse Educator certificate   ** Specialty track courses for Nurse Professional Development (NPD) students

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Sample Plan of Study – Part-time

Nurse Professional Development (NPD) Specialization Track

Year	Autumn Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
1	**DNE 8780** Evidence-based Practice in Nursing Education and Professional Development	3	**DNE 8781** Evidence-based Teaching and Interprofessional Education in Nursing	3	**DNE 8441** Innovation in Nursing Practice and Education	3
	DNE 8115 Wellness and Resilience in Nursing Education and Professional Development	2	**DNE 8480** Quality Improvement for the DNE-prepared Nurse	3	**DNE 8462** Publication and Grant Writing in Nursing Education	2
	Total Credits	**5**	**Total Credits**	**6**	**Total Credits**	**5**
					Year 1 Total Credits	**16**
2	**DNE 8538** Curriculum Design for Nurse Educators	3	**DNE 8537*** Assessment and Evaluation in Nursing Education and Professional Development	3	**DNE 8481**** Program Management for Nursing Professional Development Practitioners	3
	DNE 8442** Leading, Mentoring and Collaborative Partnerships in Nursing Professional Development	3	**DNE 8116** Personal and Professional Growth in Nursing Education	2	**DNE 8530*** Instructional Strategies in Clinical Teaching	3
			DNE 8193 Individual Studies Elective	2	**DNE Professional Examination**	
	Total Credits	**6**	**Total Credits**	**7**	**Total Credits**	**6**
					Year 2 Total Credits	**19**
3	**DNE 8491** Professional Development in Nursing Education in a Diverse Society	2	**DNE 8536*** Principles of Instructional Design for Nurses	3		
	DNE 8998.01 DNE Capstone Project	5	**DNE 8998.02** DNE Capstone Project	5		
	DNE Professional Examination (if not done in Summer Year 2)		**DNE Capstone Project presentation and defense**			
	Total Credits	**7**	**Total Credits**	**8**		
			Year 3 Total Credits	**15**		
			Total Program Credits	**50**		

* To be transcripted for Category 3 Nurse Educator certificate   ** Specialty track courses for Nurse Professional Development (NPD) students

Sample Plan of Study[2] – Full-time

Academic Nurse Educator (ANE) Specialization Track

Year	Autumn Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
1	**DNE 8780** Evidence-based Practice in Nursing Education and Professional Development	3	**DNE 8781** Evidence-based Teaching and Interprofessional Education in Nursing	3	**DNE 8441** Innovation in Nursing Practice and Education	3
	DNE 8538 Curriculum Design for Nurse Educators	3	**DNE 8537*** Assessment and Evaluation in Nursing Education and Professional Development	3	**DNE 8462** Publication and Grant Writing in Nursing Education	2
	DNE 8115 Wellness and Resilience in Nursing Education and Professional Development	2	**DNE 8480** Quality Improvement for the DNE-prepared Nurse	3	**DNE 8522***** Design Thinking in Nursing Education	3
			DNE 8116 Personal and Professional Growth in Nursing Education	2	**DNE 8530*** Instructional Strategies in Clinical Teaching	3
					DNE Professional Examination	
	Total Credits	8	**Total Credits**	11	**Total Credits**	11
					Year 1 Total Credits	30
2	**DNE 8998.01** DNE Capstone Project	5	**DNE 8998.02** DNE Capstone Project	5		
	DNE 8500*** Policy, Ethics, and Legal Considerations in Nursing Education Elective	3	**DNE 8536*** Principles of Instructional Design for Nurses	3		
	DNE 8491 Professional Development in Nursing Education in a Diverse Society	2	**DNE 8193** Individual Studies Elective	1		
	DNE 8193 Individual Studies Elective	1	**DNE Capstone Project presentation and defense**			
	DNE Professional Examination (if not done in Summer Year 1)					
	Total Credits	11	**Total Credits**	9		
			Year 2 Total Credits	20		
			Total Program Credits	50		

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[2] * To be transcripted for Category 3 Nurse Educator certificate   *** Specialty track courses for Nurse Academic Nurse Educator (ANE) students

Sample Plan of Study – Part-time

Academic Nurse Educator (ANE) Specialization Track

Year	Autumn Semester	Credits	Spring Semester	Credits	Summer Semester	Credits
1	**DNE 8780** Evidence-based Practice in Nursing Education and Professional Development	3	**DNE 8781** Evidence-based Teaching and Interprofessional Education in Nursing	3	**DNE 8441** Innovation in Nursing Practice and Education	3
	DNE 8115 Wellness and Resilience in Nursing Education and Professional Development	2	**DNE 8480** Quality Improvement for the DNE-prepared Nurse	3	**DNE 8462** Publication and Grant Writing in Nursing Education	2
	Total Credits	5	**Total Credits**	6	**Total Credits**	5
					Year 1 Total Credits	16
2	**DNE 8538** Curriculum Design for Nurse Educators	3	**DNE 8537*** Assessment and Evaluation in Nursing Education and Professional Development	3	**DNE 8522*** Design Thinking in Nursing Education	3
	DNE 8500* Policy, Ethics and Legal Considerations in Nursing Education	3	**DNE 8116** Personal and Professional Growth in Nursing Education	2	**DNE 8530*** Instructional Strategies in Clinical Teaching	3
			DNE 8193 Individual Studies Elective	2	**DNE Professional Examination**	
	Total Credits	6	**Total Credits**	7	**Total Credits**	6
					Year 2 Total Credits	19
3	**DNE 8491** Professional Development in Nursing Education in a Diverse Society	2	**DNE 8536*** Principles of Instructional Design for Nurses	3		
	DNE 8998.01 DNE Capstone Project	5	**DNE 8998.02** DNE Capstone Project	5		
	DNE Professional Examination (if not done in Summer Year 2)		**DNE Capstone Project presentation and defense**			
	Total Credits	7	**Total Credits**	8		
			Year 3 Total Credits	15		
			Total Program Credits	50		

* To be transcripted for Category 3 Nurse Educator certificate   *** Specialty track courses for Nurse Academic Nurse Educator (ANE) students

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APPENDIX G: DNE Brief Format Syllabi

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
Wellness and Resilience in Nursing Education and Professional Development
[DNE] 8115
3 Credit Hours (didactic)

Prerequisites

Enrollment in the DNE program, or permission of instructor.

Course Description

Includes an overview of the science of behavior change, dimensions of wellness, self-care, #Mindstrong, #mindbodystrong, resilience, and how to integrate these concepts with healthcare professionals and organizations as a leader. Incorporates methods to evaluate and create strategies for teaching and leading wellness and resilience in nursing education.

Objectives

Upon completion of the course, the student will be able to:

1. Explain how the science of behavior change, dimensions of wellness, and resilience integrate into the role of a health care leader, including how this impacts performance and credibility of healthcare team.
2. Practice application of individual preferences of self-care and underlying strategies on wellness and resilience.
3. Evaluate the science of behavior change and its application to human health behaviors.
4. Evaluate the relationship of each dimension of wellness and its interaction, with heath behaviors, and overall health status to your specific situation.
5. Analyze and the dimensions of wellness and related concepts in your healthcare organization, including social and political implications.
6. Create a strategy for teaching and leading wellness and resilience dimension(s) in your healthcare organization, including considerations of interprofessional teams.

Course Topics

- Dimensions of wellness
- Resilience
- Behavior change in individuals and organizations
- Personal assessment of wellness and resilience
- Social, cultural, and political impact on self-care practices in organizations
- Analysis of wellness and resilience in an organization
- Effective strategies for teaching wellness and resilience that lead to sustainable change

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
[DNE] 8116
Personal and Professional Growth in Nursing Education
2 credit hours (didactic)

Prerequisites

Successful completion of DNE 8115.

Course Description

They will assess and evaluate leadership situations and persist using concepts and strategies, such as collaboration, communication, politics, team-building, and emotional intelligence. Includes assessment and consideration of workplace culture and principles of strategic planning.

Objectives

Upon completion of the course, the student will be able to:

1. Develop vision statement for new professional role.
2. Develop 5-year plan for achievement of professional goals as DNE.
3. Identify, manage, and adapt to fear.
4. Choose a mentor in nursing and support their role in achievement of goals.
5. Apply innovative strategies in nursing education.
6. Evaluate impact of individual strengths and how to create opportunities to harness them at work.

Topics

- Strength Finders assessment and interpretation of results
- Vision statement development
- Development of 5-year plan and strategies for incremental implementation, evaluation, and revision
- Discover the impact and necessity of mentors throughout your nursing education career
- How to transform fear into courage
- How to turn necessity into innovation: Finding the innovator within you
- Finding opportunities to strategically collaborate for innovation

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
Individual Studies
[DNE] 8193
1 to 5 Credits (variable; didactic and/or clinical)

Prerequisites

Enrollment in the DNE program, or permission of instructor.

Course Description

Students will gain skills and knowledge within a focused area of study within the area of expertise of a nursing faculty mentor. The course will expose students to novel scholarly activities and provide individualized learning opportunities.

Objectives

- Readings, conferences, writing, clinical practice experiences, and other activities as approved by the faculty mentor to achieve the individualized learning objectives

Course Topics

- Selected topics as proposed by the student and approved by the faculty mentor

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
[DNE] 8441
Innovation in Nursing Practice and Education
3 Credit Hours (didactic)

Prerequisites

Enrollment in the DNE program, or permission of instructor.

Course Description

This course will address the trends in healthcare initiatives as they pertain to best educational practices. The student will learn how innovation and technology may be utilized to address these initiatives.

Objectives

Upon completion of the course, the student will be able to:

1. Evaluate current trends in the healthcare environment to include addressing population health initiatives.
2. Analyze how innovation may be utilized in healthcare environment.
3. Compare different modes of technology in healthcare.
4. Develop a strategy for teaching to address a rapidly changing healthcare system.
5. Synthesize how interprofessional teams create a stronger healthcare organization.
6. Compare and contrast the differences between trends and sustainable changes in healthcare.

Course Topics

- Current initiatives in healthcare
- Synthesis of innovation and entrepreneurship in healthcare
- Environmental scanning for the NPD practitioner
- Teaching models to address the changes in healthcare
- Technological advances utilized in nursing role and beyond
- Interprofessional team models that address the landscape of healthcare systems
- Trends versus sustainable change in healthcare
- Strategies to address teaching about population health initiatives

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
[DNE] 8442
Leading, Mentoring and Collaborative Partnerships in Nursing Professional Development
3 Credits (didactic)

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Prerequisites

Successful completion of DNE 8441.

Course Description

The student will learn the importance of organizational culture for sustainable change in a healthcare environment, education or practice. A detailed look at assessment and opportunities for creation of an effective system will be explored.

Objectives

Upon completion of the course, the student will be able to:

1. Assess the culture of an organization.
2. Analyze approaches to cultural change and challenges within an organization.
3. Compare different models of change to create a sustainable and effective system.
4. Differentiate between strategies for organizational structure and how culture effects strategy.
5. Create and evaluate approaches to teaching students about organizational structure and being a change agent in healthcare.

Course Topics

-   Cultural aspects to an organization
-   Cultural change and challenges
-   Models for change in organizations
-   Sustainable and effective healthcare education and practice environments
-   Strategies for change and how culture impacts strategies
-   Strategies for teaching students about organizational structure

NOTE: Required course in Nursing Professional Development track

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
[DNE] 8462
Publication and Grant Writing in Nursing Education
2 Credit Hours (didactic)

Prerequisites

Enrollment in the DNE program, or permission of instructor.

Course Description

Provides an opportunity for socialization of students into doctoral work related to scholarly writing. This course will provide practical approaches for integrating and synthesizing theoretical content from previous or concurrent course work in the area of nursing education or special interest for publication.

Objectives

Upon completion of the course, the student will be able to:

1. Demonstrate strategies for searching the nursing education literature.
2. Develop and engage in various aspects of writing a potential manuscript for publication.
3. Demonstrate strategies for developing a successful grant application.
4. Construct the elements for a grant application.

Course Topics

- Personal writing goals, importance of writing and strategies for making time
- Review the types of publications
- Using a systematic approach for searching the literature
- Authorship Determination
- Plagiarism, self-plagiarism
- Developing the elements of a publication (introduction, design, results, discussion, recommendations for practice)
- Writing cover letter, title page, abstract and key words
- Rejections and rewrites
- How to identify potential funding sources
- How to read and understand grant guidelines
- Planning a grant timeline
- Strategies for developing a fundable proposal
- Writing components of a grant application, cover letters and grant support letters
- Preparation and justification of budgets
- Protocols for human subjects in research

THE OHIO STATE UNIVERSITY

GRADUATE SCHOOL

DEPARTMENT OF NURSING
[DNE] 8480
Quality Improvement for the DNE-Prepared Nurse
3 credits (didactic)

Prerequisites
Enrollment in the Doctor of Nursing Education (DNE) program, or permission of instructor.

Course Description
Concepts and principles of nursing scholarship methods and measurement for DNE level nursing practice. This course will assist the student to outline the steps for the DNE Capstone project proposal.

Objectives
Upon completion of the course, the student will be able to:
1. Evaluate the link between research and evidence-based educational practice.
2. Critique the various types of designs for evidence-based educational projects.
3. Evaluate the congruence of the project questions, design, and methods.
4. Analyze issues related to the ethical conduct of research evidence-based educational practice.
5. Create an evidence-based educational projects proposal outline.

Course Topics
- Overview of Project Designs
- Principles of Conceptualization and Measurement
- Sampling
- Quality of Measurement
- Data Collection Planning
- Basic Principles of Analysis
- Statistics Review
- Ethical Considerations in DNE Project Design and Implementation

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
[DNE] 8481
Program Management for Nursing Professional Development Practitioners
3 Credits (didactic)

Prerequisites

Enrollment in the DNE program, or permission of instructor.

Course Description

Students will learn to develop, implement, and sustain effective programs that support organization's mission, vision, and strategic goals, and the professional growth of the interprofessional healthcare teams and team members.

Objectives

Upon completion of the course, the student will be able to:

1. Appraise performance measures and indicators for quality improvement through environmental scanning and gap analysis
2. Perform a needs assessment and assess readiness for change
3. Apply change theories and quality improvement models to program development and management
4. Evaluate programs and QI initiatives using organizational metrics, including patient care outcomes and ROI
5. Evaluate effectiveness of collaborative partnerships in programming
6. Appraise the role of professional development practitioners in improving quality of nursing care through the life-cycle of programming

Course Topics

- Gap analysis
- Needs assessment, readiness for change, change theories
- Quality improvement models
- Performance measures and indicators, including program outcomes
- Develop, manage and evaluate programming for collaborative partnerships
- Components and stages of project management, including tools/models, managing resources and budgets
- Managing and sustaining change through programming, including onboarding/orientation, competency management, preceptor development, role development, clinical excellence programs, clinical advancement programs

NOTE: Required course in
Nursing Professional
Development track THE OHIO
STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING

[DNE] 8491
Professional Development in Nursing Education in a Diverse Society
2 Credit Hours (didactic)

Prerequisites

Enrollment in the DNE program, or permission of instructor.

Course Description

Students learn professional competencies in education and nursing professional development. Considerations of diversity in nursing education, nursing professional development, and health care, including cultural, religious, gender, LGBTQ, geographic, socioeconomic, generational, and political considerations. The student will learn the importance of organizational culture for sustainable change in a healthcare environment, education or practice.

Objectives

Upon completion of the course, the student will be able to:

1. Compare and contrast nursing curricula to national and international standards and guidelines for evidence cultural competence in nursing and health care.
2. Analyze impact of teaching strategies on student incorporation of diverse perspectives in providing healthcare.
3. Appraise the role of nurse educators and professional development nurses in improving health disparities.
4. Analyze approaches to cultural change and challenges within an organization.
5. Create and evaluate approaches to teaching organizational structure and being a change agent in healthcare

Course Topics

- National and international guidelines and standards related to culturally competent and diverse nursing and health care
- Role of reflective practice related to values, beliefs, background, and experiences
- Teaching strategies to encourage reflection, understanding, and tolerance
- Health care organizational culture and diversity
- Patient advocacy and empowerment
- Impact of culturally congruent care on health outcomes
- Evidence-based practice related to diversity in nursing education and healthcare
- Strategies for teaching students about organizational structure
- Cultural change and challenges
- Models and strategies for change in organizations
- Sustainable and effective healthcare education and practice environments

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
[DNE] 8500
Policy, Ethics, and Legal Considerations in Nursing Education
3 Credits (didactic)

Prerequisites

Enrollment in the DNE program, or permission of instructor.

Course Description

Principles of policy-making at the institutional, local, state, and federal levels to influence policy change affecting nursing education and health care with incorporation of ethical and legal considerations. Role of regulation and legislation related to nursing education and practice.

Objectives

Upon completion of the course, the student will be able to:

1. Evaluate linkages between the elements of the policy process to nursing education and professional advocacy issues.
2. Compare and contrast regulation versus legislation related to nursing education.
3. Apply theoretical concepts of policy-making to develop strategies for influencing policy decisions.
4. Apply ethical and legal principles to policy analysis and design related to nursing education.
5. Analyze critical issues commonly encountered in nursing education, develop possible solutions, and critique them with consideration of current policy.

Course Topics

- Health policy and higher education policy
- Review of policy process
- Theoretical policy models
- Government responses to solving problems
- Regulatory bodies and boards, evaluation, and quality standards
- Advocacy
- Legal and ethical considerations related to nursing education policy
- Nurse educator's role in public policy

NOTE: Required course in Academic Nurse Educator track

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
[DNE] 8522
Design Thinking in Nursing Education
3 Credits (didactic)

Prerequisites

Enrollment in the DNE program, or permission of instructor.

Course Description

Students learn to solve problems based on evidence from outside their typical context. Exploration of design thinking in action will include exemplars inside and outside of healthcare. Application of design thinking to nursing education will be highlighted.

Objectives

Upon completion of the course, the student will be able to:

1. Compare and contrast current problem-solving strategies in nursing education
2. Differentiate the principles, phases, and stages of design thinking and their purpose(s)
3. Select exemplars of design thinking inside and outside of health care and nursing education
4. Examine multiple perspectives and when interprofessional input and teams are necessary to propel an innovation forward
5. Demonstrate attempts to apply design thinking to solve a nursing education problem

Course Topics

- Traditional problem-solving strategies in health care and nursing education
- Dissection of design thinking: Principles, phases, and stages
- Using exemplars to spark creativity
- Why seek input from disciplines outside of nursing education and health care?
- Learning from and with interprofessional teams
- How organizational culture impacts design thinking
- Role of reflection in design thinking

NOTE: Required course in Academic Nurse Educator track

THE OHIO STATE UNIVERSITY
Graduate School

[DNE] 8530

Instructional Strategies in Clinical Teaching

3 Credits (didactic)

Prerequisite: Enrollment in the DNE program, or permission of instructor.

Course Description: The primary focus of this course is the differentiation of best pedagogical practices for effective teaching in clinical settings.

Objectives: Upon completion of the course, the student will be able to:

1. Identify factors influencing health care education.
2. Describe the role of the clinical educator in higher education systems.
3. Analyze the best educational practices for addressing the challenges of clinical teaching.
4. Evaluate instructional strategies for optimizing clinical learning assignments to the intended learning outcomes.
5. Describe the process and decision-making associated with writing a clinical evaluation.
6. Analyze legal, ethical, cultural and diversity issues in clinical education.
7. Explore various technology used for clinical teaching.
8. Examine clinical education curricula using principles from a variety of perspectives including evidence-based learning outcomes, learning theories and critical thinking frameworks.
9. Synthesize course content in culminating paper to inform the DNE Capstone project.

Topics:

- Instruction in the clinical setting
- Standards influencing clinical teaching
- Teaching the diverse student population
- Legal and Ethical issues in clinical teaching
- Teaching and learning in the clinical setting
- Feedback in the clinical setting
- Incorporating EBP into clinical teaching
- Adult learning theories and frameworks
- Differentiation of role of academic nurse educator and nursing professional development practitioner

THE OHIO STATE UNIVERSITY
Graduate School
Department of Nursing
[DNE] 8536

Principles of Instructional Design for Nurses

3 Credits (didactic)

Prerequisite: Enrollment in the DNE program, or permission of instructor.

Course Description: Theoretical and practical approaches to creation of learning experiences for nursing and health education with an emphasis on backward design and evidence-based instructional design strategies.

Objectives: Upon completion of the course, the student will be able to:

Course Objectives:

1. Apply instructional design models and processes to the design and development of education for nurses and healthcare professionals.
2. Design instruction that supports active learning, student engagement and success, and usability with evidence-based course design standards.
3. Apply the evidence-based framework that guides simulation design, implementation, debriefing, evaluation, and research.
4. Defend the criteria required to meet each of the eight INACSL standards of best practice for simulation.
5. Synthesize course content in culminating paper to inform the DNE Capstone project.

Topics

- Instructional design models for nursing education design
- Evidence-based course design standards for nursing education
- Curriculum mapping and alignment
- Goals, objectives, outcomes in nursing
- Assessment and evaluation of design
- Integration of learning technologies into course design
- Design for engagement, motivation and socialization of the nurse learner
- Scholarship of nursing education design
- Simulation best practice standards established by INACSL
- Role of educator as pre-briefer, facilitator, and de-briefer during simulations

THE OHIO STATE UNIVERSITY
Graduate School

Department of Nursing

[DNE] 8537

Assessment and Evaluation in Nursing Education and Professional Development

3 credits (didactic)

Prerequisite: Successful completion of DNE 8538.

Course Description: Principles and processes involved in assessment and evaluation of student learning, courses, curricula, program outcomes, and teaching practices. Also includes considerations of assessment and evaluation of registered nurses in the practice setting.

Objectives:

1. Define and discuss concepts of assessment and evaluation and describe the processes for each when measuring learning.
2. Analyze types of assessment (formative, summative) and evaluations (internal and external).
3. Distinguish between multiple strategies, instruments, and tools for evaluation of learning outcomes in nursing education and discuss efficiency and effectiveness of each methodology.
4. Compare and contrast various evaluation models utilized to formulate a comprehensive nursing program or staff development evaluation plan.
5. Describe purposes, benefits, and steps of a systematic program evaluation, and how the concept of accreditation in nursing education relates.
6. Compare and contrast various methods of addressing compliance issues in nursing professional development.
7. Synthesize course content in culminating paper to inform the DNE Capstone project.

Topics:

- Defining Assessment and Evaluation
- Assessment and Evaluation Methods
- Kirkpatrick Model of Evaluation for NPD practitioners
- Processes for Measuring Learning Outcomes
- Management of Data
- Evaluation of Clinical Performance
- Systematic Program Evaluation

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
[DNE] 8538
Curriculum Design for Nurse Educators
3 Credit Hours (1 credit didactic; 2 credits clinical – 75 clock hours)

Prerequisites

Enrollment in the DNE program, or permission of instructor.

Course Description

Students learn alignment of the organization and program's vision, mission, values, and goals to inform, design, and implement a nursing curriculum. Curriculum design includes incorporation of national standards and clinical considerations in the practice of nursing.

Objectives

Upon completion of the course, the student will be able to:

1. Compare and contrast different vision, mission, values, and goals statements and their purposes
2. Explain the role and impact of the community of interest in the development of nursing curriculum
3. Evaluate curricula against state and national nursing standards and guidelines
4. Utilize backward design to create and implement selected aspects of a nursing course as part of a larger curriculum plan
5. Discuss role of systematic plan of evaluation (SPE) and its impact on curriculum
6. Analyze curriculum outcome data and create solutions to outcome data that do not meet identified benchmarks in SPE

Course Topics

- Vision, mission, values, and goals in higher education
- Community of interest/stakeholder groups and their role
- Professional nursing standards and guidelines, including clinical considerations
- Backward design in higher education
- SPE in nursing education
- Types of curriculum outcome data
- Using curriculum outcome data in continuous quality improvement

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
[DNE] 8780
Evidence-based Practice in Nursing Education and Professional Development
3 Credit Hours (didactic)

Prerequisites

Enrollment in the DNE program, or permission of instructor.

