Florida Agricultural and Mechanical University
Board of Trustees

Academic Affairs Committee Meeting
Date: September 14, 2016
Time: 9 am
Location: Grand Ballroom

Committee Members: Matthew Carter, Chair
Thomas Dortch, David Lawrence, Harold Mills, Belvin Perry, and Jaylen Smith

AGENDA

I. Call to Order
   Trustee Matthew Carter

II. Roll Call

III. Approval of Minutes for May 11, 2016 Meeting
    Trustee Matthew Carter

ACTION ITEMS

IV. Tenure Upon Appointment
    Provost Marcella David

V. New Degree – Doctor of Nursing Practice
    Dr. Sundra Kincey, Dean Ruena Norman, and Dr. Jaibun Earp

VI. Textbook Affordability Report
    Dr. Sundra Kincey

VII. Joint College of Engineering MOU
    Provost Marcella David
    Attorney Shira Thomas

VIII. Academic Affairs Principles for Strategic Budgeting
     Provost Marcella David

INFORMATION ITEMS

IX. Division of Academic Affairs Update
    Provost Marcella David

X. Adjournment
Subject: Academic Affairs – Minutes for May 11, 2016

Rationale: In accordance with the Florida Statutes, a governmental body shall prepare and keep minutes or make a tape recording of each open meeting of the body.

Attachments: Minutes for May 11, 2016

Recommendation: It is recommended that the Board of Trustees approve the minutes of May 11, 2016.
The meeting was called to order by Trustee Matthew Carter. Ms. Valeria Singleton called the roll and the following committee members were present: Matthew Carter, Thomas Dortch, David Lawrence, Belvin Perry, and Jaylen Smith. A quorum was established.

The minutes for March 9, 2016, were approved as corrected.

Approval of Tenure – Provost Marcella David briefly explained the tenure upon hire and the regular tenure processes. Provost David recommended twelve faculty members for tenure. The applications were reviewed by the departments, the colleges/schools, the University of Tenure and Promotion Committee, Provost David, and President Mangum.

Faculty members recommended for tenure: Dr. Brenda Hughes, Dr. Darryl Scriven, Dr. Noble Sissle, Dr. Nan Liu, Dr. Aurelia Alexander, Dr. Tracy Thomas, Dr. Vanessa R. Pitts, Dr. Levetta Henderson, Dr. Doreen Kobelo, Dr. Herman Flores, Dr. Soheyla Mahdavian, and Dr. David Seal.

Trustee Lawrence moved to approve the recommendations for tenure and the motion was seconded by Trustee Perry. The motion carried.

2016 – 2017 University Work Plan - The 2016-2017 University Work Plan was reviewed and discussed. In addition, the work plan had been submitted to the Board of Governors for review. Trustee Dortch moved to approve the work plan and the motion was seconded by Trustee Perry. The motion carried.

Regulation 4.012 – Levels of Academic Standing for Undergraduate Students – The regulation follows the academic standards of the University and requires the maintenance of grade point averages and reasonable conformance to a program of study. Schools and colleges may choose not to consider students for admission and may deny continuation in a degree program if the students fail to maintain reasonable academic progress, as specified by the college, school or department. Trustee Lawrence moved to approve Regulation 4.012 and the motion was seconded by Trustee Perry. The motion carried.

Board of Trustees Policy Number 2008-06 – The purpose of this policy is to codify the credential requirements that are utilized by Florida A&M University. The credential requirements ensure that the University employs competent faculty members who are qualified to carry out the goals and mission of the University in teaching, research and service. At least 25 percent of the discipline course hours in each undergraduate major shall be taught by faculty members holding a terminal degree, which is usually the earned doctorate in the discipline. Trustee Dortch moved to approve BOT Policy 2008-06 and the motion was seconded by Trustee Perry. The motion carried.

BS Food Science – The College of Agriculture and Food Sciences proposed to move its existing major in Food Science within the BS Agricultural Sciences to a stand-alone degree in Food Science, designated as STEM in
the Board of Governors Areas of Strategic Emphasis, beginning fall 2016. The BS degree in Food Science will be 120 semester credit hours in length and will offer two options: (1) Science and Technology and (2) Business and Industry. Enrollment opportunities are great in that FAMU will be one of two institutions within the State University System to offer a stand-alone degree in Food Science.

**BS Supply Chain Management** - The School of Business and Industry (SBI) proposed to offer a Bachelor of Science degree in Supply Chain Management, designated as STEM in the Board of Governors Areas of Strategic Emphasis, beginning fall 2017. The proposed BS Supply Chain Management will involve an introductory study of the complete supply chain management process, including Production Operations Management and Strategic Purchasing.

**MS Supply Chain Management** - SBI proposed to offer a Master of Science degree in Supply Chain Management, designated as STEM in the Board of Governors Areas of Strategic Emphasis, beginning fall 2016. The School currently offers a graduate concentration in Supply Chain Management as part of its Master of Business Administration. The goal of the School is to expand the existing concentration and make it a stand-alone master’s degree totaling 30 hours to include a thesis project.

Trustee Dortch moved to approve the new degree programs and the motion was seconded by Trustee Perry. The motion carried.

**New Position Classifications** – The new (out-of-unit) faculty class codes were discussed. The new class codes will enable academic units to hire faculty on research grants in the capacity of Assistant, Associate, and Full Professor without the requirement of earning tenure. The new class codes are:

- Non-Tenure Earning Professor of Research 9080
- Non-Tenure Earning Associate Professor of Research 9081
- Non-Tenure Earning Assistant Professor of Research 9082

Trustee Dortch moved to approve the new position classifications and the motion was seconded by Trustee Perry. The motion carried.

**Request for Leave of Absence without Pay** – The request for leave without pay for Dr. Annette Jackson to serve out her term as a Fulbright Scholar for academic year 2016-2017 was presented and discussed. Trustee Lawrence moved to approve the request for leave of absence and the motion was seconded by Trustee Dortch. The motion carried.

There being no further discussion, the meeting was adjourned.

Respectfully submitted,

Matthew Carter, Committee Chair
Subject: Tenure Upon Appointment

Rationale: In accordance with Article 15.8, Collective Bargaining Agreement (2014 – 2017), “Tenure may be granted to a faculty member by the Board at the time of initial appointment, upon recommendation of the appropriate administrator. The administrator shall consider the recommendation of the department or equivalent unit prior to making his/her final tenure recommendation.”

Tenure Upon Appointment is a condition of employment that is offered to a faculty member who has previously held a tenured position. Requests for Tenure Upon Appointment are approved by the Provost and the President. The documentation has been reviewed by the school/college tenure and promotion committee.

Attachment: Curriculum Vita

Recommendation: It is recommended that the Board of Trustees approve tenure for:

Name ___________ College/School ___________

1. John Murray Gibson FAMU-FSU College of Engineering
J. Murray Gibson
30 Revere Beach Parkway #804, Medford, MA 02155
630-849-3657   m.gibson@neu.edu
Married to Faye Gibson; 5 children; US Citizen

I am currently on sabbatical at Florida State University.

LEADERSHIP EXPERIENCE

**Founding Dean, College of Science, Northeastern University**

2010-2015

With six departments, 3300 students, 203 full-time faculty and an annual budget of $126M, the College was created from existing departments but grew substantially during this period by most benchmarks.

As a highly tuition-dependent private school, my college's success was fueled by advancing our signature co-op model of experiential learning in the sciences. By 2015 we had increased the number of co-op opportunities 150% so that all of our undergraduates could take advantage of experiential learning, and we had improved the quality and diversity of the opportunities, including doubling those outside the US. I realized a 50% increase in the college undergraduate enrollment, improved retention to 96.9% and the mean incoming Fall SAT scores simultaneously increased by 135 points to 1440. A new Department - Marine & Environmental Science - and two dynamic new PhD programs - Ecology, Evolution & Marine Biology and Network Science - were created. The latter was the university's first interdisciplinary PhD program involving multiple colleges from Arts, Media & Design to Computer & Information Science. I hired more than 40 tenured and tenure-track faculty, and my college's annual research funding grew from less than $20M to $30M. The fraction of female tenured/tenure-track faculty increased from 16% to 21%. Based on a strategic plan developed with faculty, hiring was focused on key initiative areas including urban coastal sustainability, global health, materials for energy and affective science. One quarter of the hires were joint with other colleges, especially Engineering but including Social Sciences & Humanities. Significant progress was made in improving the quality of our PhD programs through strengthened recruiting, financial aid, mentoring and assessment. Enrollment in Professional Science Master's degree programs increased by 50%, and we launched two new online programs. I raised $26M in philanthropic funds, securing three endowed chairs and a $6M signature collection in marine biology. The college was operated under resource-centered management, giving the Dean full budget authority. As a member of the Dean's Council I worked closely with the provost and the other academic deans, particularly Engineering, to advance the university. During my five years as dean, the university US News national ranking improved by 27 points to #42.

**Director, Advanced Photon Source**
and **Associate Laboratory Director, Argonne National Laboratory**

2001-2010

In 2010, the Advanced Photon Source (APS) was the brightest x-ray source in the US, with a replacement cost of almost $2B, over 5000 annual scientific users, more than 500 staff members, and an annual operating budget from the Department of Energy of $128M. The APS is embedded within Argonne National Laboratory, a multi-purpose research organization with over 3,000 employees.
With 2,000 annual users and a budget of $96M from the Department of Energy, in 2001 the 1km circumference APS accelerator and beamline complex was viewed as technically innovative but lagging in science output relative to our European competitor. I created a centralized user program that grew to become one of the largest user programs in the world. We also greatly improved the reliability and technical performance of the complex through organizational efficiency and management changes. I focused on achieving the best of both worlds retaining strong external (mostly academic) partners, while increasing access and optimizing the scientific capabilities of the facility through centralized support. I hired more than fifty scientists and engineers and was able to treble the annual output of publications. Two Nobel Prizes have been attributed to work done at the facility by its users during this period, facilitated by developing strong links and funding from the National Institutes of Health. I leveraged funding from other agencies and from industry to complete more than 20 new beamlines at ~$10M each. In my final year I gained Department of Energy approval for a $400M upgrade to the facility.

As Associate Director of Argonne National Laboratory, I served as a member of the lab’s management council with the laboratory director. I took leadership in the areas of promotion and career development at the laboratory.

**Director, Materials Research Division**  
**Argonne National Laboratory**  
1999-2001

*In 2001 the Materials Science Division (MSD) at Argonne National Laboratory had a budget of $21.7M and a staff of approximately 100. It is an outstanding scientific organization carrying out externally-funded research in condensed matter physics and materials science & engineering, demonstrated by its appearance at the time I was there in the top ten list of the world’s most highly cited condensed matter physics laboratories.*

As Director, I increased the DOE Office of Basic Energy Sciences annual budget for MSD by over 21% in three years, when the national average was only 3.6%. I recruited ten PhD-level scientists within MSD. This required not only new initiative funding (nanosciences, soft materials, materials theory, and neutron, electron & x-ray scattering), but also redirecting unsuccessful programs. I made organizational changes to improve effectiveness, such as integrating our materials chemistry effort, and rotating group leaders. I also worked hard to increase communication and transparency. My most significant achievement was creating a nanotechnology initiative at Argonne, which ultimately led to the establishment of the Center for Nanoscale Materials, one of 5 DOE National Nanoscience Research Centers. By establishing a joint institute involving many of the universities in Illinois, we convinced the State of Illinois to invest $36M in a building, which ultimately leveraged a similar investment from the federal government in instrumentation, and an annual operating budget of over $20M. Another major offshoot of my leadership during this period was the Transmission Electron Achromatic Microscope (TEAM) project – a >$30M national project for aberration-corrected electron microscopy involving all the DOE national microscopy centers. This was the nation’s largest ever electron microscopy instrumentation project.
Associate Director, Fred Seitz Materials Research Laboratory  
College of Engineering, University of Illinois, Urbana-Champaign, IL  
1994-1999

The Frederick Seitz Materials Research Laboratory was one of the first and at this time largest interdisciplinary materials research laboratories in the nation.

At the University of Illinois, whilst focused on developing and supporting my academic research group and teaching graduate and undergraduate students, I assumed the part-time position of Associate Director at the Frederick Seitz Materials Research Laboratory, located in the College of Engineering. As such I worked to bring faculty groups together across the campus and create new initiatives. Several of these were successful in securing funding from the National Science Foundation and other agencies, for example a focused research group in strained-layer epitaxy, and major equipment acquisitions of a field-emission gun transmission electron microscope and a low-energy electron microscope. With one of my students we sponsored a very popular series of lunchtime seminars that brought together scientists, engineers and non-scientists to discuss cross-disciplinary topics. I also led the committee that achieved the first successful reinvention of the engineering physics curriculum in more than twenty years.

Head, Electronics and Photonics Materials Research Dept.  
AT&T Bell Laboratories, Murray Hill NJ  
1987-1991

My department, within the Physics Research Division of Bell Laboratories, had 25 staff members who worked in the science and engineering of semiconductor and photonic materials.

AT&T Bell Laboratories was recognized as a highly successful model of an interdisciplinary research laboratory with major impact both in fundamental science and technology. My first management experience came at Bell Laboratories as Department Head of a diverse group including PhD theoretical and experimental physicists, chemists and electrical engineers. Each had the freedom of an academic to choose the research themes which they thought most profitable to pursue. My role was to mentor, support, and make decisions on resource allocation and hiring. During this time I maintained a very active research program of my own. This early management exposure helped me to understand that the role of a research leader is to empower talented people and good ideas, and led me to appreciate the excitement of being a leader in a creative intellectual environment. I learned that to support people and projects well you also have to say no to some others. Key to success at Bell Laboratories was giving scientists free-reign, but in a problem-rich environment. While at Bell Laboratories I worked on career development for African-American staff scientists and received the AT&T Area Wide Affirmative Action award for my successes. I was a recruiting liaison to Howard University and helped to facilitate the establishment of a multimillion dollar research center between Howard University, University of Michigan and the Department of Energy.

EDUCATION

PhD in Physics  
University of Cambridge, England  
"Investigation of Amorphous Structures", Advisor Prof. A. Howie FRS  
1978

BSc with First Class Honours in Natural Philosophy  
University of Aberdeen, Scotland  
1975
ACADEMIC AND RESEARCH POSITIONS

Professor of Physics, Northeastern University, MA 2010-
Adjunct Professor of Materials Science and Engineering Northwestern University, Illinois 2005-2010
Adjunct Professor University of Illinois Urbana-Champaign 1999-2010
Post Rouge, CNRS, Vitry, France 1998
Professor, Departments of Physics and of Materials Science and Eng. College of Engineering, University of Illinois, Urbana-Champaign, IL 1991-1999
Member of Technical Staff AT&T Bell Laboratories, Murray Hill, NJ 1980-1991
Postdoctoral Research Associate IBM Research, Yorktown Heights, NY 1978-1980

AWARDS

Fellow, American Association for the Advancement of Science 2003
Distinguished Lecturer Award, American Vacuum Society 1998
Area-Wide Affirmative Action Award, AT&T 1989
Fellow, American Physical Society 1987
Distinguished Member of Technical Staff Award AT&T Bell Laboratories 1987
Fellow, Royal Microscopical Society 1986
Burton Medal, Microscopy Society of America 1986
Greig Prize, University of Aberdeen 1975

PROFESSIONAL SOCIETY MEMBERSHIPS

The American Association for the Advancement of Science, the American Physical Society, the Institute for Electronic and Electrical Engineers, the Materials Research Society, the Royal Microscopical Society and the Microscopy Society of America

EXTERNAL SERVICE

Chair, Physics Section of the American Association for the Advancement of Science 2011-2012
Chair, Committee of Visitors for the NSF Materials Research Division
Light Sources Scientific Advisory Committee
Brookhaven National Laboratory
Director (elected), Materials Research Society
Jury, French National Major Equipment Competition "Equipex"
Diamond Light Source (UK), Scientific Advisory Committee
KEK Roadmap Committee, Tsukuba, Japan
Chair, Review Committee for United Kingdom Light Sources
Editorial Board, Reviews of Progress in Physics
International Review Committee, Spring-8, Japan
Provost’s Review Committee for Materials Science and Engineering
Arizona State University
School of Engineering Advisory Board, Brown University
Scientific Advisory Committee, International Congress
on Electron Microscopy, Durban, South Africa
Solid-State Science Committee, National Research Council
Director (elected), Microscopy Society of America
National Research Council
Decadal Study of Condensed Matter and Materials Physics
Chair (elected), Materials Physics Division, American Physical Society
Chair, Gordon Conference on “Epitaxial Thin Films”
Member and Chair, Awards Committee, Materials Research Society
Chair, NATO Workshop
on “Structural Characterization of Semiconductors”, Bristol UK
Councilor, Materials Research Society
Chair, Erice School on “Electron Microscopy of Surfaces”, Erice, Italy
Meeting Chair, Materials Research Society Annual Meeting, Boston
Chair, Workshop on "Studies of Interfaces at High Spatial Resolution"
Wickenburg AZ
Steering Committee, National Center for Electron Microscopy
Berkeley CA
UNIVERSITY AND OTHER INTERNAL SERVICE

Dean Search Committee for Northeastern College of Engineering 2012

Dean Search Committee for Northeastern Bouvé College of Health Science 2011

Principal Investigator, NSF Institutional ADVANCE Grant Northeastern’s ADVANCE grant helped increase faculty diversity 2014-2015

Chair, Promotion Oversight Committee, Argonne National Laboratory 2005-2008

Chair, Argonne’s Performance Evaluation Process Committee 2002-2003

Chair, Physics Curriculum Committee, University of Illinois 1996-1997

Member, Library Committee, AT&T Bell Laboratories 1983-1985

PHD GRADUATES

J. Birrell (Carl Sandburg School, Orland Park, IL)
X. C. Chen (Prof. Biola University, CA)
J.Y. Cheng (Taiwan)
W. Henstrom (Intel, OR)
M. Kleinschmit (Chicago, IL)
P. Miller (American Federation of Teachers, Maine)
D. Olynick (Molecular Foundry, Berkeley Lab, CA)
O. Pohland (Cypress Semiconductor, CA)
L. Salamanca-Riba (Prof., U. Maryland - co-adviser M. Dresselhaus at MIT)
A. Schwartz (Fermat Capital Management, NY)
A. Singhal (Prof., Nutan Institute of Engineering, Pune, India)
R. D. Twesten (Gatan Inc., Pleasanton, CA)
S. Wolff (IBM - co-adviser S. Wagner at Princeton)
P.M. Voyles (Assoc. Prof., Univ. of Wisconsin, Madison)
K. Xiu (IBM)
C. Zimmerman (Augsburg – co-adviser R. Averback, UIUC)
T. Zheng (KLA, Inc)

MSC GRADUATE

S. Koppikar (Micropolis)
POSTDOCS

Tao Sun (Argonne National Laboratory, Advanced Photon Source)
J.L. Batstone (IBM, NY)
X.C. Chen (Prof., Biola University, CA)
L. Fan (National Cancer Institute, Bethesda, MD)
R. Hull (Prof. and Chair, Dept. of Materials, RPI, NY)
C.P. Liu (Prof., National Cheng-Kung University, Taiwan)
D. Loretto (Patent Attorney, Plougmann & Vinggaard, Madrid)
F.M. Ross (IBM Research, Yorktown Hts, NY)
X. Tong (Intel, OR)
J.C. Yang (Prof., Univ. Pittsburgh, PA)
M. Yeadon (UK)

TEACHING

**University of Illinois:** Transmission Electron Microscopy, undergraduate and graduate level; Solid-State Physics, undergraduate and graduate level; Optics, undergraduate level (including lab); Microstructural Characterization (including x-ray lab), undergraduate level; Undergraduate Physics, introductory level.

I am very interested in teaching non-scientists about the excitement of science and engineering. An example was a public lecture which I gave at Fermilab to an audience of over 700 members of the public, on the subject of "The physics of the blues." In this lecture I emphasized the intimate connections between science, engineering and art. I have since repeated this lecture to diverse audiences more than a couple dozen times, and it can be seen on YouTube(https://www.youtube.com/watch?v=VIAFVhhZhMIA).

RESEARCH FUNDING

**Department of Energy**, DE-AC02-06CH11357
"Operation of the Advanced Photon Source."
I was the sole PI on DOE Field Work Proposals supporting the Advanced Photon Source National Facility. For example in FY2010 we received over $127.5M, which had increased by almost 50% from $85.7M in FY2006.

| 2001-2010 | $1,231,469,000 |

**National Science Foundation**, DMR 02-05858
(co-P.I.'s John Abelson, Paul Goldbart, David Drabold and Paul Voyles)
"Focused Research Group on Nanoscale Order in Amorphous Materials"
06/01/02-05/31/05 | $824,932 |

**National Science Foundation**, DMR 98-71119 EQ
(co-P.I.'s Ray Twemst and Ian Robertson)
"Acquisition of Field-Emission Gun Transmission Electron Microscope"
09/01/98-08/31/01 | $1,000,000 |
DARPA, N66001-97-1-8906,
“Advanced Silicide Devices”
07/01/97-06/30/98  $50,000

UOP Corporation, UOP T97-341,
“Analysis of Catalyst Particles”
07/01/97-06/30/98  $18,000

Semiconductor Research Corporation, SRC SJ-361
“Atomistic Studies of Silicon Oxidation”
1/1/94-3/1/97  $215,000

Lucent Technologies, ARMY Lucent 97-113
“Scalpel Proof of Concept”
08/01/96-03/31/98  $35,000

National Science Foundation, DMR 97-03906
(co-P.I. Mike Treacy at NEC Research Institute, Princeton, NJ)
“Atomic Correlations in Disordered Materials observed using Variable Coherence Transmission Electron Microscopy”
7/23/97-7/22/00  $221,000

National Science Foundation, DMR 97-05440
(co-P.I’s David Cahill, Joe Greene, Jim Coleman, Andy Zangwill)
“Naturally Nanostructured Semiconductors”
7/15/97-6/30/98  $1,089,241

Office of Naval Research, N00014-95-10324
(co-P.I’s Peter Flynn and Hadis Morkoc)
“Growth and Characterization of GaN with Energetic Ion Beams”
1/1/95-12/31/99  $900,000

National Science Foundation, NSF-DMR-95-03490
(co-P.I’s Peter Flynn and Alwyn Eades)
“Acquisition of a Low-Energy Electron Microscope”,
1/1/95  $400,000

National Science Foundation, NSF-DMR-89-02538
“Electron Microscopy of Catalysts” and “Projection Electron Lithography”
1/1/94-12/31/96  $198,000

AT&T, AT&T AGMT 121024 GIB
“SCALPEL – Projection Electron Lithography Research”
1/1/92-12/31/93  $190,000

Department of Energy, DEFG02-91ER45439
“Transmission Electron Microscopy of Surfaces and Interfaces”
3/1/91-12/31/97  $1,300,000

University of Illinois, RES BRD IC GIBSON 1-2-69571 and others
“TEM Facility Set-Up” and startup funds
5/9/91-5/1/94  $1,029,000
REFEEED PUBLICATIONS (H-INDEX 60, 17274 CITATIONS)

Field of research – the application of advanced microscopy and diffraction in materials physics.


Subject: Doctor of Nursing Practice (CIP Code 51.3818)

Rationale: In response to the American Association of Colleges of Nursing (AACN) advocating for Nursing Practice at the Doctoral Level, the FAMU School of Nursing (SON) Graduate program proposes a Doctor of Nursing Practice (DNP) program with a specialization of nurse practitioner in Adult Gerontology Primary Care (AGPCNP), which prepares graduates to treat patients from late adolescence to older adults in a variety of primary care settings. The focus of the program will be on health promotion, disease prevention, and diagnosis and management of acute and chronic health problems.

In 2004, the AACN developed a position statement that called for “a transformational change in the education required for professional nurses at the most advanced level of nursing.” This transformational change resulted in the recommendation that all nursing practice programs move to the DNP as the entry level for advanced nursing practice. FAMU has a long history of preparing entry-level and advanced practice nurses who provide valuable healthcare services. To continue FAMU’s commitment to preparing graduates to deliver quality healthcare, particularly those from underrepresented populations, transitioning to the DNP is essential to meet the growing demands of the Nursing Practice profession.

In preparation for the transition to the DNP, FAMU SON has revised the curricula of its existing nursing practice program to offer prospective students two pathways to the DNP: a post-baccalaureate and post-master’s, which will include both full-time and part-time plans of study. The BSN to DNP is designed for students who already hold a bachelor’s degree in nursing from an accredited program and will consist of 77 credits beyond the baccalaureate degree. The Post-MSN to DNP will be available for students who already hold a master’s degree in an advanced practice nursing (APN) area along with an option for non-APN prepared prospective students. It will consist of 36-37 credits beyond the master’s degree.

The estimated projections and program costs for years one to five are as follows:

<table>
<thead>
<tr>
<th>Implementation Timeframe</th>
<th>Projected Enrollment</th>
<th>Projected Program Costs</th>
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<tbody>
<tr>
<td></td>
<td>HC</td>
<td>FTE</td>
</tr>
<tr>
<td>Year 1</td>
<td>14</td>
<td>10.07</td>
</tr>
<tr>
<td>Year 2</td>
<td>17</td>
<td>12.22</td>
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<td>Year 3</td>
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<td>24.07</td>
</tr>
<tr>
<td>Year 4</td>
<td>40</td>
<td>29.95</td>
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<tr>
<td>Year 5</td>
<td>51</td>
<td>38.28</td>
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</tbody>
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Attachment: DNP Full Proposal

Recommendation: It is recommended that the Florida A&M University Board of Trustees approve the Doctor of Nursing Practice (CIP Code 51.3818) in the School of Nursing, effective Fall 2017.
Board of Governors, State University System of Florida

Request to Offer a New Degree Program
(Please do not revise this proposal format without prior approval from Board staff)

Florida Agricultural and Mechanical University
University Submitting Proposal

School of Nursing
Name of College(s) or School(s)

Nursing
Academic Specialty or Field

51.3818
Proposed CIP Code

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

Date Approved by the University Board of Trustees
09/14/2016

Signature of Chair, Board of Trustees

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

<table>
<thead>
<tr>
<th>Implementation Timeframe</th>
<th>Projected Enrollment (From Table 1)</th>
<th>Projected Program Costs (From Table 2)</th>
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<td>Year 5</td>
<td>51</td>
<td>38.28</td>
</tr>
</tbody>
</table>

Note: This outline and the questions pertaining to each section must be reproduced within the body of the proposal to ensure that all sections have been satisfactorily addressed. Tables 1 through 4 are to be included as Appendix A.
INTRODUCTION

I. Program Description and Relationship to System-Level Goals

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

In response to the American Association of Colleges of Nursing (AACN) advocating for Nursing Practice at the Doctoral Level, the FAMU School of Nursing Graduate program proposes a Doctor of Nursing Practice (DNP) program with a specialization of nurse practitioner in Adult Gerontology Primary Care (AGPCNP). In 2004, the AACN developed a position statement that called for “a transformational change in the education required for professional nurses at the most advanced level of nursing.” This transformational change resulted in the recommendation that all nursing practice programs move to the DNP as the entry level for advanced nursing practice. The recommendation was in response to a number of social, economic, educational, and “growing concerns regarding the quality of patient care delivery and outcomes.” FAMU has a long history of preparing entry-level and advanced practice nurses who provide valuable healthcare services. To continue FAMU’s commitment to preparing graduates to deliver quality healthcare, particularly those from underrepresented populations, transitioning to the DNP is essential to meet the growing demands of the nursing practice profession.

The overall mission of the FAMU DNP program will be to prepare advanced practice registered nurses (APRNs) as transformational leaders in health care who use best-evidence to improve health outcomes of populations within the larger health care system. Specifically, the FAMU DNP program will prepare graduates to become adult gerontology primary care nurse practitioners who treat patients from late adolescence to older adults in a variety of primary care settings. The focus of the program is on health promotion, disease prevention, and diagnosis and management of acute and chronic health problems. Emphasis will be on evidence based practice, clinical decision-making, interprofessional teamwork, improved population health outcomes, and ethically-driven patient-centered care.

In preparation for the transition to the DNP, FAMU has revised the curricula of its existing nursing practice programs to offer prospective students two pathways to the DNP: a post-baccalaureate (BSN-DNP) and post-master’s (PM-DNP), which will include both full-time and part-time plans of study. The BSN-DNP is designed for students who hold a bachelor’s degree in nursing from an accredited program and will consist of 77 credits beyond the baccalaureate degree. The Post-Master’s DNP will be available for students who hold a master’s degree in an advanced practice nursing (APN) area along with an option for non-APN prepared prospective students. It will consist of 36-37 credits beyond the master’s degree for APN Master’s applicants. The non-APN master’s prepared applicants will complete 43 credit hours, if they have all other required courses at the master’s level. The focus of both the BSN-DNP and PM-
DNP will be Adult Gerontology Primary Care Nurse Practitioner. The PM-DNP will also include a concentration on Advanced Practice Nurse Leader.

Employment opportunities available to DNP program graduates include a variety of settings that provide primary care to the adult-gerontology population (e.g., physician’s offices, veteran’s administration system clinics, urgent care centers, community health centers, school clinics, health departments, long term care, homecare, correctional facilities and retail clinics-Take-Care Clinic, Minute-Clinic) to large academic medical centers and federal leadership organizations. In addition, DNP graduates may also contribute their expertise in higher education settings as clinical instructors with clinical expertise. Job outlook for nurse practitioners nationally is very healthy with an expected growth of 31% from 2014-2024 and expected need of 53,400 new jobs beyond the existing of 170,400 as of 2014, according to the Bureau of Labor Statistics.

In addition to meeting the recommended mandate of AACN, establishment of a DNP program at FAMU will also address access to doctoral nursing education access and opportunities for minority and historically underrepresented students, a major constituency of FAMU. It will also further the goals of the State University System (SUS) to “Strengthen the Quality and Reputation of Academic Programs” by increasing the number of degrees awarded within Programs of Strategic Emphasis. The Institute of Medicine (IOM, 2004), in a report titled In the Nation’s Compelling Interest: Ensuring Diversity in the Health-Care Workforce, discussed the benefits of diversity in healthcare providers and provided recommendations to increase opportunities for students of diverse backgrounds in healthcare education. The report stated “evidence indicates that diversity is associated with improved access to care for racial and ethnic minority patients, greater patient choice and satisfaction, and better educational experiences for health professions students, among many other benefits.” (AACN Policy Brief, 2015, p.1). Further, a culturally diverse nursing workforce is essential to meeting the health care needs of the nation and reducing the health disparities that exist among minority populations according to a report by the National Advisory Council (2000) on Nurse Education and Practice (http://bhpr.hrsa.gov/nursing/nacnep/reports/first/5.htm).

While the number of minority students in graduate nursing programs has steadily increased nationwide, the number of minority students in Florida’s nursing programs is 10% lower than the minority population statistics (AACN Policy Brief, 2015). Further, Florida’s enrollment in DNP programs is 4% lower when compared with the 11.7% enrollments nationally.

B. Please provide the date when the pre-proposal was presented to CAVP (Council of Academic Vice Presidents) Academic Program Coordination review group. Identify any concerns that the CAVP review group raised with the pre-proposed program and provide a brief narrative explaining how each of these concerns has been or is being addressed.

The FAMU DNP pre-proposal was approved by the CAVP on April 25, 2014 and no concerns were expressed.

C. If this is a doctoral level program please include the external consultant’s report at the end of the proposal as Appendix D. Please provide a few highlights from the report and
describe ways in which the report affected the approval process at the university.

Dr. Rose Suhayda and Dr. Marcia Murphy, both from Rush University College of Nursing in Chicago, served as our consultants to review the proposed DNP program. Dr. Suhayda is the Rush University College of Nursing’s Director of Evaluation, Associate Provost of the University and a Commission on Collegiate Nursing Education (CCNE) Board member. She is an expert in evaluation. Dr. Murphy is the Director of the DNP program. Both consultants recommended that FAMU proceed with the AACN’s recommendation to develop a DNP program as the profession begins to make the doctor of nursing practice the entry-level degree for the profession. To strengthen the program, recommendations were made regarding the curriculum, part-time options for students, development of a community of scholars cohort model, and a process for admitting non-APN prepared students.

Regarding the curriculum, the consultants recommended that the proposed focus on Public Health for the PM-DNP is changed to Leadership. From their experience, other programs across the U.S. have not had significant student demand for this track. It was also recommended that placement of Epidemiology and Biostatistics occurs prior to Research Methods and EBP. These recommendations were implemented and can be seen in the revised proposal. The proposed PM-DNP now has “Advanced Practice Nursing Leader” as its primary area of emphasis for those individuals already practicing as an AGPCNP. The Epidemiology and Biostatistics course was moved to year one and Research Methods and EBP is now recommended in year two of the BSN-DNP curriculum.

An option was also provided for students who may want to enroll part-time. This option exists for both the BSN to DNP and the post-MSN to DNP. Additionally, mechanisms for non-APN graduates to enroll was added along with the development of a “Community of Scholars” cohort model added to help reduce attrition rates in the programs.

D. Describe how the proposed program is consistent with the current State University System (SUS) Strategic Planning Goals. Identify which specific goals the program will directly support and which goals the program will indirectly support (see link to the SUS Strategic Plan on the resource page for new program proposal).

As described in Table 1, the proposed FAMU DNP program is consistent with the BOG goals related to (1) Teaching and Learning, specifically of increasing the number of degrees awarded in health and other programs of strategic emphasis, (2) Scholarship, Research, and Innovation, and (3) Community and Business Engagement.

Table 1: Comparison of SUS Strategic Planning Goals and FAMU DNP Goals

<table>
<thead>
<tr>
<th>SUS Strategic Planning Goals</th>
<th>FAMU DNP Contribution to the SUS Goals</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. TEACHING &amp; LEARNING:</td>
<td>1. Improve the quality and relevance of FAMU with regard to state, national, and international preeminence.</td>
<td>DNP (CIP 51.3818) is a program area of strategic emphasis to better align the degree production goals of the State University System with</td>
</tr>
<tr>
<td>1. Strengthen quality &amp; reputation of academic programs and universities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Increase degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCHOLARSHIP, RESEARCH &amp; INNOVATION:</td>
<td>1. Improve the quality and impact of scholarship, research activities.</td>
<td>DNP students will conduct practice-applicable projects to improve patient outcomes and research activities that will advance nursing science.</td>
</tr>
<tr>
<td>2. Enhance additional practice research within the School of Nursing and the health profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Garner more external research funding for faculty development and program improvement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| COMMUNITY & BUSINESS ENGAGEMENT: | Due to the growing health needs in Florida, FAMU DNP graduates will have the ability to impact the quality of healthcare as they are likely to conduct nursing practice within Florida following graduation, particularly in underserved areas aimed to improve the health of minority populations. | Data from the Florida Education Training Placement Information Program (FETPIP) shows that 74% of the SUS DNP graduates were found working in Florida within one year of graduation in 2013-14 and 88% were working in Florida in 2012-13. |
| 2. Increase community and business engagement. | | |
| 3. Increase community and business workforce. | | |

E. If the program is to be included in a category within the Programs of Strategic Emphasis as described in the SUS Strategic Plan, please indicate the category and the justification for inclusion.

The Programs of Strategic Emphasis Categories:

1. Critical Workforce:
   - Education
   - Health
   - Gap Analysis
2. Economic Development:
   - Global Competitiveness
3. Science, Technology, Engineering, and Math (STEM)

Please see the Programs of Strategic Emphasis (PSE) methodology for additional explanations on program inclusion criteria at the resource page for new program proposal.

The DNP (CIP 51.3818) is considered an area of the strategic emphasis under Critical Workforce Health by the Board of Governors to better align the degree production goals of the State University System with the economic and critical workforce needs of Florida. FAMU’s DNP program will mobilize resources to address the significant challenges and opportunities facing Florida’s citizens and deliver knowledge to advance the health and welfare of its citizens through community engagement. According to the U.S. Department of Health and Human Services (2015), by 2030, Florida will have the highest population older than 65. Older adults have multiple and
extensive chronic conditions that require considerable health services and complex care with lifelong monitoring and management. North Florida is considered the worst of any region in health care, for it has some of the poorest counties in the State with African Americans being the majority of the population and with very poor health scorecards. Many health professions shortage areas are located in North Florida. However, none of the programs offer the focus of the FAMU’s proposed DNP, which will produce qualified healthcare professionals trained in Adult Gerontology who can care for these older adults with greatest health needs. With a specific focus on Adult Gerontology, FAMU DNP graduates will address the particular needs of elderly care in the State. FAMU DNP program will also help in filling the gap of nurse practitioners by awarding educational opportunities to those with limited mobility and providing AGPCNP specialty, as these graduates are likely to remain in North Florida and the Big Bend area.

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

The FAMU DNP program will be offered using traditional face-to-face courses and online. The onsite program will be located at the main campus in Tallahassee. The online program can be taken entirely online; however, students will be required to come to campus at least three times throughout the program. When students make application to the program, they will indicate their choice to enroll in the face-to-face program or the online program. The DNP program will be built on the School of Nursing’s MSN online experience and have a national presence through the University’s online education initiatives and support.

