



CASE WESTERN RESERVE UNIVERSITY
Faculty Senate

Tuesday, October 21, 2008
3:30-5:30 p.m. – Adelbert Hall, Toepfer Room

AGENDA

1. 3:30 Approval of minutes from the September 24, 2008 faculty senate meeting, *attachment* G. Starkman
2. 3:35 Report from the Secretary of the Corporation C. Trembl
3. 3:40 President's announcements B. Snyder
4. 3:45 Provost's announcements B. Baeslack
5. 3:50 Chair's announcements G. Starkman
6. 3:55 Report from the Executive Committee C. Musil
7. 4:00 Approval of new Master of Nursing (MN) *attachment* A. Levine
8. 4:10 Approval of Life/Disability for Part-time Faculty *attachment* S. Case
K. Ledford
9. 4:15 Report from *ad hoc* Committee on Grievance Process Reform, *attachment* B. Leatherberry
10. 4:25 Realignment of Senate Standing Committees G. Starkman
11. 4:30 Faculty Senate budget priorities G. Starkman
12. 4:40 Report on University Finances J. Sideras
B. Brown



CASE WESTERN RESERVE UNIVERSITY
Faculty Senate
Minutes of the Meeting of October 21, 2008
Toepfer Room, Adelbert Hall

Members present

Kathryn Adams
Keith Armitage
Bud Baeslack
Christine Cano
Joseph Carter
Susan Case
Martha Cathcart
Mark De Guire
Dave Diles
Molly Fuller
Steven Garverick
James Harris
Susan Hinze

Christine Hudak
Elizabeth Kaufman
Cheryl Killion
Wilbur Leatherberry
Kenneth Ledford
Alan Levine
Jacqueline Lipton
Leonard Lynn
Charles Malemud
Frank Merat
Kathryn Mercer
Roland Moskowitz
Carol Musil

Ray Muzic
Joseph Prael
Roy Ritzmann
Cassandra Robertson
Alan Rocke
Jonathan Sadowsky
Benjamin Schechter
Barbara Snyder
Glenn Starkman
Susan Tullai-McGuinness
Elizabeth Woyczynski

Members Absent

Jeffrey Alexander
Cynthia Beall
Nabil Bissada
Robert Bonomo
Sami Chogele
William Deal
Robert Greene

Peter Haas
Kenneth Loparo
Sana Loue
David Matthiesen
Shirley Moore
Diana Morris
Ronald Occhionero

Faisal Quereshy
Jonathan Sadowsky
Scott Shane
Elizabeth Tracy
Michelle Walsh

Others Present

Dan Anker
Christine Ash
Paula Baughn
Glenn Bieler
Robert Brown
Joanne Eustis
Donald Feke

Cleve Gilmore
Beth Fuller Murray
Cleve Gilmore
Virginia Leitch
Dean Patterson
Chuck Rozek
Ginger Saha

Chris Sheridan
John Sideras
Lynn Singer
John Wheeler
Jeff Wolcowitz

Call to Order

Professor Glenn Starkman, chair of the faculty senate, called the meeting to order at 3:30 p.m.

Approval of minutes

Upon motion, duly seconded, the minutes of the Faculty Senate meeting of September 24, 2008 were approved as submitted.

Report from the Secretary of the Corporation

In the absence of Jeanine Arden Ornt, Colleen Trembl, deputy general counsel, presented a summary of the October 17 Board of Trustees meeting. Charles "Bud" Koch succeeded Frank N. Linsalata as chair of the Board of Trustees. The Trustees approved the interim Conflict of Interest policy.

Report from Human Resources on Benelect

Amy Sheldon, benefits manager in the human resources office, reported on the 2009 Benelect rates. Prof. Susan Case, chair of the faculty compensation committee, noted that administrators had worked very hard to keep the 2009 rates low. (*attachment*)

President's announcements

President Barbara Snyder thanked the Faculty Senate for its work to review, amend and approve the interim Conflict of Interest policy that was approved by the Board of Trustees at its October 17 meeting.

Provost's announcements

Provost Bud Baeslack who started at Case Western Reserve on October 1 noted that he has been busy meeting with faculty and administrators and starting talks about implementation of the university's strategic plan.

Chair's announcements

Prof. Glenn Starkman noted that an interim Conflict of Interest policy was approved by the Faculty Senate Executive Committee and the Board of Trustees. An *ad hoc* committee on University Faculty-Level Committees was formed. Feedback on the report by the *ad hoc* committee on Undergraduate Education and Life has been solicited from faculty committees at the schools with undergraduate programs and from key administrators.

Report from the Executive Committee

Prof. Carol Musil, chair-elect of the faculty senate, related that the executive committee had discussed *A Mentoring Guidebook for Faculty*, <http://gss.case.edu/documents/2007-2008/MentoringDocuments/GSS--Mentoring%20Guidebook%20for%20Faculty.pdf> authored by graduate students. Also discussed were the COACHE, Climate, and Faculty Salary surveys; the Executive Committee agreed to solicit and discuss the results of these surveys each year.

Presentation of the proposed Master's degree in Nursing

Prof. Alan Levine, chair of the graduate studies committee, presented the new Master's in Nursing degree, which had been reviewed and approved by the Graduate Studies Committee and the Executive Committee. Upon motion, duly seconded, the Faculty Senate approved the Master's in Nursing degree as submitted. (*attachment*)

Discussion of Life /Disability for Part-time Faculty

Prof. Susan Case, chair of the faculty compensation committee, indicated that the Faculty Compensation Committee and the Budget Committee had reviewed and approved the proposal. Upon motion, duly seconded, the Faculty Senate approved the Life/Disability policy as submitted. (*attachment*)

Report from the *ad hoc* Grievance Process Reform Committee

Prof. Bill Leatherberry, chair of the *ad hoc* grievance process reform committee, summarized the committee's report. Prof. Leatherberry will present the proposal to Provost Bud Baeslack; the details of the pilot program will be submitted to the Executive Committee after the *ad hoc* committee has incorporated the administration's feedback. (*attachment*)

Discussion of *ad hoc* Committee on University-Level Faculty Committees

Prof. Glenn Starkman explained that the committee was formed to make recommendations to improve the efficiency and effectiveness of faculty senate committees and other university-level committees. He encouraged faculty who would like to serve on this *ad hoc* committee to contact him.