Course Description

The student will learn evidence-based practice (EBP) and how to incorporate EBP in academic nursing education and nursing professional development (NPD). An emphasis on the steps of evidence-based practice will be utilized that is applicable to academic and practice settings. Students will select a topic in academic nursing education or NPD practice and build EBP synthesis tables that will serve to guide work on their capstone project throughout the program.

Objectives

Upon completion of the course, the student will be able to:

1. Evaluate the use of evidence-based practice in healthcare.
2. Analyze organizations for the presence of a culture that supports inquiry and decision-making based on evidence.
3. Compare and contrast the evidence-based practice models and trends in the implementation of evidence-based practice in healthcare.
4. Apply the steps of evidence-based practice to address issues in healthcare and nursing education.
5. Synthesize research methodologies and their application to evidence-based practice.

Course Topics

- Steps to evidence-based practice
- Synthesis of literature related to a healthcare or nursing education issue
- Application of a PICO(T) question when searching the literature
- How to develop EBP synthesis tables
- Organizational cultural and curricular challenges in nursing education related to EBP
- Develop ideas for an evidence-based capstone project for the program

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
[DNE] 8781
Evidence-based Teaching and Interprofessional Education in Nursing
3 Credit Hours (1 credit didactic; 2 credits clinical – 75 clock hours)

	Deleted: 2
	Deleted: (clinical; 75 clock hours)

Prerequisites

[DNE] 8780, or permission of instructor.

Course Description

The student will learn and apply evidence-based teaching strategies for interprofessional education (IPE) and interprofessional continuing education (IPCE) for all academic and practice settings.

Objectives

Upon completion of the course, the student will be able to:

1. Differentiate how to teach the steps of EBP in nursing education
2. Evaluate evidence-based (EB) teaching practices within classroom, clinical, and online settings
3. Create a personal teaching philosophy and correlate with the use of evidence-based teaching methodologies
4. Analyze how the utilization of various teaching strategies relate to an overall nursing curriculum
5. Compare differences in evidence-based teaching within various disciplines to include both health and non-health professions and interprofessional education
6. Synthesize literature related to teaching practices and outcomes
7. Design and implement an evidence-based teaching plan for a classroom, clinical, or online setting within nursing education that includes interprofessional education

Course Topics

- Evidence-based teaching practices in classroom, clinical, and online settings
- Creating a lesson plan for teaching EBP
- Creating a lesson plan for teaching IPE
- Best teaching-learning practices in nursing education and other disciplines
- Interplay between teaching philosophy and EB teaching
- Compare differences in teaching and learning within various disciplines
- Teaching strategies, best practices, and outcomes identified for interprofessional education
- Coordination of teaching strategies with an overall nursing curriculum

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
[DNE] 8998.01
DNE Capstone Project
5 Credits (1 credit didactic; 4 credits clinical; 150 clock hours)

Prerequisites

Successful completion of DNE 8115, 8441, 8442, 8462, 8480, 8481, 8491, 8537, 8538, 8780, and 8781.

Course Description

Student work in the program will culminate in a final capstone project. This course provides the student with supervised clinical experiences in context of DNE Capstone project implementation and evaluation.

Objectives

Upon completion of the course, the student will be able to:

1. Synthesize coursework in capstone project
2. Complete manuscript of capstone project, suitable for presentation and/or publication
3. Demonstrate achievement of DNE program level outcomes as evidenced by completion of e-Portfolio

Course Topics

- Identification of coursework particularly pertinent to capstone project
- Review of manuscript
- Identification of opportunities for dissemination
- Review of e-Portfolio
- Review of DNE Program Outcomes

THE OHIO STATE UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF NURSING
[DNE] 8998.02
DNE Capstone Project
5 Credits (1 credit didactic; 4 credits clinical; 150 clock hours)

Deleted: 2

Prerequisites

DNE 8898.01 and successful completion of the DNE Professional Examination.

Course Description

Student work in the program will culminate in a final capstone project. This course provides the student with supervised clinical experiences in context of DNE Capstone project implementation and evaluation.

Objectives

Upon completion of the course, the student will be able to:

1. Synthesize coursework in capstone project
2. Complete manuscript of capstone project, suitable for presentation and/or publication
3. Demonstrate achievement of DNE program level outcomes as evidenced by completion of e-Portfolio

Course Topics

- Identification of coursework particularly pertinent to capstone project
- Review of manuscript
- Identification of opportunities for dissemination
- Review of e-Portfolio
- Review of DNE Program Outcomes

APPENDIX H – Faculty 2-page CVs (place holder)

APPENDIX I - Crosswalk Table - Standards with DNE Courses
Standards (State, National and International)

Track	Courses (Credits)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Both	DNE 8780 – Evidence-based Practice in Nursing Education & Professional Development (3)	X														
	DNE 8781 – Evidence-based Teaching & Interprofessional Education in Nursing (2)	X	X	X												
	DNE 8115 – Wellness and Resilience in Nursing Education and Professional Development (2)				X	X	X	X	X							
	DNE 8538 – Curriculum Design for Nurse Educators (3)				X	X	X	X	X							
	DNE 8441 – Innovation in Nursing Practice and Education (2)	X		X						X						
	DNE 8480 – Quality Improvement for the DNE-prepared Nurse (2)										X	X				
	DNE 7537 – Assessment & Evaluation in Nursing Education & Professional Development (3)	X			X								X			
	DNE 8536 – Principles of Instructional Design for Nurses (3)												X			
	DNE 8530 – Instructional Strategies in Clinical Teaching (3)												X			
	DNE 8998.01 & 8998.02 Capstone Project (2 + 2)	X														
	DNE 8491 – Professional Development in Nursing Education in a Diverse Society (2)	X												X		
	DNE 8116 – Personal and Professional Growth in Nursing Education (2)	X													X	
	DNE 8462 – Publication and Grant Writing in Nursing Education (2)	X													X	
NPD	DNE 8442 – Leading, Mentoring & Collaborative Partnerships in Nursing Professional Development (2)													X		
	DNE 8481 – Program Management for Nursing Professional Development Practitioners (2)													X		
ANE	DNE 8500 – Policy, Ethics & Legal Considerations in Nursing Education (2)	X			X			X							X	
	DNE 8522 – D esign Thinking in Nursing Education - 2	X	X	X												X

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APPENDIX J - Big Ten Academic Alliance (BTAA) and Aspirational Nursing Schools/Colleges DNP Programs

Institution	Degree (Credential)	Post-Master's Program Offered	Didactic Credits in Nursing Education	Minimum Semester Credits for Degree	Online	Practice Degree	NPD track or focus
Indianapolis University School of Nursing*	Doctor of Nursing Practice (DNP)	Yes	0	37	No	Yes	No
Michigan State University School of Nursing	Doctor of Nursing Practice (DNP)	Yes	0	32	Hybrid/ Blended	Yes	No
Pennsylvania State University College of Nursing	Doctor of Nursing Practice (DNP)	Yes	0	38	Yes	Yes	No
Rutgers University College of Nursing	Doctor of Nursing Practice (DNP)	Yes	0	38	No	Yes	No
University of Illinois – Chicago College of Nursing*	Doctor of Nursing Practice (DNP)	Yes	0	42	No	Yes	No
University of Iowa College of Nursing	Doctor of Nursing Practice (DNP)	Yes	0 (electives available)	29	No	Yes	No
University of Michigan – Ann Arbor School of Nursing*	Doctor of Nursing Practice (DNP)	Yes	0	33	Hybrid/ Blended	Yes	No
University of Minnesota – Twin Cities School of Nursing*	Doctor of Nursing Practice (DNP)	Yes	3	38	Hybrid/ Blended	Yes	No
University of Pittsburgh School of Nursing*+	Doctor of Nursing Practice (DNP)	Yes	0	36	Yes	No	No
University of Wisconsin – Madison School of Nursing	Doctor of Nursing Practice (DNP)	Yes	0	32	Hybrid/ Blended	Yes	No
Purdue University^ School of Nursing	Doctor of Nursing Practice (DNP)	**No**	0	**48**	Yes	Yes	No

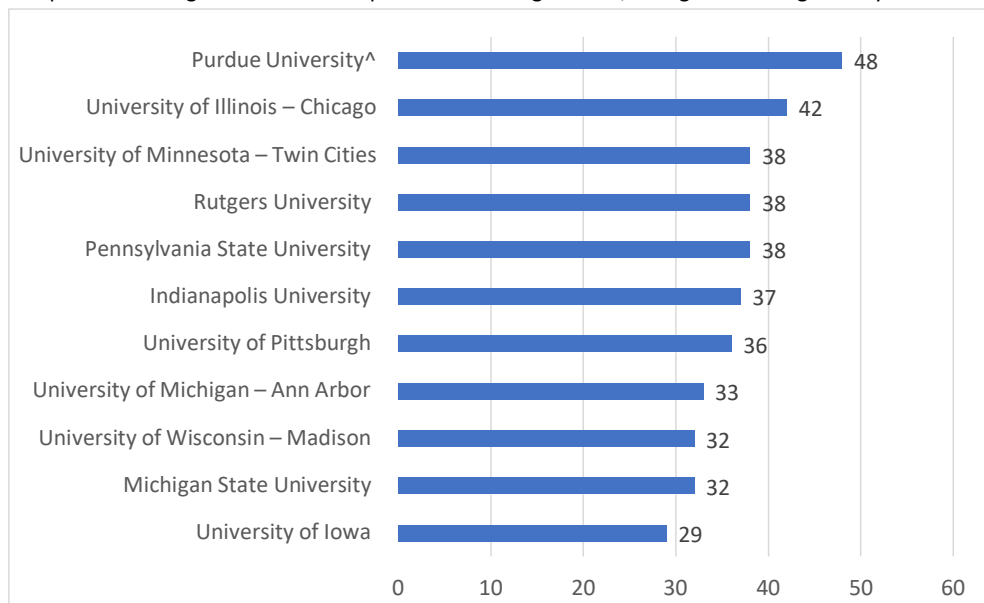***** OSU CON aspirational institution
+ Non-BTAA aspirational institution
^ Only offered as post-baccalaureate program

Notes:
- Average number of minimum semester credits for all programs offering a post-master's DNP is 35.5
- Range of semester credits for all DNP programs is 29-38
- No programs had a Nurse Professional Development (NPD) track or focus
- Only one program had an elective coursework that could include nursing education

Comparison of Length of BTAA and Aspirational Nursing Schools/Colleges DNP Programs by Semester Credits

University	Semester Credits
Purdue University^	48
University of Illinois – Chicago	42
University of Minnesota – Twin Cities	38
Rutgers University	38
Pennsylvania State University	38
Indianapolis University	37
University of Pittsburgh	36
University of Michigan – Ann Arbor	33
University of Wisconsin – Madison	32
Michigan State University	32
University of Iowa	29

^ Only offered as post-baccalaureate program. (No post-master's DNP program offered for direct comparison.)

APPENDIX K: DNE EBP Project Outline – Overview

Section 1: Inquiry (EBP Process)

    a. Statement of the nursing education problem/issue in academia or practice setting
    b. Organizational assessment around the nursing education problem/issue
    c. Background and significance of the nursing education problem/issue
    d. PICO(T) and search strategy
    e. Critical appraisal of the literature
    f. Recommendations

Section 2: Project Planning

    a. Project statement
    b. Project objectives
    c. Framework to drive process (EBP, quality improvement framework/model, implementation model/strategies, and/or change theory/model)
    d. Context
    e. Key stakeholders in academic or practice setting
    f. Integration of student preferences & values (if applicable)
    g. Technologic expertise and needs (if applicable)
    h. Educational and clinical expertise
    i. Educational change process
    j. Evaluation plan (such as the CIPP Model or others)
    k. Financial Implications, including budgetary constraints (if applicable)
    l. Possible barriers to implementation
    m. Organizational policies/procedures/protocols impacted or needed
    n. Sustainability plan
    o. Timeline
    p. Resources needed
    q. Review of approvals needed

Section 3: Implementation

    a.   Implement Project

Section 4: Evaluation

    a. Results/Interpretation

    b.   Measures taken to support sustainability

Section 5: Dissemination

    a.   Traditional
    b.   Non-traditional

Revised from OSU CON DNP EBP Project Outline. Adapted from Milner, K., Zonsius, M., Zellefrow, C., Alexander, C., and Randall, H., (2020). DNP project advisement: A roadmap for faculty and student success. *Journal of Nursing Education. (publication pending: JNE 2019-364R2).*
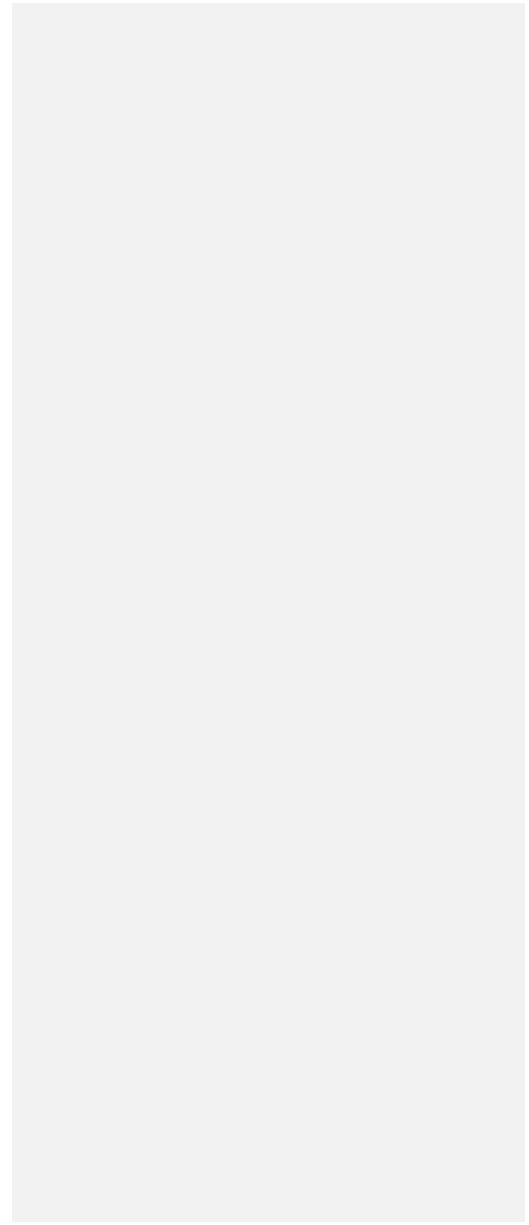
Appendix L

DNE Assessment Plan

Program Learning Outcomes (PO)*	Direct Measures (DM)	Continuous Quality Improvement (CQI) for Direct Measures	Indirect Measures (IM) *(applicable to all POs)*	Continuous Quality Improvement (CQI) for Indirect Measures
PO1 - Translates and evaluates evidence-based principles of teaching and learning into the development, design, implementation, and evaluation of nursing education and practice for a diverse student population to transform the healthcare system	DM1 – Formative assessments and summative grades in all 19 courses, compared over time	CQI-DM1 – Results will assist with determining aspects of teaching-learning that were effective and provide opportunity to revise for those that were not.	IM1 – All courses in the program are being designed to provide opportunity for students to work on individual steps of their final doctoral project in either ANE or NPD	CQI-IM1 – Faculty teaching in the program will be mentored to understand the importance of incorporating such components into each course, maximizing teaching-learning opportunities.
	DM2 – Evaluation from preceptors/ mentors in the following courses, compared over time: DNE 8193, 8538, 8781, 8998.01, 8998.02	CQI-DM2 – Results will enable targeted work with individual students or preceptors in the moment, as well as possible course-level adjustments when needed.	IM2 – Evaluation of portfolio entry related to each PO	CQI-IM2 – Portfolio entries will allow understanding of student reflections of learning connected to each PO. This provides opportunity to maintain teaching-learning experiences that support achievement of POs and to revise those that do not.
	DM3 – Course evaluations (from the CON) addressed in GSC in CON	CQI-DM3 – As per SOP, the GSC in the CON addresses deficiencies within courses by sharing possible teaching-learning solutions and coaching faculty.	IM3 – Passing the professional exam	CQI-IM3 – Professional exam success demonstrates student competency in the curriculum content and
	DM 4 – SEIs per course and aggregate for	CQI-DM4 – SEI data is followed for one-on-one		

Program Learning Outcomes (PO)*	Direct Measures (DM)	Continuous Quality Improvement (CQI) for Direct Measures	Indirect Measures (IM) *(applicable to all POs)*	Continuous Quality Improvement (CQI) for Indirect Measures
	program addressed by CON leadership and individual faculty	faculty mentoring, addressed in annual reviews and in promotion processes. Data collected over time are used to identify possible course-level revisions.	IM4 – Passing oral presentation and defense of the final project	understands how to plan to apply it. CQI-IM4 – Passing the oral presentation and final project defense demonstrates an ability to meet POs and to effectively implement a DNE project.
PO2 - Demonstrates excellence in leadership roles for the development of practice models, policy, ethical principles, and competencies for nursing education and nursing professional development (NPD)	DM1 – Formative assessments and summative grades in the following 17 courses, compared over time: DNE 8780, 8115, 8538, 8441, 8537, 8536, 8530, 8491, 8116, 8462, 8998.01, 8998.02, 8442, 8481, 8500, 8522, 8193 DM2 – Evaluation from preceptors/ mentors in the following courses, compared over time: DNE 8193, 8538, 8998.01, 8998.02 DM3 – Course evaluations (from the CON) addressed in GSC in CON DM4 – SEIs per course and aggregate for program addressed by	CQI for DM1-4 are as stated in PO1.	IM5 – Tracking number of program applicants to admission of those applicants to retention of those matriculated students IM6 – Quality of program applicants over time	CQI-IM5 – Monitoring applicant admission to matriculation data will enable us to determine why applicants subsequently enrolled and why some did not, giving us opportunity to revise processes as needed. Monitoring matriculation to graduation data will enable us to determine processes that worked and things that need to be revised to support student success. CQI-IM6 – Following student data quality over time will enable us to

Program Learning Outcomes (PO)*	Direct Measures (DM)	Continuous Quality Improvement (CQI) for Direct Measures	Indirect Measures (IM) *(applicable to all POs)*	Continuous Quality Improvement (CQI) for Indirect Measures
	CON leadership and individual faculty			determine effectiveness of such measures related to student success. This data may lead to alteration in entrance requirements if they are found to be detrimental to student success.
PO3 - Applies evidence-based practice and translational science methodologies into educational scholarship to prepare graduates to be innovative and creative nurse educators prepared to drive change in nursing education and healthcare environments	DM1 - Formative assessments and summative grades in the following 17 courses, compared over time: DNE 8780, 8781, 8115, 8538, 8441, 8480, 8537, 8536, 8530, 8116, 8462, 8998.01, 8998.02, 8442, 8500, 8522, 8193	CQI for DM1-4 are as stated in PO1.		
			IM7 – Diversity of applicants over time	CQI-IM7 – Following student diversity patterns over time will enable us to be at least as reflective as the university and Midwest. At most, we may be able to increase diversity numbers past the university and Midwest to reflect the citizenry of the nation.
	DM2 – Evaluation from preceptors/ mentors in the following courses compared over time: DNE 8193, 8538, 8998.01, 8998.02			
	DM3 – Course evaluations (from the CON) addressed in GSC in CON		IM8 – Curriculum review through GSC in CON	CQI-IM8 – As per SOP in GSC, curriculum discussion and review occur regularly related to data collected by the college, identified in this document
	DM4 – SEIs per course and aggregate for program addressed by CON leadership and individual faculty			
	DM5 – Student and graduate publications	CQI-DM5 – Data regarding student and	IM9 – Student interviews or focus groups	CQI-IM9 – Data may be obtained through one-on-one interviews

Program Learning Outcomes (PO)*	Direct Measures (DM)	Continuous Quality Improvement (CQI) for Direct Measures	Indirect Measures (IM) *(applicable to all POs)*	Continuous Quality Improvement (CQI) for Indirect Measures
	and professional presentations; student research proposals written, and grants awarded	graduate publications and professional presentations; student research proposals written, and grants awarded will be used to indicate level of achievement and success. When necessary, steps may be taken to identify barriers to such achievement and develop targeted teaching-learning strategies to support success in this area.		and/or focus group interviews with students and/or graduates to obtain information about the program that may be used for CQI. Such interviews/focus groups may be used when other data is inconclusive or deeper understanding of responses is needed.
PO4 - Collaborates with interprofessional teams to implement and evaluate evidence-based teaching strategies to promote critical thinking and clinical decision-making in nursing	DM1 – Formative assessments and summative grades in the following 12 courses, compared over time: DNE 8781, 8115, 8538, 8441, 8537, 8536, 8530, 8116, 8998.01, 8998.02, 8522, 8193 DM2 – Evaluation from preceptors/ mentors in the following courses compared over time: DNE 8193, 8538, 8781, 8998.01, 8998.02	CQI for DM1-4 are as stated in PO1.	IM10 – Graduate Surveys from the CON distributed to: Recent Graduates, 1-Year Alumni, 5-Year Alumni IM11 – Types/titles of positions obtained, type of organization, and location	CQI-IM10 – As per SOP, data from graduate surveys from the CON is used to inform programmatic improvements CQI-IM11 – Data regarding types/titles of positions obtained, as well as type of organization and location will provide understanding of impact. Over time, this data will provide direction to program strategic planning.

Program Learning Outcomes (PO)*	Direct Measures (DM)	Continuous Quality Improvement (CQI) for Direct Measures	Indirect Measures (IM) *(applicable to all POs)*	Continuous Quality Improvement (CQI) for Indirect Measures
	DM3 – Course evaluations (from the CON) addressed in GSC in CON		IM12 – Graduate and Professional Student Survey (from Graduate School)	CQI-IM12 – Data used as described in CQI-IM11.
	DM4 – SEIs per course and aggregate for program addressed by CON leadership and individual faculty		IM13 – Employer Surveys (from the CON)	CQI-IM13 – Data from employer surveys will reveal perceptions of this group related to goodness of fit of our graduates, intention to hire more, as well as opportunities to better meet employer needs.
			IM14 – Student and alumni honors/ recognition achieved	CQI-IM14 – Student and alumni honors/ recognition is an indicator of preparedness for role and program success. Tracking this data over time will enable us to determine if changes need to be made to prepare students and alumni for such achievements.
			IM15 – Program achievement of national accreditation in nursing,	CQI-IM15 – Achievement of national nursing accreditation for

Program Learning Outcomes (PO)*	Direct Measures (DM)	Continuous Quality Improvement (CQI) for Direct Measures	Indirect Measures (IM) *(applicable to all POs)*	Continuous Quality Improvement (CQI) for Indirect Measures
			including external peer review process	a novel terminal degree is an accomplishment that would indicate high quality and acceptance of such a degree. This process is conducted through an onsite visit of peer evaluators who collect evidence of meeting or not meeting expectations/ benchmarks. Undergoing the preparation for such a visit is also CQI work that reveals areas where revisions are needed to maximize quality.
			IM16 – Proliferation of subsequent competitive programs, demonstrating traction and need for this novel terminal degree	CQI-IM16 – There are limits to the enrollment that one college can accept. Duplication or emulation of this new degree in other universities highlights need in the community, at large, and acceptance in the higher education community.
PO5 - Demonstrates inclusion of wellness across multiple	DM1 – Formative assessments and summative grades in the	CQI for DM1-4 are as stated in PO1.		