INSTITUTIONAL AND STATE LEVEL ACCOUNTABILITY

II. Need and Demand

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

The DNP is the practice-focused doctoral degree developed in response to the American Association of Colleges of Nursing (AACN) position paper recognizing the DNP as the first line credential for the Advanced Practice Nurse (AACN, 2014). As a result of this recommendation, many schools nationwide are transitioning to the DNP to meet the needs of the profession as the demand for nurse practitioners is still great. FAMU can contribute to meeting the national, state, and local demands with the development of the proposed degree with a curriculum designed using AACN Essentials of Doctoral Education for Advanced Practice Nurses (AACN, 2006), Nurse Practitioner Core Competencies (NONPF, 2012), and Adult-Gerontology Primary Care Nurse Practitioner Competencies (AACN, 2010), population-focused competencies

As can be seen in Figure 1, 264 DNP programs are currently enrolling students at schools of nursing nationwide and an additional 60 DNP programs are in the planning stages (AACN, 2015). This is a fifteen-fold increase in contrast to the
research-focused doctoral degree program growth, which grew only 10%. DNP programs are now available in 48 states plus the District of Columbia. The number of students enrolled in DNP programs increased from 14,688 to 18,352 from 2013 to 2014 and during that same period, the number of DNP graduates increased from 2,443 to 3,065.

**Figure 1: Growth in Practice- and Research-Focused Doctoral Programs: 2006-2014**

The need to alter the conceptualization and elevate the substantive educational preparation of APNs at the doctoral level stems from several factors. The U.S. population is becoming unhealthier with more people becoming diabetic, obese, and cancer-stricken. The U.S. ranks first in health care spending with 17.9% of GDP, yet is dead last in health rankings among 17 developed nations [http://www.theatlantic.com/health/archive/2013/01/new-health-rankings-of-17-nations-us-is-dead-last/267045/]. Caring for sicker people with multiple complex conditions requires more qualified nurses and nurse practitioners, but the shortage of qualified nursing faculty and shrinking clinical practice sites limit production of health providers. Working under short-staffed conditions within high acuity clinical environments results in more errors with preventable medical errors being the No. 3 killer in the U.S., third only to heart disease and cancer, claiming the lives of some 400,000 people each year [http://www.healthcareitnews.com/news/deaths-by-medical-mistakes-hit-records].

Recognizing these increasing systemic care complexities and the need to improve the quality of healthcare services, the Institute of Medicine (IOM) and other nursing leadership organizations saw the need to produce more clinically competent practitioners. Several IOM Reports (Crossing the Quality Chasm, 2001; Health Professionals Education: A Bridge to Quality, 2003) revealed that our health care system as it is currently structured does not make the best use of resources and stated that “all health
professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics” (p.3). The above national movement provided impetus to the elevation of APN education and development of DNP.

Within the State of Florida, the need for preparation of APNs at the doctoral level is even greater as indicated by the following statistics. Florida is 32nd in health ranking (lower third) (http://www.americashealthrankings.org/reports/annual). Additionally, the statistics are likely to worsen due to the explosively expanding elderly population. Adults aged 65 years and older are the fastest growing segment of the population. It is predicted that by 2030 the population, aged 65 and older, will grow to 72 million, representing a 100% increase over 30 years (CDC, 2015). By 2030, the State of Florida will have the highest population older than 65 (US DHHS, 2015). Older adults have multiple and expensive chronic conditions that require considerable health services and complex care with lifelong monitoring and management. Older adults are much more likely to be among the top consumer of health care spending. Because the persistence and progression of diseases and courses of treatments affect health status in multiple dimensions, the cost of health care for elderly is likely to continue to increase. Interestingly, some studies point to major differences in health care expenses by geographic area and the AHRQ 2006 Report indicated that Miami, Florida had the highest health care expenses and this was not due to the level of illness, but rather overall quantity of medical services and relatively higher proportions of internists and medical subspecialists in high-cost regions.

In Florida, the impact of this aging population growth will be even more significant, as many people are migrating toward warm weather in the State with no income tax. The effect of aging population migration is not just for US elderly. Many Canadians flock to Florida to enjoy the strength of American dollars. Additionally, rescinding of the Cuban Embargo will bring people from the Island to South Florida. Already, Cuban migrants, most of them elderly, have flown into South Florida at the highest rate in 10 years. All of these will add to the burden of caring for the elderly in Florida, which will require more healthcare providers, specifically, midlevel providers: Nurse Practitioners.

When we review the geographic differences in healthcare, North Florida is considered the worst of any region, unlike the abundance of medical services and high number of health-care providers in South Florida. North Florida has some of the poorest counties in the State with African Americans being the majority of the population and with very poor health scorecards. Florida is ranked number two in older African Americans (http://www.aoa.acl.gov/Aging_Statistics/Minority_Aging/Facts-on-Black-Elderly-plain_format.aspx). Many health professions shortage areas are located in North Florida. The national urban nurse practitioner (NP) to 10,000 population ratio is 3.6. Florida is 3.5, which is lower than the national ratio. When we review the rural NPs to 10,000 population, the ratio is even lower to 3.0 and only 5.1% of the NPs practice in the rural areas in Florida (Kaplan et al, 2012). The need to establish the DNP program at FAMU to meet the health needs of growing older and minority populations in North Florida is overwhelming and greater than before. Providing educational opportunities to minority students is the mission of FAMU and the University is ready to prepare
diverse students at the doctoral level to provide safe, evidence-based, culturally competent, innovative interdisciplinary and outcome-effective care. FAMU is in a unique position to specifically meet the needs of State of Florida citizens because of its Adult Gerontology Primary Care concentration (AGPCNP).

Since 1998, the FAMU SON has a history of consistently producing high quality advanced practice nurses at the master’s level who have addressed the region’s healthcare needs. FAMU DNP AGPCNP students will be prepared for advanced practice focused on health and illness with the expanded clinical inquiry and leadership skills necessary for clinical quality improvement for adults and older adults. The establishment of the DNP will ensure that the FAMU SON continues the tradition of producing quality minority students who can address health disparity and meet the national standard for education of advanced practice nursing. A Rand Corporation report (2014) showed that nearly half of nursing schools with any graduate-level nursing education (251 of 564, or 45%) offer a DNP program. The Report concluded that this steady growth in offering the DNP would continue as more programs will offer the degree. Most importantly, AACN Policy Brief (2015) shows a need to increase the diversity of the workforce of Nurse Practitioners with a national student enrollment of 29.7% in research-focused doctoral programs and 11.7% enrollment in the practice doctorate. AACN (www.aacn.nche.edu/IDS) asserted that though nursing schools have made strides in recruiting and graduating nurses that reflect the patient population, more must be done before equal representation is realized.

As the only public HBCU in the State of Florida, FAMU has the capacity to offer a DNP and graduate students to increase the diversity within this field. Specifically, Florida A&M University School of Nursing DNP program will be able to address the need by producing minority APNs that are prepared at the doctoral level: (1) who are likely to reside in the local community and the State of Florida; (2) are trained in health disparity and working with underserved populations; and (4) are prepared in Adult Gerontology, a concentration that no other school offers in North Florida and the Big Bend area. Due to the nature of this program and the increased need for a diverse workforce, transitioning to the DNP is essential for the production of a culturally diverse profession of nurse practitioners to address the healthcare needs of North Florida.

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

As the number one producer of African-American baccalaureate degreed nurses in the State of Florida, the FAMU SON has also consistently produced high quality advanced practice nurses at the master’s level who have addressed the region’s primary healthcare needs since 1998. Several of them have gone on to receive Ph.Ds, but many more FAMU MSN alumni are ready to enter and prefer the DNP program because it is a practice-doctorate. The Rand Report (2014) stated that student demand for the DNP on the part of currently practicing APRNs appears robust. At FAMU, inquiries into the DNP and post-master’s DNP program have been steady and strong. Therefore, the
BSN-DNP and the post-master’s DNP programs being proposed at FAMU will meet this need.

Since the implementation of the online MSN program in 2011, more calls from around the State are coming in for a DNP. Unavailability of the DNP at FAMU for the last two years has caused many of our own BSN alumni to go elsewhere for DNP programs. A needs assessment done in 2013 and 2014 revealed that 93% of the FAMU graduating seniors were considering furthering their education within one to two years and that at least 50% of them would enter the DNP at FAMU if offered, particularly since AACN is recommending that become the required entry degree for nurse practitioners. Specifically, 42% of the respondents indicated they were thinking of enrolling in graduate school within one year of completing their bachelor’s degree, 37% within two years, 12% within three years, and 9% within 5 years as shown in each of the figures below.

Figure 2: Time Frame of FAMU Senior Students Considering Graduate Studies

An informal opinion poll conducted by the FAMU SON Associate Dean of the Graduate Program at the August 20, 2015 meeting of the Tallahassee Council of Advanced Practice Nursing indicated that 60 percent of the APNs (n=60) would return to school for a post-master’s DNP. Surveys have revealed strong interest in both the BSN-DNP and PM-DNP. However, there is a large pool of MSN alumni who are interested in the PM-DNP program. Because of the strong interest from FAMU alumni who have graduated from the existing MSN program, the post-masters DNP program will be implemented initially in year one and the BSN-DNP in year three.

Due to the impending national mandate that all APNs hold a practice doctoral degree in the very near future, current BSN students will be oriented and encouraged to seek admissions to the proposed BSN-DNP program. By year three of the program, it is anticipated that there will be significant interest and demand for the BSN-DNP and that
enrollment in the post-masters will be substantial enough to sustain itself. As both programs grow and the demand for the post-master’s and BSN-DNP continue, admission to the existing MSN program will be suspended.

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

The recommendation to move advanced nurse practice to the doctoral level comes from the American Association of Colleges of Nursing (AACN) in a position statement published in 2004. According to AACN’s annual survey conducted in 2013, over half of the nursing schools offering graduate level education now offer the DNP and this number is expected to grow. Of that number, seven institutions within the State University System offer the DNP, of which the closest is Florida State University (FSU). While FSU does offer a similar program, its focus is different from that of FAMU and does not include a concentration in Adult Gerontology Primary Care (AGPCNP), the primary focus of FAMU’s program.

Even though FSU does not prepare nurse practitioners in the area of Adult Gerontology Primary Care, the Dean of the FAMU School of Nursing has consulted with FSU regarding the offering of the DNP at FAMU. She has also had conversations with the University of Florida, who also has an established DNP program. Both programs have indicated that the additional offering of a DNP in the North Florida region will not have a negative impact on enrollment in their programs and as a result have provided support for the proposed program at FAMU. Letters of support from each university is provided in Appendix C).

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

The initial projections for FAMU are conservative, estimating 14 Post-Master’s DNP students in year one increasing to 51 students by year five after implementing the BSN to DNP in year three as shown in Appendix A, Table 1. These projections are based on past experiences and demand for the existing MSN program and inquiries made to the School of Nursing for the Post-Masters DNP. Increased enrollment will occur in year three when the BSN-DNP program is implemented. These enrollment numbers represent a sustainable level of enrollment given faculty resources, the current research infrastructure and clinical site resources.

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

Florida A&M University does not discriminate based on any protected class issue including race, religion, color, age, sex, disability, sexual harassment, sexual orientation, gender identity, gender expression, marital status, national origin, and veteran status as prohibited by state and federal statutes (http://www.famu.edu/Catalog/Final%20Catalog%202014-2015%20high%20%20resolution%203-4%202015.pdf).

Every effort will be made to recruit students from diverse backgrounds, including men, to the DNP program. Upon admission, all students will be assigned a faculty advisor, receive advisement and educational support to promote student retention and program success. The faculty will be encouraged to apply for federal funding to support initiatives that promote a diverse nursing workforce. Once the DNP program is approved, the School of Nursing will be eligible to apply for annual federal funds from the Health Resources Services Administration (HRSA) Bureau of Health Professions Division of Nursing through its workforce diversity initiative.

III. Budget

A. Use Table 2 in Appendix A to display projected costs and associated funding sources for Year 1 and Year 5 of program operation. Use Table 3 in Appendix A to show how existing Education & General funds will be shifted to support the new program in Year 1. In narrative form, summarize the contents of both tables, identifying the source of both current and new resources to be devoted to the proposed program. (Data for Year 1 and Year 5 reflect snapshots in time rather than cumulative costs.)

The DNP program will be supported by reallocating partial E&G resources from existing SON graduate faculty qualified to teach in the new program, hiring two new faculty by year three of the program, utilizing SON adjuncts who already teach specific courses on a consistent basis each year, expanding administrative support for the program, and securing additional graduate assistantship funds to support students. Applications will also be made for federal grants to support research associated with the program.

Additionally, support will be provided through collaboration with other units on campus to teach specific courses as shown in letters of support in Appendix E.

B. Please explain whether the university intends to operate the program through continuing education on a cost-recovery basis, seek approval for market tuition rate, or establish differentiated graduate-level tuition. Provide a rationale for doing so and a timeline for seeking Board of Governors’ approval, if appropriate. Please include the expected rate of tuition that the university plans to charge for this program and use this amount when calculating cost entries in Table 2.

Not applicable.

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

Implementation of the DNP will not have a negative impact on existing programs. Within year one, partial resources and faculty effort from the existing School of Nursing faculty will be reallocated to the DNP. Two new faculty will also be hired by year three as the post-masters DNP grows and the BSN to DNP is implemented. The program will be complemented with the use of collaborating faculty from other colleges and schools on campus who have expressed a desire and agreed to teach in the program. Existing adjuncts who consistently teach select courses will also be utilized; thereby reducing the impact on existing programs.

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

Not applicable.

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

The FAMU SON has a long history of successful obtainment of training grants for the purpose of funding graduate education. Currently, the FAMU School of Nursing receives funding from FAMU School of Graduate Studies and Research (SGSR) in the form of tuition waivers and work-study. The Dean has been able to garner several technology grants to update the SON classrooms to enhance online course delivery. She also has a track record of securing private grants such as Big Bend Area Education Center (AHEC) grant. In past years, FAMU SON has received Title VIII HRSA Graduate Nurse Traineeship funding for the initial implementation of the Masters Program and through the Associate Dean, Dr. Earp, has been able to receive support in the area of clinical preceptor sites and preceptors in addition to obtaining Advanced Education Nursing Traineeship (AENT) from HRSA.

With the implementation of the DNP, the School of Nursing will continue to seek grant funding from agencies, such as the Division of Nursing within the HRSA which provides several grant mechanisms such as Advanced Education Nursing (AEN) Program, and the Nurse Faculty Loan (NFLP) Program and Nursing Workforce Diversity (NWD) Program, which supports students at both the master’s and doctoral level. The program will also seek funding from the Integrated Technology into Nursing Education and Practice (ITNEP) Program that supports the incorporation of technology, including simulations, informatics, and telehealth.
IV. Projected Benefit of the Program to the University, Local Community, and State

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

Qualitatively, benefit to the university, local community, and the state by implementing the DNP program at FAMU are many. As described earlier in the proposal, students of minority backgrounds will be better represented among DNP graduates who will be able to provide culturally-sensitive care and support that underserved populations with multiple complex health problems deserve. This should improve the health status and empower the health care recipients to enhance their self-care abilities. Literature indicates that African Americans are reactive instead of proactive in terms of caring for their health, which complicates their health problems. Research findings also enlightened us that having health providers that “look like them” increases care visit appointments and compliance to the prescribed health care regimen. Additionally, many of the North Florida counties are designated as Health Profession Shortage Areas (HPSA). Overall, Florida met only 42% in terms of primary care health professional shortage areas (http://kff.org/other/state-indicator/primary-care-health-professional-shortage-areas-hpas/). In Florida, one primary care physician sees at least 2,500 HMO members and the ratio may be increased by 500 members for each FTE advanced registered nurse practitioner. With the current curriculum, FAMU graduate students are introduced to HPSA early on in their educational career, which helps them to develop deeper appreciation to serving the underserved which can impact the primary care health professional shortage in these areas following graduation.

FAMU is an HBCU with a successful history of educating minority students from underserved backgrounds. Providing educational access to students in this underserved area of North Florida, especially to minority students will increase quantity of the doctorally prepared advanced practice nurses who can practice evidence-based primary care. Availability of this highly sought-after DNP degree program at FAMU and allowing both FAMU undergraduates and graduates from other baccalaureate programs to obtain the highest nursing practice degree will help meet future projected workforce needs within Florida, particularly in the northern third of the State and Southern Georgia.
V. Access and Articulation – Bachelor’s Degrees Only

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

Not Applicable

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

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

Not Applicable

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

Not Applicable

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

Not Applicable
INSTITUTIONAL READINESS

VI. Related Institutional Mission and Strength

A. Describe how the goals of the proposed program relate to the institutional mission statement as contained in the SUS Strategic Plan and the University Strategic Plan (see link to the SUS Strategic Plan on the resource page for new program proposal).

Table 2: Relationship Between SUS Strategic Plan, FAMU Mission and SON Philosophy.

<table>
<thead>
<tr>
<th>State University System Goals</th>
<th>Florida A&amp;I University Mission</th>
<th>School of Nursing Mission/Philosophy/Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the Number of Degrees Awarded within Programs of Strategic Emphasis</td>
<td>…is committed to educating students at the…………………, graduate, doctoral and professional levels</td>
<td>The mission of the SON is to educate individuals to function as generalists at the undergraduate level and as specialists at the graduate level in professional nursing.</td>
</tr>
<tr>
<td>Increase Community and Business Workforce</td>
<td>…is committed to… preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society</td>
<td>Implement clinical prevention and population health concepts that address health promotion and disease prevention efforts to improve health equity and nation’s health.</td>
</tr>
<tr>
<td>Strengthen Quality &amp; Reputation of Academic Programs and Universities</td>
<td>FAMU’s distinction as a research institution will continue to provide mechanisms to address emerging issues through local and global partnerships.</td>
<td>1. Develop and evaluate practice approaches based on science-based theories and concepts for the highest level of nursing practice. 2. Employ organizational and systems leadership skills to foster collaboration and advocacy that influence change for safe quality care delivery. 3. Use and evaluate health care information systems and patient care technology to improve and transform health care.</td>
</tr>
</tbody>
</table>

As seen in Table 2 above, there is a congruency between the 2025 SUS Strategic Plan, FAMU Mission and SON Philosophy. The proposed DNP program is consistent with the SUS plan of increasing the number of degrees awarded within programs of strategic emphasis. FAMU SON is proactively trying to meet the professional mandate of elevating APN education to the doctoral level. FAMU DNP program also meets the SUS goal of increasing community and business workforce, and is well positioned to decrease the shortage of nurse practitioners in the State, especially North Florida. FAMU’s mission includes, “preparing graduates to apply their knowledge, critical thinking skills and creativity in their service to society.” One of the contributing factors of the national nursing shortage is the number of available faculty to teach in these programs. By implementing the DNP program, FAMU will also be able to contribute to reducing the faculty shortage by producing qualified DNP graduates eligible teach in academia.

B. Describe how the proposed program specifically relates to existing institutional strengths, such as programs of emphasis, other academic programs, and/or institutes and centers.
FAMU SON has established itself as a prime producer of qualified BSN and MSN graduates. The BSN program consistently enrolls at least 500 students per year. Many FAMU BSN recent graduates matriculated into the DNP programs around the state, for FAMU did not have a DNP program. Therefore, the SON has strong BSN alumni base for admission. The current online MSN program at FAMU also has great strengths in producing qualified graduates with 100% graduation rates and very good certification pass rates. A successful online offering will attract students because the majority of DNP students continue employment and do not wish to relocate. The faculty currently teaching at the MSN level are experienced in teaching online.

The School of Nursing is also known for its collaborative relationships with other departments within the University, especially the Institute of Public Health, College of Pharmacy and Pharmaceutical Sciences and School of Allied Health Sciences. Also, FAMU has two health disciplines that provide doctoral degrees: Doctor of Pharmacy (Pharm D) and Doctor of Physical Therapy (DPT). University support is strong to meet FAMU’s Strategic Goals to support the SUS goals. Inter-professional education and collaboration is another emphasis area by the national organizations such as American Association of Colleges of Nursing (AACN) and Association of American Medical Colleges (AAMC). Further, FAMU has established the Center for Health Equity to encourage inter-professional collaboration within the University and the SON has been an integral part in this University initiative. The DNP program will continue the practice of collaborating with other units on campus to build their strengths and expertise. Letters of support from the collaborating units are provided in Appendix E.

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

Table 3 provides a detailed narrative of steps taken to date to develop and implement the DNP program at FAMU School of Nursing. Dr. Jane Kapustin, who served as our initial consultant for MSN reaccreditation and DNP curriculum development, was Assistant Dean for the MSN and DNP program at the University of Maryland.

Table 3: DNP Planning Process

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Planning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/ 15/2012</td>
<td>Dr. Jaibun Earp; Dr. Ruena Norman; University Officials: Drs. Pitter/ Kincey</td>
<td>Discussion of the need for DNP at FAMU and process for program development.</td>
</tr>
<tr>
<td>04/09/2012</td>
<td>Earp, Onubogu, Marshall, Norman Consultant: Dr. Jane Kapustin</td>
<td>Discussion of AACN DNP Essentials, Comparison of DNP Curriculum within SUS, Discussion of Development of Post-Master’s DNP, BSN to DNP &amp; RN to DNP).</td>
</tr>
<tr>
<td>06/11/2012</td>
<td>Earp, Graham, Marshall, Onubogu, Phillips, Norman</td>
<td>Graduate Program Curriculum Workshop</td>
</tr>
<tr>
<td>09/17/2012</td>
<td>Earp, Graham, Marshall, Onubogu, Phillips, Norman</td>
<td>Discussion of Progression of AACN Essentials from BSN to DNP</td>
</tr>
<tr>
<td>02/11/2013</td>
<td>Earp, Graham, Marshall, Onubogu, Phillips,</td>
<td>Review of national standards;</td>
</tr>
<tr>
<td>Date</td>
<td>Participants</td>
<td>Topic/Action</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>06/18/2013</td>
<td>Earp, Graham, Marshall, Onubogu, Phillips, Norman</td>
<td>Discussion of Student Learning Outcomes for DNP</td>
</tr>
<tr>
<td>07/02/2013</td>
<td>Norman</td>
<td>Review of Graduate Curriculum; Post-Master’s Curriculum Plan</td>
</tr>
<tr>
<td>11/04/2013-</td>
<td>Earp, Graham, Onubogu, Phillips, Marshall</td>
<td>MSN and DNP Curriculum Development</td>
</tr>
<tr>
<td>03/31/2014</td>
<td>Dr. Jaibun Earp</td>
<td>Attended ACEN Self-Study Form</td>
</tr>
<tr>
<td>04/15/2014</td>
<td>Dr. Earp, University Official: Dr. Gita Pitter</td>
<td>Attended CAVP meeting in Orlando; DNP Pre-proposal approved without recommendation.</td>
</tr>
<tr>
<td>5/14/2014</td>
<td>Earp, Graham, Onubogu, Phillips, Marshall Consultant: Dr. Jane Kapustin</td>
<td>MSN Curriculum Workshop; Student Learning Outcomes and Evidence of Achievement</td>
</tr>
<tr>
<td>08/26/2014</td>
<td>Earp, Graham, Onubogu, Phillips, Marshall Consultant: Dr. Jane Kapustin (via Blackboard Collaborate)</td>
<td>DNP Curriculum discussion</td>
</tr>
<tr>
<td>09/15-17/2014</td>
<td>Dr. Jaibun Earp</td>
<td>DNP Program Site Visit</td>
</tr>
<tr>
<td>09/22/2014</td>
<td>Earp, Graham, Onubogu, Marshall, Consultant: Dr. Jane Kapustin (via Blackboard Collaborate)</td>
<td>DNP Curriculum discussion; Reviewed the 2nd revision of the curriculum</td>
</tr>
<tr>
<td>09/29/2014</td>
<td>Earp, Graham, Onubogu, Marshall, Consultant: Dr. Jane Kapustin (via Blackboard Collaborate)</td>
<td>DNP Curriculum discussion; Reviewed the 3rd revision of the curriculum</td>
</tr>
<tr>
<td>09/29/2014</td>
<td>Earp, Graham, Onubogu, Phillips, Marshall, Consultant: Dr. Jane Kapustin (via Blackboard Collaborate)</td>
<td>DNP Curriculum discussion</td>
</tr>
<tr>
<td>10/15/2014</td>
<td>Earp, Onubogu, Consultant: Dr. Jane Kapustin (via Blackboard Collaborate)</td>
<td>DNP Curriculum discussion; Reviewed the 4th revision of the curriculum</td>
</tr>
<tr>
<td>10/29/2014</td>
<td>Earp, Graham, Onubogu, Phillips, Marshall, Consultant: Dr. Jane Kapustin</td>
<td>DNP Curriculum discussion</td>
</tr>
<tr>
<td>11/10/2014</td>
<td>Earp, Onubogu Consultant: Dr. Jane Kapustin (via Blackboard Collaborate)</td>
<td>DNP Curriculum discussion; Discussed the feedback received from the consultant.</td>
</tr>
<tr>
<td>02/05/2015</td>
<td>Dr. Ruena Norman; Dr. Jaibun Earp University officials: Provost &amp; VP for Academic Affairs Dr. Wright; Drs. Pitter and Kincey</td>
<td>Approval to develop a full DNP proposal</td>
</tr>
<tr>
<td>02/11-13/2015</td>
<td>ACEN Evaluators</td>
<td>MSN Program visited</td>
</tr>
<tr>
<td>02/17/2015</td>
<td>Dr. Ruena Norman; Dr. Jaibun Earp University Officials, Provost &amp; VP for Academic Affairs Dr. David; Drs. Pitter and Kincey</td>
<td>Information sharing concerning the status of DNP and reaffirmation to continue to develop a full DNP proposal from the new provost.</td>
</tr>
<tr>
<td>06/18/2015</td>
<td>Dr. Earp, Dr. Norman, Dr. Lawson SON Advisory Board Members</td>
<td>Informed the SON Board members of the progress toward the DNP program development.</td>
</tr>
<tr>
<td>06/22/2015</td>
<td>Earp, Graham, Onubogu, Phillips, Marshall</td>
<td>DNP Curriculum discussion; Review of course description</td>
</tr>
<tr>
<td>07/20/2015</td>
<td>Earp, Onubogu, Phillips, Marshall</td>
<td>Plans for BOG proposal finalized.</td>
</tr>
<tr>
<td>07/21/2015</td>
<td>Earp</td>
<td>BOG application submitted to the Dean, SON &amp; Dr. Pitter, Assoc.VP for Institutional Enhancement</td>
</tr>
</tbody>
</table>
Table 4 provides a timetable of events necessary for the implementation of the proposed program.

**Table 4: Events Leading to Implementation**

<table>
<thead>
<tr>
<th>Date</th>
<th>Implementation Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/15/2014</td>
<td>Pre-proposal to develop DNP was approved by CAVP in Orlando, FL.</td>
</tr>
<tr>
<td>02/11-13/2015</td>
<td>MSN program visited for reaccreditation by ACEN</td>
</tr>
<tr>
<td>07/20/2015</td>
<td>DNP curriculum development completed.</td>
</tr>
<tr>
<td>08/03/2015</td>
<td>MSN program reaccredited for eight years.</td>
</tr>
<tr>
<td>11/04/2015</td>
<td>DNP proposal approved by the University Curriculum Committee</td>
</tr>
<tr>
<td>11/17/2015</td>
<td>DNP proposal approved by Faculty Senate</td>
</tr>
<tr>
<td>03/01/2016</td>
<td>Secured Drs. Marsha Murphy and Rose Suhayda as additional Consultants</td>
</tr>
<tr>
<td>09/14/2016</td>
<td>DNP proposal approved by FAMU Board of Trustees</td>
</tr>
<tr>
<td>11/2016</td>
<td>Approval from the FL. Board of Governors sought.</td>
</tr>
<tr>
<td>TBA</td>
<td>Advertise the program</td>
</tr>
<tr>
<td>08/2017</td>
<td>Admit first cohort</td>
</tr>
</tbody>
</table>

VII. Program Quality Indicators - Reviews and Accreditation

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

FAMU SON Baccalaureate program is fully accredited by the Accreditation Commission for Education in Nursing (ACEN) through Spring, 2018. The Master’s program was reviewed for reaccreditation on February 2015 and received 8-year full reaccreditation with the next site visit in 2023.

VIII. Curriculum

A. Describe the specific expected student learning outcomes associated with the proposed program. If a bachelor's degree program, include a web link to the Academic Learning
AACN Essentials of Doctoral Education guided the development of the FAMU DNP program learning outcomes. While FAMU proposes two entry points to doctoral education: BSN-DNP and MSN-DNP, the learning outcomes are the same for both programs. The following eight program learning outcomes direct curriculum, instructional activities and measurement of outcomes:

1. Develop and evaluate practice approaches based on science-based theories and concepts for the highest level of nursing practice.
2. Employ organizational and systems leadership skills to foster collaboration and advocacy that influence change for safe and quality care delivery.
3. Utilize analytical methods to develop, implement, and evaluate evidence-based practice guidelines and quality improvement initiatives to disseminate findings that enhance practice and health care delivery.
4. Use and evaluate health care information systems and patient care technology to improve and transform health care.
5. Demonstrate leadership in the analysis and utilization of health policies influencing health care delivery and health outcomes.
6. Employ effective communication and collaborative leadership skills with intraprofessional and interprofessional teams to improve patient and population health outcomes.
7. Implement clinical prevention and population health concepts that address health promotion and disease prevention efforts to improve health equity and nation’s health.
8. Provide, guide and evaluate evidence-based advanced practice nursing care within a primary care setting to diverse populations across the adult lifespan.

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

Admission Requirements for Post-Master’s (APN) DNP Program:
This track is for APN master’s graduates to obtain the DNP.

<table>
<thead>
<tr>
<th>Admission Requirements</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Master’s degree in Nursing with APN preparation from nationally accredited program (ACEN or CCNE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Current valid, unrestricted, unencumbered registered nurse (RN) from the state of which the applicant is practicing. License is to be kept current during the program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Graduate GPA 3.0 or above in all work attempted in the master’s degree program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Identification of qualified available clinical preceptor(s), i.e. nationally certified nurse practitioners in Adult-Gerontology (AGNP), Family (FNP) or licensed physician (MD or DO) (Distance students only).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Three Professional References</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Interview with graduate faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Current CPR Certification</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Documentation of current physical examination, labs (CBC and urinalysis), and tuberculosis test and/or chest X-ray. A state or military certificate of immunization status documenting immunity for measles-mumps-rubella (MMR), Hepatitis B (HBV), Varicella (Var), and diphtheria and tetanus toxoids and acellular pertussis (DTaP) or tetanus and diphtheria toxoids (Td) is required. If certification of immunization is not available, a titer is required.</td>
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<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Proficiency in use of computers.</td>
</tr>
<tr>
<td>10</td>
<td>Statement of Professional Goals (please indicate your specialty track of interest).</td>
</tr>
<tr>
<td>11</td>
<td>Foreign Applicant (TOEFL &gt; 550)</td>
</tr>
</tbody>
</table>

**Items to Complete Before Enrollment (Prior to the Start of Classes)**

<table>
<thead>
<tr>
<th></th>
<th>Level II Background Check and a lab-controlled drug screen. (Local background check may be required by an agency)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>Items 7, 8 &amp; 12 must be kept current annually.</td>
</tr>
</tbody>
</table>

**Admission Requirements for BSN-DNP Track:**

This track is for BSN graduates.

<table>
<thead>
<tr>
<th>Admission Requirements</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Baccalaureate degree with a major in nursing from a nationally accredited program (ACEN or CCNE).</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Current, valid, unrestricted and unencumbered registered nurse (RN) license in the State of Florida or current RN license from the state of which the applicant is practicing.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Grade point average of 3.0 or above in all work attempted in the last 60 hours of the baccalaureate degree.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Graduate Record Examination (GRE) score of 300 on combined quantitative-verbal sections.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Undergraduate course credits for statistics and health assessment.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Identification of qualified available clinical preceptor(s), i.e. nationally certified nurse practitioners in Adult-Gerontology (AGNP), Family (FNP) or licensed physician (MD or DO) (Distance students only).</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Three Professional References</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Interview with graduate faculty</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Documentation of current physical examination, labs (CBC and urinalysis), and tuberculosis test and/or chest X-ray. A state or military certificate of immunization status documenting immunity for measles-mumps-rubella (MMR), Hepatitis B (HBV), Varicella (Var), and diphtheria and tetanus toxoids and acellular pertussis (DTaP) or tetanus and diphtheria toxoids (Td) is required. If certification of immunization is not available, a titer is required.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Proficiency in use of computers.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Statement of Professional Goals (please indicate your specialty track of interest).</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Foreign Applicant (TOEFL &gt; 550)</td>
<td></td>
</tr>
</tbody>
</table>

**Items to Complete Before Enrollment (Prior to the Start of Classes)**

<table>
<thead>
<tr>
<th></th>
<th>Current CPR Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>Professional liability insurance.</td>
</tr>
<tr>
<td>14</td>
<td>Level II Background Check and a lab-controlled drug screen. (Local background check may be required by an agency)</td>
</tr>
</tbody>
</table>

21
Admission Requirements for Non-APN MSN Post-Master’s DNP:
This track is for students who hold non-APN master’s degree who want to become DNP with AGPCNP concentration.

<table>
<thead>
<tr>
<th>Admission Requirements</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Master’s degree in Nursing from nationally accredited program (ACEN or CCNE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Current valid, unrestricted, unencumbered registered nurse (RN) from the state in which the applicant is practicing. License is to be kept current during the program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Graduate GPA 3.0 or above in all work attempted in the master’s degree program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Identification of qualified available clinical preceptor(s), i.e. nationally certified nurse practitioners in Adult-Gerontology (AGNP), Family (FNP) or licensed physician (MD or DO) (Distance students only).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Three Professional References</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Interview with graduate faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 Current CPR Certification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 Documentation of current physical examination, labs (CBC and urinalysis), and tuberculosis test and/or chest X-ray. A state or military certificate of immunization status documenting immunity for measles-mumps-rubella (MMR), Hepatitis B (HBV), Varicella (Var), and diphtheria and tetanus toxoids and acellular pertussis (DTaP) or tetanus and diphtheria toxoids (Td) is required. If certification of immunization is not available, a titer is required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 Proficiency in use of computers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Statement of Professional Goals (please indicate your specialty track of interest)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 Foreign Applicant (TOEFL &gt; 550)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Items to Complete Before Enrollment (Prior to the Start of Classes)

<table>
<thead>
<tr>
<th>Items to Complete Before Enrollment (Prior to the Start of Classes)</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 Level II Background Check and a lab-controlled drug screen. (Local background check may be required by an agency)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Items 9 and 13-15 must be kept current annually.

Graduation Requirements:

Graduation Requirements for Post Master’s DNP program:
The graduation requirements for Post Master’s DNP program are:

<table>
<thead>
<tr>
<th>Graduation Requirements</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Successful completion of 36-37 semester credit hours of post-master’s graduate course work. This coursework includes successful completion of all required and elective courses in the curriculum including the DNP projects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Cumulative GPA in the program of 3.0 or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 On-campus residency requirements (3 campus visits during the matriculation period: one (1) visit on the second semester while beginning to formulating the DNP project; one (1) visit during the final semester to complete and present their DNP project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 The DNP degree must be completed within eight (8) semesters from the</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The graduation requirements for BSN-DNP program are:

<table>
<thead>
<tr>
<th>Graduation Requirements</th>
<th>Status</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Successful completion of 77 semester credit hours of post-baccalaureate,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>graduate course work. This coursework includes successful completion of all required</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and elective courses in the curriculum including the DNP projects.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Cumulative GPA in the program of 3.0 or higher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. On-campus residency requirements (3 campus visits during the matriculation period:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>two (2) visits on the second semester; one (1) visit during 6th semester while</td>
<td></td>
<td></td>
</tr>
<tr>
<td>formulating the DNP project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The DNP degree must be completed within seven (7) calendar years from</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the time of formal matriculation into the program.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

The proposed DNP program was developed by the faculty using national guidelines, AACN
Essentials for Doctoral Education, Nurse Practitioner Core Competencies (2012) by the
National Organization of Nurse Practitioner Faculties (NONPF) and Consensus Model for
APRN Regulation: Licensure, Accreditation, Certification & Education (2008). For advanced
practice nursing competencies, role-specific professional standards and guidelines, and
certification requirements, 2010 Adult-Gerontology Primary Care Nurse Practitioner
Competencies and 2012 Nurse Practitioner Core Competencies by the NONPF were used to
develop the curriculum.

FAMU DNP program will have two entries: Post-Master’s DNP (Table 5) and BSN-DNP (Table 6).
Table 7 is the part-time option for BSN-DNP. Students with a master’s degree with APN
preparation will be admitted to the Post-Master’s DNP and complete 36-38 credits. Students
with a bachelor’s degree in nursing will be matriculated into the BSN-DNP track and complete
77 credits. Table 8 presents the full-time curriculum plan for the Non-APN Post-Master’s DNP
option. The goal is to prepare students to apply scientific evidence to the clinical practice
setting and to function at the highest level as Adult Gerontology Primary Care Nurse
Practitioner. The student learning outcomes are the same for both DNP programs regardless of
the type of entry path.