Discussion of Faculty Senate Budget Priorities

Prof. Glenn Starkman encouraged faculty senate members and committees to submit their proposals for university budget priorities by the end of the month.

Presentation on the State of the University's Finances

John Sideras, interim senior vice president for finance, and Bob Brown, treasurer, presented a profile of the university's finances. Mr. Sideras explained that the university recently terminated its deficit 2 years earlier than planned. Mr. Brown detailed the measures the university is taking to monitor and protect its investments in light of recent stock market declines and instability.

Adjournment

Upon motion, duly seconded, the meeting was adjourned at 5:30 p.m.

APPROVED
by the
FACULTY SENATE



ELIZABETH H. WOYCZYNSKI
SECRETARY OF UNIVERSITY FACULTY



CASE WESTERN RESERVE UNIVERSITY

FRANCES PAYNE BOLTON SCHOOL OF NURSING

Case Western Reserve University
10900 Euclid Avenue
Cleveland, Ohio 44106-4904

October 10, 2008

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patricia.underwood@case.edu
Web <http://fpb.case.edu>

Charles Rozek, PhD
Dean of Graduate Studies
Case Western Reserve University
10900 Euclid Ave.
Cleveland, OH 44106

Dear Dr. Rozek,

I am writing in support of the change of the Frances Payne Bolton (FPB) School of Nursing's Certificate of Professional Nursing (CPN) program to the Master of Nursing (MN) degree and to clarify the financial issues involved in this change. The initial letter from Dean Wykle and the proposal indicated that the MN program would be budget neutral. That is the case with respect to not requiring additional resources beyond marketing. Dean Wykle has made a commitment to provide those resources and they will be allocated within the current FY 09 budget.

It is anticipated that the current surplus of revenues over expenses will be decreased slightly due to the tuition payment mechanism. Currently, students pay for 12 credits and can take up to 18 credits per semester. In the current CPN (certificate) program, during three semesters students pay for 12 credits and take 18. In the summer semester, students take 11 credits and pay for them individually. The total credits for the CPN is 64.5. In the MN program, during all four semesters students pay for 12 credits and take up to 18 so they pay for 48 credits and take a total of 72 credits. Thus, the MN program offers students 7.5 additional credits at a cost of 1 additional credit in tuition. The additional 7.5 credits are courses from the MSN program that, in the current CPN program, would be taken in later semesters and paid for by the credit hour. We believe this is a recruitment advantage in an economically challenged environment. As MN graduates are able to obtain jobs while completing the DNP program, student satisfaction, enrollment and the consequent surpluses are anticipated to increase.

This proposed change to a MN program is essential in assuring that FPB is able to provide second career students a legitimate, viable, and desirable option for entering the nursing profession. The MN is a more appropriate first component of the Doctor in Nursing Practice program than the CPN. Without such a change, we will lose the ability to be competitive in recruiting academically talented non-nursing graduates into our DNP program. Without this program change, we anticipate that enrollment will continue to fall and our CPN program will no longer be viable.

Sincerely yours,

Patricia Underwood PhD, RN, FAAN
Executive Associate Dean of Academic Programs



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September 22, 2009

Charles Rozek, PhD
Dean of Graduate Studies
Case Western Reserve University
10900 Euclid Ave.
Cleveland, OH 44106

Dear Dr. Rozek,

Attached please find the Frances Payne Bolton School of Nursing's proposal to change the current Certificate of Professional Nursing, awarded after successful completion of the pre-licensure phase of the Graduate Entry DNP Program, to the Master of Nursing (MN) degree.

The proposal includes the main document plus 4 addenda.

We appreciate your attention to this proposal and respectfully request that the School of Graduate Studies and Graduate Studies Committee keep me posted of the progression of the proposal. Please let me know if any additional information or clarification is needed.

Sincerely yours,

A handwritten signature in black ink that reads "Patricia W. Underwood".

Patricia Underwood PhD, RN, FAAN
Executive Associate Dean of Academic Programs

cc. Dr. Deborah Lindell
Director, Graduate Entry DNP Program

Dean May L. Wykle

Frances Payne Bolton School of Nursing
Graduate Entry DNP Program
Proposal to Replace Existing Certificate of Professional Nursing
With Master of Nursing Degree

Approved by Frances Payne Bolton School of Nursing
Curriculum Committee (8/25/08) and Faculty (9/8/08).

I. Designation of New Graduate Program:

The Graduate Entry DNP Program, Frances Payne Bolton School of Nursing, Case Western Reserve University proposes to award the Master of Nursing (MN) degree on successful completion of the pre-licensure phase of the Graduate Entry DNP Program. The MN degree will replace the current Certificate of Professional Nursing (CPN). This proposal involves only the Bolton School of Nursing; no other management center is involved.

II. Brief Description of Intellectual Rationale and Purpose

The DNP Program for students with non-nursing baccalaureate degrees has been offered since 1990 as a three-stage program:

- Stage 1 (pre-licensure) focuses on preparation for licensure as a Registered Nurse. At the end of Stage 1, students receive the Certificate of Professional Nursing which allows them to sit for the National Council Licensure Exam (NCLEX-RN).
- Stage 2 (MSN) Students then continue onto the Master of Science in Nursing (MSN) Program where they receive specialty preparation and earn the MSN degree.
- Stage 3 (DNP) Students take doctoral level courses and earn the DN P degree.

In the almost 20 years since this configuration of the program was introduced, on-going internal and external, multi-stakeholder program evaluation has revealed a clear expectation and need for our students to receive a degree rather than the CPN on completion of the pre-licensure phase of the Graduate Entry DNP Program. Once licensed as Registered Nurses, our students face barriers to practice and continued education in a number of settings, roles, and programs. In a number of instances, our students have been not hired or not admitted to other educational programs because they held a certificate rather than a degree.

The purpose of the proposed change from the CPN to the MN Degree is to eliminate barriers to professional nursing practice and future formal education encountered by students receiving the CPN. As awarded in this program, the MN will be a generic master's degree; the students will not be prepared in an advanced practice nursing specialty. They will, however, take 14-16 credits of core courses in the current MSN program so that progression in the MSN program will be facilitated.