Program Learning Outcomes (PO)*	Direct Measures (DM)	Continuous Quality Improvement (CQI) for Direct Measures	Indirect Measures (IM) *(applicable to all POs)*	Continuous Quality Improvement (CQI) for Indirect Measures
educational and practice settings for nursing students, faculty, NPD specialists, and organizations for improved health outcomes	following 6 courses compared over time: DNE 8115, 8441, 8530, 8998.01, 8998.02, 8193 DM2 – Evaluation from preceptors/ mentors in the following courses compared over time: DNE 8193, 8998.01, 8998.02 DM3 – Course evaluations (from the CON) addressed in GSC in CON DM4 – SEIs per course and aggregate for program addressed by CON leadership and individual faculty			

*Note: See DNE Crosswalk Table – Program Outcomes (PO) & Courses

DNE Crosswalk Table – Program Outcomes (PO) & Courses

Courses	PO1 - Translates and evaluates evidence-based principles of teaching and learning into the development, design, implementation, and evaluation of nursing education and practice for a diverse student population to transform the healthcare system	PO2 - Demonstrates excellence in leadership roles for the development of practice models, policy, ethical principles, and competencies for nursing education and nursing professional development (NPD)	PO3 - Applies evidence-based practice and translational science methodologies into educational scholarship to prepare graduates to be innovative and creative nurse educators prepared to drive change in nursing education and healthcare environments	PO4 - Collaborates with interprofessional teams to implement and evaluate evidence-based teaching strategies to promote critical thinking and clinical decision-making in nursing	PO5 - Demonstrates inclusion of wellness across multiple educational and practice settings for nursing students, faculty, NPD specialists, and organizations for improved health outcomes
DNE 8780	X	X	X		
DNE 8781	X		X	X	
DNE 8115	X	X	X	X	X
DNE 8538	X	X	X	X	
DNE 8441	X	X	X	X	X
DNE 8480	X		X		
DNE 8537	X	X	X	X	
DNE 8536	X	X	X	X	
DNE 8530	X	X	X	X	X
DNE 8491	X	X			
DNE 8116	X	X	X	X	
DNE 8462	X	X	X		
DNE 8998.01; 8998.02	X	X	X	X	X
DNE 8442*	X	X	X		
DNE 8481*	X	X		X	
DNE 8500†	X	X	X		
DNE 8522†	X	X	X	X	
DNE 8193	X	X	X	X	X

Legend:

*required course for NPD specialization; †required course for ANE specialization

Course Titles
DNE 8780 - Evidence-based Practice in Nursing Education and Professional Development
DNE 8781 - Evidence-based Teaching & Interprofessional Education in Nursing
DNE 8115 - Wellness and Resilience in Nursing Education and Professional Development
DNE 8538 - Curriculum Design for Nurse Educators
DNE 8441 - Innovation in Nursing Practice and Education
DNE 8480 - Quality Improvement for the DNE Prepared Nurse
DNE 8537 - Assessment and Evaluation in Nursing Education and Professional Development
DNE 8536 - Principles of Instructional Design for Nurses
DNE 8530 - Instructional Strategies in Clinical Teaching
DNE 8491 - Professional Development in Nursing Education in a Diverse Society
DNE 8116 - Personal and Professional Growth in Nursing Education
DNE 8462 - Publication and Grant Writing in Nursing Education
DNE 8998.01, 8998.02 - DNE Capstone Project
DNE 8442 - Leading, Mentoring Collaborative Partnerships in Nursing Professional Development
DNE 8481 - Program Management for Nursing Professional Development Practitioners
DNE 8500 - Policy, Ethics and Legal Considerations in Nursing Education
DNE 8522 - Design Thinking in Nursing Education
DNE 8193 - Individual Studies Elective

Appendix M

External Nursing Program Letters of Support

- Cedarville University School of Nursing
- Chamberlain College of Nursing
- Mount Carmel College of Nursing
- University of Toledo College of Nursing
- Youngstown State University College of Health and Human Services

MOUNT CARMEL
College of Nursing
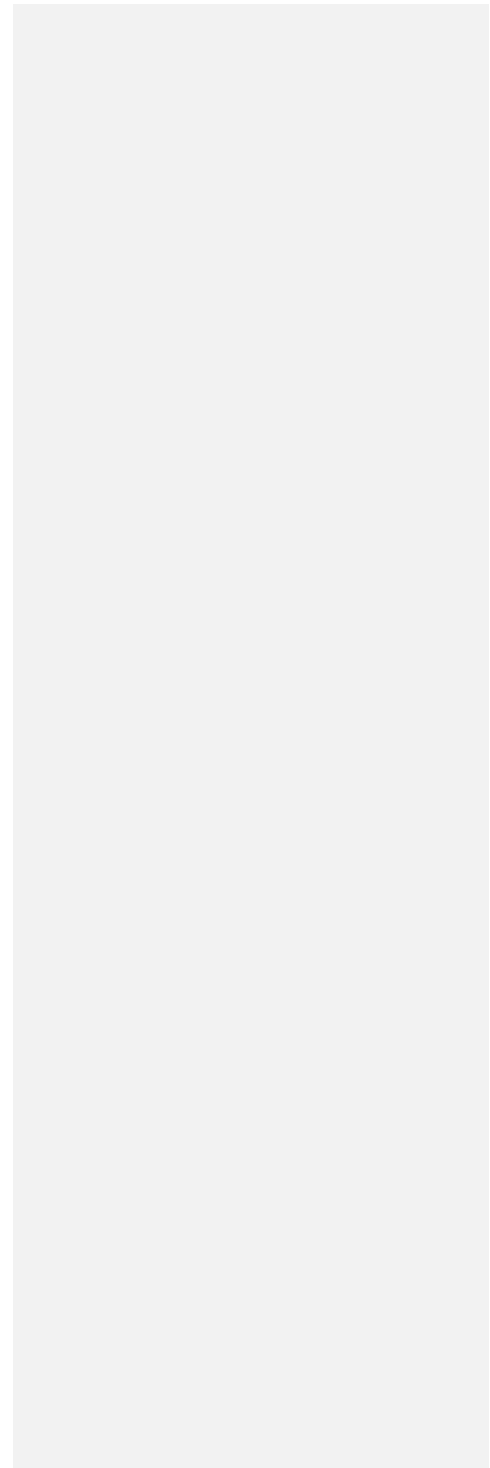
December 7, 2020

Dear Dr. Melnyk,

I am pleased to provide my enthusiastic support of the Doctor of Nursing Education program you are proposing at The Ohio State University College of Nursing. Your proposed Doctor of Nursing Education program promotes excellence in nursing education to build a strong and diverse nursing workforce to advance the health of our nation and the global community. The need for such a professional degree is significant as it will uniquely prepare expert nursing educators with disciplinary foundation necessary for leadership of academic and professional nursing in clinical settings.

Health care is facing unprecedented challenges, further emphasizing the need for well-educated nurses at a time when the nursing faculty vacancy rate is rising and requirement for doctoral preparation is increasing. Options for doctoral preparation of nursing faculty outside of the disciplinary educational focus hampers our ability to meet the challenges of adequate numbers of faculty for those who are committed to academic and clinical teaching. While options exist for degrees focused on education such as the EdD, the focus on K-12 and higher education lacks the relevance for the unique aspects of educating nurses in the academic and clinical settings. Options in the nursing discipline, including the Doctor of Nursing Practice, are not education focused and lack the depth of preparation needed for excellence in nursing education. The Doctor of Nursing Education provides a way forward for those committed to nursing education, with the potential to add to qualified faculty ranks that will attenuate the bottleneck caused by the nurse faculty shortage, increasing the number of nurses who can be educated and enter the nursing workforce to improve patient outcomes.

The Doctor of Nursing Education curriculum integrates theory and practice based on national standards including the NLN Program Outcomes and Competencies for Graduate Academic Nurse Educator Preparation (National League for Nursing, 2017) and Core Competencies of Nurse Educators with Task Statements (National League for Nursing. In addition, the Nursing Professional Development focus extends preparation of nursing education leaders in the clinical setting, advancing the specialty practice of nursing professional development for the enhancement of healthcare outcomes consistent with the mission of the Association of Nursing Professional Development. While there are existing pathways for preparation of nurse educators including certificate programs of tracks within other degrees, the Doctor of Nursing Education provides the depth of disciplinary knowledge lacking in other alternatives.

In summary, I want to communicate my strongest support for your proposed Doctor of Nursing Education program.

Sincerely,

Kathleen M Williamson

Kathleen M. Williamson, MSN, PhD, RN
President and Academic Dean
Mount Carmel College of Nursing

CEDARYILLE
UNJVER llY

December 3, 2020

Dear Bern.

I am pleased to provide my enthusiastic support of tl1c Doctor of Nursing I:.ducation program you are proposing at The Ohio State University College of Nursing. Your proposed Doctor of Nursing Education program promotes excellence in nursing education to build a strong and diverse nursing work force to advance the health of our nation and the global comm unity. The need for such a professional tlegree is significant as it'-"ill uniquely prepare expert nursing educators with disciplinary foundation necessary for leadership of academic and professional nurs ing in clinical settings.

Health care is facing un precedented challenges. further emphasizing the need for well-educated nurses at a time when the nursing faculty vacancy rate is rising and requirement for doctoral preparation is increasing. Options for doctoral preparation of nursing faculty outside of the disciplinary educational focus hampers our ability to meet the challenges of adequate numbers of faculty for those who are committed to academic and climcal teaching. While options exist for degrees focused on education such as the EdD. the focus on K-12 and higher education lacks the relevance for the unique aspects of educating nurses in the academic and clinical settings. Options in the nursing discipline. including the Doctor of ursing Practice. are not education focused anti lack the depth of preparation needed for excellence in nursing education. The Doctor of Nursing Education provides a way forward for those committed to nursing education. with the potential to add to qualified faculty ranks that will at1enuate the bottleneck caused by the nurse faculty shortage. increasing the number of nurses who can be educated and enter the nursing workforce to improve patient outcomes.

The Doctor of Nursmg Education curricu lum integ rates theory and practice based on national standards including the NLN Program Outcomes and Competencies for Graduate Academic Nurse Educator Preparation (National League for Nursing. 2017) and Core Competencies of Nurse Educators with rask Statements (National League for Nurs ing. In addition. the Nursing Professional Development focus extends preparation of nursing education leaders in the clinical setting, advancing the specialty practice of nursing professional devel opment for the enhancement of healthcare outcomes consistent with the mission of the Association of Nursing Professional Development While there are existing pathways for preparation of nurse educators including certificate programs of tracks within other degrees. the Doctor of Nursing Education provides the depth of disciplinary know ledge lacking in other a lternatives.

In summary. I want to communicate my strongest support for your proposed Doctor of Nursing Education program.

Respectfully submitted.

u.14-)LL'-k

Angelia Mickle, DNP, FNP-C. PMHNP-BC
Dean. School of Nursing
Cedarville University
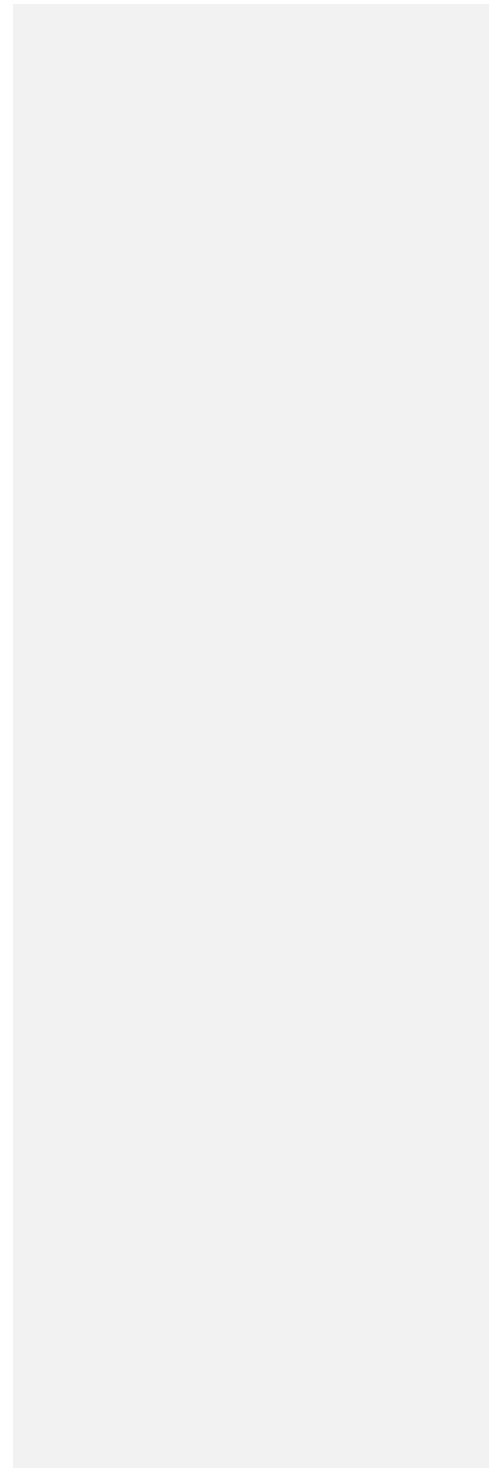
THE UNIVERSITY OF
TOLEDO
1872

College of Nursing
Office of the Dean

Mail Stop 1026
3000 Arlington Ave.
Toledo, Ohio 43614
Phone: 419.383.5858
Fax: 419.383.2804
www.utoledo.edu/nursing

November 25, 2020

Bernadette Mazurek Melnyk, PhD, APRN-CNP, FAANP, FNAP, FAAN
Vice President for Health Promotion; University Chief Wellness Officer
Dean and Helene Fuld Health Trust Professor of Evidence-Based Practice, College of Nursing
The Ohio State University

Dear Bern,

I am pleased to provide my enthusiastic support of the Doctor of Nursing Education program you are proposing at The Ohio State University College of Nursing. Your proposed Doctor of Nursing Education program promotes excellence in nursing education to build a strong and diverse nursing workforce to advance the health of our nation and the global community. The need for such a professional degree is significant as it will uniquely prepare expert nursing educators with disciplinary foundation necessary for leadership of academic and professional nursing in clinical settings.

Health care is facing unprecedented challenges, further emphasizing the need for well-educated nurses at a time when the nursing faculty vacancy rate is rising and requirement for doctoral preparation is increasing. Options for doctoral preparation of nursing faculty outside of the disciplinary educational focus hampers our ability to meet the challenges of adequate numbers of faculty for those who are committed to academic and clinical teaching. While options exist for degrees focused on education such as the EdD, the focus on K-12 and higher education lacks the relevance for the unique aspects of educating nurses in the academic and clinical settings. Options in the nursing discipline, including the Doctor of Nursing Practice, are not education-focused and lack the depth of preparation needed for excellence in nursing education. The Doctor of Nursing Education provides a way forward for those committed to nursing education, with the potential to add to qualified faculty ranks that will attenuate the bottleneck caused by the nurse faculty shortage, increasing the number of nurses who can be educated and enter the nursing workforce to improve patient outcomes.

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In summary, I want to thank you for your continued leadership in providing cutting edge pathways to continue to meet the needs of our profession and thereby, the health of the nation. I offer my strongest support for your proposed Doctor of Nursing Education program and will be happy to assist in any way that might be helpful to assure this newly envisioned program comes to fruition.

Sincerely Yours,

Linda A. Lewandowski

Linda A. Lewandowski, RN, PhD, FAAN
Dean and Professor, College of Nursing
Vice-Provost for Health Affairs for Interprofessional and Community Partnerships

One University Plaza, Youngstown, Ohio 44555
The Dr. Dominic A. and Helen M. Bitonte
College of Health and Human Services
Department of Nursing
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www.ysu.edu

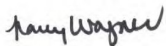November 25, 2020

Dear Bern,

I am pleased to provide my enthusiastic support of the Doctor of Nursing Education program you are proposing at The Ohio State University College of Nursing. Your proposed Doctor of Nursing Education program promotes excellence in nursing education to build a strong and diverse nursing workforce to advance the health of our nation and the global community. The need for such a professional degree is significant as it will uniquely prepare expert nursing educators with disciplinary foundation necessary for leadership of academic and professional nursing in clinical settings.

Health care is facing unprecedented challenges, further emphasizing the need for well-educated nurses at a time when the nursing faculty vacancy rate is rising and requirement for doctoral preparation is increasing. Options for doctoral preparation of nursing faculty outside of the disciplinary educational focus hampers our ability to meet the challenges of adequate numbers of faculty for those who are committed to academic and clinical teaching. While options exist for degrees focused on education such as the EdD, the focus on K-12 and higher education lacks the relevance for the unique aspects of educating nurses in the academic and clinical settings. Options in the nursing discipline, including the Doctor of Nursing Practice, are not education focused and lack the depth of preparation needed for excellence in nursing education. The Doctor of Nursing Education provides a way forward for those committed to nursing education, with the potential to add to qualified faculty ranks that will attenuate the bottleneck caused by the nurse faculty shortage, increasing the number of nurses who can be educated and enter the nursing workforce to improve patient outcomes.

The Doctor of Nursing Education curriculum integrates theory and practice based on national standards including the NLN Program Outcomes and Competencies for Graduate Academic Nurse Educator Preparation (National League for Nursing, 2017) and Core Competencies of Nurse Educators with Task Statements (National League for Nursing). In addition, the Nursing Professional Development focus extends preparation of nursing education leaders in the clinical setting, advancing the specialty practice of nursing professional development for the enhancement of healthcare outcomes consistent with the mission of the Association of Nursing Professional Development. While there are existing pathways for preparation of nurse educators including certificate programs of tracks within other degrees, the Doctor of Nursing Education provides the depth of disciplinary knowledge lacking in other alternatives.

In summary, I agree with this educational direction and fully support your proposed Doctor of Nursing Education program.

Sincerely,

Nancy Wagner

Nancy Wagner, DNP, RN, CNE
Chair and Professor
Youngstown State University
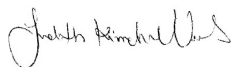
November 30, 2020

Dear Dr. Melnyk,

It is with great enthusiasm that I offer my support for the Doctor of Nursing Education program you are proposing at The Ohio State University College of Nursing. Your proposed program fills the gap that long existed in nursing education. In the past, nurses who desired an advance degree in education chose the Ed.D degree because there were no doctor of nursing education programs. The need for such a professional degree is significant as it will uniquely prepare expert nursing educators with disciplinary foundation necessary for leadership of academic and professional nursing in clinical settings.

The Doctor of Nursing Education will be a way forward for those committed to nursing education with the potential to add new members to qualified faculty ranks. This program may help lessen the nurse faculty shortage, increasing the number of nurses who can be educated and enter the nursing workforce.

Health care is facing unprecedented challenges, further emphasizing the need for well-educated nurses at a time when the nursing faculty vacancy rate is rising and requirement for doctoral preparation is increasing. Options for doctoral preparation of nursing faculty outside of the disciplinary educational focus hampers our ability to meet the challenges of adequate numbers of faculty for those who are committed to academic and clinical teaching. While options exist for degrees focused on education such as the EdD as mentioned above, the focus on K-12 and higher education lacks the relevance for the unique aspects of educating nurses in the academic and clinical settings. Options in the nursing discipline, including the Doctor of Nursing Practice, are not education focused and lack the depth of preparation needed for excellence in nursing education. While there are existing pathways for preparation of nurse educators including certificate programs of tracks within other degrees, the Doctor of Nursing Education provides the depth of disciplinary knowledge lacking in other alternatives.

Please accept my strong support for the proposed Doctor of Nursing Education program, which will not only contribute to the nursing profession, but will further enhance the stature of the Ohio State University College of Nursing as a national leader in the field of nursing education.

Sincerely,

Judith Kimchi-Woods Ph.D, RN, MBA, CPHQ
President, Columbus Campus

DISTANCE EDUCATION PROGRAM
MEMORANDUM OF UNDERSTANDING

College:	College of Nursing
Department:	
Faculty director:	Tara S. King, PhD, RN (king.2541), DNE program director Carolyn Schubert, DNP, RN (Schubert.35), DNE program co-director
Primary contact, if different from faculty director:	
Fiscal officer:	Linda Walsh
Marketing director:	Phil Saken, BS, MS (saken.2), Senior Director of Marketing and Communications
Enrollment contact for state authorization compliance:	Cindy Anderson, PhD, CRNP, ANEF, FNAP, FAHA, FAAN (Anderson.2765), Senior Associate Dean for Academic Affairs and Educational Innovation
Additional colleges/contacts:	Celia E. Wills, PhD, RN (wills.120), Graduate Studies Chairperson & Associate Professor, College of Nursing Awais Ali (ali.61), Director of Information Technology and Business Systems
Name of program:	Doctor of Nursing Education (DNE)
Approval process (change in delivery or new program):	New degree program
Will this program have a different fee structure from what would normally be assessed similar students at the university? If so, then please explain:	No
Total credit hours:	50 (minimum)

Number of courses to be created:	19
Number of courses already in an online format that need ODEE review:	19
# of anticipated students:	30 in Year 1; 15 additional students/year in Years 2 and 3, respectively

MARKETING AND COMMUNICATIONS

Having access to marketing resources will allow you to reach large audiences, compete with other online programs, and increase enrollments year-over-year. For this program, does your college plan to do any of the following? Yes/No

Conduct advertising specific to this online program	Yes
Utilize your college communications team for advertising support	Yes
Designate marketing responsibilities for this program in an individual's job description (i.e. program director, program coordinator, college communications coordinator, etc.)	Yes – program director and marketing/communications director
Secure an annual marketing budget for online program advertising	Yes – within existing budget
Host a webpage for your online program on the college's website	Yes
Utilize your college's admissions/recruitment team to track and communicate with perspective distance students	Yes

STATE AUTHORIZATION

Does this program potentially lead to a professional license or certificate? Yes/No	No
Is professional licensure a prerequisite for enrollment in the program? Yes/No	Yes – Registered Nurse licensure

For this program, does your college plan to do any of the following outside of Ohio? Yes/No

Establish a physical location for students to receive synchronous or asynchronous instruction	No
Establish an administrative office or provide office space for staff	No
Conduct on-ground supervised field experiences such as clinicals, practicums, student teaching or internships	Yes
Place more than 10 students simultaneously at a single placement site (such as a hospital)	No
Require students to meet in person for instructional purposes more than twice per semester	No
Carry out field study or research at a field station	No

Use this table to detail all of the courses associated with the program and when you envision these courses will be developed, delivered, etc. For courses that are already developed and available in an online format, please include them and note development concluded in the Developed column.

Course Name	Faculty Lead	OAA Approved for Online Delivery	Developed	Delivered	5 Hour Review (semester immediately following first delivery)	Reviewed (every 3 years)
[DNE] 8780 Evidence-based Practice in Nursing Education and Professional Development	TBD	SP22	SU22	AU22	SP23	SP24
[DNE] 8538 Curriculum Design for Nurse Educators	TBD	SP22	SU22	AU22	SP23	SP24
[DNE] 8115 Wellness and Resilience in Nursing Education and Professional Development	TBD	SP22	SU22	AU22	SP23	SP24
DNE] 8781 Evidence-based Teaching & Interprofessional Education in Nursing	TBD	SP22	SU22	AU22	SP23	SP24
[DNE] 8537 Assessment and Evaluation in Nursing Education and Professional Development	TBD	SP22	SU22	AU22	SP23	SP24
[DNE] 8480 Quality Improvement for the DNE-prepared Nurse	TBD	SP22	SU22	AU22	SP23	SP24
[DNE] 8116 Personal and Professional Growth in Nursing Education	TBD	SP22	SU22	AU22	SP23	SP24
[DNE] 8441 Innovation in Nursing Practice and Education	TBD	SP22	SU22	AU22	SP23	SP24
[DNE] 8462 Publication and Grant Writing in Nursing Education	TBD	SP22	SU22	AU22	SP23	SP24
[DNE] 8481 Program Management for Nursing Professional Development Practitioners	TBD	SP22	SU22	AU22	SP23	SP24
[DNE] 8530 Instructional Strategies in Clinical Nursing	TBD	SP22	SU22	AU22	SP23	SP24
[DNE] 8522 Design Thinking in Nursing Education	TBD	SP22	SU22	AU22	SP23	SP24
[DNE] 8998.01 DNE Capstone Project	TBD	SP22	SU22	AU22	SP23	SP24
[DNE] 8500 Policy, Ethics, and Legal Considerations in Nursing Education Elective	TBD	SP22	SU22	AU22	SP23	SP24
[DNE] 8442 Leading, Mentoring and Collaborative Partnerships in Nursing Professional Development	TBD	SP22	SU22	AU22	SP23	SP24
[DNE] 8491 Professional Development in Nursing Education in a Diverse Society	TBD	SP22	SU22	AU22	SP23	SP24
[DNE] 8193 Individual Studies Elective	TBD	SP22	SU22	AU22	SP23	SP24
[DNE] 8998.02 DNE Capstone Project	TBD	SP22	SU22	AU22	SP23	SP24
[DNE] 8536 Principles of Instructional Design for Nurses	TBD	SP22	SU22	AU22	SP23	SP24

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odee.osu.edu | odee@osu.edu

TERMS

Colleges entering into this agreement will:

1. Secure approval from the following, where applicable:

    a. Graduate School

    b. Council on Academic Affairs (CAA)

    c. University Senate

    d. Board of Trustees

    e. Department of Higher Education

2. Contact the university budget office regarding new program and to request a distance-education-specific fee table. Differential fees must be approved by the Board of Trustees, if applicable.