Table 5: FAMU Post-Master’s DNP Option (FT)

<table>
<thead>
<tr>
<th>Sem</th>
<th>Prefix</th>
<th>Name of Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fall</td>
<td>Population Health &amp; Interprof Prac (60)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NGR xxxx</td>
<td>Genetics and genomics in Nursing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NGR xxxx#</td>
<td>Advanced Professional Writing</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NGR xxxx%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NGR xxxx</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Spr</td>
<td>Epidemiology/Biostatistics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NGR xxxx$</td>
<td>HC Finance and Health Economics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NGR xxxx*</td>
<td>Nursing Informatics/Innovative Tech</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NGR xxxx*</td>
<td>DNP project I</td>
<td>1</td>
</tr>
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</table>
### Table 6: FAMU BSN-DNP Option (FT):

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<th>Credit</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fall</td>
<td>NGR6740: Prof Role Development</td>
<td>1</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>NGR5110: Theories and Ethics</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NGR 5141: Advanced Pathophysiology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NGR xxxx: Advanced Professional Writing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Spr</td>
<td>NGR 5172: Advanced Pharmacology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NGR 6891: Health Policies and Politics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>NGR 5742: Role in Health Promotion/Dz Prevention</td>
<td>3</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>NGR xxxx*: Nursing Informatics/Innovative Tech</td>
<td>3</td>
<td>9</td>
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<tr>
<td>3</td>
<td>Sum</td>
<td>NGR 5003: Health Assessment Theory</td>
<td>3</td>
<td></td>
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<td></td>
<td></td>
<td>NGR 5003L: Health Assessment Practicum</td>
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<tr>
<td></td>
<td></td>
<td>NGR xxxx$: Epidemiology / Biostatistics</td>
<td>3</td>
<td>12</td>
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<tr>
<td>4</td>
<td>Fall</td>
<td>NGR xxxx: Population Health &amp; Interprof Prac (60)</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>NGR xxxx: Executive Nursing Leadership (60-120)</td>
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<tr>
<td></td>
<td></td>
<td>NGR xxxx#: Genetics and Genomics in Nursing</td>
<td>3</td>
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<td></td>
<td></td>
<td>NGR 5810: Research Methods and EBP</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>Spr</td>
<td>NGR 5209: Clinical Management of Older Adults (45)</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>NGR xxxx*: HC Finance and Health Economics</td>
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<td></td>
<td></td>
<td>NGR 6291: Special Issues Across Life Span</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>NGR xxxx: DNP project I</td>
<td>1</td>
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</tbody>
</table>

Regular semester full-time load is 9 credits.
Up to 605 clinical hours from APN MSN program will be credited.
Regular semester full-time load is 9 credits.
*Course collaborated with School of Allied Health Sciences
$ Course collaborated with School of Public Health
# Course collaborated with College of Science and Technology
%Course collaborated with Department of English
Regular semester full-time load is 9 credits.

* New course
*Course collaborated with School of Allied Health Sciences
$ Course collaborated with School of Public Health
# Course collaborated with College of Science and Technology
%Course collaborated with Department of English

Table 7: FAMU BSN-DNP Option (PT)

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<th>Name of Course</th>
<th>Credit</th>
<th>Total</th>
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<tr>
<td></td>
<td></td>
<td>Prof Role Development</td>
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<td></td>
<td>Advanced Pathophysiology</td>
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<tr>
<td>2</td>
<td>Spring</td>
<td>NGR5110 NGR xxxx%</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Theories and Ethics</td>
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<td></td>
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<td></td>
<td>Advanced Professional Writing</td>
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<td>Summer</td>
<td>NGR 5172 NGR 6891</td>
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<td></td>
<td></td>
<td>Advanced Pharmacology</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Health Policies and Politics</td>
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<tr>
<td>4</td>
<td>Fall</td>
<td>NGR 5742 NGR xxxx*</td>
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<td>Role in Health Promotion/Dz Prevention</td>
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<td></td>
<td>Nursing Informatics/Innovative Tech</td>
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<tr>
<td>5</td>
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<td>NGR 5003 NGR 5003L NGR xxxx$</td>
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<td>Health Assessment Practicum</td>
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<td>Epidemiology/ Biostatistics</td>
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<td>Summer</td>
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<td>Population Health &amp; Interprof Prac (60)</td>
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<td></td>
<td>Executive Nursing Leadership (60-120)</td>
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<tr>
<td></td>
<td></td>
<td>Genetics and Genomics in Nursing</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Research Methods and EBP</td>
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<td></td>
</tr>
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<td>7</td>
<td>Fall</td>
<td>NGR 5209 NGR xxxx*</td>
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<tr>
<td></td>
<td></td>
<td>Clinical Management of Older Adults (45)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Special Issues Across Life Span</td>
<td>3</td>
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<td></td>
<td></td>
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<td>Semester</td>
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<tr>
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<td>NGR 6201 Primary Care Adults Across Life Span I</td>
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<td></td>
<td>NGR 6291 DNP project II</td>
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<tr>
<td></td>
<td>NGR xxxx Education in Nursing (50)</td>
<td>3</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>2</td>
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<td></td>
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<td>12</td>
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<tr>
<td>Fall</td>
<td>NGR xxxx DNP Project IV</td>
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<td></td>
<td>NGR xxxx Residency in Advanced Practice Nursing (225)</td>
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<td></td>
<td>NGR xxxx DNP Seminar &amp; Evaluation of Outcomes</td>
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<td></td>
<td></td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total** | 77 |

Clinical 1000-1050

Regular semester full-time load is 9 credits.

* New course
* Course collaborated with School of Allied Health Sciences
$ Course collaborated with School of Public Health
# Course collaborated with College of Science and Technology
% Course collaborated with Department of English

**Note:** Although this PT plan starts out as a PT, the class load gets heavier starting the 6th semester.

**Table 8: FAMU Non-APN Post-Master’s DNP Option (FT)**

**Courses Waived If Taken Within the Last 5 Years with a Grade of B or Above at MSN Level**

<table>
<thead>
<tr>
<th>Course Details</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP Core:</td>
<td></td>
</tr>
<tr>
<td>NGR 5110 Theories &amp; Ethics in Nursing (2)</td>
<td>2</td>
</tr>
<tr>
<td>NGR 5810 Research Methods &amp; Evidence-based Practice (3)</td>
<td>3</td>
</tr>
<tr>
<td>NGR 6891 Health Policy and Politics (3)</td>
<td>3</td>
</tr>
<tr>
<td>NGR 6740 Professional Role Development (1)</td>
<td>1</td>
</tr>
<tr>
<td>NGR 5742 Role of APN in Health Promotion &amp; Disease Prevention (3)</td>
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</tr>
<tr>
<td>NGR xxxx Nursing Informatics/Innovative Tech (3)</td>
<td>3</td>
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<tr>
<td>NGR xxxx HC Finance and Health Economics (3)</td>
<td>3</td>
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<tr>
<td>NGR xxxx Executive Leadership (60-120) (3)</td>
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<tr>
<td>NGR xxxx Education in Nursing (50)</td>
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</table>

**Courses Waived If Taken within the Last 3 Years with a Grade of B or Above at MSN Level**

<table>
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<td>NGR 5141 Advanced Pathophysiology (3)</td>
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<td>NGR 5003C Advanced Health Assessment (3)</td>
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<td>NGR 5003L Advanced Health Assessment Practicum (1)</td>
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</tr>
<tr>
<td>NGR 5172 Advanced Pharmacology (3)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

**Courses That Must be Taken at FAMU**
D. Provide a sequenced course of study for all majors, concentrations, or areas of emphasis within the proposed program.

As provided under section C, students will progress from semester one to semester five in sequential order for Post-Master’s students and semester one to semester eight for BSN-DNP students.

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

Table 9 lists current and new courses that will be offered for the DNP students.

Table 9: Course Descriptions

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NGR 6740 Professional Role Development</td>
<td>Examination of organizational and professional issues and challenges that influence role behaviors in advanced nursing practice.</td>
</tr>
<tr>
<td>2</td>
<td>NGR 5110 Theories and Ethics</td>
<td>Science-based theories and interrelationships between nursing theory, research, and practice are emphasized in depth. Conceptual framework for future APRN practice, research and development are emphasized.</td>
</tr>
<tr>
<td>3</td>
<td>NGR 5003 Advanced Health Assessment Theory</td>
<td>Focus on the advanced assessment process, clinical reasoning, and decision-making for advanced practice nursing in a variety of primary care settings. Prerequisite to other clinical courses.</td>
</tr>
<tr>
<td>4</td>
<td>NGR 5003L Advanced Health Assessment Practicum</td>
<td>Focus on the development of advanced assessment skills necessary to develop the initial database for patient management by the APN.</td>
</tr>
<tr>
<td>5</td>
<td>NGR 5810 Research Methods and EBP</td>
<td>Emphasis on the process of scientific inquiry and incorporating research evidence into a wide variety of practice settings for evidence-based practice to optimize patient outcomes.</td>
</tr>
<tr>
<td></td>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>---</td>
<td>-------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>NGR 5141</td>
<td>Advanced Pathophysiology</td>
</tr>
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<td>7</td>
<td>NGR 5172</td>
<td>Advanced Pharmacology</td>
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<td>8</td>
<td>NGR 6891</td>
<td>Health Policies and Politics</td>
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<td>9</td>
<td>NGR 5742</td>
<td>Role of APN in Health Promotion/Disease Prevention</td>
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<td>10</td>
<td>NGR 5209</td>
<td>Clinical Management of Older Adults</td>
</tr>
<tr>
<td>11</td>
<td>NGR 6201</td>
<td>Primary Care Adults Across Life Span I</td>
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<td>12</td>
<td>NGR 6201L</td>
<td>Primary Care Adults Practicum I</td>
</tr>
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<td>13</td>
<td>NGR 6291</td>
<td>Special Issues Across Life Span</td>
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<tr>
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<td>Primary Care Adults Across Life Span II</td>
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<td>NGR 6700</td>
<td>APRN Synthesis Seminar</td>
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<td>18</td>
<td>NGR xxxx</td>
<td>Population Health &amp; Interprof Prac</td>
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<td>Genetics and Genomics in Nursing</td>
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<td>NGR xxxx</td>
<td>HC Finance and Health Economics</td>
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<td>NGR xxxx</td>
<td>Residency/ Clinical Hours</td>
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<td>Education in Nursing</td>
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<td>26</td>
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<td>Residency in Advanced Practice Nursing</td>
</tr>
<tr>
<td>27</td>
<td>NGR xxxx</td>
<td>DNP project</td>
</tr>
</tbody>
</table>
F. For degree programs in the science and technology disciplines, discuss how industry-driven competencies were identified and incorporated into the curriculum and indicate whether any industry advisory council exists to provide input for curriculum development and student assessment.

Not applicable.

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

FAMU SON DNP program will seek accreditation from the Accreditation Commission for Education in Nursing (ACEN). Both the baccalaureate and master’s programs are currently accredited by ACEN. According to ACEN policy, the SON will submit a substantive program change report to ACEN four months prior to the implementation of the program. The SON will request candidacy status after admission of the first cohort of students in August 2017. The SON will undergo an accreditation review within 12-18 months of implementation of the DNP program. Timeline for seeking ACEN accreditation for the DNP is listed in Table 10.

Table 10: Timeline for ACEN Accreditation

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activity</th>
<th>Responsible Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>March, 2017</td>
<td>Notify SACS of new program</td>
<td>Dr. Kincey, Director of Program Quality, Office of Institutional Effectiveness</td>
</tr>
<tr>
<td>April, 2017</td>
<td>Submit substantive change report to ACEN</td>
<td>Dean, School of Nursing</td>
</tr>
<tr>
<td>August, 2017</td>
<td>Admit the first cohort of students</td>
<td>Assoc Dean, Graduate Program</td>
</tr>
<tr>
<td>September, 2017</td>
<td>Apply for new applicant status</td>
<td>Dean</td>
</tr>
<tr>
<td>August, 2018</td>
<td>Admit the second cohort of students</td>
<td>Assoc Dean, Graduate Program</td>
</tr>
<tr>
<td>December, 2018</td>
<td>Submit self-study report to ACEN</td>
<td>Faculty</td>
</tr>
<tr>
<td>February, 2019</td>
<td>Program Evaluation Site Visit</td>
<td>Faculty, ACEN</td>
</tr>
<tr>
<td>May, 2019</td>
<td>First group graduation</td>
<td>Faculty</td>
</tr>
</tbody>
</table>

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

As noted above, the FAMU SON currently has baccalaureate and master’s programs accredited by ACEN, the national accreditation agency for all types of nursing programs. The SON will seek accreditation for the proposed DNP program from this same accrediting agency, which was approved by the U.S. Department of Education to accredit nursing doctoral programs in 2013. Accreditation by this agency will continue to be sought as it is a mark of excellence within the industry.
I. Briefly describe the anticipated delivery system for the proposed program (e.g., traditional delivery on main campus; traditional delivery at branch campuses or centers; or nontraditional delivery such as distance or distributed learning, self-paced instruction, or external degree programs). If the proposed delivery system will require specialized services or greater than normal financial support, include projected costs in Table 2 in Appendix A. Provide a narrative describing the feasibility of delivering the proposed program through collaboration with other universities, both public and private. Cite specific queries made of other institutions with respect to shared courses, distance/distributed learning technologies, and joint-use facilities for research or internships.

FAMU DNP program will be offered by both onsite and online delivery system. Classes will be held on campus for local students, while synchronous online delivery via Blackboard Collaborate will allow distance students to attend classes at the same time. FAMU MSN Online Program has been in operation since 2011, therefore online delivery of DNP does not need special permission or financial support. We have chosen synchronous delivery of classes for the DNP based on our five years of experience with the MSN online program, which were very effective in achieving student learning outcomes. Support by the Office of Instructional Technology of FAMU for faculty teaching online has been exceptional and will continue for the DNP program. Within the University, the FAMU SON will collaborate with the College of Pharmacy and Pharmaceutical Sciences Institute of Public Health, School of Allied Health Sciences, College of Social Sciences, Arts and Humanities, English Department, and College of Science and Technology Biology Department for the success of this DNP program.

IX. Faculty Participation

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

See Table 4, Appendix A.

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

As depicted in Appendix A, Table 2, the costs and associated funding resources for existing and anticipated full-time faculty for the first year is anticipated to be $199,532. This includes reallocated base salaries of $155,532 and $43,000 of Other Personnel Expenses, library and other general program expenses, all of which will come from E&G funding. As the DNP program continues to grow by year five, it is anticipated that the total funding will increase to $479,625, which includes continuing based funds from faculty and staff salaries in prior years. This dollar amount also includes anticipated funding due to enrollment growth to support additional support of the program and related expenditures.
C. Provide in the appendices the abbreviated curriculum vitae (CV) for each existing faculty member (do not include information for visiting or adjunct faculty).

See Appendix F.

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

FAMU SON Graduate program faculty has a demonstrated potential for strong research strengths to support scholarly activities of the DNP students (Table 11). Dr. Earp, who serves as Associate Dean of the Graduate Program, has a track record of external funding and publications. She is currently conducting a study related to complementary and alternative medicine supported by the NIH National Institute of Minority Health and Health Disparities (NIMHD) Research Centers in Minority Institutions (RCMI). Dr. Uloma Onubogu, Associate Professor, has also been funded by the University Faculty Research Program (FRAP) award and NIH NIMHD RCMI, Faculty Research Development (FRD) Award. She already has completed a pilot project and published three articles in refereed journals. Dr. Graham also published in refereed journals and has a track record of external funding, especially training grants. Establishment of DNP at FAMU will provide impetus for making significant gains in increasing scholarly productivity including external grant funding activities.

Table 11: Faculty Productivity

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Years of Teaching</th>
<th># of papers</th>
<th># of Proceedings; Abstracts; Book Chapter review</th>
<th># of Presentations</th>
<th># of Book Chapters</th>
<th># of Grants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronson, Sevilla</td>
<td>16</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Daniels, Sheena</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Earp, Jaibun</td>
<td>40</td>
<td>14</td>
<td>15</td>
<td>64</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>Gardner, Lisa</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graham, Mary</td>
<td>40</td>
<td>7</td>
<td>5</td>
<td>15</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Onubogu, Uloma</td>
<td>16</td>
<td>7</td>
<td>8</td>
<td>14</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Phillips, Carswella</td>
<td>12</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

X. Non-Faculty Resources

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

FAMU Library resources and services are comprehensive, current, and accessible. No additional funding is required for the implementation of the DNP program other than $5,000 for the first two years to update instructional materials. By year five, additional
instructional materials may be needed anticipated at $2500. The University Libraries provide collections of current books, periodicals, and pertinent reference materials, which have been selected with faculty input and are readily accessible to faculty and students both onsite and online. Samuel H. Coleman Memorial Library (the main library) and branch libraries provide traditional print, as well as electronic access to full text databases, e-journals, e-books, images and video. Library collections contain materials that support the current Master of Science in Nursing (MSN) curriculum directly and indirectly through interdisciplinary collections and will support the DNP students, who will require access to current research and policy literature.

Table 12 shows library holdings targeted for use by the general campus and community population, as well as holdings targeted to support the DNP program. This includes over 4,000 books, journals and other resources in support of advanced practice nursing, including resources on the subjects of gerontology, nurse practitioners, nursing research, and women’s health.

**Table 12: Library Holdings**

<table>
<thead>
<tr>
<th>Library Resources</th>
<th>General</th>
<th>Medicine</th>
<th>Nursing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holdings</td>
<td>1,450,857</td>
<td>17,756</td>
<td>10,230</td>
</tr>
<tr>
<td>Books</td>
<td>1,258,072</td>
<td>14,796</td>
<td>7,547</td>
</tr>
<tr>
<td>Images/Video</td>
<td>25,068</td>
<td>1,744,700</td>
<td>21,253</td>
</tr>
<tr>
<td>Electronic Books</td>
<td>114,496</td>
<td>1,986</td>
<td>5,890</td>
</tr>
<tr>
<td>Journals/Serial</td>
<td>102,783</td>
<td>2,698</td>
<td>2,074</td>
</tr>
<tr>
<td>Electronic Journals</td>
<td>78,208</td>
<td>2,202</td>
<td>1,954</td>
</tr>
<tr>
<td>Electronic databases</td>
<td>320</td>
<td>43</td>
<td>43</td>
</tr>
</tbody>
</table>

B. Describe additional library resources that are needed to implement and/or sustain the program through Year 5. Include projected costs of additional library resources in Table 3 in Appendix A. Please include the signature of the Library Director in Appendix B.

As a doctoral degree granting institution, the University libraries actively contribute to student learning and faculty’s scholarly productivity through its collections, services, and professional librarians, thereby elevating the reputation of the University. There are five libraries within FAMU and the libraries contain over 1.5 million books, videos, eBooks, journals and databases. All of the libraries work collaboratively to provide information and library resources to all faculty, students, and staff regardless of location or specific mission. Students, faculty and staff have access to collections, resources and services 24 hours a day, seven days a week, either through the hours that the main library is open or through the library web page. Through the University Libraries’ web page, faculty and students have full access to the FAMU library catalog on or off campus, and the library catalogs of the State University System and Florida College System libraries. Online resources and services are available within the libraries, from campus computers, in faculty offices, and from residence halls. Off-campus access is also available 24 hours a day to authenticated users (students, faculty, and staff). Support services such as instruction, interlibrary loans, loan renewals, course reserves, reference assistance, and distance learning services are also accessible from the web page. In addition to the funds provided by the University, the Florida Virtual Campus
and the Florida Electronic Library at an annual cost of approximately $300,000 fund
electronic resources in support of SUS and FCS libraries. The DNP program foresees no
requirement for additional resources.

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

No additional classroom, teaching laboratory, research laboratory, office, or other types of
space are needed for the proposed DNP program. FAMU SON has its own building
with all of the classrooms technology enhanced, capable of connecting to online
students instantaneously. Additionally, SON has a simulation center with the latest
simulation such as “Victoria: Gaumard’s New Noelle S2200 Birthing Simulator”.
Resources are adequate to support the proposed DNP program.

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

The program will not require any additional classrooms or other spaces.

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

The program will not require any additional capital expenditures.

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

All of the classrooms within the Ware/Rhaney Nursing Building are Smart classrooms
capable of internet and synchronous classroom access. Videotaping equipment for
documentation of student return demonstration of skills is available. Simulation
manikins and simulation activity spaces are also available within the Nursing Building.

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

No additional equipment will be needed.

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

No additional resources of this type will be required.
I. Describe fellowships, scholarships, and graduate assistantships to be allocated to the proposed program through Year 5. Include the projected costs in Table 2 in Appendix A.

The School of Nursing currently supports graduate students through graduate tuition waivers and scholarship funding. During the 2014-2015 academic year, 11 graduate students were provided with $15,000 of support. The funds used to support the nurse practitioner students will be allocated to students in the proposed DNP program. SON plans to apply for HRSA federal nurse traineeship funding.

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

The MSN-DNP program currently uses primary care clinical sites in order to offer the requisite experiences to address the core program learning outcomes for Adult Gerontology Primary Care Nurse Practitioner (AGPCNP). Currently, the School of Nursing is actively utilizing more than 20 individual clinical preceptors for the AGPCNP curriculum. Additionally, the School has established contracts with state or private agencies such as public health departments, community medical centers and senior health centers. Clinical sites for internship and practicum experiences are available and adequate to meet the needs of the DNP program. Online students are required to locate their own preceptors, which is a national norm. FAMU SON experience with the online MSN students’ “finding own preceptors” has not encountered any problems. However, with a planned hire of one USPS personnel who will handle matters related to student clinical placement and preceptors, FAMU SON does not anticipate any problems in this area. In fact, with the last three years of relationships with online MSN graduates and their preceptors, we plan to strengthen our preceptor network statewide.
APPENDIX A

Headcount and FTE Projections

Program Budget

School of Nursing Budget

Faculty Participation
<table>
<thead>
<tr>
<th>Year</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>2025</th>
<th>2026</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (Explain)***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Additional in-state residents***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Additional out-of-state residents***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree programs at this university</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree programs at other Florida public universities</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>6</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Individuals who graduated from preceding degree programs at non-public Florida institutions</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Individuals drawn from agencies/industries in your service area (e.g., older returning students)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Students who transfer from other graduate programs within the university**</td>
<td>2</td>
<td>1.44</td>
<td>5</td>
<td>3.59</td>
<td>4</td>
<td>2.88</td>
<td>2</td>
<td>1.44</td>
<td>0</td>
</tr>
<tr>
<td>Additional out-of-state residents***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Additional foreign residents***</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Other (Explain)***</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

* List projected annual headcount of students enrolled in the degree program. List projected yearly cumulative ENROLLMENTS instead of admissions.

** If numbers appear in this category, they should go DOWN in later years.

*** Do not include individuals counted in any prior category in a given COLUMN.
<table>
<thead>
<tr>
<th>Reallocated Base* (E&amp;G)</th>
<th>Enrollment Growth (E&amp;G)</th>
<th>Other New Recurring (E&amp;G)</th>
<th>New Non-Recurring (E&amp;G)</th>
<th>Contracts &amp; Grants (C&amp;G)</th>
<th>Auxiliary Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Salaries &amp; Benefits</td>
<td>155,532</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>A&amp;P Salaries &amp; Benefits</td>
<td>10,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>USPS Salaries &amp; Benefits</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Personal Services</td>
<td>15,000</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assistantships &amp; Fellowships</td>
<td>4,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Library Expenses</td>
<td>5,000</td>
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</tr>
<tr>
<td>Operating Capital Outlay</td>
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<tr>
<td>Special Categories</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Costs</td>
<td>$199,532</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
</tbody>
</table>

*Identify reallocation sources in Table 3.

**Includes recurring E&G funded costs ("reallocated base," "enrollment growth," and "other new recurring") from Years 1-4 that continue into Year 5.

***Identify if non-recurring.

### APPENDIX A

**Table 2: Projected Costs and Funding Sources**

#### Calculated Cost per Student FTE

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction &amp; Research Costs</td>
<td>1.73</td>
<td>4.00</td>
</tr>
<tr>
<td>Calculated Cost per FTE</td>
<td>38.28</td>
<td>12,529</td>
</tr>
</tbody>
</table>

**Table 3: Faculty (person-years)**

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;G</td>
<td>10.07</td>
<td>1.15</td>
</tr>
<tr>
<td>Auxiliary</td>
<td>6.85</td>
<td>1.15</td>
</tr>
<tr>
<td>C&amp;G</td>
<td>1.94</td>
<td>0.59</td>
</tr>
<tr>
<td>Subtotal E&amp;G, Auxiliary, and C&amp;G</td>
<td>19,814</td>
<td>1.32</td>
</tr>
</tbody>
</table>

**APPENDIX A**

---

**Table 4: Faculty Summary**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>E&amp;G</td>
<td>5.45</td>
<td>1.15</td>
</tr>
<tr>
<td>A &amp; P</td>
<td>4.94</td>
<td>0.59</td>
</tr>
<tr>
<td>USPS</td>
<td>0.00</td>
<td>0.59</td>
</tr>
<tr>
<td>Total Positions</td>
<td>10.42</td>
<td>2.23</td>
</tr>
</tbody>
</table>

---

**Table 5: Calculated Cost per FTE**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction &amp; Research Costs</td>
<td>1.73</td>
<td>4.00</td>
</tr>
<tr>
<td>Calculated Cost per FTE</td>
<td>38.28</td>
<td>12,529</td>
</tr>
<tr>
<td>School of Nursing</td>
<td>Base before reallocation</td>
<td>Amount to be reallocated</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td>$1,908,303</td>
<td>$199,532</td>
</tr>
</tbody>
</table>

If not reallocating funds, please submit a zeroed Table 3.

TABLE 3

ANTICIPATED REALLOCATION OF EDUCATION & GENERAL FUNDS

APPENDIX A
<table>
<thead>
<tr>
<th>Code</th>
<th>Faculty Name or &quot;New Hire&quot;</th>
<th>Highest Degree Held</th>
<th>Academic Discipline or Speciality</th>
<th>Rank</th>
<th>Contract Status</th>
<th>Initial Date for Participation in Program</th>
<th>Year 1 FTE</th>
<th>% Effort for Prg. Year 1</th>
<th>PY Year 1 Mos.</th>
<th>Year 1 FTE</th>
<th>% Effort for Prg. Year 1</th>
<th>PY Year 1 Mos.</th>
<th>Year 5 FTE</th>
<th>% Effort for Prg. Year 5</th>
<th>PY Year 5 Mos.</th>
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<td>Earp, Jaibun</td>
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</tr>
</tbody>
</table>

**APPENDIX A**

**TABLE 4**

ANTICIPATED FACULTY PARTICIPATION

**PY Workload by Budget Classification**
APPENDIX B

Please include the signature of the Equal Opportunity Officer and the Library Director.

Signature of Equal Opportunity Officer

Date

8/24/2016

Signature of Library Director

Date

8/23/2016

This appendix was created to facilitate the collection of signatures in support of the proposal. Signatures in this section illustrate that the Equal Opportunity Officer has reviewed section II.E of the proposal and the Library Director has reviewed sections X.A and X.B.
APPENDIX C

Letters of Support
Florida State University
University of Florida
Dr. Ruena Norman  
Dean, School of Nursing  
Florida Agricultural and Mechanical University (FAMU)  
334 W Palmer Avenue  
103 Ware Rhaney Building  

September 1, 2015  

Dear Dr. Norman (Ruena),  

I am pleased to write this letter of support for FAMU’s proposal to transition the graduate level Adult Gerontology Primary Care Nurse Practitioner Program to the Doctor of Nursing Practice (DNP) level. Implementation of this new DNP program at FAMU will not affect enrollment in the Florida State University (FSU) DNP program which prepares Family Nurse Practitioners.  

Preparation of nurse practitioners at the doctoral level is the national standard and recommended by the American Association of Colleges of Nursing. Please let me know if there is anything that we can do in the College of Nursing at FSU to support you in this worthwhile endeavor.  

Sincerely,  

[Signature]

Judith A. McFetridge-Durdle, Ph.D., R.N.,  
Dean and Professor
August 27, 2015

Ruena Norman, PhD RN
Dean, School of Nursing
Florida Agricultural and Mechanical University
Tallahassee, FL

Dear Ruena,

I am happy to provide this letter in support of the proposal to offer the Doctor of Nursing Practice degree in adult gerontology primary care at FAMU School of Nursing. As you know, many national nursing organizations have endorsed the practice doctorate as the preferred educational preparation for advanced practice. You are to be commended for your plan to build upon your successful MSN program to increase the number of doctorally prepared advanced practice nurses serving the state of Florida. The University of Florida College of Nursing currently does not offer the Adult Gerontology Primary Care track within our DNP program, therefore your program will have no impact on our enrollment.

If I or the faculty at the UF College of Nursing can be of any assistance as you launch this program, please let me know. We look forward to strengthening our relationship with the FAMU School of Nursing in the future.

Sincerely,

Anna M. McDaniel, PhD RN FAAN
Dean and Professor

The Foundation for The Gator Nation
An Equal Opportunity Institution
APPENDIX D

DNP Consultant Report
Thank you for the opportunity to review the Request to Offer a New Degree Program for the post-baccalaureate and post-master’s DNP program. The following are my findings and suggestions regarding the proposal. In an effort to organize this report, I will refer to the section of the proposal that is being addressed and follow the descriptor with the narrative.

Section Introduction: Program Description

There are two entry points to the DNP: post-baccalaureate (BSN-DNP) and post-master’s (PM). The number of credit hours for each entry point is clear. The adult gerontology primary care nurse practitioner (AGPCNP) is the focus of the degree. However, clarification is needed as to whether the AGPCNP is the focus for both entry levels. Is the PM DNP preparing an AGPCNP or can any advanced practice nurse (APN) be admitted to the PM DNP? The definition of an APN will need to be clear as it impacts the type of programming, admission requirements, and focus of the program. Also, one must assume that non-nurses will be reading this proposal and the language will become confusing. I am unclear as to the program of study if a master’s prepared family nurse practitioner or other type of advanced practice registered nurse (APRN) enrolls as a PM DNP student. Will you accept MSN prepared nurses with a specialization in nursing administration/leadership, education, public health, oncology, etc?

The second paragraph refers to the need to enhance opportunities for minority students and it would be helpful to provide a transition statement between the paragraphs. I would suggest referencing the American Association of Colleges of Nursing (AACN) data that cites the need for workforce diversity, particularly at the doctoral level. Likewise, AACN has data that indicates the need for a more diverse workforce of primary healthcare providers i.e., NPs as the demographics of the United States (U.S.) has become more diverse. Data and references would strengthen this paragraph particularly because FAMU’s student population is ideally situated to address the diversity need.

The third paragraph notes the overall program goal and then states that FAMU graduates will address underserved populations with multiple chronic conditions by applying cultural and health disparity competencies. Is this the “uniqueness” of the program? This is a very narrow statement as a significant role of the NP is to provide health promotion, disease prevention, and behavioral modifications for a healthy lifestyle. I suggest that this be revisited as it will be a difficult goal to obtain, particularly as students work in younger age groups. Cultural
competency is expected of all NPs and just one of many of the NP core competencies that should be met. FAMU is well positioned to provide a “niche” for cultural learning experiences and if this ties into the institution’s strategic plan then it can be more clearly discussed. Again, it is not clear if the goals of the program are the same for the two entry levels and that should be stated.

I would suggest to note which AACN Doctoral Essentials that the student learning outcome addresses. Also, outcomes four and eight should be reworded as there are multiple verbs in each outcome; typically, only one verb is used per outcome due to the need for accurate measurement of attainment.

**Subsection - Program Description D**

The statement “Nursing, specifically doctorally prepared NPs, are designed to respond to existing, evolving, and emerging critical needs and opportunities” would be strengthened with a citation/reference from AACN or other national source.

**Subsection - Program Description F**

The paragraph notes that the DNP program will be offered online and on-site. It would be helpful to know if the entire degree is online and if so, which entry point i.e., BSN-DNP or PM? If it is offered online, will it have a national presence? This will be addressed in another section of the proposal but it would be helpful to have further explanation of what components are online and which are on-site.

**Section Institutional and State Level Accountability**

**Subsection II - Need Part A**

Overall, this section needs more refinement and references that confirm the statements that have been asserted. In the first paragraph, the AACN position paper needs to be referenced. The curriculum is based on meeting the AACN Doctoral Essentials but I suspect you are also using the NP Core Competencies as well as the appropriate population focused competencies and that is not noted. I would suggest to look at the IOM outcomes report regarding the evaluation of the *Future of Nursing Report* for additional need/demand data. Likewise, the data for need and demand as related to Florida’s demographics could easily be strengthened with current census data and Aging Stats data. There is narrative and broad explanations of need and demand without references/citations and it is not compelling.

Table 1 provides a good illustration of current students and graduates but it doesn’t differentiate the various entry points for DNP students. This makes a significant difference in matriculation time to graduation and the data presented can be misleading. By refining the table, you may be able to make a stronger argument for the PM DNP, particularly if budget justifications become an issue as you take three - four years to transition/sunset the current MSN offering.

Table 2 notes that 35% of the DNP students are minorities. This should be compared to national normative data from AACN as you will find that minority enrollment is higher in Florida than the national average. AACN’s data can also help discuss Table 3 in better detail.
**Subsection II - Demand Part B**

If possible, I would include a graph or summary from the survey that was done in 2013 and 2014. The visual representation of the other data from the survey will provide more information to demonstrate the demand. APNs are also noted in this section as desiring to return for their PM DNP. Because APN was not defined in the introduction, and the difference between the outcomes and curriculum for the PM DNP has not been well delineated in the introduction, this statement is confusing. I think the reader is going to be uncertain about the differences between BSN-DNP, PM DNP, and what an APN is unless it is better addressed in the introduction. It will also bring up questions about demand for PM DNP compared to BSN-DNP, particularly if you state the need is to produce doctorally prepared AGPCNPs. This can be done faster and with less expense by targeting MSN prepared AGPCNPs first while growing the BSN-DNP enrollments. It is an often asked question and one that you should be prepared to answer. Finally, if this is an online program, what geographic region are you targeting as that impacts how you define need and demand. That is not clear in this section.

You proposed to enroll 14 DNP but do not explicate whether these are PM or BSN-DNP. I suggest clarification as these numbers will roll into budget justification, staffing patterns, etc. Also, how will this impact your MSN enrollments? There is not an explanation of a transition/stop out plan for the MSN. Is that required in this proposal?

**Section III: Budget**

This is the first place that using resources from the MSN program is mentioned and it raises red flags. This section needs to be made very clear about resource sharing and how you plan to implement both BSN-DNP and PM DNP pathways and the intersection of MSN resourcing. If you plan on adding 14 DNP students using the resources in the MSN program, what happens to the MSN program? A table with a timeline and reallocation of resources would be very helpful to augment your narrative. Resourcing a PM DNP program is very different from a BSN-DNP program and this is not explained well. How will site visits be done with 14 additional students and no or minimal additional faculty? The budget does not reflect this.

**Subsection C - Reallocation of Resources**

This section needs more explanation and depth. A table with timelines would be helpful. Will you need additional resources for admission, support staff, etc? If not, then state this. Where is the critical threshold where more staff support/infrastructure needs are going to be requested? Will you have an enrollment cap? What occurs if you do not meet minimum enrollment thresholds?

**Subsection D - Potential Impact on Related Programs**

In your admission criteria, you do not make any distinction with for the PM DNP applicant that has been out of school for a long period of time versus one that is moving directly from the MSN to the DNP. Do you want to make sure their statistics course/knowledge is current if they have
been out of school for an extended period of time? Will they need to take a master’s level stats course if they have been out of formal coursework for greater than five years. What about the APRN that has not been practicing and/or is not nationally certified for an extended period of time? Will you ask them to take the pathophysiology or pharmacology to update their knowledge? I ask these questions because I did not see any outcome metrics or evaluation plan for student outcomes for either the BSN-DNP or PM DNP. It did not look like it needed to be included in the proposal. However, those evaluation data may drive the need to take coursework for the PM DNP student.

**Section IV: Projected Benefit**

It would be helpful to understand the primary care provider ratio per 1000 population in your disparate healthcare areas. That will help illustrate the influx of new providers as the students graduate and demonstrate the workforce pipeline that the program is creating. If you have a regional AHEC, they will be able to give you those numbers. Florida should have a statewide AHEC if you do not have a regional office. There is mention of the Big Bend AHEC in the previous section and I wonder if that office serves FAMU. Using HPSAs as training sites is a significant benefit and the data shows that students that work in underserved locations during their programs of study tend to go back to those areas. Again, the AHEC will have those numbers to support your narrative and it will make this section stronger.

**Section VI: Institutional Readiness**

*Subsection B - How Does the Program Relate to other Programs/Center*

There is explanation of how the PM DNP program is a natural progression for the alums of the MSN AGPCNP program but there is not a mention of how you will recruit your BSN graduates into the BSN-DNP program. Will you require a year of clinical experience as a BSN before they are allowed to enroll, is the curriculum built so they can take non-clinical courses while working, etc.? How are you recruiting from your own BSN program to the BSN-DNP?

**Section VIII: Curriculum**

*Subsection A - Learning Outcomes*

It would be helpful to have a statement that makes it clear that the learning outcomes are the same for the DNP degree regardless of the entry path of the student. That is not mentioned in this section.

*Subsection B - Admission and Graduation Requirements*

The admission requirements seem to be only for BSN-DNP applicants but not for those with a MSN. You will need to create separate admission requirements for the PM-DNP. Do they need to be certified in an APRN role; will you allow leadership, educator, or other non APRN MSN prepared students? Do they need to have an active clinical practice? How old can the statistics course be? Do they need to submit a plan for a project? Is the incoming GPA requirement higher
than the BSN applicant’s GPA? If they have two master’s degrees, which GPA is used or will the two be averaged i.e., MSN, MBA, MPH, etc. How will you transfer in credit hours or clinical hour toward degree completion? Are the on-campus residency requirements different for the PM DNP?