III. Description of Proposed Curriculum

(The following information about the program is taken from the *2007-2008 Bulletin of the Frances Payne Bolton School of Nursing*. Deletions for the proposed MN phase are indicated with strike-out; additions are highlighted). All other aspects will remain the same.

A. Description of the Graduate Entry DNP Program: (from FPB website)

The Graduate Entry Doctor of Nursing Practice (DNP) Program for baccalaureate-prepared college graduates begins with an on-site, accelerated (~~16 month~~, 20 month, 4 semester) program. Upon completion of this "pre-licensure" component, students receive the ~~Certificate of Professional Nursing~~, Master of Nursing degree (MN), which qualifies them to sit for the NCLEX-RN exam to become a registered nurse.

The student then studies an advanced practice nursing curriculum in our MSN Program. Upon successful completion of this program, the student is awarded the MSN degree and is qualified to take the advanced practice certification exam in their specialty.

Students can take the DNP doctoral-level courses concurrently with the MSN curriculum or after completing the MSN. They may also apply for the PhD Program after completing the MSN. Many MSN courses and all of the DNP doctoral level courses are taught in our user-friendly intensive course format and other MSN courses are taught in a web-based format. Our admissions advisors are more than happy to help you chart your course to a rewarding career in nursing.

B. Admission Criteria (no change) (see Appendix A)

C. Progression Criteria (only change is to substitute MN for CPN) (see Appendix B)

D. Characteristics of the MN Graduate – (See Appendix C, pg 1-2).

- The Characteristics of the Graduate (8 categories) are used to describe outcomes for all students of each program in the Bolton School of Nursing.
- For the MN degree, the characteristics are based on the competencies delineated for the graduate nursing level in the Quality and Safety Education in Nursing (QSEN) model and designed to be intermediary between the BSN and MSN characteristics of the graduate.

E. Proposed Master of Nursing (MN) Curriculum Plan (see Appendix C, pp 2-3)

- The proposed curriculum incorporates the current Graduate Entry DNP pre-licensure curriculum for the class entering Fall, 2008 + 8 to 10 credits toward the MSN degree (total of 14-16 credits toward the MSN).

F. Proposed MN Articulation (see Appendix C, pg 4).

- This diagram indicates how the Proposed MN program will articulate with other programs of the School of Nursing.
- The MN to PhD track has been approved by the PhD Council of the Bolton School of Nursing, pending approval of the overall MN degree by CWRU and the State Board of Regents.

G. Comparison of Current CPN Curriculum to MN Curriculum

Element	Fall, 2008 CPN Curriculum	Proposed MN Curriculum
Admitted to Graduate Entry DNP Program (pre-licensure, MSN & DNP)	Yes	Yes
Eligible to apply for RN license	Yes	Yes
Length of pre-licensure program -semesters	16 months (Fall, Spring, Summer, Fall semesters)	20 months (Fall, Spring, Fall, Spring semesters)
Total credits in program	64.5 cr	72 cr

Total credits paid by student (Prelicensure DNP students who take 12-18 credits, pay for 12 credits; less than 12 credits is paid by the credit hour).	47 cr	48 cr
Total credits/clock hours didactic (1cr x 1 clock hr x 15 weeks)	42.5 cr/637.5 clock hr	49.5/742.5 clock hr
Total credits/clock hours lab (1 cr x 2 clock hr x 15 weeks)	3.5 cr/105 clock hr	4.5cr/135 clock hr
Total credits/clock hours clinical (1 cr x 4 clock hr x 14 weeks)	18.5 cr/1036 clock hr	18.0 cr/1008 lock hr
QSEN (Quality and Safety Education in Nursing) competencies at graduate level	No	Yes
Credits completed toward MSN	6 cr	14-16 cr
Length of time to MSN (FNP major) including interim between CPN and MSN (full time student)	39 months	39 months

IV. Administrative Arrangements For Program; Academic Units Involved

Administration of the MN program will require no changes in administration arrangements for the Frances Payne Bolton School of Nursing. The MN degree curriculum will be administered by the Director of the Graduate Entry DNP Program (an existing position) who is currently responsible for the Certificate of Professional Nursing curriculum. The Director of the Graduate Entry DNP Program reports to the Executive Associate Dean for Academic Programs (existing position), Frances Payne Bolton School of Nursing, Case Western Reserve University.

V. Evidence of Need

Quantitative and qualitative evaluation feedback from students awarded the Certificate of Professional Nursing (CPN) clearly indicates these individuals regularly experience barriers to nursing practice and continued education (see below). They further indicate that, given the tuition cost of the pre-licensure phase of the program (over \$60,000 in 2007), they should receive a “degree” that is at least of an undergraduate and preferably graduate level, not encounter any barriers to practice and education, and not require special letters or other explanations of the program in order to pursue opportunities in licensure, practice or education. Internal and external evaluation indicates students holding the CPN face the following issues and barriers. It is anticipated the MN program will eliminate these issues and barriers.

- Internal Barriers and Issues:
 1. Confusion Over the Type of the Program: Faculty and students have difficulty categorizing the program in standardized surveys and other data collection situations. For example, accrediting agencies look for evaluation data that compares the program to “peer” institutions. We have not been able to find suitable “peer” institutions. Despite our efforts to clearly communicate the nature of the Graduate Entry DNP Program, a student in the 3rd of 4 semesters in the pre-licensure phase of the program, who is very supportive of the program, recently wrote the following comment in an email to the Program Director: “In fact, I am not even sure what exactly I will "end up with" in December as a result of the Pre- Licensure portion of this program”.
 2. Graduates Need to Explain the Program to Others: For at least 12 years, students in the last semester of the pre-licensure program have received a single-spaced, full

page letter from the Dean of the School of Nursing designed to explain the concept of the CPN program. Students report they find it necessary to show the letter to potential employers, educational institutions, state licensing boards, and other interested parties in order to adequately explain the program.