3. Meet the program standards set forth by your accrediting body (if applicable) for alternative delivery models

4. Submit courses for online delivery and any course revisions to curriculum.osu.edu (after CAA approval)

5. Label students in Student Information System with appropriate subplan. Distance students = subplan ONL

6. Provide budget forecasting/market analysis using ODEE funding model (attached)

    a. Incur the costs for your program specific advertising

    b. Incur additional costs associated with distance education programming (e.g. student advising, increased TA support)

7. Collaborate with ODEE on state authorizations and state licensure approvals, if applicable

    a. Upon request, provide program and faculty information to the state authorization team

    b. Provide required professional licensure board disclosures to potential and enrolled students in writing

    c. Communicate to prospective students their ability to enroll and seek federal financial aid based on state authorizations

    d. Notify ODEE of states/countries where they would like to enroll students

THE OHIO STATE UNIVERSITY

e. For licensure programs, post a link to the Ohio State Online disclosures page (online.osu.edu/state-authorization/disclosures) on the College program page

f. Encourage distance education faculty/instructors/students to participate in ODEE distance education training

     i. "State Authorization 101" BuckeyeLearn course

8. Collaborate with ODEE on the technical solutions for effective course delivery:

a. Online-specific syllabus requirements (e.g., ADA statement, Academic Integrity/Academic Misconduct statement)

b. Ohio State identity/branding guidelines

c. Carmen course template providing students with effective navigation and online course expectations, etc.

d. Provide course content materials for placement into mutually agreed upon formats and technologies for distance delivery

e. Utilize Quality Matters principles in course design

f. Focus on outcome-based learning and incorporate assessment into courses

9. Collaborate with ODEE Instructional Designers to infuse academic integrity best practices into program course development and delivery, including, but not limited to, authentic assessments and online proctoring of examinations.

10. Encourage distance education faculty/instructors to participate in professional development opportunities, including ODEE's Distance Education Learning and Teaching Academy

11. Collaborate with relevant student support services (Disability Services, Writing Center, Libraries, Veterans Affairs, etc.)

a. Incur costs to provide required accessibility accommodations for videos and activities not produced by ODEE

12. Collaborate with ODEE to review and update courses immediately following first delivery and every three years.

13. Provide at least one required student participation activity per week in each course

a. Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.

14. Identify student technology support for tools only used by your program.

THE OHIO STATE UNIVERSITY

15. Provide replacement instructor(s) in a timely manner should an instructor separate from the university during the course development process or terminate and postpone course development until a replacement instructor can be identified.
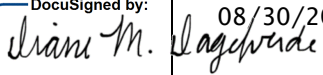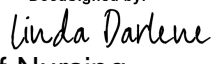
ODEE entering into this agreement will:

1. Administer state authorization program
   a. Necessary to ensure program meets federal student financial aid guidelines
   b. Communicate with the colleges the status of approved state authorizations
2. Collaborate with the college on the technical solutions for effective course delivery:
   a. Online-specific syllabus requirements (e.g., ADA statement, Academic Integrity/Academic Misconduct statement)
   b. Ohio State identity guidelines
   c. Course templates providing students with effective navigation and online course expectations, etc.
   d. Placing course content materials into mutually agreed upon formats and technologies for distance delivery
   e. Utilize Quality Matters principles in course design
   f. Focus on outcome-based learning and incorporate assessment into courses
3. Collaborate with program faculty and staff to infuse academic integrity best practices into program
4. course development and delivery, including, but not limited to, authentic assessments and online proctoring of examinations.

5. Provide instructional designer production time during the course development cycle, including the 14-week development process, five-hour review and three-year revision.
6. Provide distance education professional development opportunities for faculty/instructors/students
7. through ODEE's Distance Education Learning and Teaching Academy

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8. Collaborate with the college to review and update courses immediately following first delivery and every three years

9. Collaborate with course instructors to provide at least one required student participation activity each week in a course

    a. Course designers will implement activities each week of a course to verify enrollment. This is beyond a simple login to a course space, but constitutes a discussion posting, quiz attempt, artifact submission, etc.

10. Provide distance education faculty and students access to:

    a. An OCIO-managed, 24/7, Tier 1 help desk for ODEE/OCIO provided tools/services

11. Provide Ohio State Online program advertising

    a. Two-minute, program-specific introductory video

    b. Consult with college marketing on strategies for program-specific advertising

    c. Program included in general Ohio State Online marketing strategy

    d. Marketing will only be conducted in states/countries in which the program has been authorized

12. Collaborate with program directors to revise the course development process should an instructor

13. separate from the university during that time. Options include continue work on course through the end of the 14-week development process with a replacement instructor or terminate and postpone course development until a replacement instructor can be identified.

Please note: each service-level agreement will dictate the ODEE products and services utilized.

MOU created by:	Celia E. Wills, Graduate Studies Chairperson & Associate Professor, College of Nursing	
MOU approved by:	**Diane Dagefoerde, Interim Vice President and Chief Information Officer:** *DocuSigned by:* *Diane M. Dagefoerde* 69D2267C238849D...	**Date:** 08/30/2021
	Dean, College: *DocuSigned by:* *Bernadette Melnyk* 9B4B409744254EC... **Bernadette Melnyk, Dean, College of Nursing**	**Date:** 08/26/2021
	Fiscal Officer, College*: *DocuSigned by:* *Linda Darlene Walsh* 5ED8A1CB543643A... **Linda Walsh, College of Nursing**	**Date:** 08/25/2021

*Please review and attach program revenue projection worksheet.

Program Revenue Projection approved by:

College Fiscal Officer:	*DocuSigned by:* *Linda Darlene Walsh* 5ED8A1CB543643A...	**Date:** 08/25/2021

THE OHIO STATE UNIVERSITY

Office of Distance Education and eLearning
odee.osu.edu | odee@osu.edu

Office of Distance Education and eLearning (ODEE)
Distance Education Program Revenue *Projection - DRAFT*

08/25/21

College:	Nursing
Program Name:	Doctor of Nursing Education (DNE)

Number of Courses:	19
Total Credit Hours	50
Rank	Graduate
Residency (in/Out State Split)	50% eligible

Rank		1st year	2nd year	3rd year	4th year	5th year
Graduate	# of Courses	10 Course	9 Course	19 Course	19 Course	19 Course
	# of Students	30 Students	45 Students	60 Students	60 Students	60 Students
	# of Credit Hours	25 Cr Hours	25 Cr Hours	50 Cr Hours	50 Cr Hours	50 Cr Hours
	Total Credit Hours of Instruction	750.0 hours	937.5 hours	2,062.5 hours	3,000.0 hours	3,000.0 hours
	Instructional Fee					
	Fees - Effective Rates		$1,038.72	$1,038.72	$1,038.72	$1,038.72
	State Subsidy		$396.39	$396.39	$396.39	$396.39
	Projected Fees		$389,520	$876,420	$1,558,080	$2,629,250
	Projected Subsidy		$74,320	$167,230	$297,290	$501,680
	Projected Revenue Generated	$0	$463,840	$1,043,650	$1,855,370	$3,130,930

		1st year	2nd year	3rd year	4th year	5th year
	Marginal Revenue	$0	$463,840	$579,810	$811,720	$1,275,560

	1st year	2nd year	3rd year	4th year	5th year
Support Units Tax rate	24%	24%	24%	24%	24%
Support Units Tax	**$0**	**$111,320**	**$139,150**	**$194,810**	**$306,130**
Cumulative Support Units Tax	*0*	*111,320*	*250,470*	*445,280*	*751,410*
Net Margin	*$0*	*$352,520*	*$440,660*	*$616,910*	*$969,430*

	1st year	2nd year	3rd year	4th year	5th year
Colleges Share %	70%	70%	70%	70%	70%
Colleges Share - Annual PBA	$0	$246,760	$308,460	$431,840	$678,600
Colleges Share (Cumulative Cash Generated)	$0	$246,760	$555,220	$987,060	$1,665,660

	1st year	2nd year	3rd year	4th year	5th year
ODEE Share %	30%	30%	30%	30%	30%
ODEE Share Annual PBA	$0	$105,750	$132,190	$185,070	$290,820
ODEE Share (Cumulative Cash Generated)	$0	$105,750	$237,940	$423,010	$713,830

Current Budget Model:					
SSA 1 - Student Service Assessment 1 - UG - *$122.58*		$0	$0	$0	$0
SSA 2 - Student Service Assessment 2 - Grad - *$509.86*		$191,200	$430,190	$764,790	$1,290,580
SSA 3 - Student Service Assessment 3 - *$3.63*		$1,360	$3,060	$5,450	$9,190
Total Current Assessments	$0	$192,560	$433,250	$770,240	$1,299,770

College Assessment savings under new model	$0	$86,810	$195,310	$347,230	$585,940

Assumptions:

No other Student Services Assessments would apply to Colleges under this model.
The Distance Education assessment applies to marginal revenues.
The Distance Education assessment only apply to students who are 100% distance Ed.
No inflationary adjustment is taken for instructional fees.
The projected numbers in this model are best estimates and the actual allocations might be slightly different.

Revenue and Assessments Calculation is based on the following current FY20 rates:

	Fees	Subsidy
Undergraduate	$407.15	$230.64
Graduate	$1,038.72	$396.39

Graduate
Undergraduate

DocuSign

Certificate Of Completion

Envelope Id: FAFD401BC5B541D68839D5EE633E28A2
Subject: Please DocuSign: Revised Doctoral of Nursing Education ODEE MOU
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Document Pages: 12   Signatures: 4
Certificate Pages: 3   Initials: 0
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Status: Completed

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Jacob Harris Bane
1050 Carmack Rd
Columbus, OH 43210
bane.17@osu.edu
IP Address: 23.28.164.151

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      bane.17@osu.edu

Location: DocuSign

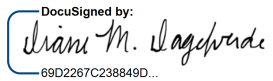| Signer Events	Signature	Timestamp
Linda Darlene Walsh walsh.156@osu.edu SFO - Nursing The Ohio State University Security Level: Email, Account Authentication (None)	DocuSigned by: *Linda Darlene Walsh* 5ED8A1CB543643A... Signature Adoption: Pre-selected Style Using IP Address: 140.254.28.32	Sent: 8/25/2021 2:34:59 PM Viewed: 8/25/2021 2:44:01 PM Signed: 8/25/2021 2:44:18 PM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Bernadette Melnyk melnyk.15@osu.edu The Ohio State University Security Level: Email, Account Authentication (None)	DocuSigned by: *Bernadette Melnyk* 5B4BA09741254EC... Signature Adoption: Pre-selected Style Using IP Address: 104.231.144.193	Sent: 8/25/2021 2:44:19 PM Viewed: 8/26/2021 11:41:22 AM Signed: 8/26/2021 11:41:44 AM
Electronic Record and Signature Disclosure: Not Offered via DocuSign		
Diane Dagefoerde dagefoerde.2@osu.edu Interim VP and CIO Ohio State University Security Level: Email, Account Authentication (None)	DocuSigned by: *Diane M. Dagefoerde* 69D2267C238849D... Signature Adoption: Uploaded Signature Image Using IP Address: 50.4.49.209	Sent: 8/26/2021 11:41:46 AM Viewed: 8/30/2021 9:50:25 AM Signed: 8/30/2021 9:51:29 AM
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In Person Signer Events	Signature	Timestamp

Editor Delivery Events	Status	Timestamp

Agent Delivery Events	Status	Timestamp

Intermediary Delivery Events	Status	Timestamp

Certified Delivery Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp

Carbon Copy Events	Status	Timestamp
Tracey Renee Richardson richardson.408@osu.edu Senior Director, Service Management The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	**COPIED**	Sent: 8/30/2021 9:51:31 AM
Kristina Elaine Davis davis.1724@osu.edu Interim Director of Finance The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	**COPIED**	Sent: 8/30/2021 9:51:31 AM
Robert Peter Griffiths griffiths.44@osu.edu The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	**COPIED**	Sent: 8/30/2021 9:51:32 AM
Jen Simmons simmons.232@osu.edu df The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	**COPIED**	Sent: 8/30/2021 9:51:33 AM
Justin Tyler Weimer weimer.58@osu.edu The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	**COPIED**	Sent: 8/30/2021 9:51:33 AM Viewed: 8/30/2021 9:52:35 AM
Gail Martineau martineau.18@osu.edu The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	**COPIED**	Sent: 8/30/2021 9:51:34 AM
Lisa N Delaney delaney.177@osu.edu The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	**COPIED**	Sent: 8/30/2021 9:51:35 AM Viewed: 8/30/2021 10:01:41 AM

Carbon Copy Events	Status	Timestamp
Celia Emily Wills wills.120@osu.edu The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	**COPIED**	Sent: 8/30/2021 9:51:35 AM Viewed: 8/30/2021 10:00:56 AM
Cindy M Anderson anderson.2765@osu.edu The Ohio State University Security Level: Email, Account Authentication (None) **Electronic Record and Signature Disclosure:** Not Offered via DocuSign	**COPIED**	Sent: 8/30/2021 9:51:36 AM Viewed: 8/30/2021 9:57:44 AM

Witness Events	Signature	Timestamp

Notary Events	Signature	Timestamp

Envelope Summary Events	Status	Timestamps
Envelope Sent	Hashed/Encrypted	8/25/2021 2:34:59 PM
Certified Delivered	Security Checked	8/30/2021 9:50:25 AM
Signing Complete	Security Checked	8/30/2021 9:51:29 AM
Completed	Security Checked	8/30/2021 9:51:36 AM

Payment Events	Status	Timestamps

NAME: Wendy Bowles PhD, APRN-CNP, CNE

POSITION TITLE: Assistant Dean for Baccalaureate Programs, Assistant Professor of Clinical Nursing

Education	Degree	Completion	Major
Wright State University, Dayton OH	BSN	6/1994	Nursing
University of Cincinnati, Cincinnati OH	MSN	12/1998	Nursing
Indiana University (IUPUI), Purdue, IN	PhD	12/2014	Nursing Education

A. Personal Statement

I have been a nurse over twenty years and a nurse practitioner since 1998. I began my journey in nursing education in 2005 and realized the importance of educating future nurses for current practice. I am committed to advancing the science of evidence-based pedagogies of teaching and learning in nursing education. My research includes work with alternative pedagogies, curricular development, and student engagement. I have presented work related to educational pedagogies nationally and internationally.

B. Teaching Assignments related to focus of DNE Proposal (include undergraduate/graduate level; past 10 years)

Sem/ Year	Course Number (credits)	Course Title	Student Population	Type of Course
Su/20	N6410 (3)	Health Assessment	Graduate	In-person
Au/19	NA 3110 (3)	Health Assessment	RN-BSN	Online, asynchronous
Su/19	N6410 (3)	Health Assessment	Graduate	In-person
Au/18	NA 3110 (3)	Health Assessment	RN-BSN	Online, asynchronous
Su/18	N6410 (3)	Health Assessment	Graduate	In-person
Au/17	NA 3110 (3) NA 3430 (2)	Health Assessment Cultural Competence	RN-BSN	Online, asynchronous
Sp/17	NA 2440 (3)	Foundations	RN-BSN	Online, asynchronous
Au/16	NA 3110 (3) NA 4240 (4)	Health Assessment Community	RN-BSN	Online, asynchronous
Su/16	NA 4780 (3)	Evidence-based Practice	RN-BSN	Online, asynchronous

C. Key Service Activities, Honors/Awards related to Teaching/Learning (past 10 years)

2020 STTI Nurse Leadership Academy Mentor

2017-2020 General Education Revision and Implementation (University)

2018 - present Curriculum Committee lead (College)

2019 CCNE accreditation self-study document (team member)

2018 Center of Excellence (COE) self-study for National League for Nursing (team member)

2018-2019 Distance Education committee (University)

2016 - present QSEN Abstract Reviewer – teaching strategies

2019, 2020 Abstract Reviewer - National League for Nursing

2019 (December) Consultant *(invited)* – North Central State College; Faculty Development Day

2019 HRSA co-lead for national task force on curriculum

2019 External Reviewer for the University of Alabama at Birmingham promotion committee

2018- 2019 Ohio Department of Higher Education - Health Sciences Focus Group *(invited co-lead)*; Military Transfer Credit *(invited lead)*

2017 Dean's CoN Award (College)

2017 Dean's Leadership Award (College)

2016 Evidence-based Practice Award (College)

D. Research Support and/or Scholastic Performance related to Teaching/Learning (past 10 years)

GRANTS

HRSA NEPQR-RNPC: *Nurse, Education, Practice, Quality and Retention – Registered Nurses in Primary Care.* (Awarded 2018, 2018-2022) - $2,763,494. **Bowles - Associate Project Director**.

co-PIs: Jenssen, U. & Morrison-Beedy, D. Key personnel: **Bowles, W**. Source: Diku Norwegian Ministry of Education and Research: Partnership Program for North America; Title: Improving Nursing Education Quality and Evidence-Based Practice Through Joint Norwegian-US Clinical Experiences $32K

Bowles, W. (2017-2021) Choose Ohio First Scholarships for RN to BSN. 2017-2018 -$29,400; 2018-2019 - $44,100; 2019-2020 – $58,800; 2020-2021-$73,500

Tornwall, J., Moots, H., & **Bowles, W**. (2019). UITL Departmental Teaching Development Grant Digital Flagship Initiative Nursing Education $4000

Bowles, W. (PI); (2017-present) Integration of Evidence-based Practice in Nursing Education. The Ohio State University

Bowles, W.; (Project Director) (2019-2022; 200k); (2017-2019; 115k); (2015-2017; 150k) The Central Ohio Team, NEGP grant for increasing BSN prepared nurses

Bowles, W.; (Project Director) (2015-2016) The Central Ohio Team, OAC grant for seamless progression (8k)

Sims, S. (PI), **Bowles, W.** (Co-I); (2012-2015). Experiencing Narrative Pedagogy. (Dissertation)

Xie, K. (PI), **Bowles, W.** (Co-I) (2015-2016). Learning Analytics Grant. (25k)

Tornwall, J. (PI), **Bowles, W**. (Co-I) (2017). Relationship Between Satisfaction with Instructional Methods and Development of Pride and Competence in Accelerated Second- Degree Nursing Students, Award $1000

PUBLICATIONS

Bowles, W., Sharpnack, P., Drennen, C., Sexton, M., Bowler, C., Mitchell, K., & Mohowald J. (2020). Beyond Articulation Agreements: Teamwork in Ohio. *Nursing Education Perspectives*. [In Press]

Morrison-Beedy, D., Jenssen, U., Bochenek, J., **Bowles, W**., King, T, & Mathisen, L. (2021). Building global nursing citizens through curricular integration of the Sustainable Development Goals within an international clinical experience*. Nurse Educator*, 46(1). [In Press]

Ulloa, J., Zurmehly, J., Fortney, C., & **Bowles, W**. (2020). Use of an electronic reporting tool and clinical surveillance process in the NICU to decrease risk for central venous catheter complications associated with tip migration. *CIN: Computers, Informatics, Nursing.* [In Press]

King, T, Melnyk, B, O'Brien, T., **Bowles, W**., Schubert, C., Fletcher, L., & Anderson, C. (2019). Doctoral Degree Preferences for Nurse Educators: Findings from a National Study. *Nurse Educator*, 45(3). DOI: 10.1097/nne.0000000000000730.

Tornwall, J, Tan, A., & **Bowles, W**. (2018). Pride and Competency in Accelerated Nursing Programs. *Nursing Education Perspectives*, 39 (6).

Sharpnack, P., Drennen, C., **Bowles, W**, Koffel, C., Salvador, D., & Didion, J. (2017). Pathways to BSN education: Teamwork in Ohio. *Nursing Education Perspectives,* 38 (5).

Bowles, W. (2016). Enabling Narrative Pedagogy: Listening in Nursing Education. *Humanities,* 5 (1). 16. DOI: 10.3390/h5010016*

PRESENTATIONS

Bowles, W., Sharpnack, P., Drennen, C., Sexton, M., Bowler, C., Mitchell, K., & Mohowald J. (April, 2021). Beyond Articulation Agreements: Teamwork in Ohio. Ohio League for Nursing Education Summit. April 3, 2020. Poster presentation. (accepted)

Bowles, W., Brinkman, B. Buck, J., & Hixon, B. *Evidence-based Clinical Academic Partnership (ECAP) with Hybrid Model of DEU.* Association for Leadership Science in Nursing (ALSN) International Conference (2019): Disruptive Innovation, Impact for Practice, Policy, & Academia. Los Angeles, CA, November 7-9, 2019. Podium Presentation*

Hoeffner, M, Griffith, R. & **Bowles, W**.   The Ohio State University Board of Trustees. November 2019. Invited speaker*

Bowles, W., Buck, J., Brinkman, B. & Hixon, B. *Evidence-based Clinical Academic Partnership (ECAP).* Nursing Excellence Fair. Ohio State University Wexner Medical Center. September 25, 2019. Poster Presentation*

Bowles, W., Graham, M., & Zaire, P. *The Expanded Role of the RN in Community-Based Primary Care Settings.* Nurse-Led Care Conference 2019: Designing the Future of Healthcare. Nashville, TN, October 1-3, 2019. Podium presentation*

Bowles, W. *What Works to Increase Self-Sufficient Employment.* Health Policy Institute of Ohio (HPIO). Dublin, Ohio, December 13, 2018. Invited forum speaker.

Bowles, W., Jauch, A., & Zellefrow. C. *Evidence-based Practice: Implications for Undergraduate Nursing Education; Integrating Evidence-based practice as a Way of Thinking in and Undergraduate Curriculum.* STTI. Melbourne, Australia, July 19-23, 2018. Symposium presentation*

Bowles, W. *Integration of Evidence-based Practice in and Undergraduate Curriculum.* University of Kentucky 14th Annual Nursing Faculty Development Workshop: Establishing an Evidence-Based Teaching Culture. Lexington, KY, May 10, 2018. Podium presentation*

POSITION TITLE: Assistant Professor Clinical Nursing (100%)

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	Completion Date MM/YYYY	FIELD OF STUDY
University of Missouri-Columbia; Columbia, Missouri	BSN	05/2001	Nursing
University of Missouri-Columbia; Columbia, Missouri	MS	05/2006	Nursing – Family Nurse Practitioner
University of Kansas; Kansas City, Kansas	DNP	12/2018	Advanced Practice Nursing
University of Kansas; Kansas City, Kansas		12/2018	Health Professions Educator Certificate

A. Personal Statement related to Teaching in the DNE Program (2-3 sentences)

I have nine years of experience in education at both the graduate (including doctoral) and undergraduate levels and in distance and traditional, on-campus learning. I have experience teaching didactic, clinical, and laboratory content. I hold a certificate of added qualification in Evidence Based Practice from the Fuld Institute for Evidence Based Practice and I hold a certificate as a Healthcare Simulation Educator from the Society for Simulation of Healthcare. My scholarship is focused on graduate simulation and evidence-based teaching, learning and clinical practice.