**Subsection C - Curriculum Pathways**

Both of the curriculum pathways are full-time options. Is there a part-time option? Is it possible to begin the program in the spring or summer or does admission occur only in the fall? Are the PM-DNP students taking coursework with the BSN-DNP students or are they in their own cohort path? What happens if a course is dropped and/or they need to stop out for a year? There is not any explanation regarding these questions and it would be helpful to know the student’s options. Also, what is glaringly missing is how the MSN program is “transitioned” during this implementation. If it is not required in this document, then ignore the comment. However, it is not unusual for the BOG to ask for a brief narrative because of resource issues related to infrastructure, fiscal, personnel, etc.

Have you taken the opportunity to revise your existing MSN coursework during the development of the DNP courses? Are the NP Core Competencies and AGPCNP population focused competencies included? Is there a crosswalk table for the AACN Doctoral Essentials as they relate to the courses?

**Subsection I - Delivery System**

Because this is a clinical program for the BSN-DNP, it may be helpful to describe how the clinical component is taught, particularly as it relates to the online programming. Didactic coursework is not as difficult to teach online as clinical coursework and it would be helpful to address this area. There is a history of providing this education at FAMU. Would it be helpful and/or necessary to cite the high quality learning outcomes that have been achieved via your learning outcomes metrics?

**Section IX: Faculty Participation**

Table 12 displays faculty resourcing well. Is there narrative that should be supplied to talk about how the faculty will be transitioned when the MSN is closed?

**Section X: Non-Faculty Resources**

How will the faculty gain experience and/or be mentored to teach at the doctoral level? Will you have consultants available or webinars/in-services? Will you collaborate with the other practice doctorate programs at FAMU for guidance? How will the program incorporate interprofessional education activities and what resources will be needed to conduct the programming?
Since you are using HPSAs and have an AHEC, can you access the AHECs resources for funding, student placement assistance? Do you use the National Health Service Corp fellowships?

**Summary**

In conclusion, the proposal is well developed, provides succinct responses, and provides a solid curriculum for both the BSN-DNP and PM DNP. The main areas that need further development include clearer differentiation between the BSN-DNP and PM DNP programs regarding student outcomes, eligibility of students regarding APN and/or APRN roles in MSN coursework as it relates to eligibility for the PM-DNP program, curriculum pathways, and admission processes. This proposal does not seem to address and/or request metrics to evaluate program or student learning outcomes but this will be a significant component of the ACEN accreditation process. It is always prudent to create this component while the program is under development. Likewise, it is helpful to create adequate processes and resources (budget and personnel) to be sure the work can be completed when appropriate.

As the proposal was a draft, I did not provide editorial comments regarding grammar, consistency in terminology and abbreviations, and punctuation. That can be completed when the proposal is finalized. Overall, there were many areas where inclusion of references and citations from national sources would enhance and strengthen the narrative.

Thank you for allowing me to participate in the review of this proposal. I am available for further explanation of this report and would welcome a phone conversation to explain some of my comments.
APPENDIX E

Letters of Support: FAMU Collaborating Units
  Biology Department
  College of Pharmacy and Pharmaceutical Sciences
  English Department
  School of Allied Health Sciences
October 7, 2015

Dear Dr. Norman:

It is with pleasure that I provide this letter of support for the School of Nursing’s (SON) proposal to establish the Doctor of Nursing Practice (DNP) degree.

It is my understanding that preparing nurse practitioners at the doctoral level is the national standard and recommended by many organizations including the American Association of Colleges of Nursing. It is also known that your School of Nursing has an excellent MSN program with role preparation as Adult Gerontology Primary Care Nurse Practitioner.

The Department of Biology within the College of Science and Technology has a history of collaborative relationship with the SON and has the expertise to provide support to the DNP curriculum, specifically the course in Genetics and Genomics in Nursing. The Department already offers several courses such as PCB 6525 Molecular Genetics and PCB 5786 Membrane Physiology and Biophysics and will be able to provide assistance with course development within the DNP curriculum.

I commend the SON’s effort to elevate the preparation of advanced practice nurses at the doctoral level, as many other professions have already done so and am ready to assist in any way possible for successful implementation of the DNP program at FAMU.

Please contact me if you have any further questions.

Sincerely,

Lekan M. Latinwo, Ph.D.
Professor & Chair
Department of Biology
College of Science & Technology
email: lekan.latinwo@famu.edu
October 13, 2015

Ruena Norman, Ph.D.
Dean
School of Nursing
Florida A&M University
Tallahassee, FL 32307

Dear Dr. Norman:

This letter is written in full support of your endeavor to implement a new Doctor of Nursing Practice (DNP) in the School of Nursing at Florida A&M University. I am in full support of your efforts and will provide courses as needed through the College of Pharmacy and Pharmaceutical Sciences to ensure the success of this newly proposed program.

The College of Pharmacy is the only pharmacy program in the nation with a fully-CEPH accredited Institute of Public Health. We have key courses in epidemiology, statistics, pharmacology, medication management, population health and other courses that will enrich the proposed DNP program. Our emphasis is on preparing a future healthcare workforce that will address the needs of underserved communities in Florida through reducing and/or eliminating health disparities. We are a community-engaged and rank 8th among colleges of pharmacy last year in total funding from the National Institutes of Health for research support. Because of our research focus and didactic offerings, we can work together using an interprofessional model. Working together in an interprofessional manner has two key advantages: 1) accreditation agencies for nursing, pharmacy, and public health now require interprofessional education as part of their standards and 2) working together is a more efficient utilization of resources as we will be able to assist you in didactic instruction and research activities since we have the infrastructure for both in place.

The School of Nursing and the College of Pharmacy has had an excellent relationship and will continue to do so. Please know that you have full support from the College and whatever resources that we have (joint courses, seminars, professors) to assist the School of Nursing, we will do.

Sincerely,

Michael D. Thompson, Pharm.D., AAHIVP
Dean and Professor
August 22, 2016

Dr. Ruena W. Norman, PhD, RN
Dean, School of Nursing
Florida A&M University
Campus

Dear Dr. Norman:

I write in response to Dr. Jaibun Earp’s request a letter of support for the DNP degree to be instituted at Florida A&M University. Dr. Earp has stated that “All nurse practitioners must be prepared at the doctoral level by 2020 and FAMU School of Nursing is getting ready to meet that challenge.” She also stated that the “curriculum is a collaborative endeavor with several schools within the University and the English Department is one of them.” The course for which the English and Modern Languages Department would be involved is the “Advanced Professional Writing, 3 credit course every fall to be offered for the first year DNP students.”

Including a Professional Writing course in the curriculum is wise. Other Allied Health programs have solicited writing instruction assistance at the University also.

I can state that the Department of English and Modern Languages faculty will gladly support this new endeavor. We have several faculty who teach our upper level writing courses. I am sure that they would be interested in collaborating with the nursing faculty in this new program.

Sincerely,

Yakini B. Kemp
Chair
Department of English & Modern Languages
446 Tucker Hall
Florida A&M University
Tallahassee, FL 32307
(850)599-3737 O
(850) 561-2976 F

FAMU IS AN EQUAL OPPORTUNITY/EQUAL ACCESS UNIVERSITY.
December 02, 2015

Ruena W. Norman, Ph.D., RN
Dean, School of Nursing
Florida A&M University
Ware/Rhaney Bld, Room 103
Tallahassee, Florida 32307

Dear Dr. Norman:

It is with pleasure that I provide this letter of support for the School of Nursing’s (SON) proposal to establish the Doctor of Nursing Practice (DNP) degree.

It is my understanding that preparing nurse practitioners at the doctoral level is the national standard and recommended by many organizations including the American Association of Colleges of Nursing. It is also known that your School of Nursing has an excellent MSN program with role preparation as Adult Gerontology Primary Care Nurse Practitioner.

The School of Allied Health Sciences has a history of collaborative relationships with the SON and has the expertise to provide support to the DNP curriculum, specifically with the following courses:
1. HSA 6432 Economics in Health Care;
2. HSA 6507 Health Information Systems and Risk Management; and
3. HSA 6385 Quality Management in Health Care

The above listed courses are courses currently offered in the School’s Master of Health Administration graduate degree program and will be able to provide assistance with course development within the DNP curriculum.

I commend the SON’s effort to elevate the preparation of advanced practice nurses at the doctoral level, as many other professions have already done so and am ready to assist in any way possible for successful implementation of the DNP program at FAMU.

Please contact me if you have any further questions.

Sincerely,

Cynthia Hughes Harris, Ph.D.
Dean
Appendix F
Curriculum Vitae
Curriculum Vitae
George Raul Audi

186 Seven Farms Drive
Charleston, SC 29491
george.raul.audi@gmail.com
910-616-2022 (Phone)
Place of Birth: New York

EDUCATION

University of South Carolina-Columbia 2014
Ph.D.—Health Services, Policy, and Management
Dissertation: “Impact of Multi-Hospital System Organizational Structure on Financial Performance and Quality of Care in Rural America.”

The University of Notre Dame 2009
Certification—Corporate Negotiations and Conflict Resolution

East Carolina University 2009
Master in Business Administration

The University of North Carolina-Chapel Hill 2005
Bachelor of Arts—Sociology

PERSONAL BACKGROUND

As a first-generation Hispanic American, I know first-hand of the opportunity that higher education provides to students of minority backgrounds. It is my goal as a scholar to serve my university with high-quality research and publications and to serve my students by assisting and empowering them so they may succeed and make a positive impact on society, especially with respect to healthcare.

RESEARCH INTERESTS

Organizational structure/development, health informatics, quality of care, global health management, mergers and acquisitions, business ethics, entrepreneurship, hospice/home health care management, rural/urban access to care, barriers in health promotion
EMPLOYMENT

Florida A&M University, Tallahassee, Florida
Assistant Professor: Health Services Administration 2015-Present

Ohio University, Athens Ohio
Assistant Professor: Health Services Administration 2013-2015

University of South Carolina, Columbia, South Carolina
Co-Instructor: Online and Distance Students 2012-2013

University of South Carolina, Columbia, South Carolina
Teaching Assistant 2011-2013

Aribiton Holdings, LLC
Industry Consultant—Healthcare 2007-Present
Charleston, South Carolina

South Carolina Rural Health Research Center
Research Assistant 2009-2012

TEACHING EXPERIENCE

Financial Management in Healthcare Delivery; Instructor of Record
Florida A&M University, Tallahassee, FL, Summer 2015- Present
Course is designed with a unique emphasis on both financial management and healthcare industry topics. Students learn both broad and specific financial topics and their relation to the healthcare industry.

Healthcare Financial Management I; Instructor of Record
Florida A&M University, Tallahassee, FL, Summer 2015- Present
Course is of graduate level and encompasses a high level of financial literacy and conceptualization. This course, encompasses both a general financial management graduate course with a heavy focus on the healthcare industry.

Health Economics; Instructor of Record
Florida A&M University, Tallahassee, FL, Summer 2015- Present
Course is designed to provide both an understanding of economics, healthcare and the integration that healthcare and the healthcare industry has on the overall economy of the United States.
Introduction to Healthcare Finance; Instructor of Record
Ohio University, Athens, OH, Fall 2013-Spring 2015
Course is designed to provide a general understanding of financial theories, models and usage of financial tools in both general and healthcare specific financial topics.

Healthcare Finance II; Instructor of Record
Ohio University, Athens, OH, Fall 2013-Spring 2015
Course is designed to advance student’s understanding of complex financial theories, utilization of theories in decision-making and to have a high proficiency in both statistical financial models and tools.

Human Resources in Healthcare; Instructor of Record
Ohio University, Athens, OH, Fall 2013
Course explores the legal, ethical and employer/employee relationship within both general and healthcare specific issues.

Health Services Financial Management; Instructor
University of South Carolina, Columbia, SC, Spring, 2011-2013
Course is designed to help students understand the different aspects of financial management in terms of funds allocation and how to properly allocate funds in different grant environments.

Approaches and Concepts for Health Administration; Co-Instructor, University of South Carolina, Columbia, SC, Fall, 2011-2013
Course takes an interdisciplinary perspective on the field of health administration. Philosophy concepts, skills on implementation, management, and evaluation are presented and discussed. Principles in the practice of health administration are applied to identified problems and outcomes.

Organization Behavior; Teaching Assistant
University of South Carolina, Columbia, SC, Spring 2011
Course explores organizational behavior at the micro and macro levels, with a particular focus on health environments.

Health Politics; Teaching Assistant
University of South Carolina, Columbia, SC, Fall 2011
Course is an analysis of issues and forces affecting healthcare delivery through the public sector, major models of political decision-making, and current health legislation.

Long Term Care Administration; Teaching Assistant
University of South Carolina, Columbia, SC, Summer 2011
Course is an overview of management and policy concepts and issues pertaining to long-term care facilities and programs.
RESEARCH EXPERIENCE

Mergers within Hospitals: Effect on Profits. (2011)
Funding Avenues for Rural Primary Care Physicians. (2011)
Cost-Benefit Analysis of Prenatal Care Among Hispanic Mothers. (2010-11)
Population Health Survey on South Carolina Minorities. (2010)
Renal Diseases: Trends, Policy Implications and the Patient. (2009-10)
Hospice Utilization of Health Information Technology - Effect on Quality. (2009)

FUNDDED
Audi, GR, “Renal Disease Healthcare Legislation and At-Risk Populations” Arnold Research Fellow, $5,000 Awarded funding. (2009-2010)

Scholarly Activity

Publications

Working Papers
Audi GR, Singh R, Probst JC, Glover S, Polito, T; “Rural Hospitals Organizational Structures Effect on Quality of Care.” (Fall 2014)


Audi, GR, Probst, JC; “Association between Contractual Referral Agreements and Utilization of Hospice Services.” (Spring 2015)

Audi, GR, Hamadi, HY; “Utilization of Hospitalists Effect on Quality of Care and Financial Performance in Rural Hospitals.” (Spring 2015)

Audi, GR; “Health Information Technology Utilization in Loss Prevention within Healthcare Organizations.” (Summer 2015)

Audi, GR, Hamadi HY, Capen M; “Asset Allocation Effect on Customer Satisfaction and Core Credit Rating within Risk Based Financial Companies and Reinsures. (Summer 2015)
PRESENTATIONS

APHA Annual Meeting 2013, “Hospice Referral Sources effect on Organizational marketing.” Fall 2013


Guest Lecturer, University of South Carolina Health Services 500, Topic: “Controlling Credit Risks in Healthcare Organizations.” Summer 2013


Guest Lecturer, University of South Carolina Health Services 500, Topic: “Managing Cash Flow within a Medical Practice.” Spring 2012.

STUDENT ADVISING

Master’s Thesis Second Reader, Master in Health Administration, Student Marc Smith, “A Comprehensive Evaluation Proposal of the Evidence Based Nursing Staffing Methodology at Veterans Affairs Medical Centers.” Spring 2012.


Master’s Thesis Second Reader, Master in Health Administration, Student Katie Kang Kyoungm, “Physician Views in Quality of Care.” Spring 2012.

Master’s Thesis Second Reader, Master in Health Administration, Student Jerin Raj, “Achieving Accreditation, University of South Carolina Thomson Student Health Center.” Spring 2011.

HONORS AND AWARDS

Reviewer: Health Care Management Review
Carolina Latino, University of North Carolina-Chapel Hill
Veteran Teacher Assistant Panelist, University of South Carolina
Preparing Future Faculty Award, University of South Carolina

PROFESSIONAL DEVELOPMENT

APHA Annual Conference, November 2013, Boston Massachusetts
Southern Management Conference, October 2012, Fort Lauderdale, Florida
Doing Business in the Gulf, October 2012, New York, New York
Arabia Monitor Q3 2012 MENA Outlook, July 2012, New York, New York
APHA Mid Year Meeting, June 2012, Charlotte, North Carolina
J.P. Morgan High Yield & Leveraged Bonds, February 2012, Miami, Florida
AUPHA Annual Meeting, June 2011, Charleston, South Carolina
Southern Management Annual Conference, November 2011, Savannah, Georgia

PROFESSIONAL MEMBERSHIPS

Association of University Programs in Healthcare Administration
American Public Health Association
Arab Bankers Association of North America
Hispanic Business Association
Southern Management Association

SPECIALIZED SKILLS

Microsoft Office, SAS, SPSS, EPI-DATA, Dorothy Wright Stock Statistics,
Bloomberg Trading Platform Certified

REFERENCES

Dr. Rajendra Singh                      Dr. Tony Polito
800 Sumter Street                     College of Business
Columbia, SC 29208                     3408 Bate Building
(803) 777-8133                        Greenville, North Carolina
rsingh@mailbox.sc.edu                 27858-4353
                                        252-328-6569
                                        politoa@ecu.edu

Dr. Margaret M. Capen                 Dr. Michael Byrd
College of Business                   Health Sciences HESC 120
3420 Bate Building                    800 Sumter Street
Greenville, NC 27858                  Columbia, SC 29208
252-328-6570                          (803) 777-5320
capenm@ecu.edu                       mdbyrd01@mailbox.sc.edu
Sevilla L. Bronson  
4460 Westover Drive, Tallahassee, Florida  32303  
850-591-8555, slbronson89@gmail.com

EDUCATION

DOCTOR OF PHILOSOPHY, 2013 – BARRY UNIVERSITY, MIAMI SHORES, FL  
Nursing  
DISSERTATION: 
ACADEMIC PERFORMANCE OF BACCALAUREATE NURSING STUDENTS: THE INFLUENCE OF 
AUTONOMY SUPPORT AND AUTONOMOUS MOTIVATION

MASTER’S OF SCIENCE, 2003 - Florida A&M University, Tallahassee, FL  
Adult/Gerontological Nursing with Thesis Defense  
MASTER’S THESIS:  
PERCEIVED SELF-EFFICACY AND KNOWLEDGE OF QUALITY INDICATORS 
AMONG ADVANCED PRACTICE NURSES

BACHELOR OF SCIENCE, 1986 - Florida A&M University, Tallahassee, FL  
Psychology

BACHELOR OF SCIENCE, 1985 - Florida A&M University, Tallahassee, FL  
Nursing

LICENSURE

2003 – present  
Adult/Gerontology Nurse Practitioner  
Florida: ARNP2009022
2015 – 2017  
Basic Life Support Cardiopulmonary Resuscitation

EXPERIENCE

Advanced Registered Nurse Practitioner (Contract)  
April 2014 – Present  
PPR Risk Management, Jacksonville, FL
Conduct home health risk assessments for insurance and Medicare recipients via 
subcontracting agency (Your Home Advantage, Inc.); focus is on health screening and 
supervision, wellness, and health education and counseling of common health problems.
Responsibilities include client interviews, obtain and record health histories, perform physical 
and developmental assessments, diagnose health problems, and maintain health records, 
collaborate with PCP for complex health problems.

Director of Simulation and Skills Lab  
September 2011 – Present 
Florida Agricultural and Mechanical University, Tallahassee, FL
Develop objectives, pre and post simulation activities and conduct simulation experiences for 
clinical courses. Collaborate with clinical coordinators regarding simulation schedule.
Schedule, supervise, and train simulation and skills lab assistants. Create/revise and review 
skills check-off lists with RN assistants in preparation of scheduled skills check-off for clinical 
courses. Order lab supplies, maintain lab equipment.
Assistant Professor  September 2003 - Present
Florida Agricultural and Mechanical University, Tallahassee, FL
- Medical Surgical Nursing I – Theory (2016 – present)
- Nursing Pharmacology (2016 – present)
- Medical Surgical Nursing Practicum I and IV (2003-2011)
Serve as course coordinator, teach and provide learning opportunities, use innovative teaching strategies such as discussion boards, games, etc., review of literature and preparation of lectures, demonstration of psychomotor skills, supervise and evaluate competencies for matriculating students, evaluation of student psychomotor and clinical experiences, and use of electronic technology (simulation experiences).

Advanced Registered Nurse Practitioner (Contract)  June 2003 – August 2004
Andrew Scanameo, M.D., Tallahassee, FL
Provide initial physical examinations and clinical assessments, diagnosis, and treatments of clients. Collaborate with physician(s), psychiatrists, nurses, and therapists regarding the status of acute and chronically ill clients and end-of-life care issues.

Registered Nurse Consultant  January 1999 – March 2004
George, Hartz, Lundeen (Law), Tallahassee, FL
Review medical histories of personal injury and medical malpractice cases. Provide an analysis of the medical records and provide status reports for defendants in preparation of defense litigation. Coordinate medical expert review(s). Consult with medical experts in development of case strategy for trial.

Mederi Home Health Care of Leon County, Inc., Tallahassee, FL
Oversee all responsibilities. Ensure licensure with ACHA, City of Tallahassee, Medicare and Medicaid certifications. Initiate and develop a professional Board for business governance. Establish contracts with physicians in community. Hire professional and auxiliary staff. Provide home health visits for patient care as needed.

Tallahassee Memorial Hospital, Tallahassee, FL
Coordinate scheduling for all field staff. Provide telephone triage and function as a liaison for professional staff and the medical community. Provide skilled nursing care to homebound Medicare/Medicaid recipients.

Case Manager  April 1995 – October 1996; July 1993 to June 1994
Staff Builders Home Health, Miami Lakes and West Palm Beach, FL
Coordinate total plan of care per Medicare guidelines for each patient. Provide telephone triage and function as a liaison for professional staff and the medical community. Supervised and evaluated compliance of 11 subcontracting home health agencies through chart audits, weekly meetings with agency nursing directors, and monthly status reports. Managed a case load of 120-180 patients.

Assistant Clinical Nurse Manager/Clinical Lab Instructor  June 1994 to March 1995
NC Baptist Hospital/Mitchell College Winston-Salem, NC
Supervise nursing and auxiliary staff of a Cardio-Thoracic unit. Manage staffing, monitor quality assurance, provide staff evaluations, and assist with unit budgeting. Supervise lab practicum through demonstration of psychomotor skills, evaluate return demonstrations, provide supervision and evaluation of students in the clinical setting.
Staff Nurse  August 1991 – June 1994
St. Mary’s Hospital W. Palm Beach, FL
Function as a registered nurse on Telemetry Unit and 23 Hour Observation Unit.

Assistant Head Nurse/Staff Nurse  August 1988 – July 1991
Tallahassee Memorial Hospital, Tallahassee, FL
Supervise nursing and auxiliary staff of a Medical-Surgical unit. Function as charge nurse and staff nurse. Responsible for monitoring and preceptorship of student nurses.

Outreach Counselor  June 1986 – August 1988
Florida A&M University, Tallahassee, FL
Provide academic and career counseling for college bound students. Assist with proposal writing and collection of program statistics.

HONORS

- Delta Epsilon Iota Academic Honor Society 2011
- Nurse Excellence Award, Capital Regional Medical Center, Tallahassee, FL 2008
- Sigma Theta Tau International Nursing Honor Society 2003
- Outstanding Young Women of America Award 2002

ORGANIZATIONS

- Member: International Nursing Association for Clinical Simulation and Learning, 2014 – present
- Member: Delta Epsilon Iota Academic Honor Society, 2011 – present
- Faculty Associated Member: National League of Nursing, 2003 – present
- Member: International and Local Chapters of Sigma Theta Tau International Nursing Honor Society, 2003 – present

SERVICE

- 2016: Committee Member, INACSL Simulation in Graduate (SIG) Programs committee
- 2015-present: Ambassador, National League of Nursing, Florida A&M University
- 2013-present: Senator, Faculty Senate, Florida A&M University
- 2012-present: Counselor, Rho Kappa Chapter, Sigma Theta Tau International Nursing Honor Society
- 2012–2014: Developed and implemented “The A.R.T.S. Health Ministry” at Restoration Place Church, Tallahassee, FL
- 2009-2010: Creator/Editor Rho Kappa Chapter Newsletter for Sigma Theta Tau International Nursing Honor Society
- 2008–09: Chair – Nursing Faculty, Staff and Student Relations Committee, Florida A&M University
- 2008-2010: Board Member – Community Development Center in Monticello, FL
SCHOLARLY ACTIVITIES

- **April 2014:** Panelist: Student Symposium On Health Professions – "Getting Prepared for Your Future Career: Student Symposium on Health Professions." Florida A&M University.


- **April 2013:** Guest Speaker, Rho Kappa Chapter of Sigma Theta Tau International Honor Society Scholarly Program, Florida A&M University, "The role of self-determination and spirituality on nursing student autonomy."

- **February 2013:** Poster Presentation, 1st Place Winner: Lambda Chi Chapter, Sigma Theta Tau International Scholarly Program, Barry University, "Academic performance of baccalaureate nursing students: The influence of autonomy support and autonomous motivation."


- **2012:** Title III Grant Submission - Simulations in Nursing Education: Realistic Experiences to Enhance Critical Thinking, Florida A&M University

- **2008:** Certificate of Completion, University of Florida Area Health Educations Centers (AHEC) Program: Tobacco Use Prevention and Smoking Cessation Training and Motivational Interviewing Training

- **2007–09:** Reviewer: More Evidence-Based Nursing Practice Online Journals

GRANT AWARDS

- **March 2014 Florida A&M University Student Technology Fee Proposal:** "Strengthening Nursing Student Education with Simulation and Technology Aids." Awarded: $87,022.

- **November 2013 Florida A&M University Student Technology Fee Proposal:** "Use of Technology and High-Fidelity Patient Simulators – Preparing Student Nurses for Practice." Awarded: $9,977.00.

PUBLICATIONS

- **2016:** "Autonomy Support and Autonomous Motivation on Nursing Student Academic Performance: An Exploratory Analysis." *Nurse Education Today*
EDUCATION

Doctor of Public Health (DrPH)
Major: Epidemiology
Minor: Environmental Health
University of California, Los Angeles

Master of Science in Public Health (MSPH)
Major: Epidemiology
University of California, Los Angeles

Bachelor of Arts (BA)
Major: Biology
California State University, Los Angeles

ACADEMIC APPOINTMENTS

August 2003 – Present: PROFESSOR OF PUBLIC HEALTH, Institute of Public Health, College of Pharmacy and Pharmaceutical Sciences, Florida A&M University

September 1997-August 2003: ASSOCIATE PROFESSOR OF PUBLIC HEALTH, Institute of Public Health, College of Pharmacy and Pharmaceutical Sciences, Florida A&M University

July 1993-October 1997: ADJUNCT ASSISTANT PROFESSOR, Department of Obstetrics and Gynecology, University of California Los Angeles, School of Medicine


June 1988 - October 1997: ASSISTANT PROFESSOR, Department of Obstetrics and Gynecology, College of Medicine, Charles R. Drew University of Medicine and Science

October 1986 - October 1997: LECTURER, University of California, Los Angeles, School of Public Health

June 1985 – August 1986: LECTURER, University of California, Irvine, California College of Medicine

September 1983 - December 1997: LECTURER, Department of Health Science, California State University, Dominguez Hills

September 1979 - 1989: LECTURER, Department of Health Sciences, California State University, Northridge
HONORS/AWARDS
April 2016 Teacher of the Year Award in Public Health
April 2016 Dean's Appreciation Award for community service
Oct 2015 American Public Health Association Abraham Lilienfeld Award for Career Excellence in the Teaching of Epidemiology
April 2011 Teacher of the Year Award in Public Health
April 2002 Teacher of the Year Award in Public Health
April 2000 Teacher of the Year Award in Public Health
April 1999 Superior Accomplishment Award (Faculty), Florida A&M University
June 1991 Alumnus of the Year - UCLA School of Public Health
June 1991 Best Role Model Award - Charles R. Drew University of Medicine and Science, College of Allied Health
Jun 1981 Lenore S. Goerke Award - Outstanding Student in Public Health
Jun 1980 Delta Omega - Public Health Honor Society

ACADEMIC/PROFESSIONAL ACTIVITIES
2014 – 2016 Faculty Senate Representative, College of Pharmacy and Pharmaceutical Sciences
2013 – Pres Member NIH/NAID Review Committee, Loan Repayment Program
2013 Member, CDC Special Emphasis Panel: Birth Defects Study to Evaluate Pregnancy Exposures (BD-STEPS)
2011 – 2012 Co-Chairman, Search Committee for Dean of the School of Science, Technology and Mathematics
2014 – 2016 Member, Florida A&M University Undergraduate Teacher of the Year Committee
2010 – 2013 Chairman, Florida A&M University Undergraduate Teacher of the Year Committee
2009 – 2016 Chairman, College of Pharmacy and Pharmaceutical Sciences Promotion and Tenure Committee.
2009 – 2014 Member, Florida A&M University Institutional Review Board.
2006 – 2010 Member, Florida A&M University Undergraduate Teacher of the Year Committee.
2004 – 2016 Member, National Cancer Institute Ad hoc Review Panel Special Population Network Progress Reports.
2004 – 2004 Member, Special Emphasis Panel (SEP) Resource-Related EXPORT Program (R24), National Center on Minority Health and Health Disparities.
2003 – 2003 Member, National Cancer Institute Ad hoc Review Panel Special Population Network Progress Reports.
2001 -- 2001 **Member**, National Cancer Institute Review Committee. PAR 01-021, PAR 00-025, "Cancer Prevention Research Small Grant Program".


2001 -- 2001 **Member**, National Cancer Institute Review Committee. PAR 00-025 entitled "Cancer Prevention Research Small Grant Program".

2001 -- 2001 **Member**, Faculty Panel. Imhotep Student Research Conference.

2001 -- 2001 **Member**, National Cancer Institute Review Committee. PAR 98-023, PAR 00-023 entitled "Cancer Prevention Research Small Grant Program".


2001 -- 2009 **Member**, College of Pharmacy Tenure and Promotion Committee.


1998 -- 2000 **Member**, Annual Florida Epidemiology Meeting Executive Committee--.

1998 -- 2000 **Member**, Florida Epidemiology Workgroup on HIV/AIDS.

1997 -- present **Member**, Tallahassee NAACP Health Committee.

**PUBLICATIONS**


Dutton, M.T., Lopez, I.A., **Brown, C.P.** (2015). “Interdisciplinary Synergy in the Teaching of Applied Community Based Research Methods”. *Pedagogy in Health Promotion Accepted for Publication*

10/20/2015
C. Perry Brown, DrPH, MSPH
Curriculum Vitae


Brown, CP; Ross, L; Lopez, I; Thornton, A; Kiros, G. (2008) “Disparities in the receipt of cardiac revascularization procedures between Blacks and Whites: an analysis of secular trends”, *Ethnicity and Disease, 18, s2-112*


Kirksey, O; Jones, J; Emanuel, A; Harper, K; Brown, P. (2003). Evaluation of a Diabetes Patient Care Program for Pharmacists. *Florida Pharmacy Today, October, 14-17*


C. Perry Brown, DrPH, MSPH
Curriculum Vitae


C. Perry Brown, DrPH, MSPH
Curriculum Vitae


ACADEMIC THESIS/DISSERTATION COMMITTEES

Doctoral Degree Committees Chaired (Listed by date of completion).

2016 Veronica Brown, MPH. “Ascertainment of Antiviral Treatment for Chronic Hepatitis C Virus (HCV) Among High-Risk Individuals in the State of Florida”

2016 Kelsi Williams, MPH. “The Epidemiology of Pregestational Maternal Diabetes and its Effects on Critical Congenital Heart Defects in Florida”

2016 Rodrigue Pierre, MD. “Investigating the Association Between Body Mass Index and Coronary Heart Disease in the NHANES I Epidemiologic Follow-up Survey”


10/20/2015
C. Perry Brown, DrPH, MSPH
Curriculum Vitae


2011 Michael J.L. Smith, MPH. “Multilevel Analysis of Predictors of Lower Limb Amputations Among Diabeticss in North Florida”, Florida A&M University, Institute of Public Health.


2008 Nicoletta Monroe, MPH. “Metabolic Syndrome: The Influence of Behavioral, Biological and Social Determinants on the Disparities in Cardiovascular Disease”, TUI University, Cypress, California.

Doctoral Degree Committee Membership

2017 Alisa Simon, “Depression and Risky Sexual Behaviors in HIV Positive Women in Florida”. Florida A&M University, Institute of Public Health


2016 Ava Holt, ““Racial and Geographic Disparities in Late Stage Breast Cancer Treatment”, Florida A&M University, Institute of Public Health

2014 Helene Vilme, DrPH “Combating Obesity Among Young Adults: The Feasibility of a Farm-to-University Program at Florida A&M University”, Florida A&M University, Institute of Public Health.


2012 Viniece Jennings, “Tree Covering and Respiratory Disease Morbidity and Mortality in Central Florida”, Florida A&M University, Environmental Sciences Institute.


2012 Rhianna M. Neely, “Bahamians and Climate Change: An Analysis of Perception of Risk and Climate Change Literacy”, Florida A&M University, School of the Environment
C. Perry Brown, DrPH, MSPH
Curriculum Vitae

2012  Yvonne Johnson-Jones, “An Assessment of Florida K-12 Public School Educators’ Knowledge of School Law”, Florida A&M University, College of Education


2009  Shereitte C. Stokes IV. “Environmental etc” Florida A&M University, Environmental Sciences Institute.


2009  Linda G. Knight. “An Analysis of Graduate Student Retention and Attrition Efforts At Selected Historically Black Colleges and Universities in the Southern Region of the United States” Florida A&M University, College of Education.

2007  Yussif Soliman, “The Neuroprotective Role of Hyperglycemia, Ethyl Pyruvate and Pyrosicam in MPTP-Induced Parkinsonism in C57BL/6 Mice” College of Pharmacy and Pharmaceutical Sciences, Division of Basic Sciences.

2004  James Ogle, PhD, “The Role of Cytokines, Nitric Oxide, Glutamate and Calcium Channels in Trimethyltin Toxicity of Neuron-Glia Co-culture System”. College of Pharmacy and Pharmaceutical Sciences, Division of Basic Sciences.

Masters Degree Candidates

2014  Princeton Smith, B.S. “Motivators of Substance Abuse Among African American College Students”. Florida A&M University, College of Social Sciences, Arts, and Humanities, Department of Psychology. (Committee Member)

2011  Andreas Ward, BSN, RN, “Health Beliefs of African American Males Age 18-40 Toward Prostate Cancer Screening Procedures”, Florida A&M University School of Nursing, April 2011. Florida A&M University School of Nursing, (Committee Member)

2010  Brenda Owusu, BSC, BSN, RN, “The Relationship Between Body Size, Risk Perception for Type 2 Diabetes and the Likelihood of Lifestyle Behavior Change Among African American Women”. Florida A&M University School of Nursing, (Committee member)
C. Perry Brown, DrPH, MSPH  
Curriculum Vitae

2007  Shirleen Shenell Greene, RN, BSN, “A Relationship Between Health Beliefs and Colorectal Cancer Screening Among African American Men Age 40 and Older”. Florida A&M University School of Nursing, April, 2006. (Committee member).

2006  Windy Cunningham, “The Effect of an HIV Prevention Education on Older Adults’ Knowledge and Perceptions”. Florida A&M University College of Arts and Sciences, Department of Psychology and Human Behavior, (Committee member)

2006  Steven Meeks, RN, BSN, “The Difference In Adherence To Exercise Among African American Men And Women Between The Ages Of 35-50 With Cardiovascular Disease” Florida A&M University School of Nursing, (Committee member)

2005  Brenda Wallace, BSN, RN “Context, Self-Esteem and contraceptive Decision Making In African American Women” Florida A&M University School of Nursing, (Committee member)

2005  Karin D’Amico, BSN, RN, “Effects of Preoperative Respiratory Interventions for Patients with Pulmonary Dysfunction Undergoing Cardiovascular Bypass Surgery”, Florida A&M University School of Nursing, (Committee member)

2004  Debbie Miller, MSN, “Concerns of Elderly Patients with Chronic Diseases”. Florida A&M University, School of Nursing, (Committee member)

2003  Sevilla L. Bronson, BSN, RN, MSN. “Perceived Self-Efficacy and Knowledge of Quality Indicators Among Advanced Practice Nurses” Florida A&M University, School of Nursing, (Committee member)

2003  Oretha Jones, BSN, RN, MSN. “Health Beliefs and Mammography Screenings in Women” Florida A&M University, School of Nursing, (Committee member)

2002  Christina Grange, M.S. “HIV AIDS” Florida A&M University, Department of Psychology, December, (Committee member)

2002  Adesuwa Erhunse, M.S. “Implications of Elevated Blood Lead (Pb) Levels in Committed Juveniles for Environmental Health Risk Policies in the State of Florida”. Florida A&M University, Environmental Sciences Institute, (Committee member)

2001  Patricia Kalu, BSN, RN, MSN. “Depression and Quality of Life in Institutionalized Older Adults”. Florida A&M University, School of Nursing, (Committee member)

2000  Ngozi Odoh, BSN, RN, MSN. ”The Meaning of Non-Compliance From The Perspective of Patients Diagnosed With Chronic Disease”. Florida A&M University, School of Nursing, (Committee member)
C. Perry Brown, DrPH, MSPH
Curriculum Vitae

**RESEARCH AND SPONSORED ACTIVITIES**

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<td>“Training, Education, and Technical Assistance Component”</td>
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<td>07/03 – 2/04</td>
<td>Agency for Health Care Administration</td>
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<tr>
<td>“Demographic Study of Medicaid Beneficiaries”</td>
<td>P.I.</td>
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<tr>
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<td>$80,318</td>
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<td>10/03 – 3/04</td>
<td>Defense Intelligence Agency</td>
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<td>$45,879</td>
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<td>7/01 – 6/03</td>
<td>Florida Department of Health</td>
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<tr>
<td>“Florida Birth Defects Registry”</td>
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<tr>
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<td>7/99 – 6/01</td>
<td>Florida Department of Health</td>
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<td>“Florida Birth Defects Registry”</td>
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<td>$800,000</td>
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<td>4/98 – 6/99</td>
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<tr>
<td>“Florida Birth Defects Registry”</td>
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<td>7/02 – 6/03</td>
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<td>“Abstinence Only Education Program Evaluation”</td>
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<td>$250,000</td>
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<td>7/01 – 6/02</td>
<td>Florida Department of Health</td>
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<tr>
<td>“Abstinence Only Education Program Evaluation”</td>
<td>Co-I</td>
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<td>$250,000</td>
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</tbody>
</table>
C. Perry Brown, DrPH, MSPH
Curriculum Vitae

2/98 – 11/99  Florida Department of Health  P.I.  $24,750
“Community Partnership Assessment”

12/99 – 6/00  Florida Department of Health  P.I.  $65,411
“Community Partnership Assessment”

COURSES TAUGHT
HLSC8H2W1 Introduction to Biostatistical Concepts (Online)
PHC 6000 Introduction to Epidemiology
PHC 6002 Epidemiology of Infectious Disease
PHC 6003 Epidemiology of Chronic Disease
PHC 6011 Advanced Epidemiology and Statistical Methods
PHC 6018 Environmental Epidemiology
PHC 6050 Introduction to Biostatistics
PHC 6050L Introduction to Biostatistics Laboratory
PHC 6050L DL Introduction to Biostatistics Laboratory (Online)
PHC 6100 Introduction to Public Health
PHC 6194 Geographical Information Systems for Public Health Practice
PHC 6709 Computational and Statistical Methods in Public Health
PHC 7020 Design, Conduct, and Analysis of Clinical Trials
PHC 7530 Maternal and Child Health Epidemiology
PHC 7707 Epidemiology of Cardiovascular Disease
PHC 7709 Epidemiology of Cancer
PHC 7710 Clinical Epidemiology
OBJECTIVE: To establish my career as an academic nurse educator and scholar in a school setting.