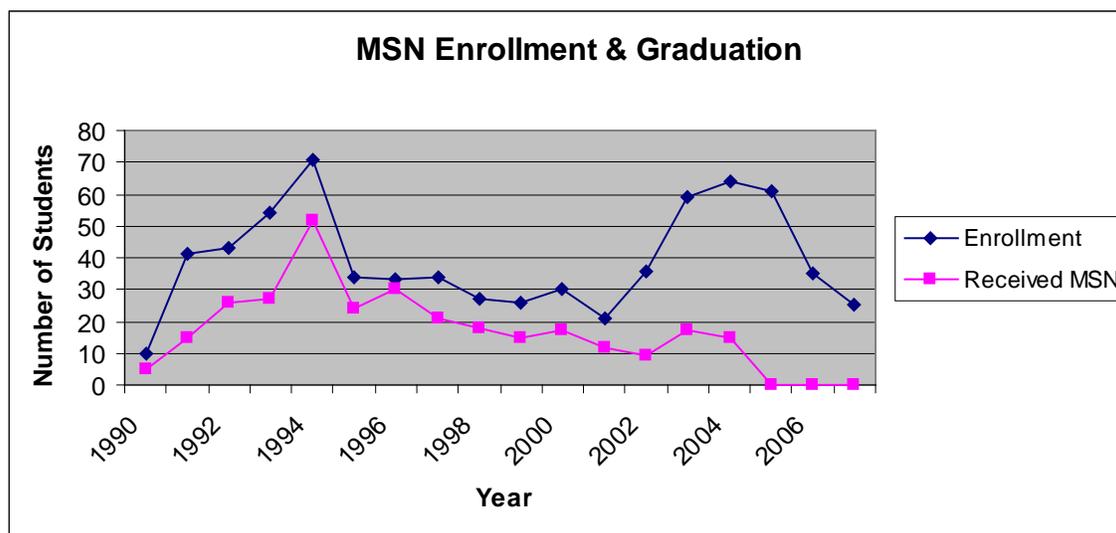
3. Students Not Considered Alumni: Students who receive the CPN are not “graduates” and do not hold a “degree”. Thus they are not automatically considered alumni of the School of Nursing until they receive the MSN.
 4. Graduates Are Barred from the PhD Program: Students cannot apply for the Bolton School’s PhD program until they complete the MSN degree and are not candidates for the Bolton Schools BSN to PhD program, as one of the admission criteria includes “a first degree in nursing”. This restricts educational opportunities for students who are outstanding academically and often have prior educational and practical experience in research. At least one student holding the CPN has pursued a PhD degree in non-nursing discipline at CWRU because she could not apply for the PhD in nursing until she received an MSN.
 5. Satisfaction Is Not At Established Standard: The following data is from a 2007 survey of nurses who completed the CPN from 2001 through 2006. 5-7
 - a. Percentage of participants rating key programmatic outcomes as 5-7 on a 7 point scale (7 = highest rating).
 - i. Fulfilled expectations: 54.5%
 - ii. Prepared for NCLEX: 69.7%
 - iii. Cost to quality of preparation was good-excellent: 57.5%
 - iv. Would recommend the program: 48.4%
 - b. Qualitative Feedback from CPN Recipients:
 - i. Participants reported that, given the cost of the program, they should receive a degree and have no barriers to practice after receiving the Certificate of Professional Nursing.
- External Barriers and Issues – potential barriers to practice and continued education.
 1. Barriers to Licensure in Some States Outside of Ohio: Inability or difficulty in application for licensure in states that require an initial degree in nursing (ADN, BSN, MSN) and will not accept a diploma or certificate. On several occasions, the Program Director has had to intervene with a Board of Nursing to explain and/or provide additional documentation regarding the CPN program.
 2. Barriers to Employment: Employers, such as the Veterans Administration (VA) require RNs hold a minimum of a BSN. Students with the CPN hired at Wade Park VA, Cleveland, OH have continuation in the MSN program as a condition of employment. If they do not continue in the MSN program, their employment is terminated. Further, graduates of the MSN program, who initially held the CPN, have faced difficulty when seeking clinical privileges to practice in some health care settings.
 3. Barriers to Serving in the Military: CPN recipients cannot apply for appointment as an officer in nursing in the military (at least BSN required).
 4. Barriers to Further Education: Application to certain MSN programs including certain Certified Registered Nurse Anesthetist programs requires a BSN and applications from CPN recipients are not accepted.
 5. Cannot be Employed as a Nursing “Teaching Assistant” in Ohio: According to the State of Ohio Law and Rules on Nursing Education Programs, CPN holders who are RNs but do not hold the MSN and are not enrolled in a graduate program in nursing cannot be employed by CWRU or any other School of Nursing in Ohio. (<http://codes.ohio.gov/oac/4723-5>). As noted above, this rule not only limits the

Bolton School's ability to hire our own students, but also limits our ability to contribute to the available pool of nursing faculty at a time of severe faculty shortages that limit enrollment by schools of nursing.

VI. Prospective Enrollment

As indicated in the graph below, enrollment in the CPN phase of the program, over the past 7 years, has ranged from 21 to 65 students. It is believed the higher enrollment in 2003-2005 was the result of students attending the program because they could complete the pre-licensure phase (16 mo) before they would be able to enroll in Accelerated BSN programs or Associate Degree programs which, at the time, had long wait lists. These wait lists have eased in recent years with the addition of new programs.

It is anticipated that enrollment will increase to an average of 35-40 students. Data on progression to the MSN are noted below. Data on completion of the DNP and PhD are difficult to track. Our best evidence in recent years indicates an increase in the number of students taking doctoral level DNP courses and approximately 2-3 students in the past 10 years have pursued the PhD in Nursing.



VII. Availability and Adequacy of Program Faculty and Facilities

Essentially, the MN program is the current CPN program for students entering Fall, 2008 plus 8-10 credits of MSN courses. Therefore, implementation of the MN program will not require any new courses. The additional credits are composed of courses students would have taken in the post-licensure (MSN) phase of the program.

However, due to the limited proportion of CPN recipients continuing into the MSN and DNP Programs, it is anticipated that more students will take the MSN courses than at present. Adequate numbers of qualified faculty are available to teach the MN didactic curriculum and provide advising support to the students. If enrollment should increase, the program will need additional lab and clinical instructors. Given the current enrollment, adequate numbers of qualified faculty are available to provide lab and clinical instruction with no more than 8 students in each clinical group.

VII. Need for Additional Facilities and Staff and Plans for Meeting Those Requirements

Should enrollment increase, the currently available faculty can meet the needs of students for didactic instruction. If additional lab and clinical instructors are needed, faculty resources will be hired as needed.