B. Teaching Assignments related to focus of DNE Proposal (include undergraduate/graduate level; past 10 years)

Sem/ Year	Course Number (credits)	Course Title	Student Population	Type of Course
Su/19& 20	NP 8897 (3)	Practice Inquiry II (DNP seminar)	DNP	Online, synchronous
Su/19 & 20	NURS 7268.01 (10)	Family Nurse Practitioner Clinical Coursework I	MS in Nursing	Online, synchronous, clinical (20) On-campus, synchronous, clinical (19)
Sp/19& 20	NURS 7410 (6)	Advanced Health Assessment	MS in Nursing	Online, synchronous, lab (20) On-campus, synchronous, lab (19)
Sp/19 & 20	NURS 7268.03 (11.5)	Family Nurse Practitioner Clinical Coursework III	MS in Nursing	Online, synchronous, clinical (20) On-campus, synchronous, clinical (19)
Au/18 & 19	NURS 7268.02 (11.5)	Family Nurse Practitioner Clinical Coursework II	MS in Nursing	online, synchronous, clinical On-campus, synchronous, clinical
Au/18 & 19	NURS 7450 (5)	Advanced Pathophysiology	MS in Nursing	Online and on-campus, synchronous
Au 16	Outside institution	Basic and Therapeutic Interventions for Nursing	BSN	Didactic, synchronous, lab/clinical
Sp 17	Outside institution	Family Nurse Practitioner Clinical Practicum III	DNP	Didactic, asynchronous , clinical
Au 11-17	Outside institution	Primary Care of Adult Elderly I	MS in Nursing	Online, asynchronous, clinical
Au 12-17	Outside institution	Advanced Health Assessment and Appraisal	MS in Nursing	Online, asynchronous, clinical/lab
SP 17	Outside institution	Advanced Pharmacology	MS in Nursing	Online, synchronous, clinical

C. Key Service Activities, Honors/Awards related to Teaching/Learning (past 10 years)

BSN-DNP Curriculum Committee (CCNE), August 2018 – current

Simulation Committee, January 2020- current

DNP subcommittee, elected to begin term Autumn 2020

Journal of the American Association of Nurse Practitioners, peer reviewer Jan 2019- current

The Helene Fuld Health Trust National Institute for EBP in Nursing and Healthcare, EBP-C portfolio reviewer, August 2019-current

National Organization of Nurse Practitioner Faculties - 2019 conference planning committee

D. Research Support and/or Scholastic Performance related to Teaching/Learning (past 10 years)

<u>PUBLICATIONS</u>

Casler, K. & Chaney, A. (in press). Cirrhosis: An Evidence-Based approach. *The Nurse Practitioner.*

Casler, K., Trees, K., & Bosak, K. (2020). Providing care for fatty liver: Nurse practitioners' knowledge, actions, and preparedness. *Gastroenterology Nursing*, Advanced Online publication. doi: 10.1097/SGA.0000000000000487

Gawlik, K., Flamm, K., Rusgo, A., Granger, M., Blankenship, A. …**Casler, K**. … Teall, A. (2020). Evidence-based assessment of the heart and circulatory system. In K. Gawlik, A. Teall, & B. Melnyk (Eds.), *Evidence-based physical examination: Best practices for health and well-being assessment.* New York, NY: Springer Publishing.

Casler, K., Trees, K., & Bosak, K. (2020). Readiness for the epidemic: The adult non-alcoholic fatty liver disease toolkit for primary care nurse practitioners. *Journal of the American Association of Nurse Practitioners, 32*, 323-331. doi: 10.1097/JXX.0000000000000223

Small, K. (2009). Ankle fractures and sprains in adults. *Orthopaedic Nursing, 28* (6), 314-320.

Small, K. (2008). Interventions to prevent motor vehicle accidents in adolescents: A literature review. *Orthopaedic Nursing, 27*(5), 283-290.

<u>PRESENTATIONS</u>

Mackos, A., **Casler, K.**, & Cordell, L. (2020, May). *Game On! Classroom strategies to support transformative learning.* [Conference Session]. The Ohio State University Innovate 2020: Transform. Columbus, OH, United States. (Conference cancelled)

Casler, K. (2020, April). *Escape Rooms to Support Active Learning and Clinical Decision-Making*. How Are You Teaching? [blog].The Ohio State University Institute for Teaching and Learning. Columbus, OH

Pittman, O., **Casler, K.,** & McGaughy, L. (2020, April). *A Well-Child Simulation-OSCE for Formative and Summative Experience.* [conference session]. National Organization of Nurse Practitioner Faculty conference (Conference held online).

Casler, K. (2019, August). *Acute Problems of the Head, Eyes, Ears, Nose & Throat for Retail Care*. [Conference Session]. Convenient Care Association Conference; Philadelphia, PA

Casler, K. (2019, August). *Lab Interpretation for Retail Care*. [Conference Session]. Convenient Care Association Conference; Philadelphia, PA

Casler, K. (2018, September). *Engaging students with Nearpod*. [Conference Session]. National Organization of Nurse Practitioner Faculty Conference; Indianapolis, IN

Casler, K., Trees, K., & Bosak, K. (2018, November). *An Online Toolkit to Improve Primary Care Nurse Practitioner Awareness of Non-Alcoholic Fatty Liver Disease*. Poster presentation at American Association for the Study of Liver Disease: The Liver Meeting©; San Francisco, CA.

Casler, K. Trees, K., & Bosak, K. (2018, September). *An Online Toolkit to Improve Primary Care Nurse Practitioner Awareness of Non-Alcoholic Fatty Liver Disease*. Poster presentation at Sigma Theta Tau Leadership Conference; Indianapolis, IN

Casler, K. (2011, October) *Sports Physicals: Controversies, Criticisms, & Recommendations.* [Conference Session]. American College of Nurse Practitioners Annual National Clinical Conference; Denver, CO

Lucas, C., **Small, K**., & White, R. (2009, June) *Orthopaedic complaints in the female*. [Conference Session]. University Hospital and Clinics Annual Update in Women's Health for Advanced Practice Nurses; Columbia, MO

Small, K. (2008, May) *Soft Tissue Injuries in Orthopaedic Trauma.* [Conference Session]. National Association of Orthopaedic Nurses Annual Clinical Conference; San Jose, CA

Small, K. (2008, May) *Ankle Fractures and Injuries.* [Conference Session]. National Association of Orthopaedic Nurses Annual Clinical Conference; San Jose, CA

POSITION TITLE: Associate Professor Clinical Nursing

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	Completion Date MM/YYYY	FIELD OF STUDY
University of Kentucky, Lexington, KY	BSN	05/1977	Nursing
The Ohio State University; Columbus, OH	MS	12/1980	Nursing – MCH and Teaching in a Baccalaureate Program
University of Louisville, Louisville, KY	MEd	12/1983	Vocational & Community Counseling
University of Louisville, Louisville, KY	EdD	12/1990	Counseling & Student Personnel

A. Personal Statement related to Teaching in the DNE Program (2-3 sentences)

I have been a nurse educator for 39 years and have taught in several types of nursing education programs (e.g., Associate, Baccalaureate, RN to BSN, and Graduate programs in nursing and counseling) over the course of my teaching career. At The Ohio State University, the focus of my teaching is in the graduate program Master's level courses. I also serve as an academic advisor for Master's and DNP students.

B. Teaching Assignments related to focus of DNE Proposal (include undergraduate/graduate level; past 5 years)

Sem/ Year	Course Number (credits)	Course Title	Student Population	Type of Course
Au/2014	NURS 7403 (3)	Innovation Leadership in Advanced Practice Nursing	Graduate	Online, asynchronous
Sp/2015	NURS 7403 (3)	Innovation Leadership in Advanced Practice Nursing	Graduate	Online, asynchronous
Au/2015	NURS 7403 (3)	Innovation Leadership in Advanced Nursing Practice	Graduate	Online, synchronous
Sp/2016	NURS 7403 (3) NURS 2798 and 5798 (1.0)	Innovation Leadership in Advanced Nursing Practice Education Abroad Nicaragua	Graduate Undergraduate and Graduate	Online, asynchronous In class pre-departure
May 2016	NURS 2798 and 5798 (2.0)	Education Abroad Nicaragua	Undergraduate and Graduate	In country field experience
Au/ 2016	NURS 7403 (3)	Innovation Leadership in Advanced Nursing Practice	Graduate	Online, asynchronous
Sp/2017	NURS 7403 (3) NURS 2798 and 5798 (1.0) NURS 2798 and 5798 (2.0)	Innovation Leadership in Advanced Nursing Practice Education Abroad Nicaragua Education Abroad Ethiopia Education Abroad Ethiopia	Graduate Undergraduate And Graduate	Online, asynchronous Pre-departure in class In country field experience
May 2017	NURS 2798 and 5798 (2.0)	Education Abroad Nicaragua	Undergraduate And Graduate	In country field experience
Au/2017	NURS 7403 (3) NURS 5194 (1)	Innovation Leadership in Advanced Nursing Practice Community Health Education	Graduate Graduate	Online, asynchronous Part of a HRSA Grant, interprofessional community projects
Sp/2018	NURS 7403 (3) NURS 2798 and 5798 (1.0) NURS 7495 (1)	Innovation Leadership in Advanced Nursing Practice Education Abroad Nicaragua Community Health Education Plus	Graduate Undergraduate And graduate Graduate	Online, asynchronous Didactic/In class, Pre-Departure* *In country field experience scheduled for May of 2018 cancelled due to security risk factors in Nicaragua Part of a HRSA Grant, interprofessional community projects
Au 2018	NURS 7403 (3) NURS 7495 (1)	Innovation Leadership in Advanced Nursing Practice Community Health Education Plus	Graduate Graduate	Online, asynchronous Part of a HRSA Grant, interprofessional community projects
SP 2019	NURS 7403 (3) NURS 7495 (1)	Innovation Leadership in Advanced Nursing Practice Community Health Education Plus	Graduate Graduate	Online, asynchronous Part of a HRSA Grant, interprofessional community projects
AU 2019	NURS 7403 (3) NURS 7495 (1) NP 8898 (1)	Innovation Leadership in Advanced Nursing Practice Community Health Education Plus DNP Project	Graduate Graduate Graduate	Online, asynchronous Part of a HRSA Grant, interprofessional community projects DNP Project

Sem/ Year	Course Number (credits)	Course Title	Student Population	Type of Course
SP 2020	NURS 7403 (3) NURS 7495 (1) NP 8898 (1)	Innovation Leadership in Advanced Nursing Practice Community Health Education Plus DNP Project	Graduate Graduate Graduate	Online, asynchronous Part of a HRSA Grant, interprofessional community projects DNP Project

C. Key Service Activities, Honors/Awards related to Teaching/Learning (past 10 years)
AWARDS AND HONORS

- Ethics Circle Fellowship, The Ohio State University, academic year 2020
- Mentor, The Ohio State University Institute for Teaching and Learning New Faculty FIT (Foundation, Impact, Transformation) Program, academic years 2019-2020; 2018-2019
- Emerging Service Learning Award, presented at The Ohio State University Engagement Recognition Ceremony, May 2, 2018 [$1,000 for strengthening the partnership]
- Educator Award in Recognition of Excellence in Education, Epsilon Chapter, Sigma Theta Tau, International, Presented on April 7, 2018
- The 2016 Ohio Nurse of the Year Award in the Diversity Category, awarded at the 4th Annual March of Dimes Ohio Nurse of the Year Ceremony on December 9, 2016.
- Transcultural Scholar (Designation awarded by the Transcultural Nursing Society on October 29, 2015)

D. Research Support and/or Scholastic Performance related to Teaching/Learning (past 10 years)
My primary roles in the college is in teaching as an associate professor of clinical nursing. However, also serve on a HRSA PCTE Grant as the co-lead of an objective related to improving the primary care workforce and I also serve as the co-program director of the Columbus Chapter of the Schweitzer Fellows Program. A list of program grants, select publications, and presentations is provided below.

GRANTS

PUBLICATIONS
Fitzgerald, E.M., & Campinha-Bacote, J. (2019). "An intersectionality approach to the process of cultural competemility-Part II" OJIN: The Online Journal of Issues in Nursing, Vol. 24, No. 2. DOI: 10.3912/OJIN.Vol24No02PPT20

Fitzgerald, E.A., Marzalik, P., & Kue, J. (2018 Dec 1). Assessing intercultural development pre and post education abroad. Journal of Nursing Education, 57(12): 747- 750. Doi: 10.3928/01484834-20181119-08. PMID: 30512112

PRESENTATIONS
Fitzgerald, E., Troyer, M., Habash, D., Sullivan, D., Klatos, K, Hechmer, K., & Bruce, E. "Enhancing Innovative Approaches to Community Health Education: Joining Community with Interprofessional Student-Faculty Teams." Workshop presentation at the Collaboration across Borders (CAB) VII conference on October 23, 2019 in Indianapolis, IN.

Wright, K., Fitzgerald, E., Sigler, K., Robb, J., & Pryba, J. (July 19-23, 2018). Performance Attainment Opportunities to Enhance Diversity and Inclusion in Academia (Abstract ID #92427). Oral presentation at Sigma Theta Tau International's 29th International Nursing Research Congress in Melbourne, Australia. [Peer reviewed]. *Presentation delivered by Dr. Kathy Wright

Fitzgerald, E., & Schubert, C. (March 27, 2020). "Interprofessional Mentoring: Innovative Strategies for Developing and Sustaining Effective Clinical Faculty." [Podium presentation]. Nursing Education and Research Conference (NERC 2020) on March 27, 2020 in Washington, DC. https://issuu.com/stti/docs/nerc_2020_program (Conference cancelled).

Fitzgerald, E., Martinez, G., Witkin, J., Campinha-Bacote, J., & Sinnott, L. (October 19, 2019). "The Impact of Language Acquisition on Measures of Cultural Competence: Findings from the Spanish Translation and Validation of the IAPCC-R." Oral presentation at the 45th Annual Conference of the Transcultural Nursing Society, Richmond, VA.

Tornwall, J., & Fitzgerald, E. (May 1, 2019). Emotionally Healthy Peer Review in the Classroom and Workplace. Oral presentation at the BHAC National Summit on Building Cultures of Well-Being, Columbus, OH.

Marzalik, P., & Fitzgerald, E. (October 20, 2018). Strategies to Enhance Student and Faculty Intercultural Competence Development. Podium Presentation at the 44th Annual Conference: Transcultural Approaches to Advance Health Care in San Antonio, TX. [Peer reviewed].

Fitzgerald, E. M., & Campinha-Bacote, J. (October 19, 2018). An intersectionality approach to cultural competency. Scholar's Podium Presentation at the 44th Annual Conference: Transcultural Approaches to Advance Health Care in San Antonio, TX. [Peer reviewed]. *Please see publications

POSITION TITLE: Assistant Professor of Practice

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
St. Vincent Medical Center School of Nursing, Toledo, OH	Diploma	05/1997	Nursing
Lourdes College, Sylvania, OH	BSN	05/1998	Nursing
University of Phoenix, Phoenix, AZ	MSN	08/2002	Nursing
Northern Kentucky University, Highland Heights, KY	EdD	5/2019	Leadership in Higher Education

A. Personal Statement related to Teaching in the DNE Program

I have been a nurse educator for 13 years. I have taught in all aspects of the undergraduate program from sophomore to senior students and on-line RN-BSN. I continue to practice at the bedside and participate in peer education during skills day annually. I hold additional certifications in Emergency Nursing (CEN) and Trauma Nursing (TCRN).

B. Teaching Assignments related to focus of DNE Proposal

Sem/ Year	Course Number (credits)	Course Title	Student Population	Type of Course
Au/12-Sp-20	NUR 3270 (7)	Nursing Care of Adults and Older Adults II	Undergraduate	Synchronous/Clinical
Su/18	NUR 5193 (1)	Individual Studies	Undergraduate	Synchronous
Sp/15, Sp/16	NURS 2270 (5)	Nursing Care of Adults and Older Adults I	Undergraduate	Synchronous/Clinical
Au/14, Au/15	NUR 2410 (3)	Health Assessment	Undergraduate	Synchronous/Clinical
Sp/14	NUR 4270 (6)	Transition to Professional Nursing	Undergraduate	Synchronous/Clinical
Sp/11 & 12	NUR 510 (8)	Concepts of Leadership and Management	RN-BSN	Online, asynchronous
Sp/11	NUR 503 (8)	Leadership in Clinical Nursing Practice	Undergraduate	Synchronous/Clinical
Au/10 & 11, Wi/11& 12,	NUR 501 (8)	High Acuity Nursing	Undergraduate	Synchronous/Clinical

C. Key Service Activities, Honors/Awards related to Teaching/Learning

Recipient - Clinical Instructor of the Year, 2019
Recipient - Outstanding Teacher of the Year, 2020
Committee member - Simulation Committee 2014- present, Undergraduate Admissions 2016-2017, Wellness Innovator 2012-2019, Critical Care Policy Committee 2012-2014, Member of Emergency Nurses Association 2003-2020 & American Association of Critical Care 2002-2020
ENA Day on the Hill 2016-2017
Expert Legal Consultation 2014
Journal of Trauma Nursing reviewer 2014-2015
Subject Matter Expert (Leadership & Management)– Pearson Publishing 2012-2013
BCEN Item Writer for Trauma Registered Nurse Certification – 2015-2016
Stop the Bleed Instructor (teaching students, faculty, lay people tourniquet care) 2019-2020
Ask a Buckeye Nurse Forum – 2015-2020

D. Research Support and/or Scholastic Performance related to Teaching/Learning

My primary role in the college is education for clinical undergraduate students. I have been involved in multiple and various committees and activities that support our student and my role as a clinical educator. A list of publications and presentations is provided below. I provide guest lectures to other courses about trauma, mass casualty, cardiac, overdose, and emergency nursing.

PUBLICATIONS

Fletcher, L., Buffington, B., Overcash, J., (2020) Chronic and Acute Fatigue and Inter-shift Recovery in Undergraduate Nursing Students Working Twelve or Six-Hour Faculty Supervised Clinical Shifts". *Nursing Forum.* DOI: 10.1111/nuf.12454

Porembski, L., **Fletcher, L.** & King, T.S. (2020). New simulation orientation for sophomore nursing students: Continuous quality improvement. *Nursing Education Perspectives.* In press.

King, T.S., Melnyk, B.M., O'Brien, T., Bowles, W., Schubert, C., **Fletcher, L.** & Anderson, C.M. (2020). Doctoral degree preferences for nurse educators: Findings from a national study. *Nurse Educator, 45*(3), 144-149. DOI: 10.1097/NNE.0000000000000730

Fletcher, L. (2019). *Nursing students' perceived fatigue and intershift recovery after either one 12-hour clinical or two 6-hour clinicals.* (publication No. 2240074959) [Doctoral dissertation, Northern Kentucky University]. Proquest Dissertations & Theses

Fletcher, L., Justice, S., Rohrig, L. (2015). Designing a Disaster. *Journal of Trauma Nursing*. 22 (1), 35-40. DOI: 10.1097/JTN.0000000000000098

PRESENTATIONS

Fletcher, L. (October, 2020 - pending) Everyone's Fatigued! Evaluation of two 6-hour vs. one 12-hour clinical for junior nursing students. Poster Presentation at Promoting Well-being and Resilience in Healthcare Professionals Conference, Columbus, OH

Porembski, L., **Fletcher, L**. & King. T.S**.** (2019). *A comparison of two approaches to orient prelicensure nursing students to a simulated learning environment.* Paper presentation at the STTI 45th Biennial Convention, Washington, DC.

Fletcher, L., Justice, S., & Rohrig, L., (2012). *Designing a Disaster*. Podium Presentation at Ohio Consortium of Nursing Learning Labs, Akron, OH.

POSITION TITLE: Associate Professor Clinical Practice (adjunct) and Director of Nursing Education, The Ohio State University Wexner Medical Center.

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	Completion Date MM/YYYY	FIELD OF STUDY
The Ohio State University; Columbus, OH	BSN	06/1985	Nursing
The Ohio State University; Columbus, OH	MSN	06/2003	Nursing Adult Health
The Ohio State University; Columbus, OH	DNP	06/2011	Nursing Practice

A. Personal Statement related to Teaching in the DNE Program (2-3 sentences)

I have 21 years of experience in nursing professional development, the last 7 years as director of nursing education for an academic medical center. In my current role, my responsibilities include assessment, planning, implementation and evaluation of education courses, content, in-services, computer-based learning, etc., across the health system. I am responsible for onboarding of all new nursing staff, nursing continuing education and the nurse residency program.

B. Teaching Assignments related to focus of DNE Proposal (include undergraduate/graduate level; past 10 years)

Sem/ Year	Course Number (credits)	Course Title	Student Population	Type of Course
Su/20	NP8480	Quality Improvement for the DNP	DNP	Online, synchronous
Sp/20	NP8402	Nursing Leadership for the DNP	DNP	Online, synchronous
Au/19	N7378.01	Adult Gero Clinical Nurse Specialist Practicum 1	MSN	In person
Sp/19	N7378.02	Adult Gero Clinical Nurse Specialist Practicum 2	MSN	In person
Au/18	N7378.01	Adult Gero Clinical Nurse Specialist Practicum 1	MSN	In person
Sp/18	N7378.02	Adult Gero Clinical Nurse Specialist Practicum 2	MSN	In person
Au/17	N7378.01	Adult Gero Clinical Nurse Specialist Practicum 1	MSN	In person
Sp/17	N7378.02	Adult Gero Clinical Nurse Specialist Practicum 2	MSN	In person
Au/16	N7378.01	Adult Gero Clinical Nurse Specialist Practicum 1	MSN	In person
Sp/16	N7878 (3)	Evidence Based Nursing Scholarship for the Master's Prepared Nurse	MSN	Online, asynchronous
Au/15	N7878 (4)	Evidence Based Nursing Scholarship for the Master's Prepared Nurse	MSN	Online, asynchronous
Sp/15	N7878 (4)	Evidence Based Nursing Scholarship for the Master's Prepared Nurse	MSN	Online, asynchronous
Au/14	N7878 (4)	Evidence Based Nursing Scholarship for the Master's Prepared Nurse	MSN	Online, asynchronous

C. Key Service Activities, Honors/Awards related to Teaching/Learning (past 10 years)

2014 The Ohio State University College of Nursing, Centennial Celebration, 100 Alumni Transformers in Nursing & Healthcare Award.

D. Research Support and/or Scholastic Performance related to Teaching/Learning (past 10 years)

I have held an appointment as an associate clinical professor since 2011. During the past two years, I have collaborated with OSU College of Nursing faculty and OSUWMC nursing leadership in the development of a hybrid Dedicated Education Unit with the goal of improving learning and clinical experience for students.

A list of select publications, and presentations is provided below:

Publications:
Tussing, T., Brinkman, B., Francis, D., Hixon, B., Labardee, R., Chipps, E. (2018). The Impact of the Doctorate of Nursing Practice Nurse in a Hospital Setting. *Journal of Nursing Administration,* 48(12), 600-602.
Chipps, E; Nash, M.; Buck, J.; Vermillion, B. (2017). Demystifying nursing research at the bedside. Nursing Management, 48(4):28-35.

Book Chapter:
Buck, J.S., Chucta, S., Francis, D.A., Vermillion, B.K., Weber, M.L. Implementing the EBP Competencies Into the Role of Advanced Practice Nurses, 205-224. Implementing the Evidence-Based Practice (EBP) Competencies in Healthcare: A Practical Guide for Improving Quality, Safety, & Outcomes, Melnyk, B.M., Gallagher-Ford, L., Finehout-Overholt, E. Sigma Theta Tau International, Indianapolis, IN, (2017).

Poster Presentations:
Evidence -based Clinical Academic Partnership (ECAP) With Hybrid Model of DEU. 2019 ALSN Conference, Nursing Leadership Conference, Los Angeles, CA, November 7, 2019
Clinical Nurse Educators Utilizing Evidenced Based Practice, 45th Annual National Conference on Professional Nursing Education and Development, Fort Wayne, IN, October 18-21, 2018

Additional Courses:
- Completed Nursing 7727, Assuring Quality in Online Course Design: Moving from Face to Face to Online, The Ohio State University College of Nursing, Summer 2014.
- Evidence-Based Practice: Making it a Reality in Your Organization, 5-Day EBP Immersion, Center for Transdisciplinary Evidence-Based Practice, The Ohio State University College of Nursing, Sept. 16, 20, 2013.
- Leadership Academy for Peak Performance: The Art & Practice of Nursing & Healthcare Leadership, The Ohio State University, College of Nursing, August 6 – 10, 2012.
- Nuts & Bolts of Designing, Conducting, Analyzing and Funding Intervention Studies, The Ohio State University College of Nursing, May 30-June 1, 2012

POSITION TITLE: Assistant Professor Clinical Practice (80%), Advanced Pediatric Nurse Practitioner (20%)

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	Completion Date MM/YYYY	FIELD OF STUDY
The Ohio State University; Columbus, OH	BSN	06/1995	Nursing
The Ohio State University; Columbus, OH	MS	06/1998	Primary Care Pediatric Nurse Practitioner
The Ohio State University; Columbus, OH	DNP	05/2018	DNP Clinical Expert

A.   Personal Statement related to Teaching in the DNE Program

I have been a nurse educator for seven years. I have focused on incorporating evidence-based assessment into the program curriculum. Additionally, through my role in the OSU LEND program I mentor students in the importance of evidence-based, interdisciplinary care.