PROFILE:
- Doctor of Nurse Practice
- Family Nurse Practitioner, FNP-BC
- Chemotherapy Certification
- BLS Certification

POSITIONS & EMPLOYMENT

Florida Agriculture & Mechanical University, Tallahassee, FL
08/2013-Present
Assistant Professor, Registered Nurse Undergraduate Program
Education/Teaching
- Serve as instructor in the Medical-Surgical Course
- Serve as coordinator in the Medical-Surgical Practicum Courses; responsible for coordinating learning activities, course content development and supporting faculty and students in the learning process. Responsible for coordinating clinical assignments for faculty and students.
- Create and present lectures and additional learning tools for undergraduate program in the Advanced Medical-Surgical course and practicum section
- Provide clinical instruction on the oncology-medical surgical unit

Research & Scholarship
- Manuscript Review "Brief Introduction to Cognitive Behavioral Therapy for Oncology Clinicians." for possible publication: Journal of Advanced Practitioners in Oncology
- “Cognitive Behavior Therapy for Patients with Cancer.” Accepted for Publication: Journal of Advanced Practitioners in Oncology (February 2015)
- “Cognitive Behavioral Therapy in Patients with Sickle Cell Disease.” Accepted for Publication: Creative Nursing Journal (February 2015).
- DNP Project Title: Psychological Interventions for patients with Sickle Cell Disease

University Service
- Serve as academic advisor to senior students
- Serve as co-advisor for the Student Nurse Association organization
- Serve on the following committees: Faculty and Research Development; Promotion, Tenure, Merit Equity and Professional Relations; Grievance

Clinical Practice, Advanced Registered Nurse Practitioner
- Complete home physical assessments and evaluations
- Complete medication reconciliations with past and current medications
- Make referrals to physical therapy, occupational therapy and case management
- Provide patient education concerning chronic conditions
- Collaborate with home office on patient recommendations and concerns
Tallahassee Community College, Tallahassee, FL
01/2013 - 05/2013
Adjunct Faculty, Clinical Instructor
- Prepare student assignments and ensure compliance to academic course program
- Provide clinical instruction in the hospital setting to 8-12 students per rotation
- Provide feedback to students regarding their clinical performance, grade nursing care plans, and provide instruction on improvement
- Provide student support as mentor and counselor
- Collaborate with academic programmers

Tallahassee Memorial Healthcare, Tallahassee, FL
02/2008-08/2013
Staff Nurse, Hematology-Oncology-Medical Surgical Unit
- Evaluate, plan, implement, and document nursing care for oncology, hematology and medical-surgical patient population
- Administer medications including chemotherapy under the supervision of doctors and keep records of symptoms and progress
- Educate patients and their families about various medical conditions. Provide advice and emotional support to patients and their families
- Supervise licensed practical nurses and certified nursing assistants
- Fulfilled the role as charge nurse, with responsibility of evaluating staffing requirements, floor assignments, and notifying physicians of clinical changes with patient status.
- Fulfilled the role as preceptor to upcoming new nurses

HealthSouth Rehabilitation Hospital, Tallahassee, FL
10/2009 - 10/2010
Staff Nurse, PRN
- Provide direct patient care to inpatients
- Administer medications under the supervision of doctors and keep records of symptoms and progress
- Communicate appropriate information with the interdisciplinary team including physicians, occupational therapists, physical therapists and social workers
- Supervise licensed practical nurses and certified nursing assistants
- Report patient concerns and changes in condition to supervisor and/or physician in a timely manner

PROFESSIONAL CLINICAL EXPERIENCE 2011-2013
- **Primary Care**, Capital Regional Medical Group, Tallahassee, FL
- **Infectious Disease**, Southeastern Infectious Disease Clinic, Tallahassee, FL
- **Pediatrics**, Pediatric ICU, Tallahassee Memorial, Tallahassee, FL
- **Psychiatric**, North Florida Counseling Center, Chattahoochee, FL
- **Primary Care**, Capital Regional Medical Group, Tallahassee, FL
- **Primary Care**, Bond Community Health Center, Tallahassee, FL
- **Emergency Department**, Madison County Memorial Hospital, Madison, FL
- **Internal Medicine**, Tallahassee Memorial, Tallahassee, FL
EDUCATION:
Florida State University, Tallahassee, FL
August 2010 – May 2013
Doctor of Nurse Practice, Family Nurse Practitioner

Florida Agriculture & Mechanical University, Tallahassee, FL
August 2003 – December 2007
Bachelors of Science in Nursing, Magna cum Laude
**EDUCATION**

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution – City, State</th>
<th>Degree/Major</th>
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<tbody>
<tr>
<td>2000</td>
<td>Florida State University, College of Nursing</td>
<td>Post-master’s Certificate Family Nurse Practitioner (FNP)</td>
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<tr>
<td></td>
<td>Tallahassee, Florida</td>
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<tr>
<td>1983</td>
<td>George Peabody College, Vanderbilt University</td>
<td>Doctorate of Philosophy in Higher Educational Adm</td>
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<tr>
<td></td>
<td>Nashville, Tennessee</td>
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<tr>
<td>1978</td>
<td>Teacher’s College, Columbia University</td>
<td>Master of Education in Curriculum &amp; Instruction</td>
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<tr>
<td></td>
<td>New York, NY</td>
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<tr>
<td>1976</td>
<td>Teacher’s College, Columbia University</td>
<td>Master of Art in Teaching Nursing</td>
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<tr>
<td></td>
<td>New York, NY</td>
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<tr>
<td>1972</td>
<td>Yon Sei University, College of Nursing</td>
<td>Bachelor of Science in Nursing</td>
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<td>Seoul, Korea</td>
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**PROFESSIONAL EXPERIENCE**

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<tr>
<th>Dates</th>
<th>Institution – City, State</th>
<th>Position/Title</th>
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</thead>
<tbody>
<tr>
<td>June 2010-</td>
<td>Florida A&amp;M University School of Nursing, Tallahassee, FL.</td>
<td>Professor &amp; Associate Dean, Graduate Program</td>
</tr>
<tr>
<td>present</td>
<td></td>
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<tr>
<td>Aug 1999-</td>
<td>Tallahassee Memorial Health Care, Family Practice, Rural Outreach Clinics</td>
<td>Telephone Triage Nurse Practitioner</td>
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<tr>
<td>present</td>
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<tr>
<td>Nov 2008-</td>
<td>Florida A&amp;M University School of Nursing, Tallahassee, FL.</td>
<td>Professor &amp; Associate Dean, Undergraduate Program</td>
</tr>
<tr>
<td>June 2009</td>
<td></td>
<td></td>
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<tr>
<td>May 2006-</td>
<td>Interim Health Care: Department of Juvenile Justice, Tallahassee, FL.</td>
<td>Nurse Practitioner</td>
</tr>
<tr>
<td>July 2007</td>
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<tr>
<td>2005-2008</td>
<td>Florida A&amp;M University School of Nursing, Tallahassee, FL.</td>
<td>Professor</td>
</tr>
<tr>
<td>2000-2005</td>
<td>Gretna Wellness Center, Florida A&amp;M University School of Nursing, Tallahassee, FL.</td>
<td>Professor &amp; Director, Wellness Clinic</td>
</tr>
<tr>
<td>1997 - 1999</td>
<td>Florida A&amp;M University School of Nursing, Tallahassee, FL.</td>
<td>Professor &amp; Senior Coordinator</td>
</tr>
<tr>
<td>1992 - 1996</td>
<td>Florida A&amp;M University School of Nursing, Tallahassee, FL.</td>
<td>Associate Professor &amp; Senior Coordinator</td>
</tr>
</tbody>
</table>
1987 - 1992  Nell Hodgson Woodruff School of Nursing, Emory University, Atlanta, GA.  Assistant Professor, Adult Health Division
1984 - 1986  Howard University, College of Nursing Washington, D.C.  Chairman & Assistant Professor, Dept of Medical-Surgical Nursing
1983 - 1984  Department of Nursing, Columbus College, Columbus, GA.  Assistant Professor, BSN Program
1981 - 1983  School of Nursing, Principal Investigator: K. Wallston. "Choice and Predictability in Health Care Setting". #R01 HS04096, Vanderbilt University, Nashville, TN.  Research Assistant
1978 - 1980  B.S.N. Program, School of Nursing, University of TN at Nashville, Nashville,TN.  Instructor
1975 - 1978  Open Heart Recovery Unit, St. Luke's Hospital Center, New York, NY.  Assistant Nursing Care Coordinator
1973 - 1975  Neonatal ICU and Surgical Unit, Vanderbilt University Hospital, Nashville, TN.  Staff Nurse
1972-1973  OB and GYN Unit, U. S. Army Hospital, Seoul, Korea  Staff Nurse

HONORS and AWARDS

- Florida A&M University Teaching Innovation Nominee – 2014
- Capital Regional Medical Center Nurse of Excellence Award – 2012
- Teacher of the Year Award, Florida A&M University – 2003
- Advanced Teacher of the Year Award, Florida A&M University – 1998
- Teaching Incentive Program (TIP) Award, Florida A&M University – 1996
- FAMU Nurse of Excellence Award, Sponsored by Capital Regional Medical Center, 1994
- Distinguished Service Award, Emory University School of Nursing – 1992
- Best Research Award for 1990. American Association of Critical Care Nursing (AACN) Atlanta-area Chapter – 1990

STATE, NATIONAL AND INTERNATIONAL BOARD MEMBER

- Florida Nurses Foundation: Member, Board of Trustees: 2008-2011  
  **Vice-President:** 2012- present

- Big Bend Area Chapter, American Association of Critical-Care Nurses: **Past President**

- Member: Sigma Theta Tau International Nursing (STTI) Honor Society: Rho Kappa Chapter of STTI, Florida A&M University: **Past President**
LICENSE AND CERTIFICATIONS

FL. ARNP 2608642 through July 31, 2018
FNP: 2009012882: ANCC through July 11, 2020
CNE: NLN: through December 2020
ACLS: AHA: through August 2018

SCHOLARLY ACTIVITIES

Grants and Contracts

Funded Grants (as Principal or Co-Principal Investigator)

2015 Predicting Complementary and Alternative Medicine Use: The Interactions of Health Locus of Control Beliefs. NIH NIMHD FAMU Research Centers in Minority Institutions (RCMI). $20,000. Principal Investigator.
2015 Faculty Travel Grant: $1412.00. FAMU Office of Academic Affairs.
2013 Faculty Travel Grant: $2000.00. FAMU Office of Academic Affairs.
2011 AENT Grant (Florida A&M University). Health Resources and Services Administration (HRSA). $15,000. Role: Project Director.
2009- Gerontological Nursing Curriculum Development. Geriatric Education Center, Health Resources and Services Administration (HRSA). Collaborative Grant with FSU College of Medicine. $100,000. Role: FAMU SON Project Director.
2006 Prostate Cancer Screening Assessment Tool Development. FAMU Faculty Scholar in Prostate Cancer Research Award. $1,400. Role: Principal Investigator.
2005 Fiscal Assistance for the FAMU Wellness Center from the City of Gretna. $5000. Role: Project Director.
2004 Fiscal Assistance for the FAMU Wellness Center from the City of Gretna. $5000. Role: Project Director.
2003- Project CHOICE (Center for Healthy Options and Innovative Community Empowerment). Collaborative FAMU-Harvard University P20 Grant, $6,000,000. Role: Community Outreach and Information Dissemination Core (COID) Co-Director for FAMU.
2003 Fiscal Assistance for the FAMU Wellness Center from Gadsden County Health Department. $5091. Role: Project Director.
2003 Fiscal Assistance for the FAMU Wellness Center from the City of Gretna. $5000. Role: Project Director.

2002  Raising Gretna: Health Promotion for Underserved Minorities. Big Bend Area Health Education Center (AHEC) Grant. In collaboration with D. Danforth & D. Crabill. $5,000. Role: Project Director.

1998  Forearm to Fingertip Thermal Gradients and Shivering in Cardiac Surgical Patients. Florida A&M University Faculty Research Grant. $ 4,515. Role: Principal Investigator.

1994  Florida League for Nursing 1994 Research Grant Award. "Forearm to Fingertip Temperature Gradients and shivering in Cardiac Surgical Patients". $ 1,000.


1990-1992  Research Presentation Travel Grant, President's Commission on the Status of Minorities. $300. Each Year for 3 years.

1990  Research Award for 1990. AACN Atlanta-area Chapter. $ 500.


1998  Research Grant-in-Aid. "Thermal Gradients and Shivering in Open Heart Patients" American Heart Association Georgia Affiliate, Atlanta, Georgia. $16,000.


1984  Faculty Development Grant "Computer Utilization Among Faculty Members". Columbus College, Columbus, Georgia. $1,600.


**Grants Submitted (not funded)**

2005  "Gretna Wellness Center Construction Grant". In collaboration with D. Danforth. Submitted to Florida State Legislature (Representative Curtis Richardson). $366,000. Approved, but not funded.

2005  "Gretna Wellness Center Construction Grant". In collaboration with D. Danforth. Submitted to Florida State Legislature (Representative Richardson), $1,004,000. Not funded.

2004  Grant Proposal, "Gretna's Beacon of Hope for the Underserved: The FAMU Wellness Center". Submitted to The Blue Foundation, Jacksonville, FL. Selected as a finalist. Not funded. $100,000.


1991 "Nursing Assessment of Shivering after Cardiac Surgery." Co-Investigators: Drs. Ramsay, Finlayson, and Hall. RO1-NR 002941 to NIH NCNR. Approved, but not funded.

1990 "Clinical Predictors of Shivering During Rewarming in Open Heart Patients." Co-investigator: Dr. D. Finlayson. Research Grant-in-Aid. Submitted to American Heart Association, National Center, Dallas, Texas. Approved, but not funded.

1988 "Exercise Training for Handicapped Coronary Patients." In collaboration with Barbara Fletcher and Carol Bush. NIH-NCNR. Center for Education funded Barbara Fletcher.

1988 "Risk Factor Intervention Techniques in Coronary Artery Bypass Patients’ Bypass Patients." In collaboration with Barbara Fletcher and Carol Bush. NIH, NCNR. Not funded.


1985 "Computer Utilization and Job Satisfaction in Nursing." Howard University Research Grant. Approved, but not funded.

Grant Reviewer

2005-
2007 NIH-National Institute of Child and Human Development Special Emphasis Panel Community Health Grant Reviewer.


2009 DHHS-Agency for Health Care Research and Quality (AHRQ) Special Emphasis Panel-National Science Research Award T32 Grant Reviewer.

2010 Health Equity Research Institute (HERI) of Florida: External Reviewer

2010-2011 FL. Center for Universal Research to Eradicate Disease (FL-CURED) Research Advisory Board Member.

Faculty Practice

2011-12 Family Nurse Practitioner, Tallahassee Memorial Hospital Family Practice, Quincy Clinic, Quincy, FL. (10% effort)

2013-2015 Family Nurse Practitioner, Family Medicine Clinic of Dr. Charles Kent. Tallahassee, FL. (10% effort)

Publications

National/International Refereed Journals


**Book Chapters**


**Published Proceedings and Abstracts**


**Editorials, Books and Software Reviews**


Satisfaction of Faculty Members in Nursing. *Ph.D. Dissertation, Vanderbilt University.*


**Scholarly Review**

**Manuscript Reviewer**

2014: Skill’s in Clinical Nursing by A. Berman and S. Snyder. 7th Ed.: Test Reviewer

2009: Medical Surgical Nursing by Osborn, Wraa & Watson. 2nd Ed.: Academic Reviewer

1994-1997: Critical Care Nurse. Reviewer

1988-1992: Heart & Lung, Reviewer


**Presentations** (peer-reviewed and presented)

**International**


**National**


Earp, J., Campbell, M., & Campbell, E. (2013). The Relationship between holistic health beliefs/attitudes and complementary and alternative medicine use in women age 18 and older. Poster presentation at the National Association for Nurse Practitioners in Women's Health (NPWH) 2013 Conference, San Diego, CA.


Earp, J. (2009). The Relationship between gastro-esophageal reflux disease (GERD) and atrial fibrillation among hospitalized cardiac patients. Podium presentation at the International Association of Asian Studies (IAAS) Annual Conference, Baton Rouge, LA.


Earp, J. (2002). Telenursing: Implications for nurse practitioners. Poster presentation at the NPACe Winter Conference proceedings, Boston, MA.

Earp, J. (1999). Nursing students’ perceptions about aging and their attitudes toward caring for the aged. Poster Presentation at the Nursing Education 99 Conference, sponsored by MCP Hahnemann University, PA., Orlando, FL.

Earp, J. (1997) Core temperature measurement in post cardiac surgical patients. Podium Presentation at the AACN National Teaching Institute, Orlando, FL.

Earp, J. (1993). $T_{ub}$ revealed: Implications of bladder temperature monitoring. Podium presentation at the AACN National Teaching Institute, Atlanta, GA.


Earp, J. (1991). Urinary bladder and pulmonary artery temperature ratio of less than one predicts shivering in cardiac surgical patients. Poster presentation at the AACN National Teaching Institute, Boston, MA.


Regional/Local


Earp, J. (1993). Incidence of shivering after warm cardioplegia. Podium Presentation at the AACN Atlanta Area Chapter Annual Fall Symposium. Atlanta, GA.

Earp, J. (1990). Alteration in thermoregulation: Shivering. Podium Presentation at the AACN Atlanta-area Chapter Annual Fall Symposium, Atlanta, GA.

Earp, J. (1990). Core to core gradient as a predictor of shivering in cardiac surgical patients. Podium Presentation and Panelist at the Nursing Research: Implications for Nursing Practice, Eta Psi Chapter Research Day, Western Carolina University, Asheville, NC.

Earp, J. (1990). Core to core gradient as a predictor of shivering in cardiac surgical patients. Podium Presentation at the Second Annual Col (R) Helen T. Milian Lectureship and Nursing Research Conference in Columbus, GA.
Invited Presentations


2004: Oriental herbal medicine: Implications for primary care providers. Tallahassee Memorial Hospital Family Medicine, Rural Outreach Practice, Tallahassee, FL.

2004: Oriental herbal medicine: Implications for college health professionals. Southern College Health Association Annual Conference. Tallahassee, FL.


2003: Health promotion for underserved population: Gretna experience. Diabetic Community Forum, Sponsored by Emory University Regional Diabetic Training Center, Quincy, FL.


2003: Oriental herbal medicine. AACN Big Bend Chapter Monthly Educational Meeting. Sponsored by Pfizer Pharmaceutical Co., Tallahassee, FL.

2001: Shivering influence on pulmonary artery and bladder temperature ratio after cardiac surgery. Florida A&M University School of Nursing Honor Society Research Day. Tallahassee, FL.


1999: Bladder temperature monitoring: Implications for patient outcome. Inservice education to CVSICU Staff at TMH CVS ICU, Tallahassee, FL.

1997: Perception, reality, and attitude: It’s all the way one chooses to see it.” In a Cultural Diversity Workshop. Sponsored by the School of Allied Health. Florida A&M University. Tallahassee, FL.

1996: Surgical and non-surgical myocardial revascularization. Big Bend Area Post Anesthesia Nursing Association Monthly Meeting. Tallahassee, FL.

1995: Gastroepiploic arteries as alternative coronary artery bypass conduits. Podium Presentation at the American Association of Operating Room Nurses Annual Conference on Cardiovascular Surgery Nursing. Atlantic City, NJ.


1993: Physiological research. Sigma Theta Tau Beta Pi Chapter Research Conference on “Nursing Research: The Why, the How and So What Factor.” Tallahassee, FL.

1992: Collaboration: Pathway to excellence. AACN Region 6 Symposium, Atlanta, GA.

1991: Thermoregulation: Old practices and new challenges. AACN Atlanta-area Chapter April Educational Meeting, Atlanta, GA.


1991: Interventional cardiology: Updates on stents and atherectomy. AACN Atlanta- Area Chapter Annual Fall Symposium, Atlanta, GA.


1991: Alteration in thermoregulation: Shivering. 11th Annual Cardiac Critical Care Nursing Symposium, Cleveland Clinic Foundation, Cleveland, OH.

1990: Meeting tomorrow's challenge through a collaborative Consortium. Faculty Development Conference, Orlando, FL.

1989: International perspective on critical care nursing. Podium presentation at the AACN Atlanta-area Chapter Fall Symposium in Atlanta, GA.

1989: Challenges and pitfalls of clinical research. Dong San Professional College, Department of Nursing, Tae Gu, Korea.

Media

Interviews


1995: Appeared on the TV program, HEALTHLINE from KLHJ, Irvine, California, as a Co-Content Expert on "Fluid Monitoring and Core Temperature Measurement."

EXTERNAL CONSULTATION

Bard Urological: Bladder temperature monitoring.
Cincinnati Sub Zero: Hyperthermia Blanket and Patient Monitoring
Bair Hugger: Hypothermia Blanket: Patient Monitoring

SERVICE

Professional

2010-present Accreditation Commission for Education in Nursing (ACEN) Program Evaluator for Baccalaureate and Higher Degree Programs.

2009-present Vice-President and Board of Trustees: Florida Nurses Foundation

2014 Tallahassee Council of Advance Practice Nursing (CAPN): Historian
2010-present Member: National Organization of Nurse Practitioners in Women's Health (NPWH)
2013-present Member: Council for Advancing Nursing Science (CANS)
1998-Present Member: National Organization of Nurse Practitioner Faculties (NONPF)
2013 Member: American Association of Nurse Practitioners (AANP)
2010-present Member: American Nurses Association (ANA)
               Member: Florida Nurses Association (FNA)
1985-Present Sigma Theta Tau, International. Member.
2010-present Asian American Pacific Islander Nurses Association (AAPINA)

Community

2012       Best Care Clinic Grand Opening Ceremony: Health Screening. Gretna, FL.
2005       Invited program participant, Annual Martin Luther King Day Celebration, Gretna, FL.
2004       Health Screening, St. John's Church, St. John's Community, FL.
2003       Judge at St. George Island Regional Chili Cook-off
2002       Gadsden Health Summit Planning Board Member. Quincy, FL.
2002       Organizer: FAMU SON Health Fair.
2002       Gadsden County Health: Technical Support Workshop Contributor. Quincy, FL.
2002       FAMU SON Volunteer Representative for Health Fair, Bethel AME Ministry,
               Sponsored by Tallahassee Links.
2000       Florida A&M University, 2000 Student Research Forum, Faculty Mentor &
               Representative from SON, Tallahassee, FL.
2000       Coordinator for nursing student participants for the 31st Annual National Youth Sports
               Program, Florida A&M University, Department of Athletics.
2000       Financial contributor and participant. Relay for life. Leon High School, Tallahassee,
               FL.
               Greek church, Tallahassee, FL.

International Service
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<tr>
<td>2000</td>
<td>Medical Mission Team to Saintard, Marrot, and Dumay Village, Haiti.</td>
</tr>
<tr>
<td>1999</td>
<td>Medical Mission Team to Dumay Village, Haiti.</td>
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<tr>
<td>2009</td>
<td>Complementary and Alternative Medicine. Podium presentation at the 8th Grade Classes Career Choice Classes, Florida State University School, Tallahassee, FL.</td>
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<tr>
<td>2007</td>
<td>National Coalition of Ethnic Minority Nurses Association (NCEMNA) National Mentor</td>
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<tr>
<td>2005</td>
<td>Korean Holiday Traditions. Podium presentation at the 5th Grade Classes, Florida State University School, Tallahassee, FL.</td>
</tr>
<tr>
<td>1997</td>
<td>Korean Culture. Podium presentation at the Florida State University School 6th Grade Classes. Tallahassee, FL.</td>
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**University**

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<td>2012-Present</td>
<td>University Tenure &amp; Promotion Committee</td>
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<td>2010-Present</td>
<td>University School of Graduate Studies (SGSR) Graduate Council.</td>
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<td>2009-Present</td>
<td>University Continuing Education Advisory Council.</td>
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<tr>
<td>2004-2005</td>
<td>University Teacher of the Year Selection Committee</td>
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<td>2003-2004</td>
<td>University Sabbatical Leave Committee</td>
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<td>2000-2008</td>
<td>University Curriculum Committee</td>
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<td>University Culture &amp; Climate Committee</td>
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<tr>
<td>2001-2004</td>
<td>Co-Chair, Faculty Development Planning Committee</td>
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<tr>
<td>2001-2003</td>
<td>Search Committee, Provost and Vice-president for Academic Affairs</td>
</tr>
<tr>
<td>1998-1999</td>
<td>University PEP Selection/Review Criteria Committee</td>
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<td>University Superior Accomplishment Award Committee</td>
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<td>Advanced Teacher of the Year Selection Committee</td>
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<tr>
<td>1997-2003</td>
<td>University Tenure &amp; Promotion Committee</td>
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<td>1997-1999</td>
<td>University Faculty Development Committee</td>
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<td>1998-2000</td>
<td>Faculty Senate Tenure Minimum Criteria Committee</td>
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<td>1996-1998</td>
<td>SACS Committee</td>
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<td>1993-2003</td>
<td>Sustained Performance Evaluation Committee</td>
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<td>1996-1998</td>
<td>Distance Learning Committee</td>
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<tr>
<td>1994-1999</td>
<td>Faculty Senate Steering Committee Member</td>
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<tr>
<td>1994-1998</td>
<td>University Research Committee</td>
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</table>
1996 Library Director Search Committee
1993-1996 Minority Institutional Research Development Committee

ACADEMIC COURSES TAUGHT

GRADUATE LEVEL: Florida A&M University School of Nursing

NGR 6700 – APRN Synthesis Seminar

NGR 6740 - Professional Role Development

NGR 5003/NGR 5003L- Advanced Health Assessment & Advanced Health Assessment Practicum

NGR 5172- Advanced Pharmacology

NGR 6891- Health Policy and Nursing

NGR 5810- Research and Evidence-based Practice.

NGR 5341- Women’s Health Issues

NGR 5345L /NGR 6346L Advanced Women’s Health Practicum I & II

UNDERGRADUATE LEVEL: Florida A&M University School of Nursing

NUR 4216/NUR 4216L – Advanced Medical Surgical Nursing

NUR 3215/ NUR 3215L – Nursing Process I (Medical Surgical Nursing) & Practicum I

NUR 3415 Nursing Pharmacology

NUR 4164 Nursing Research

NUR 4945 Nursing Leadership and Management

Thesis / Scholarly Project Committees

Florida A&M University


2014 S. English “Factors Associated with Complementary and Alternative Medicine Use Among African American Men: A Literature Review.” Scholarly Project Chair

2013 D. Harden  "Association Between Holistic Health Beliefs and Complementary / Alternative Medicine Use Among Adults Age 24 and Older." Scholarly Project Chair.


2013 S. Richardson  "Influence of Complementary and Alternative Medicine (CAM) Health Beliefs on the Actual Use of CAM Among Adults Age 18 and Older." Scholarly Project Chair.


2010 A. Johnson  "The Relationship Between the Health Beliefs and Self-determination on Prostate Cancer Screening Among African American Men Ages 40 and Older." Thesis Member.


2004 M. Morgan  "Effects of Prostate Cancer Education on Prostate Cancer Screening Knowledge among Elderly Men." Thesis Chair.

2004 D. Miller  "Health Concerns among Older Adults." Thesis Member.


2001 P. Kalu.  "Depression and Quality of Life in Older Adults Living in Retirement Homes." Thesis Chair.


Emory University
S. Kelly


Howard University
Curriculum Vitae

Lisa H. Gardner

August 17, 2016

General Information

University address: School of Nursing
Florida A&M University
334 Palmer Avenue
Ware-Rhaney Building Room # 208
Tallahassee, Florida 32307
Phone: 850-561-2874 (work) ; 850-556-8284 (cell)

E-mail address: lisa.gardner@famu.edu

Professional Preparation

2013 DNP., University of Alabama at Birmingham, Birmingham, AL.
Major: Nursing. Supervisor: Dr. Ashley Hodges.


Professional Credentials

2007-present Family Nurse Practitioner Certified, ARNP Florida # 2214092

1997-present Advanced Registered Nurse Practitioner—FNP –Florida ARNP # 2214092
Bond Community Health Center, Tallahassee, Fl. Provide care to a variety of acute and chronically ill patients from pediatric to geriatric patients. Established treatment plans, perform diagnostic test, and administer medications and treatments. Supervise licensed practical nurse and certified nurse assistants.

**Supervision of Clinical Practice**

Preceptor for nurse practitioner and nursing education students at FAMU Student Health Center (2013-2015).

**Publication**

**Journal Article(s)**


**The Community**


Volunteer Nurse Practitioner: Performed Flu shots annually during Community Outreach Influenza Vaccine Campaign; Florida A&M University various on campus locations, Tallahassee, FL. (2012-2015).


CURRICULUM VITAE

NAME:     Dr. Mary Ella Graham

TITLE:    Full Professor  
           Florida A & M University School of Nursing

OFFICE INFORMATION:  Florida A & M University  
                      103 Ware-Rhaney Building  
                      Tallahassee, Fl 32307-3100  
                      (850) 561-2921  
                      mary.graham@famu.edu

HOME INFORMATION:     1619 Harbor Club Dr.  
                       Tallahassee, Fl 32308  
                       (850) 878-0440 (H)  
                       (850) 264-7993 (C)

I. EDUCATION

<table>
<thead>
<tr>
<th>Institution</th>
<th>Major Field</th>
<th>Degree Awarded</th>
<th>Date Awarded</th>
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<tbody>
<tr>
<td>Teachers College</td>
<td>Curriculum and Instruction in</td>
<td>Ed.D.</td>
<td>1982</td>
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<tr>
<td>Columbia University</td>
<td>Nursing Education</td>
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<tr>
<td>New York, New York</td>
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<tr>
<td>Teachers College</td>
<td>Nursing with a concentration in</td>
<td>M.Ed.</td>
<td>1975</td>
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<tr>
<td>Columbia University</td>
<td>Adult Health and Illness</td>
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<tr>
<td>New York, New York</td>
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<td></td>
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<tr>
<td>Long Island University</td>
<td>Nursing</td>
<td>B.S.</td>
<td>1974</td>
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<tr>
<td>Brooklyn, New York</td>
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### II. PROFESSIONAL EXPERIENCE

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<thead>
<tr>
<th>YEAR</th>
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<tr>
<td>January 2008-</td>
<td>Professor</td>
<td>Florida A &amp; M University</td>
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<tr>
<td>Present</td>
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<td>School of Nursing, Tallahassee, Florida</td>
</tr>
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<tr>
<td>July 24, 2006 -</td>
<td>Dean and Professor</td>
<td>Florida A &amp; M University</td>
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<tr>
<td>December 2007</td>
<td>(Tenure awarded 05/07)</td>
<td>School of Nursing, Tallahassee, Fl</td>
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<td>2002 (March 1, 2002-</td>
<td>Dean and Professor</td>
<td>Tennessee State University School of Nursing</td>
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<tr>
<td>July 14, 2006)</td>
<td>(Tenured)</td>
<td>Nashville, Tennessee</td>
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<tr>
<td>August 1996-</td>
<td>Dean and Professor</td>
<td>State University of New York –</td>
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<tr>
<td>February 2002</td>
<td>(Tenured)</td>
<td>SUNY Downstate Medical Center,</td>
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<tr>
<td></td>
<td></td>
<td>College of Nursing, Brooklyn, New York</td>
</tr>
<tr>
<td>1995-1996</td>
<td>Assistant Dean and Chair</td>
<td>City College of the City University</td>
</tr>
<tr>
<td>1990-1996</td>
<td>Assistant Dean</td>
<td>New York, School of Nursing</td>
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<tr>
<td>1992-1996</td>
<td>Associate Professor</td>
<td>New York, New York</td>
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<tr>
<td>1988-1991</td>
<td>Assistant Professor</td>
<td></td>
</tr>
<tr>
<td>1988-1989</td>
<td>Curriculum Consultant</td>
<td>North Carolina Agricultural and Technical State University, School of Nursing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greensboro, North Carolina</td>
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<tr>
<td>1987-1988</td>
<td>Assistant Dean</td>
<td>North Carolina Agricultural and Technical State University, School of Nursing</td>
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<tr>
<td></td>
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<td>Greensboro, North Carolina</td>
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<tr>
<td>1980-1987</td>
<td>Assistant Professor</td>
<td>City College of the City University</td>
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<tr>
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<td>of New York, School of Nursing, New York, New York</td>
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<tr>
<td>1975-1980</td>
<td>Instructor</td>
<td>City College of The City University</td>
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<tr>
<td></td>
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<td>of New York, School of Nursing, New York, New York</td>
</tr>
</tbody>
</table>
1983-1984  
Staff Nurse (Part-time)  
University of Medicine and Dentistry of New Jersey  
Newark, New Jersey

1979-1985  
Preceptor for Graduate Students  
Teachers College, Columbia University  
Department of Nursing  
New York, New York

1971-1975  
Private Nurse (Practitioner)  
New York Hospital  
New York, New York

1969-1970  
Staff Nurse  
New York Hospital  
New York, New York

III. FLORIDA A & M UNIVERSITY

A. Administrative Responsibilities

Dean – School of Nursing (July 24, 2006- December 18, 2007)

Prepare and administer budget for the School.

Coordinate, support and provide leadership for curriculum development, implementation and evaluation for the associate, baccalaureate, and master degree nursing programs.

Work directly with Associate Deans to promote excellence in teaching.

Provide guidance and direction for strategic planning within the School.

Monitor and maintain academic standards.

Recommend qualified faculty for appointment, reappointment, promotion and tenure.

Provide faculty development.

Assist faculty with scholarly projects.

Conduct annual evaluations of faculty and selected staff.
Write grant proposals in support of the program and monitor grant awards.

Prepare reports for American Association of Colleges of Nursing, National League for Nursing Accrediting Commission, Florida Board of Nursing, and Florida A & M University.

Serve as a liaison with other departments at the University for academic-related issues.

Represent the School at all levels – University, Local, State, and National.

Engage in advocacy for the School within the University and larger community.

B. Teaching Responsibilities

Classroom teaching in:
NUR 4945- Leadership and Management, NUR- Health Policy
Clinical teaching in:
NUR 4945L- Nursing Preceptorship Practicum

C. University and School Service

2010- 2011 Florida A&M University College of Dental Medicine Internal Advisory Committee- Member
2009-2011 Florida A&M University Institutional Level Assessment Committee- Member
2010-present Florida A & M University Sabbatical and Professional Leave Committee - Member
2009-2011 School of Nursing Assessment Committee- Chair ,2012-present (member)
2008 -2011 School of Nursing Promotion & Tenure Committee- Member ,2012 -present (Chair)
2008 - 2009 School of Nursing Research Committee- Chair

D. Accomplishments

1. Provided the leadership for NLNAC Continuing Accreditation for the Master of Science degree program in nursing (July 2007)- received 8 years of Continuing Accreditation.
2. Implemented Academic Enhancement Program for graduating seniors.
3. Awarded $207, 710 for Scholarships for Disadvantaged Students in Nursing from the U.S. Department of Health and Human Service Administration.
4. Collaborated with Capital Health Plan and the FAMU Office of
Development in receiving $100,000 for the School of Nursing.


IV. TENNESSEE STATE UNIVERSITY ACTIVITIES

A. Administrative Responsibilities

Dean – School of Nursing (March 1, 2002 – July 14, 2006)

Prepare and administer budget for the School.

Coordinate, support and provide leadership for curriculum development, implementation and evaluation for the associate, baccalaureate, and master degree nursing programs.

Work directly with Program Directors to promote excellence in teaching.

Provide guidance and direction for strategic planning within the School.