VIII. Projected Financial Needs to Support Program and Adequacy of Expected Financial Support

According to data provided by the School of Nursing's Assistant Dean for Finance and Administration, the MN program will not require additional (above the current budget) financial resources other than those needed to market the program (See brief Financial Analysis below and Detailed Analysis in Appendix D). Dean Wykle has indicated that she is prepared to provide additional resources for marketing of the MN Program.

	CPN	MN
Total faculty salary cost	\$ 360,103.00	\$ 391,653.00
Total FPB revenues pre-licensure, MSN and DNP	\$4,543,380.00	\$4,173,240.00
Total FPB expenses pre-licensure, MSN and DNP	\$1,820,981.03	\$1,731,558.94
Total FPB surplus pre-licensure, MSN and DNP	\$2,722,398.97	\$2,441,681.06

IX. Copies of Reports from Consultants or Advisory Committees Used in the Planning Process

The proposed MN program has been approved by the Curriculum Committee (8/25/08) and Faculty (9/8/08), Frances Payne Bolton School of Nursing.

The proposed MN Program was discussed with Dedra Hanna, Director of Financial Aid, Frances Payne Bolton School of Nursing. She anticipates no negative implications regarding financial aid. As noted in the table in Section III-E, the total cost to students in credits of tuition will increase by 1 credit (48 for the MN versus 47 for the CPN) and students will receive the MN degree plus 14-16 credits (versus current 6 credits) toward the MSN.

The proposed MN program was discussed with Joyce Zurmehly, PhD, RN, Education Consultant, Ohio Board of Nursing (OBN) on 9/2/08. She indicated that, because the overall philosophy of the program will not change, the proposed curriculum will not require formal approval by the OBN. However, the Program Director will send an overview of the proposal to Dr. Zurmehly. She will inform key board and staff members of the Ohio Board of Nursing about the anticipated change. It will also be reported, as required by law and rule, in the Program's 2008-2009 Annual Report to the OBN. Once the MN program is approved by CWRU and the Board of Regents, our listing under Nursing Education Programs on the Ohio Board of Nursing website will be changed from "Certificate Leading to the Master of Science in Nursing and Doctor of Nursing Practice" to "Master of Nursing" degree.

X. Letter of Support from Dean May L. Wykle -see Appendix E

Frances Payne Bolton School of Nursing
Graduate Entry DNP Program
Proposal to Replace Existing Certificate of Professional Nursing
With Master of Nursing Degree

Addendum A - Admission Criteria (no change)

ADMISSION REQUIREMENTS

Applicants for Enrollment in Fall 2009

For questions or information, contact [Dr. Deborah Lindell](#), Director, Graduate Entry DNP Program.

ADMISSION OPTION 1: POST BACCALAUREATE

Requirement
<ul style="list-style-type: none">• BA or BS with acceptable GPA (3.0 cumulative; 2.5 natural science; 2.5 behavioral sciences). A grade of C (2.0) or higher is required for individual pre-requisite courses.• English Composition: One course or integrated equivalent; at least 3 credits• Chemistry: One course in general or inorganic chemistry plus one course in organic chemistry or biochemistry equivalent to Case Western Reserve's BIOL 121 within 5 years prior to enrollment (lab preferred). At least 6 credits total.• Human Anatomy and Physiology: with labs within 5 years prior to enrollment. At least 6 credits total.• Microbiology: one course with lab within 5 years prior to enrollment. At least 4 credits total.• Sociology or Anthropology: one course, at least 3 credits• Psychology: one course, at least 3 credits• Human Growth and Development Across the Lifespan: one course; at least 3 credits• Statistics: one course, at least 3 credits, equivalent to Case Western Reserve's NUND 201 or STAT 201 (must include ANOVA) required within 5 years prior to enrollment in the program• GRE General Test: Verbal-500, Quantitative-500, and either Analytical-500 OR Analytic Writing 4.0 OR Miller Analogies Test (MAT): 45 (before 10/04) or 400 (after 10/04)• International Applicants: Contact Student Services for additional requirements

ADMISSION OPTION 2: SENIOR YEAR IN PROFESSIONAL STUDIES

A student in a college with a formal arrangement with the Bolton School may apply to enroll in the SYPS leading to RN licensure and then graduate study in nursing. SYPS applicants must meet all admission requirements listed above. Students whose undergraduate institutions do not have an agreement with the Bolton School may arrange a SYPS on an individual basis. Information about arranging this program is available from the [Office of Student Services](#). Students earn a B.A. or B.S. from the participating college or university upon successful completion of the first year of the DNP program.

Students at Case Western Reserve University must apply through the undergraduate dean of their respective schools at the beginning of their junior year. For the University to award a B.S. or B.A. degree at the end of the successful completion of the first year of the DNP program, the following must be met:

- Completion of the Case Western Reserve University Core Curriculum and two semesters of physical education, unless excused from the latter.
- Completion of three quarters of the major and minor concentration requirements.

- Completion of at least 90 semester hours of academic credit, with the final 60 hours being while in residence on campus with no more than 6 semester hours earned in courses taken in another institution, either by cross-registration or by approved transfer of credit.

Frances Payne Bolton School of Nursing
Graduate Entry DNP Program
Proposal to Replace Existing Certificate of Professional Nursing
With Master of Nursing Degree

Addendum B - Progression Criteria
(no substantive change -addition of MN program highlighted)

Progression in the Doctor of Nursing Practice degree program is contingent upon satisfactory achievement in all required courses. To maintain satisfactory academic standing, students enrolled for the **pre-licensure component** of the Graduate Entry DNP program must attain and maintain a GPA of 3.0 or above. C, the lowest passing grade, is viewed as borderline performance. An overall GPA of 3.0 is required to receive the ~~Certificate of Professional Nursing~~ **Master of Nursing degree and** to progress to the post-licensure component of the Graduate Entry DNP Program.

If a student's semester GPA is less than 3.0 or the overall GPA is less than 3.0, the student will be placed on probation and an individualized plan will be developed and documented. The student will be removed from probation when the overall GPA is 3.0 or higher. If the student is on probation for two semesters, the student's record will be reviewed by the Executive Committee to determine whether extenuating circumstances warrant an additional semester of probation or whether the student should be separated from the program.