B.   Teaching Assignments related to focus of DNE Proposal (include undergraduate/graduate level; past 10 years)

Sem/ Year	Course Number (credits)	Course Title	Student Population	Type of Course
Su/20	NURS 7304 (2)	Developmental Care of the High-Risk Neonate	Graduate	Online, asynchronous
Su/20	NURS 7338.01 (6)	Advanced Nursing Practice in Pediatric Primary Care I	Graduate	On-campus, synchronous
Sp/20	NURS 7330 (4)	Advanced Pediatric Health Assessment	Graduate	On-campus, synchronous
Sp/20	NURS 7338.03 (8)	Advanced Nursing Practice in Pediatric Primary Care III	Graduate	On-campus, synchronous
Au/19	NURS 7338.02 (8)	Advanced Nursing Practice in Pediatric Primary Care II	Graduate	On-campus, synchronous
Su/19	NURS 7338.01 (7)	Advanced Nursing Practice in Pediatric Primary Care I	Graduate	On-campus, synchronous
Sp/19	NURS 7338.03 (8)	Advanced Nursing Practice in Pediatric Primary Care III	Graduate	On-campus, synchronous
Sp/19	NURS 7330 (4)	Advanced Pediatric Health Assessment	Graduate	On-campus, synchronous
Au/18	NURS 7338.02 (8)	Advanced Nursing Practice in Pediatric Primary Care II	Graduate	On-campus, synchronous
Su/18	NURS 7338.02 (7)	Advanced Nursing Practice in Pediatric Primary Care I	Graduate	On-campus, synchronous
Sp/18	NURS 7330 (4)	Advanced Pediatric Health Assessment	Graduate	On-campus, synchronous
Sp/18	NURS 7338.03 (8)	Advanced Nursing Practice in Pediatric Primary Care III	Graduate	On-campus, synchronous
Au/17	NURS 7338.02 (8)	Advanced Nursing Practice in Pediatric Primary Care II	Graduate	On-campus, synchronous
Su/17	NURS 7338.01 (7)	Advanced Nursing Practice in Pediatric Primary Care I	Graduate	On-campus, synchronous
Sp/17	NURS 7338.03 (8)	Advanced Nursing Practice in Pediatric Primary Care III	Graduate	On-campus, synchronous
Sp/17	NURS 7330 (4)	Advanced Pediatric Health Assessment	Graduate	On-campus, synchronous
Au/16	NURS 7338.02 (8)	Advanced Nursing Practice in Pediatric Primary Care II	Graduate	On-campus, synchronous
Su/16	NURS 7338.01 (7)	Advanced Nursing Practice in Pediatric Primary Care I	Graduate	On-campus, synchronous
Sp/16	NURS 7338.03 (8)	Advanced Nursing Practice in Pediatric Primary Care III	Graduate	On-campus, synchronous
Sp/16	NURS 7330 (4)	Advanced Pediatric Health Assessment	Graduate	On-campus, synchronous
Au/15	NURS 7338.02 (8)	Advanced Nursing Practice in Pediatric Primary	Graduate	On-campus, synchronous

Sem/ Year	Course Number (credits)	Course Title	Student Population	Type of Course
		Care II		
Su/15	NURS 7338.01 (7)	Advanced Nursing Practice in Pediatric Primary Care I	Graduate	On-campus, synchronous
Sp/15	NURS 7338.03 (8)	Advanced Nursing Practice in Pediatric Primary Care III	Graduate	On-campus, synchronous
Sp/15	NURS 7330 (4)	Advanced Pediatric Health Assessment	Graduate	On-campus, synchronous
Au/14	NURS 7338.02 (8)	Advanced Nursing Practice in Pediatric Primary Care II	Graduate	On-campus, synchronous
Su/14	NURS 7338.01 (7)	Advanced Nursing Practice in Pediatric Primary Care I	Graduate	On-campus, synchronous
Sp/14	NURS 7338.03 (8)	Advanced Nursing Practice in Pediatric Primary Care III	Graduate	On-campus, synchronous
Sp/14	NURS 7330 (4)	Advanced Pediatric Health Assessment	Graduate	On-campus, synchronous
Sp/13	NURS 7330 (4)	Advanced Pediatric Health Assessment	Graduate	On-campus, synchronous

C.   Key Service Activities, Honors/Awards related to Teaching/Learning (past 10 years)
Faculty member – Leadership Education in Neurodevelopmental Disabilities at The Ohio State University Nisonger Center , 2015- Present

D.   Research Support and/or Scholastic Performance related to Teaching/Learning (past 10 years)
My primary roles in the college are teaching as an assistant professor of clinical nursing. However, I do have an active program of scholarship in the area of children with neurodevelopmental disorders. A list of publications and presentations is provided below.

PUBLICATIONS
Zeno, R., **Hosley, S**. & Steward, D. (2015). Formula intolerance: pathology or normal neonatal physiology. *Pediatric Currents,* 7(1).
Hosley, S., Zeno, R., Harrison, T. M. & Steward, D. (2017). Supporting families when a child has a complex chronic condition. In Pridham, K.F., Limbo, R. & Schroeder, M. (Eds.) *Guided Participation in Pediatric Nursing Practice: Relationship-Based Teaching and Learning with Parents, Children and Adolescents*, NY, NY: Springer
Von Sadovszky, V., Christensen, E., Miller, S., **Hosley, S**., Drought, L. Jennings, B.M. & Lenz, E.R. (2018). A systematic review of pediatric self-report symptom measures: Congruence with the Theory of Unpleasant Symptoms. *Journal for Specialists in Pediatric Nursing. DOI: 10.1111/jspn.12215.*

PRESENTATIONS
Hosley, S., Padilla, I. & Richard-Eaglin. A. (April 2020) *Webinar 3.1 Creating a Culture of Trust.* Eliminating Microaggressive Behaviors in Academia, National Organization of Nurse Practitioner Faculties, Faculty Institute Webinar Series [Series Postponed]
Hosley, S. (2017). *Pediatric Nurse Practitioner Student Education in the Interdisciplinary Home Assessment of Children with Multiple Chronic Conditions*. Presented at the 38th National Conference on Pediatric Health Care, National Association of Pediatric Nurse Practitioners, Denver, Colorado.
Moss, K. & **Hosley, S**. (2018) Invited webinar for Jonas Nursing and Veterans Healthcare. *Career Planning for the PhD and the DNP Prepared Nurse*

POSITION TITLE: Director of Assessment and Evaluation (50%); Assistant Professor Clinical Nursing (50%)

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	Completion Date MM/YYYY	FIELD OF STUDY
Wright State University; Dayton, OH	BSN	06/1985	Nursing
University of Pennsylvania; Philadelphia, PA	MSN	08/1988	Nursing – Community Health
The Ohio State University; Columbus, OH	MA	06/2011	Higher Education – Policy & Leadership
The Ohio State University; Columbus, OH	PhD	12/2012	Higher Education – Policy & Leadership

A. Personal Statement related to Teaching in the DNE Program (2-3 sentences)

I have seven years of experience in assessment and evaluation at the program and institution levels through my work in academic nursing administration and my service role in accreditation as a team leader in the Commission of Collegiate Nursing Education. I have been a nurse educator for 16 years, built and lead an online nursing program, mentored faculty in best online practices, and have taught online for 10 years. The focus of my scholarship is in teaching-learning.

B. Teaching Assignments related to focus of DNE Proposal (include undergraduate/graduate level; past 10 years)

Sem/ Year	Course Number (credits)	Course Title	Student Population	Type of Course
Su/20	NRSADVN 4780 (3)	Evidence-based Practice: Transforming Healthcare	RN-BSN	Online, asynchronous
Sp/20	NURS 7537 (3)	Assessment and Evaluation in Nursing Education	Graduate	Online, asynchronous
Au/19	NURS 7403 (3)	Innovation Leadership in Advanced Nursing Practice	Graduate	Online, synchronous
Su/19	NRSADVN 4780 (3)	Evidence-based Practice: Transforming Healthcare	RN-BSN	Online, asynchronous
Sp/19	NURS 7537 (3)	Assessment and Evaluation in Nursing Education	Graduate	Online, asynchronous
Au/19	NRSADVN 4600 (3)	Interprofessional Concepts	RN-BSN	Online, asynchronous
Sp/18	NURS 7537 (3)	Assessment and Evaluation in Nursing Education	Graduate	Online, asynchronous
Sp/15	*HLTH 320 (3)	Statistics	RN-BSN	Online, asynchronous
Sp/10 - Au/15	*CMT 200 (non-credit)	Online Faculty Orientation Course *(best practices for online teaching-learning)*	All levels	Online, asynchronous

*at Mount Carmel College of Nursing

C. Key Service Activities, Honors/Awards related to Teaching/Learning (past 10 years)

Nominating Committee Member for Commission for Collegiate Nursing Education (CCNE), August 2018 – July 2019

Recipient Honorable Mention Poster – *Leveraging formative course evaluations to enhance curriculum and improve student engagement.* Poster presentation at AACN's 2018 Faculty Development Conference, New Orleans, LA – Nov. 2018

Recipient Excellence in Nursing – Nurse Educator Award, Mount Carmel Health System – 2014

Team Leader for CCNE, February 2017 – Present

Evaluator for Commission for CCNE, April 2013 – Present

Peer Reviewer for Quality Matters™ Higher Education – a national evidence-based benchmark for online course design, July 2013 – Present

D. Research Support and/or Scholastic Performance related to Teaching/Learning (past 10 years)

My primary roles in the college are in directing assessment and evaluation as well as in teaching as an assistant professor of clinical nursing. However, I do support program grants through assessment and evaluation activity and

maintain an active program of scholarship in the area of nursing education. A list of program grants, select publications, and presentations is provided below.

GRANTS

HRSA NEPQR-RNPC: *OSU CON-PrimaryOne Health-CHWP-Preparing the RN Workforce to Practice in Primary Care to the Full Scope of their License.* (Awarded 2018, 2018-2022) - $2,763,494. Grant Evaluator: Assisted in grant application, developed program outcome measures and schedule of surveys, analysis of outcome data, and annual reports. (10 – 25% effort, varies)

HRSA: *Advanced Nursing Education Workforce (ANEW) Program*. (Awarded 2017, 2018-2020, will carry forward to 2021) - $1,400,000. Assisted in grant application, developed program outcome measures.

PUBLICATIONS

Reuter, J. & **King. T.S.** (2020). Impact of a specialty elective in response to the perioperative nursing shortage. *AORN Journal*. Accepted. (NOTE: I was the DNP advisor. I mentored this DNP graduate in writing this manuscript.)

Morrison-Beedy, D., Jenssen, U., Bochenek, J., Bowles, W., **King. T.S.**, & Mathisen, L. Building global nursing citizens through curricular integration of the Sustainable Development Goals within an international clinical experience. (2020). *Nurse Educator.* Accepted.

Porembski, L., Fletcher, L. & **King, T.S.** (2020). New simulation orientation for sophomore nursing students: Continuous quality improvement. *Nursing Education Perspectives.* In press.

King, T.S., Melnyk, B.M., O'Brien, T., Bowles, W., Schubert, C., Fletcher, L. & Anderson, C.M. (2020). Doctoral degree preferences for nurse educators: Findings from a national study. *Nurse Educator, 45*(3), 144-149. DOI: 10.1097/NNE.0000000000000730.

King, T.S., Schubert, C., Pittman, O., Rohrig, L., McClerking, C. & Barthelmas, T. (2020). APRN student interprofessional simulation and use of an academic electronic health record: An innovative teaching-learning strategy. *Nursing Education Perspectives.* In press.

King, T.S. & Nininger, J. (2019). Quality improvement in online course development: Igniting the online teaching team. *CIN*, 37(7), 349-356. DOI: 10.1097/CIN.0000000000000517 (NOTE: Article selected as CEU in this issue.)

Shaw, P., Abbott, M. & **King. T.S.** (2018). Preparation for practice in newly licensed RNs: A mixed methods descriptive survey of preceptors. *JPND, 34*(6), 325-331. DOI: 10.1097/NND.0000000000000487 (NOTE: I developed methods, analyzed data, and wrote these sections in the manuscript. I also served as senior author with colleagues at Mount Carmel College of Nursing.)

PRESENTATIONS

Porembski, L., Fletcher, L. & **King. T.S.** (2019). *A comparison of two approaches to orient prelicensure nursing students to a simulated learning environment.* Paper presentation at the STTI 45th Biennial Convention, Washington, DC. (NOTE: I mentored the other authors to write an abstract and then develop the presentation.)

*Waterman, A., Snively, T. & **Spalla, T.** (2015, November). *A transformative MODEL of caring and quality in online nursing education.* Paper presentation at the STTI 43th Biennial Convention, Las Vegas, NV. (NOTE: I mentored the other authors to write an abstract and then develop the presentation.)

O'Mathuna, D. & **Spalla, T.** (2015, January). *Web-based teaching to build bridges and break boundaries.* Oral presentation at the Teaching & Learning Spring School 2015 Dublin City University. Dublin, Ireland.

Spalla, T. (2014, September). *Executive academic leadership challenge: Leading online programs.* Oral presentation at the STTI Leadership Connection 2014 conference, Indianapolis, IN.

Spalla, T. & O'Mathuna, D. (2014, March). *Comparison of international qualitative data to improve cultural competence of undergraduate students in nursing and health sciences.* Poster presentation at the 2014 Annual Midwest Nursing Research Society [MNRS] Conference. St. Louis, MO.

Spalla, T. (2013, November). *Intercultural web-conferencing to increase cultural competence of nursing students.* Paper Presentation at the STTI 42nd Biennial Convention, Indianapolis, IN.

O'Mathuna, D. & **Spalla, T.** (2013, July). *Using Technology to Build Bridges & Break Boundaries in Religion Education.* Paper presentation at the 2013 Changing Boundaries: Mindfulness, Spirituality and Education Conference, Dublin City University, Dublin, Ireland.

Spalla, T. (2013, March). *Intercultural Experiential Learning for Nursing Students Enabled by the Technology of Web Conferencing* Paper presentation at the 2013 Annual Midwest Nursing Research Society [MNRS] Conference. Chicago, IL.

Faculty CV (2 pages) – Jennifer Kosla

POSITION TITLE: Assistant Professor of Clinical Practice (75%)

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	Completion Date MM/YYYY	Field of Study
Wright State University; Dayton OH	BSN	06/2003	Nursing
Wright State University; Dayton, OH	MSN	06/2008	Nursing-Pediatrics
The Ohio State University; Columbus, OH	DNP	05/2018	Nursing Practice

A. Personal Statement related to Teaching in the DNE Program

I have 3 years of experience in program evaluation and quality improvement at the program level through my work in implementing innovative teaching strategies and outcome evaluations for the graduate courses. I have twelve years of teaching experience at all levels of nursing education (undergraduate, graduate [MSN/DNP], graduate entry, and RN to BSN) in clinical preparation and professional development.

B. Teaching Assignments related to focus of DNE Proposal

Sem/Year	Course Number (credits)	Course Title	Student Population	Type of Course
Summer 2020	7338.01 (8)	Advanced Nursing Practice in Pediatric Primary Care I	MSN/BSN-DNP	Online, Distance Enhanced Synchronous/Asynchronous
Spring 2020	7338.03	Advanced Nursing Practice in Pediatric Primary Care III	MSN/BSN-DNP	On Campus
Autumn 2019	NP8898.01 (5)	DNP Immersion Final Project	DNP	Online, Synchronous/Asynchronous
Autumn 2019	7338.02 (8)	Advanced Nursing Practice in Pediatric Primary Care II	MSN/BSN-DNP	On Campus
Autumn 2018	4270 (6)	Transition to Professional Nursing	BSN	On Campus
Spring 2017	6260 (4)	Nursing Care of Children and Their Families/Peds	Graduate Entry/BSN	On Campus
Spring 2015	NR305 (3)	Health Assessment	RN-BSN	Online, Asynchronous
Spring 2013	NR449 (2)	Evidence Based Practice	RN-BSN	Online, Asynchronous

C. Key Service Activities

Inter-Professional Education & Practice Collaborative at The Ohio State University, Faculty facilitator for health science students.

Child Safety Symposium Ground School, Main Faculty Facilitator for 3rd year medical students.

D. Research Support related to Teaching/Learning

My primary role in the college are service through teaching health science students, mainly nursing & medical, for advanced practice in primary care and supervision of DNP immersion course activities. A list of activities, publications, and presentations are provided below.

Publications

Zeno, R., Kosla, J., Melnyk, B.M. (2020). Evidence-Based Assessment of Children and Adolescents. In Gawlik, K.S., Melnyk, B.M., Teall, A.M. *Evidence-Based physical examination best practices for health and well-being assessment* (pp.66-79). Springer Publishing Company.

Kosla, J., Teall, A., Gawlik, K. (2018, July). *Well exam: well child history and physical exam* [Video file]. Retrieved from https://osu.box.com/s/p3xhaaol0skm74pt296hf3wxepw9lh51

Kosla, J., Leonard, J., Goldsmith, R., Jones-McKnight, T., Alkhoury, R., Hersey, S., Moreland, J. (2017, November 27). *Anticipatory guidance in pediatrics focus on injury prevention* [Video file]. Retrieved from https://rec.nationwidechildrens.org/userportal/index.html#/player/vod/U97f4199b28ac4030a85e96eff68fd37f

Presentations

Kosla, J. (2019, March). Reducing Empiric Antibiotic Treatment for Uncomplicated UTI. Podium presentation. 40th National Conference on Pediatric Health Care, NAPNAP, New Orleans, LA.

Kosla, J. (2017, May). Advanced Pharmacology Across the Lifespan, General Pediatric Prescribing. Continuing Education Online Self Study for APRN Prescribers Needing Pharmacology Content to meet the requirement of state law, Ohio State University, College of Nursing, Columbus, OH.

Kosla, J. (2015, August). Vaccine Preventable Disease and Pediatric Vaccination Review. Continuing Education Online Self Study for Faculty Development and Recruiting APRN Preceptors, Ohio State University, College of Nursing, Columbus, OH.

Kosla, J. (2015, July). Implementing EBP with prelicensure and graduate entry students. Podium presentation. Deans and Directors Meeting, Nationwide Children's, Columbus, OH.

Kelly, K. & Kosla, J. (2015, May). Evidence-based practice and academic clinical practice partnerships: a focus on student clinical experience. CTEP Webinar, Ohio State University, College of Nursing, Columbus, OH.

POSITION TITLE: Assistant Professor

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	Completion Date MM/YYYY	FIELD OF STUDY
Hocking College	ADN	03/1994	Nursing
Ohio University, Athens, Ohio	BSN	06/2004	Nursing
Ohio University, Athens, Ohio	MSN	06/2006	Nursing
The Medical University of South Carolina, Charleston, South Carolina	PhD	07/2013	Nursing

A. Personal Statement related to Teaching in the DNE Program (2-3 sentences)

Dr. O'Brien has 14 years of experience working as a full-time educator in an academic setting with nursing students, and she has taught over 50 courses in a large classroom setting. She has also taught multiple online nursing courses. Dr. O'Brien has been a Certified Nurse Educator since 2010. The focus of Dr. O'Brien's teaching surrounds the areas of nursing: leadership, informatics, community health, and research methods. Dr. O'Brien's publications in nursing education focus on best practices for teaching strategies and evaluation which makes Dr. O'Brien's experience in teaching and research well suited to teach in the Doctorate of Nursing Education Program.

B. Teaching Assignments related to focus of DNE Proposal (include undergraduate/graduate level; past 10 years)

Sem/ Year	Course Number (credits)	Course Title	Student Population	Type of Course
Au/19	[d] NURS 8781 (2)	Methods and Measurement for Clinical Practice and Scholarship	Graduate	Online, asynchronous
Au/17-Au/19	[d] NURS 7536 (3)	Principles of Instructional Design for Nurses	Graduate	Online, synchronous
Au/14-Au/16	[c] NSG Leadership (3)	RN-BSN	RN-BSN	Online, asynchronous
Su/13-Su/14	[b] NURS 4203(3)	Information Technology	RN-BSN	Online, asynchronous
Au/13-Sp/14	[b] NURS 4450(3)	Clinical Coordinator, Design and Coordination of Care	BSN	Clinical
Sp/07-Sp/14	[b] NURS 4440(3)	Population Focused Community Health Practicum	BSN	Clinical
Sp/07-Sp/14	[b] NURS 4203(3)	Leadership and Informatics in Nursing Practice	BSN	Synchronous- Classroom
Au/06	[a] NRSE 300 (3)	Transitions in Professional Nursing	RN-BSN	Online, asynchronous

a. Ohio University, b. University of North Carolina at Charlotte, c. University of Tennessee Health Science Center, and D. The Ohio state university

C. Key Service Activities, Honors/Awards related to Teaching/Learning (past 10 years)
HONORS/AWARDS:

2020	Selected for the Southern Nursing Research Society Leadership Academy
2019	National Hartford Center of Gerontological Nursing Excellence, Distinguished Educator in Gerontological Nursing Award
2019	The Ohio State University Sphinx Senior Class Honorary, Faculty Mentor Award for Making a Difference in Student College Careers
2018	Invited to speak for the Medical University of South Carolina "Star Graduate" video
2015	UNC-Charlotte Chancellor's 2014-2015 Senior Survey for the person who made the most significant and positive contribution to student education

D. Research Support and/or Scholastic Performance related to Teaching/Learning (past 10 years)

My publications in nursing education focused on faculty perceptions for teaching physical assessment skills and teaching in a research internship program for undergraduate nursing studies, doctoral degree preferences for nurse educator, active teaching strategies, and diabetes teaching in rural areas.

PUBLICATIONS

1. **O'Brien**, T., & Meyer, T. (2020). A Feasibility Study for Teaching Older Kidney Transplant Recipients How to Wear and Use an Activity Tracker to Promote Daily Physical Activity. *Nephrology Nursing Journal, 47*(1), 47-51.

2. Fusner, S. Moots, H. **O'Brien, T.** & Sinnott, L. (December 2019). Faculty perceptions of the importance of physical assessment skills taught in prelicensure nursing education. *Nurse Educator*. 10.1097/nne.0000000000000763

3. King, T., Melnyk, B., **O'Brien, T**., Bowles, W., Shubert, C., Fletcher, L., & Anderson, C. (July, 2019) Doctoral degree preferences for nurse educators: Findings from a national study. *Nurse Educator,* doi: 10.1097/NNE.0000000000000730

4. **O'Brien, T.,** & Hathaway. D. (2017). Students and faculty perceptions of an undergraduate nursing research internship program. *Nurse Educator*, doi 10.1097/NNE.0000000000000412

5. Johnson, R., **O'Brien, T**., Emerson, S., & Reed, L. (2017). Perceptions of family nurse practitioner (FNP/DNP) clinical preceptors regarding usefulness of onsite clinical site visits. *Nurse Educator. 42*(1), 51-54*.* doi: 10.1097/NNE.0000000000000289

6. **O'Brien, T.,** & Talbot, L. A., & Santevecchi, E. (2015). Strengthening clinical skills using peer-student validation. *Nurse Educator. 40*(5), 237-240. doi: 10.1097/nne.0000000000000155

7. **O'Brien, T**., & Denham, S. (March/April 2008). Diabetes care and education in rural regions. *The Diabetes Educator, 34*(2), 334-347. doi: 10.1177/0145721708316318.

PRESENTATIONS

1. Meyer, T., & **O'Brien, T.,** (March 27, 2019). *A feasibility study for teaching older adults with chronic disease to use an activity tracker to promote daily physical activity*. Poster presentation presented at the Midwest Nurses Research Society Annual Conference. Kansas City, Kansas.