Monitor and maintain academic standards.

Plan course staffing and scheduling in collaboration with Program Directors.

Recommend qualified faculty for appointment, reappointment, promotion and tenure.

Provide faculty development.

Assist faculty with scholarly projects.

Conduct annual evaluations of Program Directors and selected staff.

Write grant proposals in support of the program and monitor grant awards.

Prepare reports for American Association of Colleges of Nursing, National League for Nursing Accrediting Commission, Tennessee Board of Nursing, and Tennessee State University.

Serve as a liaison with other departments at the University for academic-related issues.

Represent the School at all levels – University, Local, State, and National.
Engage in advocacy for the School within the University and larger community.

B. **Accomplishments**

1. Obtained $733,000 from Hospital Corporation of America (HCA) for student scholarships and the implementation of a mentorship program. (Fund Raising)

2. Serving as Project Director of a Title III grant entitled “Strengthening Curriculum and Leadership in Nursing”. Project was awarded $1,116,225 by the U. S. Department of Education over a five year period – 2004-2009.

3. Developed a Consortium with the five Tennessee Board of Regents Schools of Nursing to develop and implement a MSN Regents Online Degree Program. Program implemented in August 2004. The following concentrations are offered: Nursing Education, Nursing Administration, Nursing Informatics, Family Nurse Practitioner.

4. Provided the leadership for the NLNAC Continuing Accreditation visit for the Associate Degree Program (February 2003) – received 8 years of Continuing Accreditation.

IV. **SUNY DOWNSTATE MEDICAL CENTER ACTIVITIES**

A. **Administrative Responsibilities**

**Dean – College of Nursing (1996-February 2002)**

Prepare and administer budget for the College.

Coordinate, support and provide leadership for curriculum development, implement and evaluation for the undergraduate and graduate nursing programs (Baccalaureate Completion Program for Registered Nurses; Master of Science Clinical Nurse Specialist Program; Master of Science Nurse Anesthesia Program; Master of Science Nurse Practitioner Program; Master of Science Nurse Midwifery Program).

Work directly with Associate Deans and Program Directors to promote excellence in teaching.

Provide guidance and direction for strategic planning within the College.
Collaborate with the College of Health Related Professions on interdisciplinary curriculum development and implementation.

Monitor and maintain academic standards.

Plan course staffing and scheduling.

Recommend qualified faculty for appointment, reappointment, promotion and tenure.

Provide faculty development.

Assist faculty with research projects.

Conduct annual evaluations of faculty and staff.

Write grant proposals in support of the program and monitor grant awards.

Prepare reports for American Association of Colleges of Nursing, National League for Nursing Accrediting Commission, New York State Department of Education, SUNY Downstate Medical Center.

Serve as a liaison with other departments at the University for academic-related issues.

Represent the College at all levels – University, Local, State, and National.

Engage in advocacy for the College within the University and larger community.

B. **Teaching Responsibilities**

**Classroom teaching in the following graduate courses:**

<table>
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<tr>
<th>Year</th>
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<tr>
<td>2001</td>
<td>NRMS 586</td>
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<td>1998-2000</td>
<td>NRMS 570</td>
<td>Guided Study</td>
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<td>1997-2000</td>
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<td>Thesis Advertisement</td>
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<td>1997</td>
<td>NRMS 509</td>
<td>Health Care Administration</td>
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C. **Accomplishments**

Obtained $1,775,279 in federal, state and city grants.
Implemented distance learning courses in College of Nursing Undergraduate and Graduate Programs.

Developed and implemented a Master of Science Nurse Anesthesia Program in collaboration with Harlem Hospital Center.

Implemented Master of Science Nurse Midwifery Program in collaboration with College of Health Related Professions.

Developed proposal for BS Second degree program.

Increased enrollment in College of Nursing RN/BS Program and Graduate Programs.

Implemented interdisciplinary education in the College of Nursing, and College of Health Related Professions.

Increased collaboration between College of Nursing and College of Health Related Professions.

Obtained 8 years of reaccreditation from the National League for Nursing Accrediting Commission for the baccalaureate and masters nursing programs.

Obtained initial accreditation (6 years, which is the maximum) from the Council On Accreditation of Nurse Anesthesia Educational Programs for the Master of Science Nurse Anesthesia Program.

V. CITY COLLEGE ACTIVITIES

A. Administrative Responsibilities

3. Chair, School of Nursing (1995-1996)

Develop school budget.

Manage all aspects of nursing program (hiring, curriculum, budget, Standing Committees, Learning Resource Center, etc.)

Recommend qualified faculty for promotion and tenure.

Conduct annual evaluations of faculty and staff.

Engage in advocacy for the School within the College and the larger community.
2. **Assistant Dean – School of Nursing (1990-1996)**

Provide leadership for curriculum development, implementation and evaluation (Generic Baccalaureate Program and RN/BS Completion Program).

Monitor and maintain academic standards.

Coordinate clinical agency affiliation agreements.

Service as liaison with clinical agencies.

Plan course staffing and scheduling.

Design, implement and evaluate faculty orientation program.

Assist in budget planning and management.

Participate in securing external funding for the School.

Participate in fund raising activities for the School.

Serve as a liaison with other departments at the College for Academic-related issues.

Participated in part-time classroom teaching.

Assume leadership responsibilities for the National League for Nursing Self-Study Report, and New York State Re-registration visit.

Assume administrative responsibility for the school in the absence of the Dean.

**B. Teaching Responsibilities**

1. Clinical and classroom teaching in the following courses (clinical teaching includes: medical-surgical, post-partum, and community settings).

   - 1988-1989 NURS 327 Health Care of Adults I.

2. Class room teaching only in the following courses:
   1993-1996 NURS 447 Leadership and Management
   1990-1992 NURS 100 Nursing as a Profession

C. Accomplishments

Implemented strategies that increased graduates pass rate on the National Council Licensure Examination for Registered Nurses.

Implemented retention strategies in the generic baccalaureate nursing program that consisted largely of an international student body.

Provided leadership for curriculum development, implementation and evaluation which received commendation from the National League for Nursing.

Served as Co-Investigator for a grant submitted to the Department of Health and Human Service-Health Resources and Service Administration to implement a Family Nurse Practitioner Program. The grant was approved for $286,540.

Served as Principal Investigator for a grant designed to expand holdings in the Helen Kelly Learning Resource Center. The grant was funded for $10,000.

VI. NORTH CAROLINA AGRICULTURAL AND TECHNICAL STATE UNIVERSITY ACTIVITIES (1987-1989)

A. Consultation Activities (1988-1989)

Assisted faculty with curriculum revision in preparation for the National League for Nursing Accreditation visit.

B. Administrative Responsibilities (Assistant Dean, 1987-1988)

Assist Dean in daily operation of the School of Nursing.

Assist Dean with faculty development.

Developed Program Descriptive Report in preparation for the 1988 North
Carolina Board of Nursing Site Visit.

Leadership responsibility for curriculum revision, implementation, and evaluation.
Provide leadership and guidance to Project Managers for federally funded grants.

Assume administrative responsibility for the School of Nursing in the absence of the Dean.

C. **Teaching Responsibilities**

**Classroom teaching in the following courses:**

1988  NURS 200  *Nursing as a Profession*

1988  NURS 210  *The Nursing Process*

D. **Accomplishments**

Revised course content in the generic baccalaureate nursing program.

Redesigned student evaluation methods and procedures.

Worked collaboratively with faculty in designing strategies to increase success on the National Council Licensure Examination For Registered Nurses.

VII. **SCHOLARSHIP ACTIVITIES**

1. **Funded Grant Projects**

   **2007-2008**  Project: Scholarships for Disadvantaged Students Funded for $207,710.
   Funding source: Department of Health and Human Services
   (Principal Investigator/Project Director)

   **2004-2009**  Project: Strengthening Curriculum and Leadership in Nursing
   Funded for $1,116,225
   Funding source: Department of Health and Human Services
   (Principal Investigator/Project Director)

   **2004-2005**  Project: Professional Nurse Traineeships for MSN Students
   Funded for $17,840
   Funding source: Department of Health and Human Services
(Principal Investigator/Project Director

2001-2003 Project: To Train RN=s as Family Nurse Practitioners and Others as Nurse Midwives and Physician Assistants Funded for $382,177 for 2 years (Principal Investigator/Project Director)

2000-2003 Project: School Based Nurses and Public Health Advisors: Nursing Skills Update. Funded for $109,880 for three years (Principal Investigator) Funding source: New York City Department of Health

1999-2002 Project: Implement M.S. Nurse Anesthesia Program. Funded for $610,662 for three years (Principal Investigator/Project Director. Funding source: Department of Health and Human Services - Health Resources and Service Administration, Bureau of Health Professions

1997-1999 Project: To Train RN=s as Family Health Nurse Practitioners and to train RN=s and others as Nurse Midwives and Physician Assistants. Funded for $540,000 for 2 years (Principal Investigator/Co-Project Director). Funding source: New York State Department of Health

1995 Project: Scholarships for Disadvantaged Students for the Academic Year, 1995-1996. Funded for $66,280 (Principal Investigator/Project Director). Funding source: Department of Health and Human Services Health Resources and Services Administration, Bureau of Health Professions.

2. Publications


3. **Current Research**
   Action plan interventions for self-management in overweight/obese adults in a medically underserved minority population, and patient outcomes.

4. **Presentations**


   2006  Graham, M.E. “Improving Teacher Made Tests As a Way to Enhance Student Performance on Standardize Exams.” Presented at Fayetteville State University, Fayetteville, N.C.

   2006  Graham, M.E. “MSN-RODP, and Project LEAD” Presented at the Project LEAD Workshop, Arlington V.A.


VIII. PROFESSIONAL ACTIVITIES

2007  Florida Alliance Initiative - Member

2006-2007  Florida Council of Deans - Member


2004-Present  Accreditation Commission for Education in Nursing formerly known as National League for Nursing Accrediting Commission Evaluation Review Panel – Member

2004  American Association of Colleges of Nursing – Membership Committee – Member

2003-2006  Nursing Education Partnership for Community Health Improvement – Founding Member

2003-2006  Tennessee Center for Nursing – Board Member

2003-2004  Tennessee Independent Colleges and Universities Association Nursing Taskforce Committee – Member

2002-2006  Tennessee State Wide Articulation Planning Committee For Nursing Education

2002-2006  Tennessee Deans and Directors – Member

2001-2002  American Association of College of Nursing (AACN) - Mentor for new deans.

2002-2004  Department of Health and Human Service Administration, Bureau of Health Profession - Grant Reviewer for Basic Nursing Practice and Education Grants, and Nursing Workforce Diversity.

2000-2003  Journal of Cultural Diversity - Editorial Board Member
1997-1998  Greater New York Dean and Directors-Treasurer
1996-2002  New York State Council of Deans-Member
1992-2001  Theta Eta Chapter of Sigma Theta Tau - Vice President
1990-Present Program Evaluator for Accreditation Commission for Education in Nursing (Team Chair 1997-Present) (Team Member 1990-1996) Responsible for evaluation of undergraduate and graduate Nursing Programs.

IX.  PROFESSIONAL HONORS/ AWARDS

Certificate of Recognition for Ten Years of Exceptional Service to National League for Nursing Accrediting Commission- November 2007


Outstanding Leadership Award – May 1995, City College

Outstanding Teaching Award – May 1993 Graduating Class, City College, School of Nursing

Faculty Award for Student Support – May 1992 Graduating Class, City College, School of Nursing

Faculty Award for Student Support – Student Nurse Association, City College, School of Nursing, 1986

Sigma Theta Tau – Charter Member, 1985

X.  PROFESSIONAL MEMBERSHIP

American Nurses Association

Association of Black Nursing Faculty in Higher Education

National League for Nursing

Sigma Theta Tau Charter Member

Teachers College, Columbia University, Nursing Alumni Association
LICENSURE

New York Registered Nurse License Number (214465)

North Carolina Registered Nurse License Number (097287)

Tennessee License Number (135583)

Florida License Number (RN 9248836)
Curriculum Vitae

Uloma D. Onubogu  
1322 Turkey Roost Court  
Tallahassee Florida, 32317  
Phone: (850)894-5597 (Home); (850)412-7887 (Work)  
Email: uloma.onubogu@famu.edu; uonubogu@msn.com

EDUCATION/TRAINING

<table>
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<tr>
<th>Institution and Location</th>
<th>Degree</th>
<th>Year</th>
<th>Field of Study</th>
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<tr>
<td>University of Florida, Gainesville</td>
<td>Ph.D.</td>
<td>2008</td>
<td>Nursing (Gerontology)</td>
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<tr>
<td>Florida A &amp; M University, Tallahassee</td>
<td>M.S.N.</td>
<td>2002</td>
<td>Nursing (Advanced Adult &amp; Gerontology Practice)</td>
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<tr>
<td>Florida A &amp; M University, Tallahassee</td>
<td>M.S.Ed.</td>
<td>1997</td>
<td>Educational Leadership</td>
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<tr>
<td>University of Ibadan, Nigeria</td>
<td>B.Sc.</td>
<td>1987</td>
<td>Nursing</td>
</tr>
<tr>
<td>School of Midwifery, Mbase, Nigeria</td>
<td>Post Graduate Diploma/Certificate</td>
<td>1984</td>
<td>Midwifery</td>
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<tr>
<td>School of Nursing General Hospital Aba, Nigeria</td>
<td>Diploma/Associate</td>
<td>1982</td>
<td>Nursing</td>
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</table>

Position/Rank: Associate Professor

PROFESSIONAL PROFILE
Gerontological Nurse Practitioner - BC (FL); Adult Nurse Practitioner - BC (FL); Registered Midwife (Nigeria).
PROFESSIONAL EXPERIENCE

2003 – Present  **Nursing Faculty - Associate Professor**  
Florida A&M University, Tallahassee, Florida  
**Undergraduate Teaching:** Women's Health class and clinical; Medical-Surgical Adult Health clinical; Adult Health NCLEX senior reviews, Community Health Clinical, Adult Health Assessment practicum instruction; Adult Mental Health clinical.  
**Coordinator:** Maternal & Child Nursing Practicum; Concepts of Health Promotion Practicum.  
**Graduate Teaching:** Professional Role Development, Adult and Gerontological Management Practicum; Nursing Research; Psychosocial Aspects of Aging; Graduate thesis committee.

2002-2003  **Adjunct Instructor (Nursing)**  
Medical-Surgical Adult Health clinical

1994 – 2003  **Clinical Nurse,**  
Tallahassee Memorial Hosp., Tallahassee, FL  
Nursing care of patients in outpatient diagnostic unit

2000 – 2002  **Graduate Teaching Assistant (Nursing)**  
Florida A&M University, Tallahassee, Florida  
Concepts of Health Promotion Practicum Instruction

1992 – 1994  **Staff Nurse**  
St. Barnabas Hospital, Bronx, New York  
Nursing care of patients in Neuro/Medical Unit, Alcohol/Drug detox unit, and Emergency department

1988 – 1991  **Nursing Officer**  
General Hospital, Aba, Nigeria  
Nursing care and supervision of patient care in medical/surgical and maternity units (labor & delivery, postpartum, nursery).

1988 – 1991  **Nursing Director**  
Dikes Clinics and Surgicenter, Aba, Nigeria  
Directing and planning care for pediatric and surgical patients.

1987 – 1988  **Corps Healthcare Coordinator/Administrator**  
National Youth Service Corps, Ilorin, Nigeria.  
Healthcare/Clinics coordinator and administrator for serving corps members.

1982 – 1984  **Supervisor**  
Dikes Clinics and Surgicenter, Aba, Nigeria  
Supervising and planning care for pediatric and surgical patients
1982 – 1984 **Staff Nurse/Midwife**
General Hospital, Aba, Nigeria
Nursing care of patient care in medical/surgical and maternity units (labor & delivery, postpartum, nursery).

**SCHOLARSHIP ACTIVITIES**

**Funded Research**

**Title:** Physical Activity Self-management Support (PASS) Through Action Planning and Telemonitoring in Older Minority Female Breast Cancer Survivors
**Date:** Spring, 2014
**Purpose:** To assess the impact of physical activity self-management support (PASS) of older female breast cancer survivors through action planning and telemonitoring on health outcomes following cancer diagnosis.
**Grantor:** Research Centers in Minority Institutions (RCMI)
**Contract Amount:** $20,000

**Title:** Pilot Study of an Action Plan Intervention for Obesity Self-management in Adults in a Medically Underserved Minority Population
**Date:** Fall, 2009
**Purpose:** To evaluate whether action plan intervention produces significant improvement in selected measures of self-management among overweight/obese African Americans.
**Grantor:** Research Centers in Minority Institutions (RCMI)
**Contract Amount:** $10,000

**Title:** Pilot Study of an Action Plan Intervention for Obesity Self-management in Adults in a Medically Underserved Minority Population
**Date:** Fall, 2010
**Purpose:** To extend the pilot study of an action plan intervention for obesity self-management in a minority population
**Grantor:** Faculty Research Award Program (FRAP)
**Contract Amount:** $4,250

**Non-Funded Research**

**Title:** “Pain and Depression in Older Adults”
**Title:** “Pain, Pain Medication, and Pain Outcomes in older Adults with Arthritis”
**Date:** Fall, 2008.
**Purpose:** To examine the extent to which the adequacy of prescribed pain medication influences the relationship between pain and pain outcomes among older adults with arthritis.

**Title:** “Evaluation of nurse practitioner-led telephone triage in primary care”
**Date:** 2006
**Purpose:** To evaluate nurse practitioner-led after-hours telephone triage service in primary care to illuminate the patterns and content of triage calls.

**Title:** “Symptom Clusters in Elderly with Chronic Non-Malignant Pain”
Date: Fall, 2005/Spring, 2006
Purpose: To determine whether symptom clusters are identifiable in older adults with chronic non-malignant pain

Title: “Pain, Somatization, and Emotional Distress in Older Adults”
Date: Fall, 2004/Spring, 2005
Purpose: To examine the role of somatization in the relationships among pain, anxiety, and depression in elders.

Title: “Item analysis: Are we testing what we teach?”
Date: Summer - Fall, 2003
Purpose: To evaluate student effectiveness of performance testing in a nursing course using item analysis.

Date: 2002, April

Title: “Site-based management as perceived through teacher morale and participatory decision making: Strategies, roles, implications, and recommendations,” master’s thesis.
Date: 1997, Apr.

Publications

Article:


Book Review:

**Interview Article:**
- “Kissing disease” FAMUAN online – published interview (2007)

**Abstract Publication from Research Presentation**
- **Earp, J. & Onubogu, U.** (Fall, 2003). “Item analysis: Are we testing what we teach?” 37th *Sigma Theta Tau International Convention paper*

**Manuscript/s under Review:**

**Onubogu, U., Mansfield, W., & Ozbeck, I.** Implementing Preventive Oral Healthcare Measures to Improve Overall Health in Older Adults. *Newsletter of Interprofessional Education (NICE) for the Deep South CME Network*, University of Alabama School of Medicine.

**Funded Research Presentations**
The research on “Pilot Study of an Action Plan Intervention for Obesity Self-management in Adults in a Medically Underserved Minority Population” has been presented as follows:
- FAMU Minority Health Conference, Tallahassee Florida (Fall, 2010)
- Association for Preventive Teaching and Research (APTR), Arlington, VA (Summer, 2010)
- National Conference of Nurse Practitioners (NCNP), Chicago, IL (Summer, 2010)
- RCMI Local Advisory Committee Conference at FAMU (Spring, 2010).

**Other Presentations:**

- **Onubogu, U., Earp, J., & Graham, M.** – FAMU SON program enhancement in gerontology, project presented at Health Professionals Faculty Development Conference, Florida State University/Live Oak Geriatric Education Consortium Interdisciplinary Conference, Tallahassee Florida (Summer, 2010).


• Earp, J., Graham, M., & Onubogu, U. – FAMU SON program enhancement in gerontology, exemplar presented at Health Professionals Faculty Development Conference, Florida State University/Live Oak Geriatric Education Consortium, Tallahassee Florida (Summer, 2009).

• Onubogu, U. & Horgas, A. (Spring, 2007). Symptom Clusters in Elderly with Chronic Non-Malignant Pain. Research presented at University of Florida College of Nursing Research Day (Spring, 2007)

• Onubogu, U. & Horgas, A. – Symptom Clusters in Elderly with Chronic Non-Malignant Pain. Research presented at The Gerontological Society of America (GSA) annual international conferences in Dallas, Texas (Fall, 2006).

• Onubogu, U. & Horgas, A. – Pain, Somatization, and Emotional Distress in Older Adults. Research presented at the Gerontological Society of America (GSA) annual international conferences in Orland, Florida (Fall, 2005).

• Earp, J. & Onubogu, U. – Item analysis: Are we testing what we teach?” Research presented at the 37th Biennial Sigma Theta Tau International Conference, Scientific Session, Toronto, Canada (Fall, 2003).


**Awards & Honors**

2014, Spring. Alumnus, UAB Faculty Scholar Program in Gerontology
2014, Spring. Teaching Innovation Award nominee
2014, Spring. Research grant awarded by Research Centers in Minority Institutions program (RCMI).
2010, Fall. Research grant awarded by Faculty Research Award Program (FRAP)
2009, Fall. Research grant awarded by Research Centers in Minority Institutions program (RCMI).
2009, Spring. Lios Knowles Award for excellence in gerontological nursing.
2006, Spring. Nurse of Excellence award, Tallahassee, Florida
2002, April. IMHOTEP graduate research award.
2001, Fall. Florida Nurses Foundation research grant and scholarship awards.

PROFESSIONAL DEVELOPMENT

- Scholar University of Alabama College of Medicine Faculty Scholar Program for Geriatric Education (2013-2014 Cohort)
- National Organization of Nurse Practitioner Faculty Conference, Denver CO (April 2014)
- Grant Reviewer (HRSA Grant), March-April 2014
- National Organization of Nurse Practitioner Faculty Conference, Pittsburg PA (April 2013)
- National League for Nursing writing retreat, Chapel Hill, North Carolina (March 2013).
- Adult/Gerontological Nurse Practitioner Certification Review, Minnetonka, Minnesota (February, 2013).
- International Nursing Association for Clinical Simulation and Learning Conference, San Antonio, Texas (June 2012).
- Participant, University of South Florida (USF) HRSA funded initiative for education and faculty support in the use of information and other technologies for nursing education and practice (2011).
- Robert Wood Johnson Nurse Scholar Webinar (Jan, 2011)
- Masters Essentials, Doctor of Nursing Practice and Graduate Instruction Webinar (Dec, 2010)
- FAMU Minority Health Conference, Tallahassee Florida (Fall, 2010)
- FAMU SON program enhancement in gerontology presenter at Florida State University/Live Oak Geriatric Education Consortium Interdisciplinary Conference, Tallahassee Florida (CME credit - Summer, 2010)
- Association for Preventive Teaching and Research (APTR) Conference, Arlington, VA (Summer, 2010)
- National Conference of Nurse Practitioners (NCNP), Chicago, IL (CE credit, Summer, 2010)
- RCMI Local Advisory Committee Conference at FAMU (Spring, 2010).
- RCMI Grants writing workshop, FAMU, (2009)
- American Academy of Nurse Practitioners Conference, Nashville, TN. (June 2009).
- Evidence-Based Practice: Gerontological Applications New Content, New Competencies. FAMU SON, Tallahassee, FL. (2008)
- University of Florida College of Nursing Research Day conference (2007)
• Pain Management. CME Resources on-line. (2007)

PROFESSIONAL MEMBERSHIPS

• NONPF
• NLN
• Florida Nurse Practitioner Network
• Gerontological Society of America since 2004
• American Association of Nurse Practitioners, since 2009
• Council of Advanced Practice Nurses, Tallahassee, Florida, since 2009
• Sigma Theta Tau International Honor Society of Nursing (Rho Kappa Chapter, Tallahassee Florida) since 2001.
• Florida Council on Aging since 2011

SCHOOL OF NURSING COMMITTEES

• Member – Graduate Curriculum Committee, 2010 to present
• Chair – Faculty Research and Development, 2010, 2014
• Member – Promotion, Tenure, Merit Equity, and Professional Relations Committee, 2008 - current
• Chair – Community service/Volunteers, 2006, 2007, 2008, member 2009
• Member – Faculty research and development, 2004, 2005, 2006, 2007
• Chair – Faculty relations committee 2004
• Member – Faculty relations committee, 2003, 2005, 2006, 2012-current
• Member – Test security committee (Ad-hoc).
• Member – Nurses week Committee (Ad-Hoc)
• Member – Graduate Program Review (Ad-Hoc)

UNIVERSITY COMMITTEES

• FAMU IRB
• Research Advisory Committee
• Faculty Senate member
• Research Advisory Council
• FAMU/Villages
• University library Committee
• Healthcare Reform Committee
COMMUNITY SERVICE

- Health ministries, education, and community services, Fellowship SDA Church Tallahassee Florida
- Trousdell Gymnastic Center volunteer, City of Tallahassee, from 2006-present.
- FAMU Student Nurses blood drive coordinator, Tallahassee Florida, Spring 2008.
- Cardiovascular screening and education, FAMU Harvest Festival, Tallahassee Florida, Fall 2007.
- Nursing volunteer, FAMU Wellness Clinic, Gretna, Florida – 2002.
Curriculum Vitae

Martha M. Perryman
1320 Hendrix Rd Unit 605
Tallahassee, FL 32301
(301) 254-8448 (Cell phone)
mmperryman@hotmail.com

Education
University of Alabama at Birmingham Birmingham, Alabama
Ph.D. Administration – Health Services May, 2003
Graduate School of Management and Department of Health Services Administration
Dissertation Topic: “Strategic Analysis of the Alabama Nursing Home Industry”

Masters in Business Administration (M.B.A.) June, 1994

Bachelor of Science
Major: Accounting September, 1986
Major: Medical Technology June, 1981

Areas of Research
Strategic Management, Health Services Research, Strategic Groups and Performance

Areas of Interest
Performance measurement, Disparities, Outcomes Research, Professional Socialization, Research Methods

Academic Experience
Florida A&M University – Tallahassee, Florida
School of Allied Health Sciences, Division of Health Care Management

Professor, Health Care Management 2015 – Present
Interim Director, Division of Health Care Management 2015 - Present
Associate Professor, Division of Health Care Management 2010 – 2015
Tenure Earned 2010
Graduate Program Coordinator – MHA 2009 – Present
BSHCM – Undergraduate Program Coordinator 2007 – Present
Graduate Faculty Advisor 2004 - Present
Assistant Professor, Division of Health Care Management 2003 – 2010

Administrative Experience:
Interim Director, Division of Health Care Management 2015- Present

Duties: direct oversight and leadership of HCM graduate and undergraduate programs; provide leadership for HCM program accreditation activities and departmental initiatives;
Direct oversight of Title III Grant activities; oversight of allocation of departmental travel funding; producing all course schedules for both graduate and undergraduate programs; hiring Division personnel; recruiting graduate and undergraduate students; conducting annual performance evaluations for all fulltime and adjunct HCM faculty members; provide review for all tenure and promotion candidates; evaluation of fulltime and adjunct faculty; PI for Title III Grant activities; advisement of program students, chairing the Graduate Admissions Committee.

Graduate Program Coordinator 2009 – Present
Undergraduate Program Coordinator 2007 – Present

Duties: direct oversight and leadership of HCM graduate and undergraduate programs; preparation, presentation, and execution of lectures and class activities on the subject matter of health services administration, health services research, statistics, applied quantitative methods, organizational theory and behavior, quality management and strategic management for graduate and undergraduate level students; develop and schedule course offerings for traditional and online courses offered each semester; Chair HCM faculty search committee; recruitment and advisement of program students; monitoring student academic progress; approval of student schedules; Development and maintenance of HCM advisee database; Development of Assessment measures for student learning outcomes and program level assessment, data analysis and update of the HCM Assessment Plan.

Courses Taught:
Graduate:
HSA 5103 Introduction to Health & Medical Care Organizations
HSA 5752 Statistics in Health Care Management
HSA 6118 Organizational Theory and Behavior in Health Care Organizations
HSA 6149 Health Care Planning & Marketing
HSA 6178 Health Care Financial Management II: Case Studies
HSA 6385 Quality Management in Health Care
HSA 6414 Social Dimensions and Issues in Health Care
HSA 6342 Leadership and Human Resource Management in Health Care
HSA 6507 Health Information Systems
HSA 6717 Advanced Topics in Health Care Management Research
HSA 6735 Applied Quantitative Research Methods
HSA 6875 Health Management Fieldwork/Residency
HSA 6938 Health Management Capstone

Undergraduate:
HSA4922 Capstone - Health Care Management
HSA 4700 Health Care Research Methods
HIM 3626 Health Care Statistics/Research
HSA 3140 Approaches to Healthcare Strategic Planning
HSA 3180 Health Care Management Theory and Practice
HSA 4383 Quality Improvement in Health Care
HSA 3110 Organization and Administration of Health Care Facilities
OTH 4761 Research Seminar OTH
Academic Honors
University of Alabama at Birmingham Doctoral Fellowship, 2000
ACHE/Southern Regional Education Board Doctoral Fellowship, 1996
Dean’s List – University of Alabama at Birmingham

Publications
Papers Submitted:


Accepted for Publication:
Alexander, A., Perryman, M., Rivers, P. “Development and Effectiveness of a National Board Certification for Occupational Therapists (NBCOT) Examination Preparatory Course” Submitted and accepted in the Journal of Health Care Finance 2015

Publications:


**University of Nebraska at Omaha – Omaha, Nebraska**
Responsibilities: Currently providing research assistance in the identification of disparities in access to and the quality of care provided by managed care and fee-for-service entities. Projects include the analysis of hospital discharge data using SAS and SPSS to measure differences in quality of cardiac care based on provider source and the investigation of the volume-outcome relationship for various cardiac procedures.

**University of Alabama at Birmingham – Birmingham, Alabama**
Position: Graduate Assistant September, 2000 – December, 2002
Responsibilities: Data analysis and research for dissertation. Performed data gathering and original data entry, and created the research database. Determined the efficiency scores for nursing facilities in the state of Alabama by using the Data Envelopment Analysis (DEA) technique. Application of cluster analysis technique to state of Alabama nursing home data utilizing the SAS statistical technique.

**Virginia College at Birmingham – Birmingham, Alabama**
Position: Instructor November, 1998 – April, 1999
Mathematics and Accounting Instructor
Responsibilities: Preparation and presentation of lectures on the subject matter of mathematics and entry level accounting courses. Prepared syllabi and examinations, graded exams and homework of the students. Conducted study sessions after class hours, and was available for academic counsel of students.

**Professional Experience**
**2002 – 2003 Delmarva Foundation for Medical Care, Inc – Hanover, Maryland**
Responsibilities included analysis of data in Medicare, Medicaid and other health related databases on a PC network using SAS programming, development of targeting protocols based on health care data, identification of potential opportunities for quality improvement or focused investigation, report preparation and presentation of analysis findings, and mentoring and coaching of Health Analysts and others. Preparation and maintenance of ISO documentation for analyst training such as external continuing education. Developed data screens, formats and outline for data documentation of MDS data.
1995 - 1998 Southeastern Pathology Associates – Birmingham, Alabama
Position: Laboratory Manager - Clinical Division September, 1995 – April, 1998
Responsibilities: Provided management of day to day laboratory operations, served as the Technical Consultant for CLIA laboratory certification, supervised Medical Laboratory Technicians in the performance of laboratory testing, monitoring of Quality Control, and development of laboratory policies and procedures.

1995 - 1996 Laboratory Corporation of America – Birmingham, Alabama
Responsibilities: Performance of clinical testing, instrument maintenance as needed, and monitoring quality controls.

1994 - 1995 Jefferson County Department of Health – Birmingham, Alabama
Position: Laboratory Director, Technical Consultant June, 1994 – February, 1995
Responsibilities: Provided technical supervision of the Medical Laboratory Technicians and phlebotomists in the performance of laboratory testing, monitored Quality Control procedures, developed laboratory policies and procedures, trained medical personnel in the performance of laboratory tests and procedures, conducted in-service training in the performance of various procedures including venipuncture and microbiology.

1990 - 1994 Bessemer Caraway Medical Center
Position: Medical Technologist December, 1990 - June, 1994
Responsibilities included performance of clinical laboratory testing in Blood Bank, Hematology, and Chemistry, monitoring Quality Controls, and performing instrument maintenance as needed. Trained new employees and acted as the practical rotation supervisor for Medical Laboratory Technician students.

1981 - 1990 Saint Vincent’s Hospital
Responsibilities included performance of clinical laboratory testing in Hematology and Chemistry departments, monitoring Quality Control, instrument troubleshooting and maintenance, and employee training, served as the practical rotation coordinator for Medical Technologist students.

Professional Memberships
Southern Management Association
Academy of Management
American College of Healthcare Executives
Management Faculty of Color Association, Inc.

Doctoral Dissertation Direction
2014 Cooper, Lan’Tejuana S., Doctoral Degree Candidate in Educational Leadership and Human Services
Masters Theses Direction

2009  Yu, Lanfang, Masters’s Degree Candidate Landscape Design and Management Program
Title: Healing Gardens: A Participatory Study On The Therapeutic Benefits And Users’ Satisfaction
Prof. Alfredo Lorenzo – Chair, Dr. Martha Perryman – Research Methodology, Statistician and Committee Member

2007  Somer Spencer, M.Arch. Candidate
Title: Enhancing Well Being Through the Design of An AIDS Hospice in Jamaica
Prof. LaVerne Wells-Bowie – Chair, Dr. Martha Perryman – Research Methodology, Statistician and Committee Member

2007  Rhonda Smith, MSN Candidate
Title: The Relationship Between Self-Esteem And Physical Activity Participation Among Obese Females 18-69 Years Of Age
Dr. Doris Ballard-Ferguson-Chair, Dr. Martha Perryman – Research Methodology, Statistician and Committee Member

2005  Bernard B. Smothers, MSHA Candidate
Title: An Analysis of the Impact of the Balanced Budget Act of 1997 on Florida Hospital Discharge Frequencies
Dr. James Goodpasture and Dr. Martha Perryman – Co-chair

Other Research Direction

2011  FAMU Student Research Forum (SRF) Third Annual Joint FAMU SRF & Graduate Feeder Conference, Florida A&M University, Tallahassee, FL
Poster Title: ‘Evidence-Based Intervention for Childhood Obesity: Let’s Move Leon County” - First Place Winner
Presenters: D. Atkins-Bostic, S. Mixon, L. Perry, R. Bissainthe
Faculty Advisor: A. Alexander
Research Advisor: M.M. Perryman

Poster Title: ‘Pilot Study of an Intervention to Assess the Knowledge and Awareness of HIV/AIDS Among Underserved Minorities: “Code Red: It’s an Emergency!”
Student Presenters: B. Burns, S. Mixon, L. Perry, R. Bissainthe
Faculty and Research Advisor: M.M. Perryman

2006  Jada Dixon, McNair Scholar
Title: The Impact of Location and Race on the Performance of Cardiac Procedures
Research director and Advisor

2006 ‘Assessing the Effectiveness of the Computerized Physician Order Entry (CPOE) in the Reduction of Medical Errors (a work in progress)’
Presenters: C. Hill, S. McDaniel, and K. Williams

Presentations
Conferences
‘Examining Knowledge and Awareness of Professional Identity for Students in Specialized Programs’,
J. Beck-Jones, M. M. Perryman.

‘Faculty Forum: Innovative Classroom Teaching: Using Media in the Classroom’,
J. Beck-Jones, M. M. Perryman.
Presented by J. Beck-Jones and M. M. Perryman at the Association of University Programs in Health Administration (AUPHA) Annual Meeting, San Antonio, TX, June, 2014.

‘Health Information Technology & Health Information Exchange’,
M. M. Perryman, B. W. Mosley, L. Kavanaugh-Burke

‘Faculty Forum: Innovative Classroom Teaching: Improving teaching through the development of student learning outcome measures’,
M. M. Perryman, M. A. Lewis.
Presented by M. M. Perryman and M. A. Lewis at the Association of University Programs in Health Administration (AUPHA) Annual Meeting, Washington, D.C., June, 2008.

‘Treatment Disparities in Medication Prescribing for Alzheimer’s Disease Among Ethnic Groups – (Final Report)’, M. M. Perryman, M. A. Lewis.


‘Treatment Disparities in Medication Prescribing for Alzheimer’s Disease Among Ethnic Groups – (Final Report)’, M. M. Perryman, M. A. Lewis.
‘Treatment Disparities in Medication Prescribing for Alzheimer’s Disease Among Ethnic Groups – (Work in progress)’, M. M. Perryman, M. A. Lewis. 
Presented by M. M. Perryman and M. A. Lewis at Project CHOICE 4th Bi-annual Partner’s Meeting, Boston, MA, June 7, 2005.

‘Analysis of Strategic Groups and Quality Performance in the Alabama Nursing Home Industry’, M. M. Perryman. Presented by M. M. Perryman at Management Faculty of Color Association, Inc. 2nd Annual Conference, Houston, TX, June 3, 2005.

‘An Investigation of Differences in Beneficiary Knowledge Among Ethnic Groups (A Work in Progress)’, M. M. Perryman, B. W. Mosley. 
Presented by M. M. Perryman at National Society of Allied Health Annual Conference, Atlanta, GA, April 2, 2005.

**Meeting Presentations**

‘Tenure/Promotion/Performance Evaluation’, M. Lewis, M. M. Perryman, and B. W. Mosley 
Presented by M. M. Perryman at the SOAHS 2013-2014 Faculty/Staff Orientation Meeting, Florida A&M University, Tallahassee, FL, August 13, 2013.