DNP students in the **post-licensure component** of the Doctor of Nursing Practice program must select the letter grade option (A, B, C, F, or W) when registering for all required nursing courses (except NUND 500) and achieve a minimum grade point average of 3.0 for the semester. In the event that a student's cumulative grade point average falls below a 3.0 during any semester of matriculation, the student will be placed on academic probation. In order to remove the academic probation the student must, in the next semester for which he or she is registered, achieve grades at a level sufficient to increase the overall GPA to a 3.0. If a student on academic probation fails to be removed from that status within one academic semester following the one with academic difficulty, the student will be excluded from the program.

Students who enter the Doctor of Nursing Practice program at the pre-licensure level must achieve a cumulative grade point average of 3.0 or above in all courses taken for credit as a DNP student at the Frances Payne Bolton School of Nursing to be awarded DNP degree ...All DNP students must successfully defend the thesis or research project **(refer also to Progression Policy for the MSN Program)**.

When a student receives a grade of F for a required course, the student must register for that course the next semester in which the course is available. Doctor of Nursing Practice degree students who receive two failing grades indicating unsatisfactory performance (F, NP, or U) in required courses will be excluded from the School of Nursing.

Progression from one semester to the next in the Pre-licensure Component of the DNP Program is contingent upon passing grades in all courses taken in the preceding semester.

**Frances Payne Bolton School of Nursing - Graduate Entry DNP Program
Proposed Master of Nursing Degree (MN) (pre-licensure)**

Purpose: To implement the concept of awarding a Master of Nursing Degree (MN) approved by FPB faculty, May, 2008.

Goal: Implement Entering Class, Fall 2009

Students admitted to: Graduate Entry DNP Program leading to MN, MSN, & DNP.

Admission and Progression Criteria: no change from current requirements

Framework of MN Program: Quality and Safety Education in Nursing (QSEN) Model including Graduate Level Competencies

Proposed MN Characteristics of the Graduate

	BSN/Cert Professional Nursing	Master of Nursing (MN)	MSN	DNP
Teaching/ Learning	Teaches and counsels individuals, families and other groups about health, illness and health seeking behaviors	Provides opportunities for individuals, other professionals, populations and communities to enhance their knowledge about health, illness, and health seeking behaviors through consultation and education conceived in partnership with the learner.	Develops and teaches educational offerings and provides consultation with other professionals/populations and communities about health, illness and health-seeking behavior	Initiates and develops educational offerings and provides consultation with other professions/populations and communities about health, illness and health seeking behavior
Research/ Inquiry	Critiques and applies research findings to clinical practice	Integrates best current evidence to continuously improve the delivery of care and identify areas where further evidence is needed.	Identifies clinical research problems, initiates utilization of research and participates in scientific inquiry	Initiates, designs, conducts, directs and reports clinical research studies
Nature of Practice	Provides direct patient care and assumes leadership role in directing nursing care to individuals, groups and families	Provides and directs nursing care for individuals, groups, families and populations, that focuses on safety, quality, and the recipients' needs, preferences and values.	Assumes functions and role of the Advanced Practice Nurse	Assumes functions and role of Advanced Practice Nurse and evaluates system-wide processes and directs changes in outcomes
Leadership	Participates and assumes beginning leadership roles	Assumes beginning nursing leadership roles that are directed toward outcomes evaluation and	Assumes leadership positions in organizations at the local/state/national level	Assumes leadership positions of increasing complexity at the local/state/national levels

	BSN/Cert Professional Nursing	Master of Nursing (MN)	MSN	DNP
		implementation of care improvement initiatives.		
Ethics	Uses principles of ethics and the professional code as a framework for decision making	Applies ethical principles in complex nursing situations.	Applies ethical principals in Advanced Practice Nursing	Analyzes ethical issues in generating policy and practice recommendations
Collaboration	Works effectively as a member of an interdisciplinary health care team	Promotes nursing and inter-professional collaboration to achieve safe, quality healthcare.	Initiates interdisciplinary teams to enhance practice	Develops systems to establish and promote interdisciplinary teams

Communication	Uses effective communication techniques with diverse clients, colleagues, and information systems	Integrates technology and interpersonal techniques in communication, knowledge management, error mitigation, and decision-making with diverse clients and colleagues.	Establishes effective communication systems among clients and colleagues	Evaluates communication systems and generates new models to effect system change
Policy Development	Describes process of health care policy development	Actively participates in policy development at local, unit, and state levels to promote safe, quality healthcare.	Contributes to policy development through active participation in legislative processes	Analyzes impact of health care policy on delivery systems and implements changes

Proposed Curriculum MN Program

	Semester I, Fall	credits
NUND 401	Introduction to Discipline & Practice of Nursing (Didactic 4.0, Clinical 2.5, Lab 1.0)	7.5
NUND 410	Health Assessment (Didactic 1.5, lab 1.0)	2.5
NUND 402	Introduction to Pharmacology	3.0
NUND 403	Nursing Informatics	1.0
NUND 4XX	Issues and Ethics in Healthcare	2.0
NUND 404A	Inquiry A for the Graduate Entry DNP	2.0
	Total	18

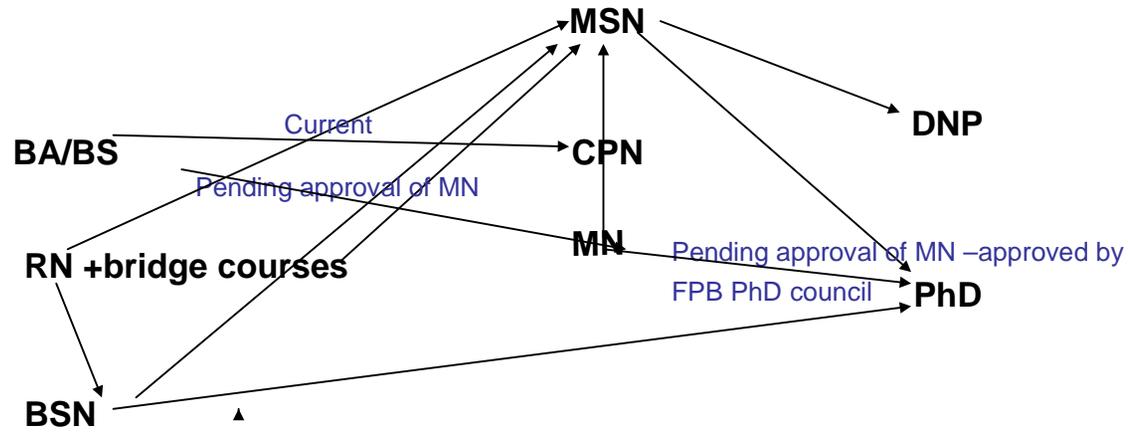
	Semester II Spring	credits
NUND 4XX	Acute Care Nursing of Adults (Didactic 4.0, Clinical 4.0, Lab 0.5)	8.5
NUND 4XX	Public Health Nursing A (Didactic 1.0, Clinical 1.0)	2.0
NUND 4XX	Aging in Health & Illness	2.0
NUND 4XX	Altered Human Functioning	3.0
NUND 4XX	Professional Role Development Seminar: Leadership (currently 1.0, add 0.5 policy)	1.5
NUND 4XX	Introduction to Genetic Concepts in Nursing	1.0
	Total	18