2. **O'Brien, T**., & Hathaway, D. (October, 2017*). Undergraduate nursing students and faculty perceptions to a research internship model.* Podium presentation presented at the Honor Society of Nursing, Sigma Theta Tau International 44th Biennial Convention. Indianapolis, Indiana.

3. **O'Brien, T.** (April 28, 2016). *How to actively engage students with course content using 8-minute lectures: A flipped classroom approach*, Podium presentation presented at the Teaching and Learning Show Case, University of Tennessee Health Science Center, Memphis, Tennessee.

4. **O'Brien, T.,** & Talbot, A. (October, 2010). *Strengthening clinical skills using active learning modules and peer-student validation in a clinical laboratory setting*. Poster presentation at the American Association of Colleges of Nursing Fall Conference. *Alexandria,* VA.

5. **O'Brien, T**. (May, 2007). *Evidence-based practice in nursing education*. Podium presentation at the Lambda Omega, The Honor Society of Nursing, *Sigma Theta Tau* International. Ohio University, Athens, OH.

6. **O'Brien, T.,** & Denham, S. (October, 2006). *Diabetes education and rural Region.* Poster presentation at the Diabetes Symposium in Charleston, WV.

GRANTS

1. **O'Brien, T.** (2012). *Community Simulation in Undergraduate Baccalaureate Nursing Students*. University of North Carolina at Charlotte Directors Award for Best Teaching Practices. ($1500.00).

POSITION TITLE: Professor of Clinical Nursing and the Co-Director of the Academy for Teaching Innovation, Excellence and Scholarship

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	Completion Date MM/YYYY	FIELD OF STUDY
The Florida State University, Tallahassee, Fl	BSN	12/1987	Nursing
University of South Florida, Tampa, Fl	MSN	08/1992	Nursing
University of South Florida	PhD	12/2001	Anthropology
University of South Florida and H. Lee Moffitt Cancer Center and Research Institute	Post-doctorate	12/2006	Hartford Foundation Post-Doctoral Scholarship

A. Personal Statement related to Teaching in the DNE Program (2-3 sentences)

I am particularly interested in educating nurses in the care of the older adult. I serve on the National Hartford Center for Gerontological Nursing Excellence committee to develop Core Competencies for Nurse Educators to improve practice and education of nurses across the nation.

B. Teaching Assignments related to focus of DNE Proposal (include undergraduate/graduate level; past 10 years)

Sem/ Year	Course Number (credits)	Course Title	Student Population	Type of Course
Su/20	N7228.01	Advanced Practice Adult Nursing Clinical Practicum I	Graduate	On campus
Sp/20	N7410	Advanced Health Assessment	Graduate	On Campus
Sp/20	N7228.02	Advanced Practice Adult Nursing Clinical Practicum II	Graduate	On Campus
Su/19	N8897	Practice Inquiry II	Graduate	Online, synchronous
Sp/19	N7228.02	Advanced Practice Adult Nursing Clinical Practicum II	Graduate	On Campus
Au/19	N7228.01	Advanced Practice Adult Nursing Clinical Practicum I	Graduate	On campus
Sp/18	N7228.02	Advanced Practice Adult Nursing Clinical Practicum II	Graduate	On Campus
Sp/18	N7410	Advanced Health Assessment	Graduate	On Campus
Au/18	N7228.01	Advanced Practice Adult Nursing Clinical Practicum I	Graduate	On campus
Au17	N7228.01	Advanced Practice Adult Nursing Clinical Practicum I	Graduate	On campus
Sp/17	N7410	Advanced Health Assessment	Graduate	On Campus
Sp/17	N7228.02	Advanced Practice Adult Nursing Clinical Practicum II	Graduate	On Campus
Su/16	N6410	Health Assessment		
Au/16	N7228.01	Advanced Practice Adult Nursing Clinical Practicum I	Graduate	On campus
Sp /16	N7410	Advanced Health Assessment	Graduate	On Campus
Sp/15	N6410	Health Assessment	Graduate	On Campus
Sp/15	N3430	Cultural Competence in Health Care: US and Global Contexts	Undergraduate	On Campus
AU/14	N6430	Cultural Competence in Health Care: US and Global Contexts	Graduate	Online, asynchronous
AU/14	N2410	Health Assessment	Undergraduate	On Campus
Sp2014	N7410	Advanced Health Assessment	Graduate	On Campus
Sp2013	N7410	Advanced Health Assessment	Graduate	On Campus

C. Key Service Activities, Honors/Awards related to Teaching/Learning (past 10 years)

2019-Present National Hartford Center of Gerontological Nursing Excellence (NHCGNE), Treasurer.

2016-2020 Florida State University, College of Nursing Advancement Council, Founding Members.

2015 NHCGNE Expert Panel for the Development of Gerontological Nurse Educator Competencies.

2017   Fellow in the American Academy of Nursing (FAAN).

2017   Outstanding Teacher Award, Ohio State University, College of Nursing.

2016   Outstanding Teacher Award, Ohio State University, College of Nursing.

2016   Distinguished Fellowship in the National Academies of Practice (NAP)

2015   Fellow of the American Association of Nurse Practitioners (FAANP)

2013   The Florida State University, College of Nursing 2013 Distinguished   Graduate- Educator Category

D.   Research Support and/or Scholastic Performance related to Teaching/Learning (past 10 years)

My roles in the college are to educate advanced practice providers and provide care of the older person with cancer.

GRANTS

2018-2019   Funding for the project entitled, Improving the Health of Student Nurses by Incorporating Wellness and Self-care Into Curricula through the Ohio Council of Deans and Directors. Mentor, PI Kate Gawlik

PUBLICATIONS (* Senior Author)

Fletcher, L., Buffington, B., ***Overcash, J**. (2020). Perceived Fatigue and Inter-shift Recovery in Undergraduate Nursing Students Working One Twelve hour or Two Six-Hour Clinical Shifts. Nurse Forum. 1–6. https://doi.org/10.1111/nuf.12454

Garnett, D., Hardy, L., Fitzgerald, E., Graham, E., Fisher, T. ***Overcash**, J. (2020). Evaluation of Ambulatory Hematological Nurse Case Manger through Measurement of Care Coordination and Quality and Resource Utilization Outcomes in an Academic Cancer Center. Journal of Clinical Oncology Nursing. 24(1): 65-74.

Arthur, E., Wills, C., Browning, K., **Overcash, J.,** Menon, U. (2019). The Self-Efficacy to Communicate about Sex and Intimacy (SECSI) Scale: Psychometric Assessment in Women Treated for Cancer. Supportive Care in Cancer. 19(1):881. doi.org/10.1007/s00520-019-04963-2

Overcash, J. (2020). Cancer Treatment and Intervention. In Capezuti, E., Zwicker, D., Mezey, M., Fulmer, T. (Eds.). Evidence Based Geriatric Nursing Protocols for Best Practice (6th ed).Cancer in Aging, New York: Springer Publishing. NY: Springer Publishing Co.

Overcash, J., Ford, N., Ubbing, C., Williams, N. (2019). Comprehensive Geriatric Assessment as a Versatile Tool to Enhance the Care of the Older Person Diagnosed with Cancer. Geriatrics. 4(2), doi: 103390/geriatrics4020039

Wyman, J., Abdallah, L., Baker, N., Bell, C., Cartwright, J., Greenberg, S., Kim, J., Krichbaum, K., Mueller, C., **Overcash, J.,** Skemp, L., Van Son, C. (2019). The Journal of Professional Nursing, Defining Core Competencies for Educators in Gerontological Nursing: An Iterative Process. 35(6): 452-460.

Overcash, J., Fugett, S., Tan, A., Ginther, J. & Williams, N. (2019). Strain among Caregivers of Older Persons Diagnosed with Breast Cancer Living in the Midwest Region of the United States: A Cross-Sectional Study using Comprehensive Geriatric Assessment, Oncology Nursing Forum. 46(6): 640-644.

PRESENTATIONS

Teall, A., Graham, M. Jenkins, N., & **Overcash, J**. A Picture is Worth 1000 Words: Using Videos to Engage Students in Learning to Address Implicit Bias, 46th Conference National Association of Nurse Practitioner Faculty, Chicago, Ill.

Overcash, J., Fugett, S., Tan, A., Ginther, J. & Williams, N. (2020). Strain Among Caregivers of Older Persons Diagnosed with Breast Cancer Living in the Midwest Region of the United States: A Cross-Sectional Study using Comprehensive Geriatric Assessment, 45th Annual Oncology Nurse Society Congress, April 29-May 3, 2020, San Antonio, TX.

Overcash, J. (2019). Geriatric Oncology Principles Helpful in Caring for Older Adults, Oncology Nurses Society, Webinar.

Arthur, E., Wills, C., Browning, K., **Overcash, J**, and Menon, U. (2019) Predictors of women's self-efficacy to communicate with their partner about sex and intimacy after cancer treatment. [Oral Presentation] Multinational Association of Supportive Care in Cancer Annual Conference, San Francisco, CA.

Overcash, J., Fugett, S. (2019). Comprehensive Geriatric Assessment: Digging Deeper to Optimize Care for Patients With Hematological Malignancies. Webinar organized by the National Marrow Donor Program, Be the Match and the Leukemia & Lymphoma Society.

Overcash, J. (2019). How the Experts Treat Hematologic Malignancies Symposium. Waldorf Astoria, Las Vegas NV.

Overcash, J. (2019). Functional Assessment, Frailty and Falls in the Older Cancer Patient. City of Hope R25 effort in training nurses in geriatric oncology. Pasadena, California.

Overcash, J., Beecroft, P., Burhenn, P., Bryant Leak, A., Cope, D., Davis, M., Ginex, P., Simon, J. (2018) Geriatric Oncology Ambulatory Care Clinics. Poster to be presented at Oncology Nurses Society in Washington, DC.

Overcash, J., Sharpe, E., Warren, B. (2018). Holistic Admission Process for a Large Masters Nurse Practitioner Program. National Organization of Nurse Practitioner Faculty, Poster to be presented in Indianapolis, Indiana.

Teall, A., Overcash, J., Steward, D., Anderson, C. LIVE WELL Curriculum for Student Learning and Professional Development. (2018). Poster to be presented at the National League for Nursing National Conference, Chicago, Ill.

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POSITION TITLE: Director, Buckeye Nurse Residency Program, The Ohio State Wexner Medical Center, Health System Nursing – Division of Nursing Quality, Education, Evidence-Based Practice and Research

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
Miami University; Oxford, OH	ADN	05/1996	Nursing
Miami University; Oxford, OH	BSN	05/2000	Nursing
Indiana Wesleyan University, Marion, IN	MSN	05/2008	Nursing Education
The Ohio State University; Columbus, OH	PhD	05/2019	Nursing – Cognate: Psychology

A. Personal Statement related to Teaching in the DNE Program (2-3 sentences)
I have eight years of experience as an educator in a large academic medical center. In addition, I am the Program Director for the Buckeye Nurse Residency program. In this role, I am responsible for assuring the successful transition of over 250 newly licensed nurse from student to professional clinician annually. I successfully lead the accreditation effort for our residency program which was accredited with distinction through the American Nurses Credentialing Center's Practice Translation Accreditation (PTAP) program. My expertise is in professional development and healthy work environments.

B. Teaching Assignments related to focus of DNE Proposal
I have taught new and experienced nurses and developed educational programming for the past 8 years in the following roles in the healthcare setting:
- **Director, Buckeye Nurse Residency Program,** The Ohio State Wexner Medical Center, Health System Nursing—Division of Nursing Quality, Education, Evidence-Based Practice and Research, January 2018-Present
- **Associate Director, Nursing Education,** The Ohio State Wexner Medical Center, Health System Nursing—Division of Nursing Quality, Education, Evidence-Based Practice and Research, January 2018-Present
- **Nurse Educator,** The Ohio State Wexner Medical Center, Health System Nursing—Division of Nursing Quality, Education, Evidence-Based Practice and Research, February 2012-January 2018

C. Key Service Activities, Honors/Awards related to Teaching/Learning (past 10 years)
   I am a member of the following professional organizations:
- Sigma Theta Tau
- Association for Nursing Professional Development (ANPD)
- American Nurses Association
- Ohio Nurses Association
- Midwest Nurse Research Society

D. Research Support and/or Scholastic Performance related to Teaching/Learning (past 10 years)

GRANTS
Funded Research
Funding Agency: Sigma Theta Tau Epsilon, The Ohio State University College of Nursing. *Intervention Effects of a Cognitive Behavioral Skills Building Program on Newly Licensed Registered Nurses*
   Role: Principal Investigator
   Years: 2018-2019
   Award: $500

Non-Funded Research
Title: *#mindstrong for Healthcare Professionals: A Pilot Study with Newly Licensed Registered Nurses*
    Role: Co-Investigator (PI: B Melnyk)
    Years: 2017
Title: *White Noise and Alcohol Withdrawal in the Hospitalized Patient*
    Role: Key Personnel
    Years 8/16-12/18
Title: *A Registry of Water Immersion During Labor and Birth*
    Role: Key Personnel
    Years 2017

PUBLICATIONS

Sampson, M., Melnyk, B.M., Hoying, J. (2019). Intervention effects of the MINDBODYSTRONG© cognitive behavioral skills-building program on newly licensed registered nurses' mental health, healthy lifestyle behaviors and job satisfaction. *The Journal of Nursing Administration*, *49*(10), 487-495.

Sampson, M., Melnyk, B.M., Hoying, J. (2020). The MINDBODYSTRONG intervention for new nurse residents: 6 month effects on mental health outcomes, healthy lifestyle behaviors and job satisfaction. *Worldviews on Evidence-Based Nursing, 17*(1), 16-23.

PRESENTATIONS

Sampson, M. (2019). *Effects of a cognitive behavioral skills-building program on newly licensed registered nurses' mental health, healthy lifestyle behavior, job satisfaction and absenteeism.* Paper presented at the Association for Leadership Science in Nursing 2019 Conference, Los Angeles, CA.

Sampson, M. (2019). *Effects of a cognitive behavioral skills-building program on the mental health, healthy lifestyle beliefs and behaviors, job satisfaction and absenteeism in newly licensed registered nurses.* Poster presented at the STTI Epsilon Chapter, Columbus, OH.

Sampson, M. (2018). *Effects of a cognitive behavioral skills-building program on the transition to nursing.* Paper presented at the 14th Annual Faculty Development Conference, Lexington, KY.

Sampson, M. (2018). *#mindstrong for healthcare professionals: A pilot study with new nurses.* Poster presented at the ANPD Annual Conference, Lake Buena Vista, FL.

Sampson, M. (2018). *#mindstrong for healthcare professionals: A pilot study with new nurses.* Poster presented at The Ohio State University Wexner Medical Center Nursing Excellence Fair, Columbus, OH.

POSITION TITLE: Assistant Professor of Clinical Nursing

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	Completion Date MM/YYYY	FIELD OF STUDY
University of Maryland, Baltimore, MD	BSN	06/1974	Nursing
University of Maryland, Baltimore, MD	MSN	12/1983	Major: Nursing Education Minor: Clinical Nurse Specialist
Chatham University, Pittsburgh, PA	DNP	12/2012	Doctor of Nursing Practice

A.   Personal Statement related to Teaching in the DNE Program (2-3 sentences)

I have been a nurse educator in the academic setting for 25 years. Prior to that I was a practicing nurse and then a Critical Care CNS and educated nurses in the ED and ICU for 10 years. I obtained my CNE (NLN Certification as Nurse Educator) in 2013. I then led a team of three experienced faculty (with CNE certification) in 2014 and designed the *OSU Certificate in Nursing Education Program,* which is now in its third year of implementation at the College of Nursing. I was the first faculty member in the college to obtain *Quality Matters* certification for my online NP 8480 course in the DNP program. I have participated in multiple major curricular restructurings, including the undergraduate curriculum when it converted from quarters to semesters. I worked on the DNP Subcommittee as the program when through major revisions from 2014-2016.   I have been assigned to mentor faculty in best teaching practices (Dr. Kristy Browning, Dr. Janna Stephens, Dr. Karen Moss). I am currently leading a team of OSU interprofessionals in the design, delivery, and evaluation of an interprofessional clinical informatics curriculum delivered in five health science colleges at OSU. I was nominated by the CON leadership for, and accepted the position of, Faculty Mentor for the University's Institute for Teaching and Learning and mentored interprofessional clinical faculty from 2018 to 2019. I was selected as Nurse Educator of the Year in 2017. I was chosen Faculty Mentor of the Year in 2015.   I was a member of the task force charged with developing the annual faculty competency program on Simulation Skills.

B.   Teaching Assignments related to focus of DNE Proposal (include undergraduate/graduate level; past 10 years)

Sem/ Year	Course Number (credits)	Course Title	Student Population	Type of Course
Su/15-Su/20	NP 8480 (2)	Quality Improvement for the DNP	Graduate	Online, synchronous
Sp/19-Sp/20	N 7538 (3)	Teaching in Nursing, Nurse Educator Certificate Program	Graduate	Online, asynchronous
Sp/16-Sp/20	N 7483 (3)	Quality Improvement for the Advanced Care Nurse	Graduate	Online, asynchronous
Au/18-Au/19	NP 8898.01(5)	Immersion in the DNP Role	Graduate	Online, synchronous
Sp/16-Sp/17	NP 8782	EBP for the DNP	Graduate	Online, synchronous
Au/15-Au/18	N 8510	Ethics in Healthcare	Graduate	Online, synchronous
Sp/15-Sp/17	N 7491	Health Promotion	Graduate	Online, asynchronous

C.   Key Service Activities, Honors/Awards related to Teaching/Learning (past 10 years)

University Faculty Mentor, University Institute of Teaching and Learning (UITL)—2018-2019
CON Nurse Educator of the Year – 2017
CON Nurse Mentor of the Year – 2015

D. Research Support and/or Scholastic Performance related to Teaching/Learning (past 10 years)

Over the past ten years, I have developed my teaching excellence in multiple ways: by becoming a mentor at the university level nominated by CON leadership, by becoming CNE certified, by designing a four course, 12 credit, certificate program for the college to offer called "Nurse Educator Certificate Program" and by working with ODEE to perfect my online course and transition them to the templates used by ODEE to provide standards.   I consistently receive high marks on my SEI's as students see the determination that I have to achieve excellence. I was the first nursing faculty to obtain 'Quality Matters' achievement in an online course after an independent peer review.
Since 2016 I have led a team of interprofessional educators in five health science colleges in a HRSA grant focused on the design, implementation, and evaluation of a Clinical Informatics curriculum for all students. That curriculum is moving into its fourth year. Most publications over the past two years apply directly to best practices in teaching and learning.

GRANTS

HRSA: *Primary Care Training and Enhancement (PCTE)*. (Awarded 2016, will carry forward to 2021) - $5,000,000. Co-Lead on Objective 3 of Grant: To refine, expand, and extend clinical transformation education to all medical students, nursing students, and other health professional students at The Ohio State University.
(5% effort)

PUBLICATIONS

Blankenship, A., **Schubert, C**., Ferroni, R., & Tyner, R. (accepted 2020). Utilizing an Escape Room Strategy in Continuing Nursing Education for Emergency Preparedness in a Multidisciplinary Team. *Journal of Continuing Education in Nursing*.

Spalla King, T., **Schubert, C**., Pittman, O., McClerking, C., Rohrig, L., & Barthelmas, T. (2020). APRN simulation using interprofessional education and an academic EMR: a quality improvement project. *Nursing Education Perspectives.* doi:10.1097/01.NEP.0000000000000621

Grabowski, R., McNett, M., Ackerman, M., **Schubert, C**., & L. Mion. (2019). Critical care helicopter over-triage: a failure mode and effects analysis. *Air Medical Journal, 38*(6), 408-420.

King, T., Melnyk, B., O'Brien, T., Bowles, W., **Schubert, C**., Fletcher, L., & Anderson, C. (2019). Doctoral degree preferences for nurse educators: findings from a national study. *Nurse Educator.* doi: 10.1097/NNE.0000000000000730

Schubert, C., Momeyer, M., & Tornwall, J. (2019). Peer review in an online course. *Journal of Nursing Education, 58*(6), 374.

Smailes, P., Zurmehly, J., **Schubert, C**., Loversidge, J., & Sinnott, L. (2019). An electronic medical record training conversion for onboarding inpatient nurses. *Computers, Informatics, and Nursing, 37(8), 405-412.   .*

Schubert, C. (2012). Impact of simulation on nurses' knowledge and critical thinking in Failure to Rescue events. *Journal of Continuing Education in Nursing, 43*(10), 467-471.

Elrink, V., Nininger, J., Kirkpatrick, B. & **Schubert, C**. (2010). Using learning outcomes to inform teaching practices in human patient simulation. *Nursing Education Perspectives, 31*(2), 25-28.

PRESENTATIONS

Presenter/Author: Podium Presentation, STTI NERC Convention, March 26-28, 2020
"*Mentoring of Interprofessional Novice Clinical Faculty*" (cancelled)

Presenter/Author: Podium Presentation, STTI Biennial Convention, November, 2017
"*Innovative Strategies for Integrating an Electronic Health Record (EHR) into Nursing Education*"

Presenter, Annual Faculty Training Day, Best Practice in Simulation, May 2017-present
"*Simulation Debriefing Standards*"

Contributing Author: Podium Presentation, NONPF Conference, April 2017
"*Using simulation and an academic electronic health record to teach documentation to NP students*"

POSITION TITLE: Director of Graduate Health and Wellness Academic Programming (20%); Director of Innovative Telehealth Services (20%); Assistant Professor of Clinical Nursing (60%)

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	Completion Date MM/YYYY	FIELD OF STUDY
Miami Valley Hospital; Dayton, OH	Diploma	06/1983	Nursing
Capital University; Columbus OH	BSN	12/1994	Nursing
Wright State University; Dayton, OH	MS, Nursing	12/1999	Family Nurse Practitioner
The Ohio State University; Columbus, OH	DNP	08/2018	DNP Clinical Expert with Certificate in Nursing Education

A. Personal Statement related to Teaching in the DNE Program

As a nurse educator with more than 25 years of experience in course and clinical teaching strategies, program administration, and curriculum development, I have taught across nursing programs, including LPN, traditional undergraduate, RN completion, graduate entry, traditional master's, BS-to-DNP, post-master's, and doctoral programs. At Ohio State, I was hired in 2010 as a founding member of the College of Nursing's team delivering distance education. I developed and directed the online Family Nurse Practitioner program. My experience has affirmed for me that students learn best in engaged and collaborative classrooms, where active learning, timely feedback, clear expectations, and support for self-care and wellness are norms.