‘Tenure and Promotion’, M. Lewis and M. M. Perryman 
Presented by M. M. Perryman at the SOAHS 2012-2013 Faculty/Staff Orientation Meeting, Florida A&M University, Tallahassee, FL, August 10, 2012.

‘Academic Advisement: Permission Codes & Course Sequencing’, M. M. Perryman, M. A. Lewis 
Presented by M. M. Perryman and M. A. Lewis at the SOAHS Faculty Meeting, Florida A&M University, Tallahassee, FL, May 11, 2007.

‘Update on FAMU PeopleSoft in Academics and Advisement’, M. M. Perryman 
Presented at the SOAHS 2005-2006 Faculty/Staff Orientation, Florida A&M University, Tallahassee, FL, August 22, 2005.

‘CMS Public Use Data: Medicare Current Beneficiary Survey’, M. M. Perryman. Presented by M. M. Perryman at Public-Use Health Data Workshop, College of Pharmacy and Pharmaceutical Sciences, Institute of Public Health, Florida A&M University, Tallahassee, FL, February 19, 2005

‘Update on FAMU PeopleSoft in Academics and Advisement’, M. M. Perryman 
Presented at the SOAHS 2005-2006 Faculty/Staff Orientation, Florida A&M University, Tallahassee, FL, August 22, 2005.

**Posters**

‘A Model for Interprofessional Education in Health Services’ Poster presented at the Association of University Programs in Health Administration (AUPHA) Annual Meeting, Seattle, WA, June, 2006


**Workshops**

**2015**

‘Occupational Therapy Graduate Student Workshop – IRBNet and the IRB Application Process’

M. M. Perryman

Facilitated by Martha M. Perryman, Chair-Research/Productivity Committee and Member of the FAMU IRB Committee

Florida A&M University, Tallahassee, FL

**2011**

‘Faculty Research Workshop – Blackboard 9.1 Tutorials’

M. M. Perryman

Facilitated by Martha M. Perryman, Chair-Research/Productivity Committee at the SOAHS 2011-2012 Faculty/Staff Orientation Meeting, Florida A&M University, Tallahassee, FL.

**2007-2009**


**2009**

Coaching Session for Developing an Undergraduate Assessment Plan

Critique of Graduate Program Assessment Plan

Assessment Training and Research Institute (ATaRI) conducted by the Office of University Assessment, Florida A&M University, Tallahassee, FL, May 21-23, 2009.
Research Funded

5/16/14 - Present
Center for Safe and Accessible Transportation for an Aging Population,
Mini-Grant Contract R01714 (FAMU #: 004485),
Title: ‘Assessment of the Psychosocial Behavior Associated to Elderly Drivers to Reduce Their Involvement in Crashes.’
Co-PIs: D. Kobelo, M. M. Perryman, D. Oliveira, D, Brown-Cross
Award amount: $45,443

11/2013- Present
Center for Safe and Accessible Transportation for an Aging Population, Research and Innovative Technology Administration, U.S. Department of Transportation, FY 2013 Grant Solicitation, Tier I University Transportation Center, US DOT Strategic Goal: Safety -- Improve public health and safety by reducing transportation–related fatalities and injuries
Award amount: $1.4 Million

Consortium Members:
Florida State University (FSU) (Lead)
Florida A&M University (FAMU) (Partner and HBCU)
University of North Florida (UNF) (Partner)

Faculty Research Award Program (FRAP) Co-P.I. $9,500
Title: ‘Examining knowledge and awareness of professional identity for students in specialized programs’

Faculty Research Award Program (FRAP) P.I. $4,250
Title: ‘Analysis of Medication Prescribing for Alzheimer’s Disease’

Project CHOICE/Mini-Grant/Pilot Project P.I. $7,500
Title: ‘Treatment Disparities in Medication Prescribing for Alzheimer’s Disease Among Ethnic Groups’
Research completed June of 2006
Article submitted 2009, published 2009

Unfunded
Collaborative research conducted with Dr. Lorenzo in College of Engineering Sciences Technology and Agricultural (CESTA)
Title: ‘The effect of interiorscaping on wellness program outcomes’
Clinical Research
2013 – Present: Consultant with Clinical Researchers to develop evidence-based practice protocols.

Studies in Progress
- (630611-1) Clinician’s ability to identify shoulder interventions: an inter-rater chance corrected agreement pilot study. Perryman, M. (PI); Yarznbowicz, R. (Co-PI)

- (588667-1) Mechanical diagnosis & therapy vs usual care for musculoskeletal disorders: a cost comparison. Perryman, M. (PI); Donelson, R. (Co-PI)

- (555497-2) The association between pain pattern classification and functional status in patients with musculoskeletal impairments. Perryman, M. (PI); Yarznbowicz, R. (Co-PI)

Scholarly Contributions
Research/Statistical Analysis
2014 Cardiopulmonary Sciences, Dr. Mary Simmons, Director Survey Analysis for CoARC 2014
2011 – 2014 HBCU Student Wellness Plan – Smoking Survey

2011 African American Tobacco Network (AATN)
This project was developed through funding support from the Florida Department of Health, Bureau of Tobacco Prevention Program. The following deliverables were supported:
  o AATN Survey
  o FAMU AATN Webinars:
    ▪ ‘Tobacco Products Used in the African American Community’
    ▪ ‘Nicotine Addiction in the African American Community’
    ▪ ‘Cultural Perceptions, Practices and African American Tobacco Use’
    ▪ ‘Methods and Techniques to Help African American Tobacco Users Quit’
    ▪ ‘Tobacco Products Used in the African American Community’
  o AATN Fact Sheets

Data Analysis
Project CHOICE Mini-Grant, 2006
Title: ‘An Assessment of Rural Hospital Closure and Disparities in Service Availability and Access to Care’.

Dissertation Data Analysis
2011 Debora S. Oliveira, Ph.D., Ed.S., M.S., OTR/L
Faculty Satisfaction/Dissatisfaction Survey Analysis
Fall, 2011. Florida State University.
2004 Marjorie McNeill, Ph.D., RHIA, CCS
Title: Academic Program Variables That Predict Success on the RHIA Certification Examination, Spring, 2005. Florida A&M University.

Service

University Committee Activities:
Search Committee for Vice President, Research, 2014
Search Committee for Dean, College of Education, 2013-2014
SACS 5th Year Report Subcommittee for CS3.3.1.1, Chair, 2013
Institutional Review Board, Member, 2013 to Present
Institutional Effectiveness Committee (SACS Committee), 2008 to Present
FAMU Distinguished Lecturer Series Committee, 2009 to Present
Research Award Committee: 2010 – 2011, Member; 2011 – Present, Co-Chair
University Research Advisory Committee, 2010 to Present
Institutional Effectiveness Committee, 2009 to Present
Biotechnology Task Force, 2010
Search Committee for Dean, School of Allied Health Sciences, 2008
University Library Committee, 2005-2008
Faculty Marshall for Commencement Exercises – Spring 2009, Spring 2014
Faculty Volunteer for Commencement Exercises – Spring 2004, Summer 2004, Fall 2004, Spring 2005

School of Allied Health Sciences (SOAHS)
2004 – Present University Faculty Coordinator for Enterprise Resource Planning/EIT for SOAHS

Participation in SOAHS committee activities:
Research Productivity Committee
  2008 to Present – Chair
  2007 – Co-Chair
  2006 – Member
SOAHS Assessment Committee – Health Care Management
  2006 – 2008 Representative
  2009 – Present Member
SOAHS Faculty Orientation Committee, 2007 – Present
SOAHS Faculty Development Committee, 2011 – Present
HS Curriculum Committee
HCM Director Search Committee

HCM Division Activities:
2014 – AUPHA Accreditation Self-Study Committee -Team Leader
2014 – CAHME Accreditation Self-Study Committee -Team Leader
2014 – HCM Faculty Search Committee - Chair
2012 – Present Graduate Program Coordinator
2012 – Present Advisor - Graduate Student Association
2004 – Present HCM Admissions Committee
Undergraduate - Chair (2007 – 2009), Member (2010 – Present)
Graduate - Member (2004 to Present)
2007 – Present HCM Curriculum Committee
   Member – Graduate and Undergraduate Programs
2005 – Present HCM Assessment Committee
   Coordinator – Graduate and Undergraduate Programs

**Community Service Activities:**
2008: Acted as independent agency in the counting and verification of ballots for election of national and regional officers for The National Pharmaceutical Association, Inc. (NPhA).

2008: Judge during the 16th Annual Imhotep Student Research Conference, Florida A&M University, Tallahassee, FL, March 27-29, 2009.

2007: Acted as independent agency in the counting and verification of ballots for the 2007 Bishop’s Choice Awards at Abundant Life & Restoration Ministries International, Inc. in Tallahassee, FL.

**Professional Service Conferences Attended**

The Association of University Programs in Health Administration (AUPHA) Annual Meeting, Miami, FL, June 3 - June 6, 2015.


The Association of University Programs in Health Administration (AUPHA) Annual Meeting, San Antonio, TX, June 18 - June 21, 2014.

The Southern Management Association Annual Meeting, New Orleans, LA, November 5-9, 2013. (Registered)

The Association of University Programs in Health Administration (AUPHA) Annual Meeting, Monterey, CA, June 18 - June 22, 2013.

The CAHME Competency Boot Camp, the Commission on Accreditation of Healthcare Management Education (CAHME), Union League Club of Chicago, Chicago, IL, March 9-10, 2013.

The Southern Management Association Annual Meeting, Ft. Lauderdale, FL, October 31-November 2, 2012.

The Association of University Programs in Health Administration (AUPHA) Annual Meeting, Minneapolis, MN, May 31-June 3, 2012.
The National Association of Health Services Executives (NAHSE) Annual Meeting, Houston, TX, October 9-13, 2012.

The Association of University Programs in Health Administration (AUPHA) Annual Meeting, Charleston, SC, June 23-26, 2011.

**State Level Committee Membership**
2010 to Present Health Disparities Research Advisory Committee
International Management Conference – Session Facilitator
- OB: Investigations on Authentic Leadership

International Management Conference - Discussant

- Strategy/OT/IM: Group Membership and Competition

- Strategy/OT: Intra- and Inter-Firm Relationships

International Management Conference – Associate Editor
Academy of Management Annual Meeting OCIS Division of the 2009 Academy of Management Meeting, August 7-11, 2009, in Chicago, Illinois

International Management Conference - Session Chair
- BPS Division paper session, “Vertical Coordination: Variations on a Transaction Costs Economics Theme”
- OM Division paper session, “Research & Practice in Operations Management”

Reviewer
2007 - 2015
Southern Management Association
2013-2015
- Strategic Management/Organizational Theory
2012
- Strategic Management/Organizational Theory
- Health Care/Hospitality Mgmt/Public Administration

2007 - 2009
Academy of Management (AOM)
- Business Policy & Strategy (BPS) Division
- Health Care Management (HCM) Division
- Research Methods (RM) Division
- Operations Management (OM) Division
- Organizational Communication and Information Systems (OCIS) Division

2006 - 2008
Journal of the National Society of Allied Health (JNSAH)
Committee Member
2006   AUPHA Diversity Forum Subcommittee on Research

Awards And Recognition
2009   FAMU Division of Research First Annual Calendar of Principal Investigators
       Featured researcher for month of June

2007   Outstanding Reviewer Award
       Strategic Management and Organizational Theory Track
       2007 Southern Management Association Conference

2004-2005 MSHA Program Professor of the Year
# Curriculum Vitae

**Name:** CARSWELLA O. PHILLIPS, DNP, MSN, ARNP, AGPCNP-BC

**Address:**  
**Work**  
Florida A&M University, School of Nursing  
206 Ware-Rhaney  
Tallahassee, FL 32307  
Telephone: 850.599.3273, 850.933.0128  
Fax: 850.599.3508  
E-mail: carswella.phillips@famu.edu

**Current Position/Title:** Assistant Professor of Nursing

## Education

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate of Arts Degree</td>
<td>Daytona State College, Daytona Beach, Florida</td>
<td>1996-1998</td>
</tr>
<tr>
<td>BSN</td>
<td>Florida Agricultural and Mechanical University, Tallahassee, Florida</td>
<td>1999-2001</td>
</tr>
<tr>
<td>MSN</td>
<td>Florida Agricultural and Mechanical University, Tallahassee, Florida</td>
<td>2003-2005</td>
</tr>
<tr>
<td>DNP (Health Systems Leadership)</td>
<td>Florida State University</td>
<td>2009-2012</td>
</tr>
</tbody>
</table>

## Appointments

<table>
<thead>
<tr>
<th>Role</th>
<th>Institution</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Faculty Status</td>
<td>School of Graduate Studies and Research, FAMU, Tallahassee, FL.</td>
<td>2013-current</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>School of Nursing, FAMU, Tallahassee, FL</td>
<td>2013-current</td>
</tr>
<tr>
<td>Instructor, Lecturer &amp; Clinical</td>
<td>School of Nursing, FAMU, Tallahassee, FL</td>
<td>2006-2013</td>
</tr>
<tr>
<td>Clinical Nursing Instructor - Adjunct</td>
<td>School of Nursing, FAMU, Tallahassee, FL</td>
<td>2002-2005</td>
</tr>
<tr>
<td>Graduate Assistant, Nursing Skills Lab</td>
<td>School of Nursing, FAMU, Tallahassee, FL</td>
<td>2003-2004</td>
</tr>
</tbody>
</table>
## Teaching Activities

**Florida A&M University, School of Nursing:**

Course Development and Lecturer for NGR 6891 and NGR6891 DL, Health Policy in Nursing (F2F and online instruction). Activities include assist with course development and design, develop appropriate instruction and evaluation methods, facilitate student learning through traditional and online pedagogies, and participate in a health policy meeting conference as a facilitator. [Clinical Supervision: Networking and lobbying activities at Capitol Building, Tallahassee, FL]

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-present</td>
<td>Course Development Consultant and Mentor for NGR 6740 and NGR 5207, Professional Role Development and Adult/Gerontology Management Theory. Activities include assist with course(s) development, mentor MSN students, presentations and evaluation for online graduate nursing courses.</td>
</tr>
<tr>
<td>2012-2013</td>
<td>Course Coordinator and Lecturer for NUR 3215 and 4216, Medical-Surgical Nursing I, II Theory. Didactic undergraduate courses for BSN students. Activities involved curriculum development, course schedules, presentations and evaluation. Also, orientation and mentor for new hires.</td>
</tr>
<tr>
<td>2006-present</td>
<td>Course Coordinator and Lecturer for NUR 3215L and 4216L, Medical-Surgical Nursing I, II. Clinical undergraduate courses for BSN students. Activities involved: development and coordination of clinical schedules, academic-clinical liaison, adjunct and full-time faculty orientation, clinical supervision, class presentations and evaluation. [Clinical Agencies: Capital Regional Medical Center, Tallahassee Memorial Healthcare, Healthsouth Rehab Tallahassee Senior Center]</td>
</tr>
<tr>
<td>2007-present</td>
<td>Lecturer, course faculty for NUR 3118L, Concepts of Health Promotion Clinical Course. Clinical undergraduate course for BSN students. Activities involved class presentations and evaluation.</td>
</tr>
<tr>
<td>2008-2011</td>
<td>Clinical faculty for NUR 3118L, Concepts of Health Promotion Clinical Course. Clinical undergraduate course for BSN students. Activities involved clinical supervision, class presentations and evaluation, Skills Lab. [Clinical Agencies: Miracle Hill LTC facility, Capital Health Plan]</td>
</tr>
</tbody>
</table>

## Other Positions and Employment

<table>
<thead>
<tr>
<th>Year</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-2006</td>
<td>Advanced Registered Nurse Practitioner- FAMU Student Health Services</td>
</tr>
<tr>
<td>2001-2005</td>
<td>Registered Nurse (Charge)-Medical-Surgical / Orthopedic Unit-Capital Regional Medical Center</td>
</tr>
<tr>
<td>2003-2004</td>
<td>Registered Nurse (Staff)- Sub- acute/ Rehabilitation- HealthSouth Rehabilitation Hospital</td>
</tr>
<tr>
<td>1998-2001</td>
<td>Patient Care Assistant- Sub-acute/Long-term Care- Heritage Healthcare</td>
</tr>
<tr>
<td>1995-1998</td>
<td>Patient Care Assistant-Sub-acute/Long-term Care- Ormond Beach Rehabilitation and Nursing Center</td>
</tr>
</tbody>
</table>
## Certification and Licensure

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>National Certification (ANCC) Specialty: Adult-Gerontology Primary Care Nurse Practitioner</td>
<td>2014-present</td>
</tr>
<tr>
<td>Adult-Gerontology Nurse Practitioner (active)</td>
<td>2005-present</td>
</tr>
<tr>
<td>Registered Nurse</td>
<td>2001-present</td>
</tr>
</tbody>
</table>

## Professional Memberships and Activities

<table>
<thead>
<tr>
<th>Role</th>
<th>Organization</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member</td>
<td>Florida Nurse Practitioner Network</td>
<td>2015-present</td>
</tr>
<tr>
<td>Advisor</td>
<td>Rho Kappa Chapter, Sigma Theta Tau</td>
<td>2012-present</td>
</tr>
<tr>
<td>Member</td>
<td>Chi Phi Chapter, Chi Eta Phi Sorority, Inc.</td>
<td>2010-present</td>
</tr>
<tr>
<td>Vice President</td>
<td>Chi Phi Chapter, Chi Eta Phi Sorority, Inc.</td>
<td>2008-2010</td>
</tr>
<tr>
<td>Vice President</td>
<td>Rho Kappa Chapter, Sigma Theta Tau</td>
<td>2007-2008</td>
</tr>
<tr>
<td>Member</td>
<td>American Academy of Nurse Practitioners</td>
<td>2007-present</td>
</tr>
<tr>
<td>Member</td>
<td>Council of Advanced Practice Nurses</td>
<td>2005-present</td>
</tr>
<tr>
<td>Member</td>
<td>Rho Kappa Chapter, Sigma Theta Tau</td>
<td>2003-present</td>
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</tbody>
</table>

## Honors and Awards

<table>
<thead>
<tr>
<th>Award</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected to Participate in the Inaugural FAMU Leadership Academy</td>
<td>2015-present</td>
</tr>
<tr>
<td>Nurse of Excellence Award (FAMU, Capital Regional Medical Center)</td>
<td>2010</td>
</tr>
<tr>
<td>Inducted into Chi Phi Chapter, Chi Eta Phi Sorority, Inc.</td>
<td>2008</td>
</tr>
<tr>
<td>MSN Degree (Cum Laude)</td>
<td>2005</td>
</tr>
<tr>
<td>BSN Degree (Magna Cum Laude)</td>
<td>2005</td>
</tr>
<tr>
<td>Star team member (Capital Regional Medical Center)</td>
<td>2004</td>
</tr>
<tr>
<td>Inducted into Rho Kappa Chapter, Sigma Theta Tau</td>
<td>2003</td>
</tr>
<tr>
<td>Florida A&amp;M School of Nursing Honors Award</td>
<td>2001</td>
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</table>

## Other Memberships

<table>
<thead>
<tr>
<th>Role</th>
<th>Organization</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Member</td>
<td>Assessment and Evaluation Committee</td>
<td>2016-present</td>
</tr>
<tr>
<td>Member</td>
<td>FAMU Online Education Advisory Council</td>
<td>2015-present</td>
</tr>
<tr>
<td>Member</td>
<td>FAMU School of Nursing Dean Search Committee</td>
<td>2015-present</td>
</tr>
<tr>
<td>Chair</td>
<td>Faculty Orientation, Mentoring &amp; Monitoring Handbook Committee</td>
<td>2015-2016</td>
</tr>
<tr>
<td>Member</td>
<td>Tenure and Promotion Committee</td>
<td>2013-present</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Member</td>
<td>Leadership Diversity Council, Florida Center for Nursing</td>
<td>2013-2015</td>
</tr>
<tr>
<td>Member</td>
<td>Community Health Coordination Committee, Leon County</td>
<td>2012-present</td>
</tr>
<tr>
<td>Chair</td>
<td>Academic Review Grievance Committee</td>
<td>2012-2016</td>
</tr>
<tr>
<td>Member</td>
<td>Academic Review Grievance Committee</td>
<td>2016-present</td>
</tr>
<tr>
<td>Member</td>
<td>Faculty Research and Development</td>
<td>2012-present</td>
</tr>
<tr>
<td>Member</td>
<td>Graduate Curriculum Committee</td>
<td>2012-2016</td>
</tr>
<tr>
<td>Co-Chair</td>
<td>Graduate Curriculum Committee</td>
<td>2016-present</td>
</tr>
<tr>
<td>Advisor</td>
<td>Rho Kappa Chapter, Sigma Theta Tau</td>
<td>2012-present</td>
</tr>
<tr>
<td>Vice President</td>
<td>Chi Phi Chapter, Chi Eta Phi Sorority, Inc.</td>
<td>2008-2010</td>
</tr>
<tr>
<td>Vice President</td>
<td>Rho Kappa Chapter, Sigma Theta Tau</td>
<td>2007-2008</td>
</tr>
<tr>
<td>Treasurer</td>
<td>School of Nursing Faculty/Staff Relations</td>
<td>2007-present</td>
</tr>
<tr>
<td>Member</td>
<td>School of Nursing Pinning Committee</td>
<td>2007-present</td>
</tr>
<tr>
<td>Member</td>
<td>Constitution and Promotion Committee</td>
<td>2006-2007</td>
</tr>
</tbody>
</table>

**Conferences/Workshops/Professional Development**

- Clinical Evaluation-Revising Approach
- FAMU Leadership Academy
- Florida Nurses Association (FNA) Advocacy Days Conference
- Integrating QSEN into Nursing Curriculum Workshop
- Evidence-Based Practice Workshop
- FAMU Risk Management Training
- FAMU Teaching and Learning Conference

<table>
<thead>
<tr>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMU Leadership Academy</td>
</tr>
<tr>
<td>Florida Nurses Association (FNA) Advocacy Days Conference</td>
</tr>
<tr>
<td>NCLEX-RN Style Test Writing Workshop (Part II)</td>
</tr>
<tr>
<td>BSN Curriculum Workshop</td>
</tr>
<tr>
<td>Integrating Critical Thinking into Undergraduate Curriculum</td>
</tr>
<tr>
<td>Intervention Project for Nurses: Promoting Nurse Advocacy</td>
</tr>
<tr>
<td>Trends Beyond the Sunshine State</td>
</tr>
<tr>
<td>Setting the Record Straight on Legislative Lobbying</td>
</tr>
<tr>
<td>FAMUSON Curriculum Workshop</td>
</tr>
<tr>
<td>Concept Mapping Workshop</td>
</tr>
<tr>
<td>MSN Curriculum Workshop</td>
</tr>
<tr>
<td>Florida Nurses Association (FNA) Lobby Days Conference</td>
</tr>
<tr>
<td>Student Learning Outcomes and NCLEX-RN Style Test Writing Workshop (Part I)</td>
</tr>
<tr>
<td>Faculty Research Presentation: Pilot Study of an Action Plan Intervention for Self---Management in Overweight/Obese Adults</td>
</tr>
</tbody>
</table>

| 2015 |
| FAMU Leadership Academy |
| Florida Nurses Association (FNA) Advocacy Days Conference |
| NCLEX-RN Style Test Writing Workshop (Part II) |
| BSN Curriculum Workshop |
| Integrating Critical Thinking into Undergraduate Curriculum |
| Intervention Project for Nurses: Promoting Nurse Advocacy |
| Trends Beyond the Sunshine State |
| Setting the Record Straight on Legislative Lobbying |
| FAMUSON Curriculum Workshop |
| Concept Mapping Workshop |
| MSN Curriculum Workshop |
| Florida Nurses Association (FNA) Lobby Days Conference |
| Student Learning Outcomes and NCLEX-RN Style Test Writing Workshop (Part I) |
| Faculty Research Presentation: Pilot Study of an Action Plan Intervention for Self---Management in Overweight/Obese Adults |

<p>| 2014 |
| FAMU Leadership Academy |
| Florida Nurses Association (FNA) Advocacy Days Conference |
| NCLEX-RN Style Test Writing Workshop (Part II) |
| BSN Curriculum Workshop |
| Integrating Critical Thinking into Undergraduate Curriculum |
| Intervention Project for Nurses: Promoting Nurse Advocacy |
| Trends Beyond the Sunshine State |
| Setting the Record Straight on Legislative Lobbying |
| FAMUSON Curriculum Workshop |
| Concept Mapping Workshop |
| MSN Curriculum Workshop |
| Florida Nurses Association (FNA) Lobby Days Conference |
| Student Learning Outcomes and NCLEX-RN Style Test Writing Workshop (Part I) |
| Faculty Research Presentation: Pilot Study of an Action Plan Intervention for Self---Management in Overweight/Obese Adults |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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</thead>
<tbody>
<tr>
<td>2013</td>
<td>- Laws and Rules for Florida Nurses, NET CE</td>
</tr>
<tr>
<td>2012</td>
<td>- Domestic Violence: The Florida Requirement, NET CE</td>
</tr>
<tr>
<td></td>
<td>- Medical Error Prevention &amp; Root Cause Analysis, NET CE</td>
</tr>
<tr>
<td></td>
<td>- Osteoarthritis, NET CE</td>
</tr>
<tr>
<td></td>
<td>- Ischemic Stroke, NET CE</td>
</tr>
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<td></td>
<td>- Florida Blue Foundation in Partnership with the Florida Action Coalition</td>
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<td></td>
<td>2013 Statewide Nursing Summit</td>
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<td></td>
<td>- Fitzgerald Adult-Gerontology Nurse Practitioner Certification Exam Review</td>
</tr>
<tr>
<td></td>
<td>and Advanced Practice Update-Live Conference/Workshop</td>
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<td></td>
<td>- Interviewing Techniques Workshop, Florida A&amp;M School of Nursing</td>
</tr>
<tr>
<td>2012</td>
<td>- HIE and Induced Hypothermia Workshop, Tallahassee Memorial Healthcare</td>
</tr>
<tr>
<td></td>
<td>- TEAM STEPPS, Tallahassee Memorial Healthcare</td>
</tr>
<tr>
<td></td>
<td>- Emerging Issues in Infant and Fetal Mortality, Tallahassee Memorial Healthcare</td>
</tr>
<tr>
<td></td>
<td>- Sigma Theta Tau Nursing Research Conference, Florida State University</td>
</tr>
<tr>
<td></td>
<td>- Simulation 3G and Express Workshop</td>
</tr>
<tr>
<td></td>
<td>- Domestic Violence: The Florida Requirement, NET CE</td>
</tr>
<tr>
<td></td>
<td>- Pneumonia, NET CE</td>
</tr>
<tr>
<td></td>
<td>- Depression and Suicide, NET CE</td>
</tr>
<tr>
<td></td>
<td>- Medical Error Prevention &amp; Root Cause Analysis, NET CE</td>
</tr>
<tr>
<td></td>
<td>- HIV/AIDS. Epidemic. Update for Florida, NET CE</td>
</tr>
<tr>
<td></td>
<td>- Doctor of Nursing Practice student, Florida State University</td>
</tr>
<tr>
<td></td>
<td>- Gerontology Curriculum Development, Florida A&amp;M School of Nursing</td>
</tr>
<tr>
<td></td>
<td>- &quot; Bridging Generations: Caring Across the Life Span&quot;</td>
</tr>
<tr>
<td>2007-2012</td>
<td>- Chi Eta Phi Sorority Inc. National Nursing Conference, Dallas, TX.</td>
</tr>
<tr>
<td></td>
<td>- Evidence-Based Practice: Gerontologic Applications New Content, New Competencies, Florida A&amp;M School of Nursing</td>
</tr>
<tr>
<td></td>
<td>- Building a Strong Foundation for Our Future Leaders.</td>
</tr>
<tr>
<td></td>
<td>- Chi Phi Chapter. Chi Eta Phi Sorority Inc. Tallahassee, FL.</td>
</tr>
<tr>
<td>Scholarship/Professional Activities</td>
<td>2015-2016</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Training and Development Grant: Florida A&amp;M University Leadership Academy Initiative: Project Title: FAMU Achieving Student Success through Online Learning and Distance Education; Grant Sponsor: Division of Academic Affairs; Proposal Co-Developer [25% contribution]. ($10,430)</td>
<td>2015</td>
</tr>
<tr>
<td>Submitted a grant proposal entitled “Enhancing Technological Capabilities in the SON Computer Lab”. Funding Agency: Florida A&amp;M University Technology Grant program. Approved but not funded.</td>
<td>2015</td>
</tr>
<tr>
<td>Attended a Faculty Research Presentation: Pilot Study of an Action Plan Intervention for Self-Management in Overweight/Obese Adults, Florida A&amp;M University</td>
<td>2013</td>
</tr>
<tr>
<td>Oral Presentation of “The Relationships between Duration of Practice, Educational Level and Perception of Barriers to Implement EBP among Critical Care Nurses” at Sigma Theta Tau, Rho Kappa Chapter / Florida A&amp;M University</td>
<td>2013</td>
</tr>
<tr>
<td>C.R.A.Z.E: Media Messages for Black Females who attend Historically Black Colleges/Universities, (Collaborative research: FAMU PI: (Dr. Phillips-25% contribution) USF PI: (Dr. Rasheeta Chandler)</td>
<td>2013</td>
</tr>
<tr>
<td>Submitted a manuscript entitled “The Relationships between Duration of Practice, Educational Level and Perception of Barriers to Implement EBP among Critical Care Nurses” to a refereed journal for publication.</td>
<td>2013</td>
</tr>
<tr>
<td>Oral Presentation of DNP Capstone Project at Sigma Theta Tau Research Conference/ Florida State University</td>
<td>2012</td>
</tr>
<tr>
<td>Collaborative research proposal entitled “A Comprehensive Assessment of Health Awareness, Attitudes and Behaviors of Students Attending Florida A&amp;M University” (FAMU Student Health Services).</td>
<td>2011</td>
</tr>
<tr>
<td>Developed a Quality Improvement Protocol entitled “Clinical Records Peer Review and Documentation” at Florida A&amp;M University Student Health Services.</td>
<td>2011</td>
</tr>
<tr>
<td>Developed an Evidence-Based Workplace Wellness Policy entitled “Keep It Moving” and delivered an oral presentation at the Leon County Public Health Department</td>
<td>2011</td>
</tr>
<tr>
<td>Oral Presentation of Master’s Thesis entitled “The Relationships Between Workload Perception, Burnout, and Intent to Leave among Medical-Surgical Nurses”</td>
<td>2005</td>
</tr>
<tr>
<td>Community Activities</td>
<td>2014-present</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>School Advisory Board Committee, Swift Creek Middle School, Tallahassee, FL</td>
<td>2014-present</td>
</tr>
<tr>
<td>Parent Volunteer at Swift Creek Middle School</td>
<td>2013-present</td>
</tr>
<tr>
<td>Tallahassee Police Athletic Basketball League</td>
<td>2012-present</td>
</tr>
<tr>
<td>Sigma Theta Tau, Rho Kappa Chapter</td>
<td>2012-present</td>
</tr>
<tr>
<td>Boardmember - Community Health Coordination Committee, Leon County</td>
<td>2012-present</td>
</tr>
<tr>
<td>Donations and Mentor at Radical Restoration Ministries Organization</td>
<td>2012-present</td>
</tr>
<tr>
<td>Parent Volunteer at Chaires Elementary School</td>
<td>2012-2014</td>
</tr>
<tr>
<td>Tallahassee City League Football: Parent Volunteer</td>
<td>2011</td>
</tr>
<tr>
<td>POP Warner Football League: Parent Volunteer</td>
<td>2010</td>
</tr>
<tr>
<td>Screening and health promotion for community health fairs (Local &amp; Regional)</td>
<td>2008-present</td>
</tr>
<tr>
<td>Donations at Tallahassee Shelter and Goodwill Organization</td>
<td>2003-present</td>
</tr>
<tr>
<td>March of Dimes 3K Walk, Sickle Cell Walk, and Relay for Life</td>
<td>2008-present</td>
</tr>
<tr>
<td>Health Promotion &amp; Disease Prevention Seminars at local churches</td>
<td>2005-present</td>
</tr>
</tbody>
</table>
BIOGRAPHICAL SKETCH
Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. DO NOT EXCEED FOUR PAGES.

NAME
Latinwo, Lekan M.

POSITION TITLE
Professor and Chair Biology

eRA COMMONS USER NAME (credential, e.g., agency login)

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable.)

<table>
<thead>
<tr>
<th>INSTITUTION AND LOCATION</th>
<th>DEGREE (if applicable)</th>
<th>MM/YY</th>
<th>FIELD OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama A&amp;M University, Huntsville, Al</td>
<td>BS</td>
<td>1977</td>
<td>Food Science</td>
</tr>
<tr>
<td>Alabama A&amp;M University, Huntsville, Al</td>
<td>MS</td>
<td>1979</td>
<td>Microbiology</td>
</tr>
<tr>
<td>Atlanta University, Atlanta GA</td>
<td>PhD</td>
<td>1986</td>
<td>Molecular Biology</td>
</tr>
</tbody>
</table>

A. Personal Statement
The goal as a scientist at FAMU is to provide academic and scientific enrichment experiences that will promote curiosity and capability in underrepresented minority students who have promising interests in pursuing careers in the biomedical sciences. As a Professor and the Chair of the Department of Biological Sciences at Florida A&M University, I serve as a mentor to students in the program majors who meet the eligibility requirements. In addition, my laboratory which is staffed with junior faculty, fulltime research assistant and graduate students is always available to mentor junior faculty and students in research pursuits. My research interests are in understanding the molecular basis for heavy metal toxicity and identifying a plausible approach for ameliorating the toxicity I recently joined a group studying therapeutic effect(s) of novel synthetic anticancer drugs. My part of the study is to direct the biological aspect of the investigation. I have a demonstrated record of productive research projects in an area of high relevance, and my expertise and experience in teaching, mentoring and providing laboratory research training to underrepresented minority faculty and students are outstanding.

B. Positions and Honors

Positions and Employment
2005-Present Chair
2003-2005 Interim Chair
1998-Present Professor
1994-1998. Associate Professor
1990-94. Assistant Professor
1986-87. Postdoc. Molecular Biology. Purdue University, W. Lafayette, IN

Other Experience and Professional Memberships
1994-1995 Reviewer, National Science Foundation
1994 Reviewer, American Health Association

Honors
1999 Teaching Incentive Program Award
1999 Teacher of the Year Award
2000 Advanced Teacher of the Year
2011-Present Chair University-Wide Research Award
C. Contribution to Science:
As a faculty and an administrator, I have been involved in training junior faculty, and graduate students in my research lab. I came to Biology Department at FAMU when there was little or no research activity and I was able to jump start research activities that led to graduation of several graduate students with thesis. My main research focus is in the molecular environmental toxicology, I am investigating the toxicity of cadmium in mammalian systems. Through this study, I was able to demonstrate the molecular basis for cadmium toxicity. Stemming from these findings, I searched for plausible approach to ameliorate the toxicity of cadmium, and found selenium, Monoisoamyl 2, 3-Dimercaptosuccinate (MiADMS), N-Acetylcyysteine, Fenugreek, and Bitter gourd to be excellent agents for treatments of ailments resulting from cadmium toxicity. My recent collaboration with colleagues studying the therapeutic effect(s) of novel synthetic anti-cancer drugs is leading to the discovery on new anti-cancer.

Peer-reviewed Publications (54)


D. Peer-reviewed Publications Last 3 Yrs:


List of Published Work in Google Scholar:

Research Gate: https://www.researchgate.net/profile/Lekan_Latinwo

E. Research Support

Training and/or Research Supports
Faculty Resources Grant, Florida A&M University 2013-Present

Completed Research Support
1. DOE (Title III) 10/2011-9/2012: Enhancement of the Graduate and Undergraduate Programs in Biological Sciences. Direct Cost: $505,000. L.M. Latinwo
5. USDA 25-1003-604 05/01/02-06/30/2010: Synthesis and Biological Evaluation of 1-Octen-3-ol Analogs. The study is tailored towards synthesis of Octenol analogs for mosquito control. Direct Cost: $600,019.00. C. Ikediobi and L. M. Latinwo
Subject: Textbook Affordability Annual Report

Rationale: Subsection 1004.085(8), Florida Statutes, on Textbook Affordability requires that each state university board of trustees submit a report by September 30th (beginning in 2016) to the Chancellor of the State University System (SUS), the textbook and instructional materials selection process for general education courses with a wide cost variance and high-enrollment courses; specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials; policies implemented related to the process; and the number of courses and course sections that were not able to meet the textbook and instructional materials posting deadline for the previous academic year.

Attachment: 2016 FAMU Textbook Affordability Report

Recommendation: It is recommended that the Florida A&M University Board of Trustees approve the 2016 FAMU Textbook Affordability Report.
1) Required and Recommended Textbooks and Instructional Materials for General Education Courses

a) Explain the methodology used for identification of general education courses with wide cost variance, defining wide cost variance. At minimum, report wide cost variance by dollar amount and percentage.