	Semester III, Fall	credits
NUND 4XX	Child/Adolescent in Health & Illness OR Parents & Neonates in Health & Illness (Didactic 2.0, clinical 2.0, lab 0.5)	4.5
NUND 4XX	Psychiatric Mental Health Nursing (Didactic 2.0, clinical 2.0)	4.0
NUND 4XX	Concepts of Management	2.0
NUND 404B	Inquiry B for the Graduate Entry DNP (intensive)	2.0
NUNP 410	Health Promotion Across the Lifespan	2.0
NUND 4XX	Professional Role Development Seminar: Policy/teaching & learning. (Current 1.0, add 0.5 cr)	1.5
NUND 404C	Inquiry C for the Graduate Entry DNP	2.0
	Total	18

	Semester IV, Spring	credits
NUND 4XX	Child/Adolescent in Health & Illness OR Parents & Neonates in Health & Illness (Didactic 2.0, clinical 2.0, lab 0.5)	4.5
NUND 4XX	Public Health Nursing B (Didactic 1.0, Clinical 1.0)	2.0
NUND 4XX	Mentored Clinical (Didactic 2.0, Clinical 3.5)	5.5
NURS 459	Integrated Assessment for Advanced Nursing Practice (Didactic 2.0, lab 1.0)	3.0
NURS 502	Inquiry III Evidence Based Nursing Practice (intensive)	2.0
NUND 4XX	Nursing Informatics B	1.0
	Total	18
	Grand total (End of MN curriculum)	72

Articulation of Proposed MN Program

MN Program Articulation (9/08)



Frances Payne Bolton School of Nursing
 Graduate Entry DNP Program
 Estimated Cost/Revenue Analysis Proposed MN Program
 8/08 Prepared by Susan Frey, Asst Dean for Finance and Administration

Notes: Table I

Didactic = \$3,611/semester based on FT faculty teaching 18 cr/year

Clinical = \$38.00/hr based on FT faculty doing clinicals

1 cr clinical = 4 hours

Use a \$65,000 salary faculty for didactic

Table I. Estimated Expense/Income Analysis Pre-Licensure Phase of Proposed MN Program

Semester	Credits 2008-2009 Certificate Program	Total Faculty Cost	Credits 1009-2011 MN Program	Total Faculty Cost
1	18 (fall) (didactic 13.5, lab 2, clinical 2.5)	93,214.50	18 (fall) (didactic 13.5, lab 2, clinical 2.5)	93, 214.50
2	17.5 (spring) (didactic 12, lab 0.5, clinical 5)	94,348.50	18 (spring) (didactic 12, 5, lab 0.5, clinical 5)	96,154.00
3	11 (summer) (didactic 6, lab 1, clinical 4)	68,979.00	18 (fall) (didactic 13.5, lab 0.5, clinical 4)	90,645.00
4	18 (fall) (didactic 11, lab 0, clinical 7)	103,651.00	18 (spring) (didactic 10, lab 1.5, clinical 6.5)	111,639.50
Total pre-licensure credits	64.5	360,103.00	72	391,563.00

Table II. Expense/Income Analysis MSN & DNP Phases of Proposed MN Program

Semester	Credits 2008-2009 Certificate Program	Total Faculty Cost	Credits 1009-2011 MN Program	Total Faculty Cost
Total Prelicensure (from above)	64.5	360,103.00	72	391,563.00
Semester 5 MSN)	5 (Spring)	18,055.00	5	18,055.00
Semester 6	0 (Summer)	0	----	
Semester 7	7 (Fall)	25,277.00	-----	
Complete MSN (FNP)	21	75,831.00	19	68,609.00
Total prelic to MSN		479,266.00		478,317.00
Complete DNP	27	97,497.00	27	97,497.00
Total prelic to DNP		576,763.00		575,814.00

Note Table III

Expense calculations do not include salary expenses to run the administrative and operational side of the program. For example, a percent of salary and fringe (Dean, IT personnel, finance personnel, program support personnel, program director) and unfunded scholarship support for students in this program. Therefore, one can presume the surplus is overstated, however academic salaries are fairly accurate.

Table III. Overall Revenues and Costs to Pre-licensure (certificate or MN) to DNP

	Current (certificate) cost to DNP	Current Revenues (certificate) to DNP	Proposed MN Cost to DNP	Proposed MN – Revenues to DNP
Tuition revenue		4,543,380.00		4,173,240.00
Faculty salaries from above tables	576,763.00		575,814.00	
Fringe (28%)	161,493.64		161,227.92	
Non-salary direct costs (17.23% of revenues)	782,824.37		719,049.25	
Indirect costs (38.31% of direct costs)	299,900.02		275,467.77	
Total estimated expenses	1,820,981.03		1,731,558.94	
Surplus (pre-licensure to DNP)		2,772,398.97		2,441,681.06

**PRELIMINARY REPORT OF THE
FACULTY SENATE AD HOC COMMITTEE
ON GRIEVANCE PROCESS REFORM**

The Committee was appointed by the Chair of the Faculty Senate, Professor Glenn Starkman. We were charged with recommending improvements to the grievance process and, in collaboration with the Faculty Senate Bylaws Committee, to propose amendments to the Faculty Handbook to implement the reforms. This is the preliminary report. President Starkman originally asked that it be presented at the September, 2008 meeting but then deferred the presentation until the October meeting. Our final recommendations are to be presented to the Senate as soon as possible but not later than the April, 2009 meeting.