B. Teaching Assignments related to focus of DNE Proposal (include undergraduate/graduate level; past 10 years)

Sem/ Year	Course Number (credits)	Course Title	Student Population	Type of Course
Summer 2020	NURSPRCT 8896	Practice Inquiry I (Clinical)	Graduate	Online, synchronous
Spring 2020	NRSPCT 8193 (1)	Individual Studies (Independent Study)	Graduate	Online, synchronous
Spring 2020	NURS 7410 (4)	Advanced Health Assessment	Graduate	On campus
Spring 2016-19	NURS 7332 (1) [previously 7194]	Group Studies; Advanced Assessment of Infants, Children, and Adolescents	Graduate	Online, asynchronous
Spring 2011-19	NURS 7410 (4)	Advanced Health Assessment	Graduate	Online, synchronous
Spring 2011-19	NURS 7268.03 (11) [previously 859.03/04]	Advanced Practice Nursing III (Family)	Graduate	Online, synchronous
Autumn 2010-19	NURS 7268.02 (11) [previously 859.02]	Advanced Practice Nursing II (Family)	Graduate	Online, synchronous
Summer 2019	Nursing Advancement NA3114	Evidence-based Coaching in Interprofessional Practice	RN-BSN	Online, synchronous
Summer 2011-19	NURS 7268.01 (11) [previously 859.01]	Advanced Practice Nursing I (Family)	Graduate	Online, synchronous

C. Key Service Activities, Honors/Awards related to Teaching/Learning (past 10 years)

Professional Awards and Honors
- 2020 Outstanding Leadership in Wellness; granted by Ohio State University College of Nursing Faculty & Staff
- 2019, 2018, 2017, & 2016 Awarded Graduate Educator of the Year by the graduating class
- 2018 Reimagine Education Award; Shortlisted for E-Learning Innovation by Wharton School of Business & Amazon
- 2017 Provost's Award for Distinguished Teaching by a Lecturer, inducted into the Ohio State Academy of Teaching
- 2015 Elected Fellow of the American Association of Nurse Practitioners (AANP)
- 2013 Outstanding Faculty Contribution; granted by Ohio State University College of Nursing Faculty & Staff

Key Service Activities

- 2019-present   Graduate Wellness Workgroup (Lead) for College's SPD/DNP/PhD Subcommittees
- 2019-present   Mental Health Faculty appointed to the Ohio State Suicide and Mental Health Taskforce
- 2018-present   Abstract & Scholarship Application Review for Professional Organizations (AANP & NONPF)
- 2018-present   BS-DNP Curriculum Workgroup of the College's DNP Subcommittee
- 2018-2020   Ohio State Office of Distance Education and eLearning (ODEE) Steering Committee
- 2018-2019   NLN Center of Excellence Workgroup for the College of Nursing
- 2016-2017   Opioid Use Disorder Task Force (Lead) of the CON Curricular Response to Opioid Epidemic
- 2011- 2015   Content Expert (Pediatric Advanced Practice) for the American Nurses Credentialing Center

D. Research Support and/or Scholastic Performance related to Teaching/Learning (past 10 years)

RESEARCH Involvement as co-investigator and member of study team

- Effects of the Wellness Partner Support Program on Nurses/Clinicians and Advanced Practice Nursing Students' Mental Health and Healthy Lifestyle Behaviors (with Melnyk, B., et. al.; 2020-current).
- Check and Improve Your Stress and Wellness (with Tucker, S., et. al; 2020-current).
- Fan Health Network Intervention: A Healthy Lifestyles App to Improve Ohio State Alumni Well-Being (with Amaya, M., et. al; 2020-current).
- Hypertension Quality Improvement Project (with Ohio Colleges of Medicine Government Resources Center and Centers for Medicare and Medicaid Services, included DNP students as QI coaches; 2019-current).
- Primary Care Training Enhancement: Opioid Use Disorder Initiatives (with Ohio State University Colleges of Medicine and Nursing; HRSA grant 2019-2020).

PUBLICATIONS

Gawlik, K., Melnyk, B., & **Teall, A.** (2020). *Evidence-Based Physical Examination: Best Practices for Health and Well-Being Assessment.* New York, NY: Springer. (NOTE: First author of five chapters, co-author of additional seven chapters).

Quinlin, L., Graham, M., Nikolai, C., & **Teall, A.** (2020). Development of an E-visit OSCE to Evaluate Student Ability to Provide Care by Telehealth. *Journal of the American Association of Nurse Practitioners*, Volume Online Now - Issue – doi10.1097/JXX.0000000000000409. Available: https://journals.lww.com/jaanp/toc/online_now

Teall, A., Graham, M., Jenkins, N., Ali, A., Pryba, J., & Overcash, J. (2019). Faculty perceptions of engaging students in active learning to address implicit bias using videos exemplifying the prenatal visit of a lesbian couple. *Journal of Transcultural Nursing*. https://doi.org/10.1177/1043659619828109

Melnyk, M., Slevin, C., Millitelo, L., Hoying, J., **Teall, A.**, & McGovern, C. (2016). Physical health, lifestyle beliefs and behaviors, and mental health of entering graduate health professional students. *Journal of the American Association of Nurse Practitioners*, 28(4), 204-211. https://doi.org/10.1002/2327-6924.12350

Arbour, M., Kaspar, R. & **Teall, A.** (2015). Strategies to promote cultural competence in distance education. *Journal of Transcultural Nursing*, 26 (4), 436-440. https://doi.org/10.1177/1043659614547201

PRESENTATIONS

Teall, A. (2020, April). *A Picture is Worth 1000 Words: Using Videos to Engage Students in Learning to Address Implicit Bias.* Podium Presentation at the NONPF Annual Meeting (Online).

Teall, A., Graham, M., & Gawlik, K. (2018, September). *Coaching Students to Champion Health and Wellness.* Podium Presentation at the National Summit on Clinician Well-being in Columbus, OH.

Teall, A., Anderson, C., Steward, D., Overcash, J., King, T., & Bowles, W. (2018, September). *LIVE WELL Curriculum for Student Learning and Professional Development.* Poster Presentation at the NLN Education Summit in Chicago, IL.

Quinlin, L., **Teall, A**., Nikolai, C., Graham, M., & Awais, A. (2017, October). *Preparing NP Students for Telehealth Practice.* Podium Presentation, Sigma Theta Tau International Convention, Indianapolis, IN.

Teall, A., & Graham, M. (2017, April). *Integrating Health Coaching into Chronic Care Management: An Interdisciplinary Approach.* Podium Presentation at NONPF Annual Meeting in Washington DC.

Teall, A., Graham, M., Kaspar, R., Nikolai, C., & Tornwall, J. (2015, April). *Cyber-Teaching, Cyber-Learning and now Cyber-Evaluation!* Workshop at NONPF Annual Meeting in Baltimore, MD.

Teall, A., Kaspar, R., & Awais, A. (2015, February). *Safe and Sound: Testing Strategies for Distance Students.* Podium Presentation for the PASSHE Virtual Conference.

POSITION TITLE: Associate Professor of Clinical Nursing (75%); Co-Director of the Academy for Teaching Innovation, Excellence, and Scholarship (25%)

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
University of Texas Medical Branch, Galveston, TX	BSN	05/1984	Nursing
The Ohio State University; Columbus, OH	MEd	03/2008	Higher Education
The Ohio State University; Columbus, OH	PhD	12/2019	Educational Studies (Learning Technologies)

A. Personal Statement related to Teaching in the DNE Program (2-3 sentences)

I have over 15 years of online and in-person teaching experience in health sciences, health promotion and teamwork, instructional design, and educational strategies courses at the undergraduate and graduate levels. My practice is focused on enhancing the educational experience for nursing students, especially through integration of learning technologies in instruction. My research and scholarship interests revolve around identification of best practices in nursing education and preparing nursing students to participate effectively in nursing peer review.

B. Teaching Assignments related to focus of DNE Proposal (include undergraduate/graduate level; past 10 years)

Sem/ Year	Course Number (credits)	Course Title	Student Population	Type of Course
Au/19-Sp/20	*HIS 4430 (3)	Working on an Interprofessional Healthcare Team	Undergraduate	Online
Sp/18-Au/19	*HIS 3250 (3)	Interprofessional Health Promotion	Undergraduate	Online
Sp/16-Sp/18	**ESLTECH 2011 (2)	Keys to Academic success for Online Learners	Undergraduate	Online
Au/14-Su/15	**NURS 7193 (3)	Independent Study in Online Teaching	Graduate	In person
Sp/13-Sp/16	**ESEPSY 1159 (2)	Online Learning Strategies and Skills	Undergraduate	Online
Sp/12-Sp/14	**NURS 7727/ESWDE 7727 (3)	Assuring Quality in Online Course Design	Graduate	In person, blended, and online

* at Ohio University, **at The Ohio State University

C. Key Service Activities, Honors/Awards related to Teaching/Learning (past 10 years)

Outstanding Faculty Colleague Award, The Ohio State University College of Nursing (May 2020)
Quality and Safety Education for Nurses (QSEN) monthly newsletter coordinator (April 2020 – present)
Teaching Strategy Reviewer for the QSEN Institute (April 2019 – present)
Peer reviewer for manuscripts submitted to *Nurse Education Today* (March 2018 – present)
Peer Reviewer for Quality Matters™ Higher Education – a national evidence-based benchmark for online course design, (December 2009 – present)
Applying the Quality Matters™ Rubric certified facilitator (June 2012 – present)

D. Research Support and/or Scholastic Performance related to Teaching/Learning (past 10 years)

As Co-Director of the Academy for Teaching Innovation, Excellence, and Scholarship, I am responsible for facilitation of innovation and excellence in approaches to nursing education throughout our college's course offerings. I also support scholarship and dissemination related to nursing education.

GRANTS

University Institute for Teaching and Learning Development Grant (2019-2020). *Digital Flagship Initiative in Nursing Education (*$5,000).

Epsilon Chapter, Sigma Theta Tau Small Grant (2019). *Effect of a Peer Review Module on Quality of Supportive Peer Feedback* ($500).

Robert Wood Johnson/New Careers in Nursing – Studying the Impact Research Award (2016). *Relationship Between Satisfaction with Instructional Methods and Development of pride and Competence in Accelerated Second-Degree Nursing Students*. ($1,000).

PUBLICATIONS

***Tornwall, J.**, Xie, K., Yu, S., Stein, D., Zurmehly, J., & Nichols, R. (2020). *Effects of knowledge and value on quality of supportive peer feedback.* Manuscript submitted for publication.

*Thomas Jones, C., **Tornwall, J.**, Plahovinsak, M. S., Fritter, J. S., & Neidecker, M. V. (2020). *Key eportfolio features and strategies for student success in a competency-based clinical research program.* Manuscript submitted for publication.

Mackos, A., & **Tornwall, J.** (2020, April 27). Muddiest points assessment to increase understanding in a large-enrollment course [published online ahead of print]. *Nurse Educator*. http://doi.org/10.1097/NNE.0000000000000869

*Tornwall, J.**, Lu, L., & Xie, K. (2020). Frequency of participation in student response system activities as a predictor of final grade: An observational study. *Nurse Education Today, 87*. https://doi.org/10.1016/j.nedt.2020.104342

*Dhakal, K., & **Tornwall, J.** (2020). The Scholarship Circle: An introduction to writing for publication for nursing faculty. *Journal of the Medical Library Association, 108*(1), 98-105. http://dx.doi.org/10.5195/jmla.2020.685

Schubert, C., Momeyer, M. A., & **Tornwall, J.** (2019). Nursing peer review in an online course. *Journal of Nursing Education*, 58(6), 374. http://doi.org/10.3928/01484834-20190521-13

Tornwall, J. (2018). Peer assessment practices in nurse education: An integrative review. *Nurse Education Today, 71*, 266-275. https://doi.org/10.1016/j.nedt.2018.09.017

*Tornwall, J.**, Tan, A., & Bowles, W. (2018). Pride and competency in accelerated nursing programs. *Nursing Education Perspectives, 39*(6), 343–349. http://doi.org/10.1097/01.NEP.0000000000000343

Tornwall, J. (2017). Backward design toward a meaningful legacy. *Nurse Education Today, 56,* 13-15. http://doi.org/10.1016/j.nedt.2017.05.018

McDaniel, J., & **Tornwall, J.** (2016). Authentic engagement in high-enrollment graduate courses: Pathophysiology consumers become content creators. *Nurse Educator, 41*(3), 151-155. http://doi.org/10.1097/NNE.0000000000000223

PRESENTATIONS

Tornwall, J. (2020, July). *Building nursing students' capacity to provide supportive feedback to peers* [Oral presentation]. Sigma Theta Tau International Nursing Research Congress, Abu Dhabi, United Arab Emirates. https://www.sigmanursing.org/connect-engage/meetings-events/congress-2020

Tornwall, J., & Fitzgerald, E. (2019, May). *Emotionally healthy peer review in the classroom and the workplace* [Oral presentation]. Building Healthy Academic Communities (BHAC) annual conference, Columbus, OH.

Bowman-Burpee, S., Quinlin, L., & **Tornwall, J.** (2017, October). *Adoption of mobile applications by advanced practice providers* [Oral presentation]. Sigma Theta Tau 44th Biennial Convention, Indianapolis, IN.

Overcash, J., Moots, H., & **Tornwall, J.** (2017, May). *A mobile platform for student engagement* [Oral presentation]. Innovate OSU 2017, Columbus, OH.

Tornwall, J. (2017, April). *Perceptions of authenticity in pathophysiology coursework among graduate entry and traditional master's nursing* students [Poster presentation]. 2017 American Education Research Association, San Antonio, TX.

McDaniel, J., & **Tornwall, J.** (2016, September). *Authentic by design: Guiding students to create course content in a digital environment* [Oral presentation]. National League for Nursing Education Summit, Orlando, FL.

Donegan, J., **Tornwall, J.**, Newman, P., & Baserman, S. J. (2016, May). *Extending outreach and impact through student innovation* [Oral presentation]. Innovate OSU, Columbus, OH.

Tornwall, J., Ali, A., & Raderstorf, T. (2016, May). *Designed for discovery: A new continuing education paradigm* [Oral presentation]. Innovate OSU, Columbus OH.

Fitzgerald, E., & **Tornwall, J.** (2016, April). *Supportive peer feedback in the digital environment: Peer review design for courses and the workplace* [Round-table talk]. Online Learning Consortium (OLC) Innovate, New Orleans, LA.

Jill Volkerding, DNP, RN, CNL, CNE

POSITION TITLE: Supervisor for Student Success (50%); Assistant Professor of Clinical Practice

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE *(if applicable)*	Completion Date MM/YYYY	FIELD OF STUDY
Miami University; Oxford, OH	BS	12/2001	Health Appraisal and Enhancement
Columbus State Community College; Columbus, OH	ADN	06/2006	Nursing – Registered Nurse
The Ohio State University; Columbus, OH	BSN	12/2010	Nursing
The Ohio State University; Columbus, OH	MS	08/2012	Nursing – Clinical Nurse Leader
Carlow University; Pittsburgh, PA	DNP	05/2016	Nursing – Doctor of Nursing Practice

A. Personal Statement related to Teaching in the DNE Program

I have been a nurse educator for eight years and certified as a nurse educator (CNE) through the National League for Nursing since 2015. I have taught within several different course configurations including as a course lead in lecture based courses, a clinical instructor as well as the course lead in online courses. Most recently I have worked as the Supervisor for Student Success, working with students to enhance their education and provide them necessary resources and support to aid in their college success.

B. Teaching Assignments related to focus of DNE Proposal

Sem/ Year	Course Number (credits)	Course Title	Student Population	Type of Course
Su/20	Nursing 6410 (3)	Introduction to Health Assessment	Graduate Entry	Online, synchronous
Sp/20	Nursing 2470 (3)	Introductory Pharmacology for Nurses	Undergraduate	In-Person
Au/19	NURS 7530 (3)	Instructional Strategies in Clinical Teaching	Graduate	Online, asynchronous
Au/19	NURS 7500 (2)	Health Policy & Advocacy	Graduate	Online, asynchronous
Su/ 19	NRSADVN 3430 (3)	Cultural Competence in Health Care: US and Global Contexts	RN-BSN	Online, asynchronous
Sp/ 19	Nursing 2470 (3)	Introductory Pharmacology for Nurses	Undergraduate	In-person
Au/18	NURS 7530 (3)	Instructional Strategies in Clinical Teaching	Graduate	Online, asynchronous
Sp/18	Nursing 2470 (3)	Introductory Pharmacology for Nurses	Undergraduate	In-person
Sp/18	NURS 7500 (2)	Health Policy & Advocacy	Graduate	Online, synchronous
Sp/18	NURS 7538 (3)	Teaching in Nursing	Graduate	Online, asynchronous
Au/17	NURS 7530 (3)	Instructional Strategies in Clinical Teaching	Graduate	Online, asynchronous
Au/17	NURS 7500 (2)	Health Policy & Advocacy	Graduate	Online, asynchronous
Sp/17	Nursing 2470 (3)	Introductory Pharmacology for Nurses	Undergraduate	In-person
Sp/17	NURS 7532 (3)	Teaching in Nursing	Graduate	Online, asynchronous
Au/16	NURS 7530 (3)	Instructional Strategies in Clinical Teaching	Graduate	Online, asynchronous
Au/16	Nursing 2410 (3)	Health Assessment	Undergraduate	Clinical/ lab
Su/16	NURS 7238 (5)	Introduction to Clinical Nurse Leader Practice	Graduate	Clinical
Sp/16	Nursing 4270 (6)	Transition to Professional Nursing (6)	Undergraduate	Clinical
Au/15	NURS 6271 (8)	Care of Adults and Older Adults II	Graduate Entry	In-person/ clinical
Su/15	NRSADVN 3430 (3)	Cultural Competence in Health Care: US and Global Contexts	RN-BSN	Online, asynchronous
Sp/15	Nursing 4270 (6)	Transition to Professional Nursing (6)	Undergraduate	Clinical
Au/14	NURS 6271 (8)	Care of Adults and Older Adults II	Graduate Entry	In-person/ clinical
Sp/14	Nursing 3270 (7)	Care of Adults and Older Adults II	Undergraduate	In-person/clinical
Au/13	NURS 6271 (8)	Care of Adults and Older Adults II	Graduate Entry	In-person/ clinical
Sp/13	Nursing 3270 (7)	Care of Adults and Older Adults II	Undergraduate	In-person/clinical

Sem/ Year	Course Number (credits)	Course Title	Student Population	Type of Course
Sp/13	Nursing 1101	Nursing Assistant Education	Undergraduate	In-person/ clinical

C. Key Service Activities, Honors/Awards, Certifications related to Teaching/Learning

Clinical Nurse Leader (CNL) – 2012-present

Certified Nurse Education (CNE) – 2015-present

Nurse Educator of the Month, The Ohio State College of Nursing – 2015

Educator Award, Sigma Theta Tau International (STTI), Epsilon Chapter - 2016

D. Scholastic Performance related to Teaching/Learning

My primary roles in the college are in teaching as an Assistant Professor of Clinical Practice and working as the Supervisor for Student Success.

PUBLICATIONS

Volkerding, J. (contributor) (2019). Chapter 43: Spinal disorders and CNS infections. In Bauldoff, Grubud-Howe & Carno. *Medical-surgical nursing: Clinical reasoning in patient care* (7th edition). New Jersey: Pearson.

Volkerding, J. (contributor) (2019) Chapter 44: Neurologic disorders. In Bauldoff, Grubud-Howe & Carno. *Medical-surgical nursing: Clinical reasoning in patient care* (7th edition). New Jersey: Pearson.

POSITION TITLE: Associate Professor of Clinical Nursing,

EDUCATION/TRAINING

Degree/ Diploma	Institution	Field(s) of Study	Dates Conferred
Doctor of Nursing Practice DNP	Waynesburg University Canonsburg PA	Nursing Administration	2011
Doctor of Philosophy	Walden University- Minneapolis, MN	Health Administration	2004
Master of Science	Bellarmine College- Louisville, KY	Nursing Education	1999
Bachelor of Science	Ohio University Athens, OH	Nursing	1996

A. Personal Statement related to Teaching in the DNE Program
I am recognized for academic leadership in advancing nursing education thought my work as a faculty scholar, administrator, and as a nurse educator. My experience includes program and curricula implementation, evaluation, and accreditation. I am very experienced at overseeing and implementing programs such as the Clinical Nurse Leader, Accelerated Second Degree Baccalaureate of Science in Nursing (BSN), traditional four-year BSN, MSN, and Doctor of Nursing Practice Program. Considering my multiple areas of knowledge across the nursing education continuum, and knowledge of each nursing program provide support to be an effective educational leader in the DNE program.

B. Teaching Assignments related to focus of DNE Proposal (include undergraduate/graduate level; past 10 years)

Sem/ Year	Course Number (credits)	Course Title	Student Population	Type of Course
Su/20	NRSPRCT 8480 (2)	Quality Improvement for the Doctor of Nursing Practice	Graduate	Online, synchronous
Sp/20	NRSPRCT 8898 (5)	DNP Final Clinical Immersion	Graduate	Online, synchronous
Au/19	NURSING 8510 (2)	Ethics in Healthcare Practice, Research and Policy	Graduate	Online, synchronous
Au/19	NRSPRCT 8781 (2)	Methods and Measurement in Clinical Practice Scholarship	Graduate	Online, synchronous
Sp/19	NRSPRCT 8500	Nursing Policy for Doctoral Nursing Practice	Graduate	Online, synchronous

C. Key Service Activities, Honors/Awards related to Teaching/Learning (past 10 years)
In 2017, I was inducted as a fellow into the esteemed National League for Nursing Academy of Nursing Education (ANEF), which fosters excellence in nursing education by recognizing the wisdom of outstanding individuals who have contributed in sustained and significant ways. Fellows provide visionary leadership in nursing education. Selected as a site-reviewer (2016-present) for the Commission on Collegiate Nursing Education (CCNE), I serve the college and the profession with knowledge of their accreditation activities for nursing programs and practices. Elected to serve on the National League for Nursing Education Accreditation (CNEA) nominations committee 2017-2018 and appointed chair from 2018-2019. Served on the American Organization for Nursing Leadership

Foundation Selection Education Committee from 2015-2016. Appointed to the Innovations of Regulations Committee for National Council of State Boards of Nursing from in 2009. Completed The Ohio State University-Teaching Support Program: cross-disciplinary evidence-based teaching practices. University Institute for Teaching and Learning. -2019.

D. Research Support and/or Scholastic Performance related to Teaching/Learning (past 10 years)

My research and scholarship contributions are in Evidence-Informed Health Policy (EIHP) in leadership, education, and practice regulation. My EIHP textbook (2019) provides advocates with theory and educational considerations to inform policymaking. Education innovations emerged from my work as the State Coordinator to lead Ohio's involvement in the national Transition to Practice (TTP) research study (2011-2014). The results transformed the preceptor's role and responsibility and introduced nurse residency education programs nationally. In Ohio, I served as the primary investigator on the state Medicare and Medicaid QI education project. This project included four DNP students implementing an evidence-based QI project, interpret findings, and write an abstract. The abstract was *Coaching QI: Impacting the Management of Hypertension in Ohio* and was presented by the students in a poster session during the 2020 virtual Midwest Nursing Research Society annual conference. Significant achievements in student mentoring include six peer-reviewed publications, and one poster presentation. A list of program grants, select publications, and presentation is provided below.

GRANTS

Zurmehly, J. Role**: primary-investigator**. Hypertension Quality Improvement Project (QIP) subgrant through The Ohio Colleges of Medicine Government Resource Center and Centers of Medicare and Medicaid Services. **(7/3/2019-6/30/2020).** Total awarded: 44,683.00. **Potential Impact: Status:** Manuscript is in progress. **Status:** DNP student Poster accepted Midwestern Nursing Research Society Conference, 2020. **Effort 100%**

Publications

Cook, C., L., Bowles, W., **Zurmehly,** J., McDaniel, J. (2019) Provider-directed education to reduce unnecessary neuroimaging in uncomplicated headache disorders. *Journal of the American Association of Nurse Practitioners.* 2019 August 22 doi: 10.1097/JXX.000000000000028

Knupp, A. M., Patterson, E. S., Ford, J. L., **Zurmehly, J**., & Patrick, T. (2018). Associations Among Nurse Fatigue, Individual Nurse Factors, and Aspects of the Nursing Practice Environment. *Journal of Nursing Administration*, *48*(12), 642–648. doi:10.1097/NNA.0000000000000693.

Zurmehly, J. (2018). Implementing a Nurse-Driven Protocol to Reduce Catheter-Associated Urinary Tract Infections in a Long-Term Acute Care Hospital. *Journal of Continuing Education in Nursing*, *49*(8), 372–377. doi:10.3928/00220124-20180718-08.

Books

Loversidge, J.M. & **Zurmehly, J.** (2020). *Evidence-informed health policy: Using EBP to transform policy in nursing and healthcare—Instructor's Guide.* Indianapolis, IN: Sigma Theta Tau International. PDF ISBN: 9781948057028.

Loversidge, J.M. & **Zurmehly, J.** (2020). *Evidence-informed health policy: Using EBP to transform policy in nursing and healthcare—**Student Workbook**.* Indianapolis, IN: Sigma Theta Tau International. PDF ISBN: 9781948057028.

Presentation

Loversidge, J.M. & Zurmehly, J. May 27-29, 2020 (postponed due to COVID-19) *Transition-to-Practice and QSEN Competency Improvement: Implications for Academic-Practice Partnerships Based on CNO Survey Findings*. Quality and Safety in Nursing Education (QSEN) International Forum, Philadelphia, PA