The Committee has met three times: June 26, July 9, and August 7, 2008. We have decided to recommend the initiation of a pilot program providing for conciliation and, in some cases, mediation conducted by a mediator from outside the university for certain disputes. We are making that recommendation now and will be considering other possible changes in the grievance process during this academic year.

The Committee is composed of members with considerable experience with the operation of the current grievance process, including experience as members of hearing panels and experience serving as advisors to grievants or respondents in the process. We carefully reviewed the provisions of the By-Laws that currently deal with the grievance process and with the parallel process that relates to disciplinary action by the University against faculty members. We then began to discuss the problems and issues that have arisen in the process and to consider ideas for reform.

There are two parallel processes that culminate in a hearing before members of a hearing committee selected from a hearing panel appointed by the Faculty Senate. One process, described in the Faculty Handbook, Chapter 3, IV. Professional Responsibilities, relates to alleged misconduct by faculty members. That process is initiated by the Executive Committee of the Senate or—much more commonly—by a representative of the President of the University. The provisions on appointment of the hearing panel and the selection of hearing committees from it for both discipline cases and grievances are found in Chapter 3, IV., D., 3.

The other process, the grievance process, is described in Chapter 3, V. Grievance Procedures. It provides for "the formal adjudication of disputes about personnel practice." Chapter, 3, V., A. We take that to mean conflicts between a faculty member and a dean, department chair, or other person in a position to take adverse action with respect to the faculty member's employment. The grievance process does not apply to disputes that we call "academic conflicts." The term means conflicts between colleagues about academic matters that seriously impair the functioning of an academic unit.

A number of us had served on a grievance hearing committee that recommended that President Snyder consider creating a mediation process that might lead to earlier, more appropriate, and more effective resolution of disputes than the formal grievance hearing process.

President Snyder encouraged the consideration by the Senate of such an option, especially if it could be implemented as a pilot program. That led to the appointment of our Committee.

In our Committee, there was consensus that there is a need for a faster and more effective process of resolving personnel practice disputes without resort to a formal grievance hearing. We also believed that there was a need for an informal process to facilitate resolution of academic conflicts. We concluded that the process provided in Chapter 3, V. B. Informal Advice, Investigation, and Conciliation should be significantly revised and that the process should include possible referral to a professional mediator outside the University.

We approved a draft with respect to such a program. Although the draft was prepared as a replacement for the existing Chapter 3, V. Grievance Procedures, B. at p. 41 of the Faculty Handbook, we are not yet prepared to recommend it as an amendment to the By-Laws. Instead, we will propose it to the Administration as a pilot program. At the suggestion of the Senate Executive Committee, we will take our draft and our ideas about the need for the program to the Provost. We will work with the Administration in making necessary adjustments and will report back to the Senate before the program is implemented. We recommend using this pilot program to provide advice, conciliation, and, in some cases, mediation, for personnel practice matters and for academic conflicts for at least the remainder of this academic year and next year. That would allow time to test the program, make any necessary revisions in the approach, and prepare, with the full and careful review required by the Faculty Senate By-Laws Committee, the Senate, and the Administration, the language of an amendment to the By-Laws if such a change is to be made permanent.

Respectfully submitted:

Wilbur C. Leatherberry, Chair
Robin Dubin
Fady Faddoul
Wally Gingerich
Marion Good
Robert Greene
Judith Lipton
William Merrick
Robert Mullen
John Orlock
Sandra Russ

To: Barbara Snyder, President
From: John Wheeler, Senior Vice President for Administration
Date: September 3, 2008
Re: Benefits to target population of CWRU Faculty members¹

Background

This memorandum provides a recommendation, cost estimate and implementation plan associated with providing life and long term disability insurance benefits to Faculty members¹ earning any portion of their compensation from the University but who are not eligible to receive health insurance benefits under the Benelect Plan. In December 2006 CWRU administration approved expanding coverage under Retirement Plan A to provide benefits to the target faculty population. This action allowed us to be competitive with other institutions and recognized the needs of various faculty groups. Because of the coverage limitations created by CWRU's benefits eligibility definitions, we have continued to explore ways in which to provide a comprehensive benefits package that can attract and retain faculty who receive less than fifty percent (50%) of their total salary through CWRU.

Recommendation

In an effort to provide the affected faculty with the opportunity to have the financial security obtained through protection of their full income, the following benefits are recommended to be offered:

Eligible Population	Faculty members ¹ earning any portion of their compensation from the University but who are not eligible to receive health insurance benefits under the Benelect Plan
Benefits Offered	\$20,000 life insurance benefit subsidized by the University; Voluntary supplement life insurance up to 3 times base salary paid by the University, with both the participating faculty and the University contributing towards the cost; and Long term disability coverage, subsidized by the University, with a benefit equal to 60% of base salary paid by University and limited to \$6,000 per month

Cost Estimates

The cost of expanding group term life and LTD coverage to the target population is estimated to be not greater than \$65,000 annually. This estimate is based on census data collected April 22, 2008; SOM provided additional data regarding allocation percentages between Case and UHMG

¹ Professors, associate professors, assistant professors, senior instructors, or instructors with qualifications for professional rank as determined by the appropriate faculty body, and are tenured, tenure-track or non-tenure track members of the University Faculty

efforts. The cost analysis assumes that each of the affected SOM faculty elect 3 times base salary as a voluntary supplemental life insurance benefit.

The estimate applies the existing group term life and LTD rates. A preliminary data review conducted by Fort Dearborn Life Insurance Company (FDL) suggests that the group rates currently in effect would not change as a result of introducing coverage to the target population.

If there is a significant shift in the amount of compensation paid by the University for this target population, the group life and LTD rates may need to be reexamined by FDL.

Implementation Tasks

Several actions are necessary should a decision be made to expand the benefit coverage to the affected SOM faculty, which include:

- Amending the contract with Fort Dearborn Life Insurance Company
- Amending the Benelect Plan by obtaining Board approval
- Obtaining Faculty Senate approval
- Changing PeopleSoft HCM to reflect the new eligibility
- Communicating with the affected group
- Soliciting supplemental life insurance elections during 2009 open enrollment(HR may need to manually enroll this target population during open enrollment)