1a: Methodology Used to Identify General Education Courses with Wide Cost Variance

Currently, Florida Agricultural and Mechanical University (FAMU) does not have a definition or specific methodology for determining wide-cost variance among general education courses offered at the institution. As the University moves forward to reduce the cost of textbooks and instructional materials for its students, revisions to the FAMU Textbook Adoption and Affordability Procedures will be revised. However, for the purpose of this report, the methodology used for identification of general education courses with wide cost variances at FAMU is as follows:

- FAMU’s Bookstore provider Barnes & Nobles provided raw data to the University that included the cost of textbooks and instructional materials for each course and course section offered at FAMU during Fall 2016. This information included the costs of textbooks and instructional materials for new, used, digital, and rental.
- General education courses were identified from the approved list of courses used to satisfy the General Education requirements for FAMU as shown in Appendix
A in accordance with subsection 1007.25(3), Florida Statutes, Board of Governors Regulation 8.005 General Education Core Course Options, and FAMU Regulation 4.105 Textbook Affordability.

- Wide-cost variance within FAMU’s general education courses was determined by using absolute cost of the difference between the highest costs of new textbooks and instructional materials (New Price Sum) required for a course by section. The calculation was based on the number of required new textbooks and instructional materials as determined by the associated ISBN number (ISBN Count) and the sum of the new price for textbooks and instructional materials.
- The sum of the new price of textbooks and instructional materials was used to determine the total cost by each section and the maximum and minimum (New Price Min) costs for each section of a course.
- The variance (New Price Variance) was calculated by taking the maximum cost of new textbooks and instructional materials per course section minus the minimum costs per course section.
- The percentage of cost variance (New Price Variance Percent) was determined by the difference in cost between the maximum costs of new textbooks and instructional materials per course section and the minimum costs of new textbooks and instructional materials and the percentage resulting from that difference.
- Courses that did not require textbooks and instructional materials were excluded.
- This logic was applied to all general education courses offered at FAMU using data generated by Barnes & Nobles for Fall 2016.

For this report, FAMU adopted the definition of wide-cost variance developed by Florida International University (FIU) and shared by Board of Governors (BOG) staff. Accordingly, cost variance among different sections of the same course is defined as follows:

- Wide-cost variance: courses with a cost variance of greater than or equal to ten percent (10%);
- Low-cost variance: courses with a cost variance less than ten percent (10%) and greater than zero percent (0%); and
- Zero-cost variance: courses with a cost variance equal to zero percent (0%) variance.

Cost variance for FAMU’s general education courses ranged from zero percent (0%) to 1390%.

b) Identify general education courses with wide cost variance among different sections of the same course. Is the cost variance justified with no actionable steps
required or is follow-up required because the cost variance is not a justified variance? Describe the justification(s), if any.

- Required
- Recommended

1b-1: General Education Courses with Wide Cost Variance

For Fall 2016, the general education courses identified with wide cost variance among different sections of the same course are shown in Appendix B. Courses and course sections with a wide cost variance accounted for only 10% of the Fall 2016 general education courses; low cost variance, 0.1%; and zero cost variance, 90%.

1b-2: Action Steps for General Education Courses with a Wide Cost Variance

FAMU is in the process of revising its university guidelines and procedures for Textbook Adoption and Affordability. Currently, the Division of Academic Affairs reviews the data of general education courses with wide cost variance to determine if action and follow-up is needed. The Division of Academic Affairs is also in the process of establishing a university committee that will include faculty, staff, and students to access current policies and guidelines related to textbook affordability; and to develop recommended strategies to further increase cost-savings to students. Recommendations for the committee to consider will include:

- A process to provide incentives to departments that standardize textbooks for multiple sections of the same course;
- A requirement that deans of each college and school review FAMU’s Textbook Adoption and Affordability Procedures with faculty annually;
- The viability of offering rebates or subsidies to students who receive need-based financial aid;
- The viability and use of open source materials; and
- Where possible, options to increase the number of textbooks placed on reserved each semester for general education courses.

c) Describe the textbook and instructional materials selection process for general education courses with a wide cost variance among different sections of the same course.

At FAMU, individual faculty members select most textbooks, a practice consistent with the University’s policy on academic freedom providing faculty individualized choices regarding pedagogy. This practice applies to all textbooks and instructional materials, including general education courses with wide cost variance. Some departments have voluntarily adopted a practice of standardizing textbooks across sections.
d) What measures, if any, will be taken by the university to reduce wide cost variance among different sections of the same general education course?

As stated earlier in 1b-2, FAMU will begin the process of revising its university guidelines and procedures for Textbook Adoption and Affordability. However, in accordance with current policies and procedures, the following guidelines are in place to reduce wide cost variance among different sections of the same general education course.

**Under the current guidelines:**

- Faculty should strive to minimize the costs of textbooks and other course materials for students while maintaining the quality of education and academic freedom. To the extent feasible, a majority of the content of required textbook(s) should be used in the course.
- Faculty members are expected to be aware of any variation in pricing when ordering a different book by a different publisher or a new edition of a previously used book.
- Faculty members are encouraged to limit their use of new editions unless a new edition differs significantly in a substantive way.
- Faculty is encouraged to notify the bookstore when prior editions of a textbook remain suitable for use. Reason being, older editions are more available in used form and may have a lower base price than their newer counterparts.
- Faculty should be aware of the existence of course materials that are available in both “bundled and unbundled” form as prices between the two packages can vary.
- Faculty is encouraged to consider using a standard book for all sections of introductory level courses so that used books will have more resale value and to explore ways that departmental coordination can reduce costs for students.
- Textbook adoptions, where feasible, should be used for multiple rather than single semester or terms, which could effectively create a demand for used textbooks and instructional materials resulting in lower costs to students.
- Faculty is encouraged to provide access to required textbooks and other educational materials, if applicable, through library checkout or similar arrangements; and allow for resale and reuse of textbook and manuals.

e) Explain the methodology used for identification of general education courses with high enrollment. What is the university threshold for a course to be identified as high enrollment?

FAMU is in the process of revising its university guidelines and procedures for Textbook Adoption and Affordability. Part of this process will include a specific methodology used to identify general education courses with high enrollment and a
process for establishing a threshold for a course to be identified as high enrollment. Currently, FAMU has established enrollment caps for general education courses during a particular term. The academic areas in which the course(s) resides determine the maximum cap size for a particular course based on historical enrollment data and student demand. Generally, maximum cap size for all courses ranges from a low of 15 to a high of 122.

f) Describe the textbook and instructional materials selection process for general education high enrollment courses.

At FAMU, individual faculty members select most textbooks, a practice consistent with the University’s policy on academic freedom providing faculty individualized choices regarding pedagogy. This practice applies to all textbooks and instructional materials, including general education high enrollment courses.

2) Specific Initiatives of the University Designed to Reduce the Costs of Textbooks and Instructional Materials

a) Describe specific initiatives of the institution designed to reduce the costs of textbooks and instructional materials.

The following initiatives have been implemented as part of FAMU’s efforts to reduce the cost of textbooks and instructional materials for its students.

1. The University established textbook adoption timelines for each term and requirements for posting textbook listings to the University bookstore portal prior to the first day of class.

2. Each department within FAMU colleges and schools is required to submit a Course Book Information Request each term that must be approved by the Dean or Department Chair. Part of the process includes confirmation that all required items ordered both individually and bundled are essential for the courses, and that each faculty member has provided a strong justification for ordering the newest edition of any textbooks. No textbook adoptions are accepted unless they are submitted on the Course Book Information Request form.

3. The Division of Academic Affairs initiated a monitoring process to ensure that departments are in compliance with FAMU regulations and guidelines on textbook adoption and that textbooks are ordered in a timely manner and justification is provided when a textbook is not ordered.

4. FAMU Bookstore staff review sales history of each textbook to determine the quantity of textbooks to order and the number of books they can reserve to buy back from students. This allows the bookstore team to maximize used book sourcing to save students dollars on textbooks.
5. The FAMU Bookstore portal is updated nightly with course and book information to ensure that accuracy of faculty requested textbook and instructional materials and to provide immediate student access.

6. During the 2010 fall semester, FAMU implemented “registration integration”, a process used to provide students with textbook information upon registration. This process eliminated the need to search for books one course at a time and provided students with the assurance that they were purchasing the right book for the right course. Through the link, students can decide which books they want to purchase and it what format based on costs.

7. In 2011, the University implemented the textbook rental program. Prior to 2011, FAMU students were provided with three options to purchase textbooks: new, used, and digital textbooks (e-books).

8. The University established a process where students are issued book vouchers to obtain required textbooks and instructional materials while they are waiting on their financial aid to be issued.

b) With implementation of the initiatives, has there been any reduction in cost of textbooks and instructional materials to the students? If there has been a reduction in cost, what is the average cost savings? Describe the average cost savings comparing fall semester to fall semester and spring semester to spring semester.

Specific cost savings from the purchase of textbooks and instructional materials for this reporting year (Fall 2016 – Fall 2017) is not yet available. However, many textbooks are now available in cost saving options. Generally, used textbooks save students up to 25% off the new book price, print rentals save students over 50% off the textbook price, and e-textbooks save students up to 60% off the new print price.

c) With implementation of the initiatives, describe any reduction in cost variance among different sections of the same general education course. Describe the reduction in cost variance comparing fall semester to fall semester and spring semester to spring semester.

Comparative data for Fall 2016 and Fall 2017 is not yet available to determine a reduction in cost variance among different sections of the same general education course.

3) University Policies for the Posting of Textbooks and Instructional Materials

a) Explain University policies implemented in accordance with posting prominently in the course registration system and on the university website at least 45 days prior to the first day of class for each term, a hyperlink to lists of
required and recommended textbooks and instructional materials information for at least 95 percent of all courses and course sections.

In accordance with FAMU Board of Trustees Regulation 4.105 Textbook Affordability, textbook adoption deadlines for each term are set no later than 35 days prior to the first day of class for each term. The current regulation will be revised to meet new posting requirements resulting from HB 7019, Postsecondary Access and Affordability, that now requires that costs of textbooks and instructional materials be posted at least 45 days prior to the first day of class.

Under current policy guidelines, the instructor or academic department must attach a declaration to the textbook order form acknowledging the extent to which a new edition differs significantly and substantively from earlier versions and the value of changing to a new edition; and the intent to use all items ordered, including each individual item sold as part of a bundled package before a textbook is adopted. Textbooks placed by the adoption deadline are posted on the bookstore website 30 days prior to the first day of class. For Fall 2016, the posting deadline was changed to at least 45 days prior to the first day of class. The posted textbook list includes all authors listed, publishers, edition number, ISBN, copyright date, published date, and other relevant information for each required textbook. Course materials are ordered exclusively via the Igniting the Faculty Connection on the FAMU Bookstore’s website at famu.bncollege.com.

b) Report the number of courses and course sections and the total percentage of courses and course sections that were able to meet the textbook and instructional materials posting deadline for the academic year.

Approximately 98% (n=3034), of all courses and course sections including general education courses, for Fall 2016 met the University’s deadline of July 7th for posting textbooks and instructional materials.

c) Report the number of courses and course sections and the total percentage of courses and course sections that were not able to meet the textbook and instructional materials posting deadline for the academic year.

Approximately, 2% (n=73) of all courses and course sections including general education courses, for Fall 2016 did not meet the University’s deadline of July 7th for posting textbooks and instructional materials.

d) Report the number of courses that received an exception to the reporting deadline. Provide a description of the exception.
Departments granted exceptions to the reporting deadline for the following reasons:

- New faculty hired after the University deadline for posting textbooks and instructional materials.
- Course schedules changed for some faculty after the posting deadline.
- Course was no longer being offered.
- No textbooks were required for the course.

e) Are the policies effective in meeting the reporting requirement? If not, what measures will be taken by the university to increase faculty and staff compliance for meeting the reporting requirement?

FAMU policies are effective in meeting the reporting requirement for Textbook Adoption and Affordability. For Fall 2016, ninety-eight percent (98%) of all courses and course sections met the July 7th deadline for textbook posting for Fall 2016. Additionally, only 10% of the general education courses and course sections offered Fall 2016 were identified as having a cost variance of greater than or equal to ten percent (10%).

**FAMU will continue to pursue opportunities to diminish textbook costs and cost variances as part of its student success strategy.**
Appendix A

General Education Competencies and Core Courses (effective fall 2015)

The implementation of the general education core course options is for students initially entering Florida A&M University in 2015-2016. Students must complete at least one course from the core list for each subject area – Communication, Humanities, Mathematics, Natural Science, Social Science, and other general education requirements. "Completion of both the general education core and remaining university-specified general education courses are required for completion of an undergraduate degree" (8.005 BOG; 1007.25(3) F. S.).

Students are required to complete a total of 36 credit hours of general education as indicated below with a “C” grade or above, unless otherwise noted by the academic program in relation to natural science courses.

COMMUNICATION [6]
Students will demonstrate the ability to communicate effectively. Students will demonstrate the ability to analyze communication critically.

*Students must complete a total of 6 credit hours in the area of communication, of which one course must be chosen from the statewide core course list below.

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The additional course may be selected from the approved list below.

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HUMANITIES [6]

Students will confirm the ability to think critically through demonstrating interpretive ability and cultural literacy. Students will acquire competence in reflecting critically upon the human condition.

Students must complete a total of 6 credit hours in the area of humanities, of which one course must be chosen from the statewide core course list below.

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And

The additional course may be selected from the statewide core course list above or the approved list below.

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<td>3</td>
<td>235</td>
<td>CONTEMPORARY BLACK THEATRE</td>
<td>3.0</td>
</tr>
<tr>
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<td>1</td>
<td>012</td>
<td>HISTORY OF CIVILIZATION</td>
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</tr>
</tbody>
</table>
MATHMATICS [6-8]
Students will determine appropriate mathematical and computational models and methods in problem solving, and demonstrate an understanding of mathematical concepts. Students will apply appropriate mathematical and computational models and methods in problem solving.

Students must complete a total of 6-8 credit hours in the area of mathematics, of which one course must be chosen from the statewide core course list below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAC 1 105</td>
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<tr>
<td>MAC 2 311</td>
<td>CALCULUS I</td>
<td>4.0</td>
</tr>
<tr>
<td>MGF 1 106</td>
<td>LIBERAL ARTS MATH I</td>
<td>3.0</td>
</tr>
<tr>
<td>MGF 1 107</td>
<td>LIBERAL ARTS MATH II</td>
<td>3.0</td>
</tr>
<tr>
<td>STA 2 023</td>
<td>INTROD. TO PROBABILITY AND STATISTICS I</td>
<td>3.0</td>
</tr>
</tbody>
</table>

And

The additional course may be selected from the statewide core course list above or the approved list below.

<table>
<thead>
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<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>MAC 1 147</td>
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</tr>
<tr>
<td>MAC 2 233</td>
<td>CALCULUS FOR BUSINESS &amp; SOCIAL SCIENCE I</td>
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<td>MAC 2 312</td>
<td>CALCULUS II</td>
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<td>MAD 2 120</td>
<td>FINITE MATHEMATICS</td>
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<td>MAS 3 105</td>
<td>LINEAR ALGEBRA</td>
<td>3.0</td>
</tr>
<tr>
<td>MTG 2 206</td>
<td>COLLEGE GEOMETRY</td>
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</tr>
<tr>
<td>QMB 2 102</td>
<td>QUANTITATIVE BUS STATS</td>
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</tr>
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</table>

Note: Any student who successfully completes a mathematics course for which one of the general education core course options in mathematics is an immediate prerequisite shall be considered to have completed the mathematics core. Example: a student who completes Calculus II successfully has satisfied mathematics core because Calculus I is an immediate prerequisite to Calculus II. The student will still need to complete a total of 6 hours of general education mathematics.

NATURAL SCIENCES [6-8]
Students will demonstrate the ability to critically examine and evaluate scientific observation, hypothesis, or model construction, and to use the scientific method to explain the natural world. Students will successfully recognize and comprehend fundamental concepts and principles.
Students must complete a total of 6 to 8 credit hours in the area of natural sciences, of which one course must be chosen from the statewide core course list below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
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<td>BIOLOGICAL SCIENCE</td>
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<td>BIOLOGICAL SCIENCE LAB</td>
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<td>GENERAL BIOLOGY I</td>
<td>3.0</td>
</tr>
<tr>
<td>BSC 1 010 L</td>
<td>GENERAL BIOLOGY I LAB</td>
<td>1.0</td>
</tr>
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<td>ANATOMY AND PHYSIOLOGY I</td>
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<tr>
<td>BSC 2 093 L</td>
<td>ANATOMY AND PHYSIOLOGY I LAB</td>
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<tr>
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<td>FUNDAMENTALS OF CHEMISTRY</td>
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<tr>
<td>CHM 1 045</td>
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<tr>
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<td>GENERAL CHEMISTRY I LABORATORY</td>
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<tr>
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<td>1.0</td>
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</table>

And

The additional course may be selected from the statewide core course list above or the approved list below.

<table>
<thead>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>BOTANY LAB</td>
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</tr>
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<td>CHM 1 030</td>
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<tr>
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<td>INTRO EARTH SPACE SCI</td>
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<td>PRIN OF GEOLOGY</td>
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<tr>
<td>ISC 1 006 C</td>
<td>WIDE WORLD OF SCIENCE I</td>
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</tr>
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<td>ISC 1 007 C</td>
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</table>
Note: Science majors are required to complete two courses with corresponding laboratory for each science course for a total of 8 semester credit hours. Please see your academic advisor for appropriate science courses for your major.

Any student who successfully completes a natural science course for which one of the general education core course options in natural science is an immediate prerequisite shall be considered to have completed the natural science core. The student will still need to complete a total of 6 to 8 credit hours of general education science.

**SOCIAL SCIENCES [6]**

Students will demonstrate the ability to examine behavioral, social, and cultural issues from a variety of points of view. Students will demonstrate an understanding of basic social and behavioral science concepts and principles used in the analysis of behavioral, social, and cultural issues, past and present, local and global.

Students must complete a total of 6 credit hours in the area of social sciences, of which one course must be chosen from the statewide core course list below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>ANT 2000</td>
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</tr>
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<td>PRINCIPLES OF ECONOMICS I</td>
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<td>AMERICAN NATIONAL GOVERNMENT</td>
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<td>INTRO TO PSYCHOLOGY</td>
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<td>INTRODUCTION TO SOCIOLOGY</td>
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</tbody>
</table>

The additional course may be selected from the Social Science General Education list below.

<table>
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<th>Course Title</th>
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<td>PRINCIPLES OF ECONOMICS II</td>
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<td>WORLD REGIONAL GEOGRAPHY</td>
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<tr>
<td>POS 2001</td>
<td>INTRODUCTION TO POLITICAL SCIENCE</td>
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<td>POS 2112</td>
<td>AMERICAN STATE AND LOCAL GOVERNMENTS</td>
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</table>

**University-Specified General Education Courses [3 - 6]**

Students must complete 3-6 credit hours of university-specified general education of which one course must be chosen from the list of African American courses below.

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<thead>
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</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>
The additional credits may be selected from the list below or any of the approved Mathematics, Natural Sciences, Social Sciences and Humanities courses outlined in the General Education requirements.

<table>
<thead>
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<th>Course</th>
<th>Section</th>
<th>ISBN Count</th>
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</tr>
</tbody>
</table>

**NOTE:**

1. Each School/College requires students to be computer literate by requiring them to take an appropriate course or by certifying that the student has mastered certain computer competencies specified by the school/college.
2. Students are required to complete a total of 36 credit hours of general education.

**Appendix B**

General Education Courses Wide Cost Variance Among Different Sections of the Same Course with Sum of New Textbooks

<table>
<thead>
<tr>
<th></th>
<th></th>
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Subject: Approval of the Memorandum of Agreement between Florida Agricultural and Mechanical University (FAMU), Florida State University (FSU) and the Chancellor of the Florida State University System regarding the Joint College of Engineering

Rationale: February 6, 2015 the FAMU Board of Trustees unanimously voted to keep the FAMU-FSU Joint College of Engineering intact. Subsequently, the Joint College of Engineering Management Council, discussed the assignment of operational responsibilities moving forwarded. The FAMU and FSU presidents and Chancellor agreed to exchange the primary responsibilities, and the deanship was changed from FSU to FAMU while the role of fiscal agent was changed from FAMU to FSU. The prior-existing Memorandum of Agreement on the Management Plan of the College of Engineering was executed May 19, 2005. A new Memorandum of Agreement on the Management Plan of the College of Engineering was developed in July and August 2016 to reflect the new assignment of responsibilities.

Attachments:

Recommendation: It is recommended that the Proposed Memorandum of Agreement on the Management Plan of the College of Engineering, September 2016 be endorsed by the Board of Trustees.
Memorandum of Agreement on the
Management Plan of the College of Engineering

between

Florida A & M University and The Florida State University

Articles of Agreement

Article 1. Governance of the College

Florida A & M University and Florida State University acknowledge the establishment of
the Joint College of Engineering with engineering curricula subdivided into programs and
degrees as approved by the Florida Board of Governors.

The Joint College shall be known as the College of Engineering of Florida Agricultural
and Mechanical University and Florida State University. The acronym FAMU-FSU may
be used as an abbreviated designation of the College.

Article 2. Joint Management Council

The College Joint Management Council consists of the presidents, provosts/vice
presidents for academic affairs and vice-presidents for administration of the two
universities.

The dean of the College shall be an ex-officio non-voting member of the Joint
Management Council.

The Joint Management Council shall function as a policy-making body for the College in
all matters except those that are governed by individual University rules, policies and
procedures.
The presiding officer of the council shall rotate annually between the two presidents of the partner universities. Meetings shall be held at least once annually and may be called at the request of either president or the dean of engineering.

The Joint Management Council may invite participants to discuss topics and appoint subcommittees to study specific issues.

Article 3. Administration of the College

There is a single dean reporting through the two academic vice presidents to the College Joint Management Council.

The dean is responsible for the planning, administration and operation of engineering programs and supporting units in the College. The dean formulates the budget for the College and secures the funding according to the procedures of each university and the advice of the Joint Management Council. The budget that is designated as the joint engineering budget shall not be reduced without written approval from the Joint Management Council. It shall be maintained in a separate and independent account administered by FAMU. Each university, based on need, may establish a separate budget for the joint college of engineering.

The dean is responsible for appointing College of Engineering faculty, staff and administration within established procedures.

The presidents shall appoint the dean based on the advice of the Joint Management Council who will consider the recommendations of a faculty search committee composed of an equal number of faculty members from the two universities.

Article 4. Faculty Appointment, Promotion and Tenure

Faculty members are appointed by and hold tenure, when earned, in a department of the College of Engineering through one of the two participating universities. Faculty appointed at either university must meet uniform College of Engineering promotion and tenure standards. Upon the recommendations of the elected College of Engineering Promotion and Tenure Committee, the dean shall make promotion and tenure recommendations to the respective universities in accord with their applicable rules and procedures. These rules and procedures shall be consistent, insofar as possible, with existing university rules and procedures, and with collective bargaining agreements.

Faculty members employed by one university are automatically designated "joint college" faculty thereby being considered a faculty member of both universities for purposes of carrying on the teaching, research and service responsibilities of the College and have, except tenure, faculty privileges at both Universities.
Article 5. Students and Degrees

Students are admitted to and graduated from either of the two participating universities. Students choosing to enter an engineering program are first admitted to the Pre-engineering Program consisting of a basic set of science, mathematics, introductory engineering and liberal studies subjects. Admission to an engineering program as an engineering major at the College is made after the student completes satisfactorily a prescribed set of prerequisite courses in mathematics and science at either of the two universities. Performance requirements for these prerequisites shall be set by the College and approved by both universities. These requirements shall be uniform for students at both universities, and will supersede any conflicting university policies.

Registration for courses at the College of Engineering shall be made through the procedures of the University at which the student matriculates. The University registrars shall be the repositories of official records of student performance. All official academic records of students shall be made available to the College of Engineering as permitted by law.

Within the College of Engineering, upon the recommendation of the engineering faculty, the dean may recommend to the Joint Management Council policies and procedures affecting student life with the College of Engineering. Responsibilities for and procedures related to student life outside the College shall be handled through the normal channels of the university in which the student is enrolled.

Upon successful completion of an engineering degree program a student shall receive a diploma from Florida Agricultural and Mechanical University or The Florida State University, which indicates that the degree is awarded by the FAMU-FSU Joint College of Engineering.

The establishment of new degree programs or termination of existing degree programs shall be approved by the Boards of Trustees of both universities, and in the case of doctoral programs, by the Board of Governors as well.

Article 6. Curriculum

There is a single engineering curriculum at the FAMU-FSU College of Engineering specific to each engineering program. All undergraduate degree programs at the College of Engineering shall be established to meet the requirements for accreditation of the Accreditation Board for Engineering and Technology (ABET).

Faculty of the College of Engineering is responsible for developing and implementing the engineering curriculum leading to academic degrees in conjunction with the curriculum committees at the respective universities.

Faculty of each university may teach courses which they are qualified to instruct. Both universities shall honor all courses taught by the College of Engineering for degree credit. Degree curricula, requirements and course descriptions shall be published identically in the bulletins/catalogs of both universities.
Article 7. Responsibilities of FAMU and FSU

The College of Engineering is an integral part of each university. Each university has responsibilities for and obligations to support and maintain the operation of the College of Engineering. The College uses the business and other support services of both universities and is prohibited from developing an autonomous administrative structure that is not responsible to the two universities.

The two universities shall separately agree on the allocation of supporting responsibilities between the two universities. These agreements shall be considered an integral part of this agreement.

The College of Engineering should be regarded as a single entity and the dean is responsible for initiating and ensuring other supports from the universities as the need arises. The Joint Management Council may also establish the additional responsibilities and supports from the universities as needed.


Either University or the dean may propose, when circumstances warrant, amendments or modifications to this agreement. Such proposals should be submitted for consideration and necessary action by the Joint Management Council at least three months preceding the beginning of the fiscal or academic year, as the nature of the proposal demands.

Signature on Agreement

Dr. Castell V. Bryant, Interim President

Dr. T. K. Wetherell, President

Florida A & M University

Florida State University

Tallahassee, Florida

Date: May 19, 2005
Memorandum of Agreement

On the

Management Plan of the College of Engineering between

Florida A &M University, Florida State University, and the Chancellor, State University System of Florida

Tallahassee Florida

Effective, 2016
Contents

Articles of Agreement

Article 1. Governance of the College
Article 2. Joint College Management Council
Article 3. Administration of the College
Article 4. Faculty Appointment, Promotion and Tenure
Article 5. Students and Degrees
Article 6. Curriculum
Article 7. Responsibilities of FAMU and FSU
Article 8. Semi-Annual Reports
Article 9. Provisions
Memorandum of Agreement on the
Management Plan of the College of Engineering between
Florida Agricultural and Mechanical University and
The Florida State University

Articles of Agreement

Article 1. Governance of the College

Florida Agricultural and Mechanical University (FAMU) and the Florida State University (FSU) acknowledge the establishment of the Joint College of Engineering with engineering curricula subdivided into programs and degrees as approved by the Board of Governors.

The Joint College shall be known as the College of Engineering of Florida Agricultural and Mechanical University and Florida State University. The acronym FAMU-FSU COE may be used as an abbreviated designation of the College.

Article 2. Joint College Management Council

The Joint College Management Council consists of the Chancellor, and the Presidents (or their designees), Provosts, Vice Presidents for Research, and Chief Financial Officers of the two universities.

The Dean of the Joint College and two student representatives, appointed by the respective Student Government Association presidents, shall be ex-officio non-voting members of the Management Council.

The Management Council shall function as a policy-making body for the Joint College in all matters except those that are governed by individual University rules, policies and procedures.
The presiding officer of the council shall be elected by majority vote of the Council. Meetings shall be held at least quarterly, and may be called at the request of either President, the Chancellor or the Dean.

The Management Council may invite participants to discuss topics and appoint subcommittees to study specific issues.

**Article 3. Administration of the College**

There is a single Dean who reports to the two Provosts.

The Dean is responsible for the planning, administration and operation of engineering programs and supporting units in the Joint College. The Dean formulates the budget for the Joint College and secures the funding according to the procedures of each university and the advice of the Management Council. The budget that is designated as the joint engineering budget shall be approved by the Management Council. It shall be maintained in a separate and independent account maintained by FSU.

The Dean is responsible for appointing College of Engineering faculty, staff and administration within established procedures.

The Presidents shall appoint the Dean who will consider the recommendations of a search committee. The composition of the search committee will be determined by the Presidents.

**Article 4. Faculty Appointment, Promotion and Tenure**

Faculty members are appointed by and hold tenure, when earned, in a department of the Joint College through one of the two participating universities. Faculty appointed at either university must meet uniform Joint College promotion and tenure standards. Upon the recommendation of the elected Joint College Promotion and Tenure Committee, the Dean shall make promotion and tenure recommendations to the respective universities in accord with their applicable regulations and procedures. These regulations and procedures shall be consistent, insofar as possible, with existing university regulations and procedures, and with collective bargaining agreements.

Faculty members employed by one university are automatically designated "Joint College" faculty thereby being considered a faculty member of both universities for purposes of carrying on the teaching, research and service responsibilities of the Joint College and have, except tenure, faculty privileges at both universities.
Article 5. Students and Degrees

Students are admitted to and graduated from either of the two participating universities. Students choosing to enter an engineering program are first admitted to the Pre-engineering Program consisting of a basic set of science, mathematics, introductory engineering and liberal studies subjects. Admission to an engineering program as an engineering major at the Joint College is made after the student completes satisfactorily a prescribed set of prerequisite courses in mathematics and science at either of the two universities. Performance requirements for these prerequisites shall be set by the Joint College and approved by both universities. These requirements shall be uniform for students at both universities, and will supersede any conflicting university policies.

Registration for courses at the Joint College shall be made through the procedures of the university at which the student matriculates. The university registrars shall be the repositories of official records of student performance. All official academic records of students shall be made available to the Joint College as permitted by law.

Within the Joint College, upon the recommendation of the engineering faculty, the Dean may recommend to the Management Council policies and procedures affecting student life with the Joint College. Responsibilities for and procedures related to student life outside the Joint College shall be handled through the normal channels of the university in which the student is enrolled.

Upon successful completion of an engineering degree program, a student shall receive a diploma from Florida Agricultural and Mechanical University or The Florida State University, which indicates that the degree is awarded by the FAMU-FSU Joint College of Engineering.

Article 6. Curriculum

There is a single engineering curriculum at the Joint College specific to each engineering program. All undergraduate degree programs at the Joint College shall be established to meet the requirements for accreditation of the Accreditation Board for Engineering and Technology (ABET).

The establishment of new degree programs or termination of existing degree programs shall be approved by the Boards of Trustees of both universities.

Faculty of the Joint College is responsible for developing and implementing the engineering curriculum leading to academic degrees in conjunction with the curriculum committees at the respective universities.

Faculty of each university may teach courses which they are qualified to instruct. Both universities shall honor all courses taught at the Joint College for degree credit. Degree curricula, requirements and course descriptions shall be published identically in the bulletins/catalogs of both universities.
Article 7. Responsibilities of FAMU and FSU

The Joint College is an integral part of each university. Each university has responsibilities for and obligations to support and maintain the operation of the Joint College. The Joint College uses the business and other support services of both universities and is prohibited from developing an autonomous administrative structure that is not responsible to the two universities, unless otherwise specified in this agreement.

The Joint College should be regarded as a single entity and the Dean is responsible for initiating and ensuring other supports from the universities as the need arises. The responsibilities of each university are specified in Appendix I.

FAMU and FSU shall work jointly to ensure that the most efficient and effective services are provided to the Joint College students, faculty and staff.

Article 8. Semi-Annual Reports

The Management Council shall receive reports on the following topics, and may require additional reports at its discretion:

a. Recruiting, enrollment and graduation by gender and ethnicity;
b. Adequacy and consistency in academic preparation and achievement;
c. Budget and expenditures;
d. Research funding and activities;
e. Faculty hiring, promotion, tenure, and integration; and
f. Technology transfer and commercialization activities.

Article 9. Provisions

Any voting member of the Management Council may propose amendments or modifications to this agreement. Any amendment or modification to this agreement shall be approved by a two-thirds vote of the Management Council. Any matters not specifically referenced in this agreement may be resolved by consensus of the Dean and the two presidents; or may be referred to the Management Council for resolution.

President, FAMU

President, FSU

Chancellor, Board of Governors
Appendix 1

A. **Construction**
The Management Council shall designate one university to have oversight responsibility for all construction projects at the Joint College that are initiated after June 30, 2016.

B. **Furniture and Equipment**
Purchases of furniture and other movable equipment must be approved by the Dean or designee. The Joint College will follow FSU Purchasing procedures and property controls. The acquisition of scientific equipment will be handled through FSU.

C. **Maintenance**
FSU is responsible for Joint College building maintenance, janitorial services, and landscaping/grounds-keeping.

Support for special services (dedications and receptions) will be provided by FSU, but the Dean may request such services of either university when conditions warrant.

D. **Security and Safety**
FSU will provide security for Joint College facilities. FSU Environmental Health and Safety will provide services to the Joint College.

E. **Budget and Finance**
The Joint College budget has been appropriated as a single entity in the General Appropriations Act. The Management Council has designated FSU as fiscal agent, with fiduciary responsibility to maintain a separate and identifiable account for the Joint College.

The Dean will recommend and request an annual operating budget for approval by the Management Council.

Budget reports will be provided to the Management Council on at least a quarterly basis.

F. **Risk Management and Insurance**
As noted in Section D, FSU will be responsible for environmental health and safety matters.

Student/employee injury or unemployment compensation is the responsibility of the university at which the individual is enrolled or employed.

Dealing with building and equipment damage or destruction is the responsibility of FSU.

G. **Minor Renovation Projects**

The Joint College will receive its pro-rata share of any minor maintenance appropriations made to the State University System, which will be titled in the name of the Joint College.
FSU, as fiscal agent, will manage renovation project funds unless otherwise agreed to between the two institutions.

**H. Purchasing**
Purchasing will be handled by FSU.

**I. Space Inventory**
Space will be separately identified as belonging to the Joint College and will be addressed in the FSU space inventory system.

FSU will be responsible for the reporting of Joint College space to external entities as may be required, including, but not limited to, the Board of Governors, the Department of Financial Services, and the Department of Environmental Protection.

In addition, both universities may separately identify some space on its main campus as being assigned to the Joint College while remaining on the space inventory of the respective university.

**J. Property Inventory**
Furniture and equipment will be separately identified as belonging to the Joint College and will be addressed in the FSU property inventory system.

**K. Postal Services**
The Joint College will receive its mail at the Woodward Street Post Office. The FAMU Courier will pick up such mail and deliver it to the Office of the Dean and will deliver outgoing mail to the Main Post Office. The FAMU Courier will provide service between the Joint College and the Board of Governors’ office. Each university will provide courier service between the Joint College and its campus.

**L. Food Services and Vending**
FSU shall be responsible for food services and will ensure that FAMU students can utilize their meal plans at the Joint College. The earned proceeds from such vending machines will be a part of the FSU Concessions Fund and FSU will provide support for those Joint College activities which are normally funded from the Concessions Account.

**M. Other Contractual Agreements**
Revenues generated from other contractual agreements will be credited to the Joint College for its use.

**N. Messenger Services including Telephones**
FSU will be responsible for the operation and maintenance of all telecommunications including telephones.

**O. Utilities**
This responsibility rests with FSU as fiscal agent.
P. **Transportation**

Students and Faculty Bus Service

The universities recommend expansion of the current FAMU-FSU "EEO" funded shuttle to include the Joint College.

Q. **Parking and Traffic**

Special parking decals will be issued to students, faculty and staff of the Joint College by the university at which the vehicle owner is enrolled/employed.

FSU will be responsible for administering the parking program including the issuance of citations for violating parking regulations.

Citations issued to non-university persons will be paid at FSU. Citations issued to students, faculty and staff will be paid at the university at which employed or enrolled.

The amount of fines and appeals procedures will be those in effect at the respective campus.

An administrative cost reimbursement procedure will be developed.

Vehicles properly identified as belonging to Board of Governors’ members, or their staff, may park at Joint College without charge when on official business. **Technology Acquisitions.**

R. **Information Technology**

1. The Joint College will initiate recommendations for information and computer acquisitions through the FSU planning process and will be included in the FSU computer plans.

   FSU will provide such central maintenance for the Joint College as it provides for other colleges.

2. **Planning and Managing Information and Computer Systems**

   FSU will be responsible for planning and managing the information and computer systems in full consultation with the Dean and in coordination with FAMU. The Joint College shall have access to both FAMU and FSU information systems.

S. **Personnel**

Insofar as possible, the Joint College operates with its own uniform policy, but where legitimate institutional differences exist beyond the level of the Joint College, each employee is responsible to his or her own university. This is a necessary result of the agreement to have a Joint College operated by two separate universities.

The same principle holds for each category of employee, USPS, A&E and Faculty. Faculty
meet uniform Joint College criteria for promotion and tenure and upon recommendation by the Joint College, proceed through the separate university procedures.

T. Miscellaneous Functions

1. Career Placement
   The universities have agreed that there will not be a separate engineering placement function, but there will be a placement officer for the Joint College who will work with the placement offices of each university which will assist engineering students of the other campus on a space available basis.

2. Coordination with Other Facilities
   The Dean will work with facilities offices of both universities and with Innovation Park to ensure adequate coordination.

3. Scheduling Space Usage
   The Dean will be responsible for securing space on each campus for engineering purposes and officials of each campus will work through the Dean in scheduling space in the Joint College. In general, FAMU, through the Office of the Dean, will be responsible for scheduling space usage.
MEMORANDUM of AGREEMENT

MANAGEMENT PLAN OF THE JOINT COLLEGE OF ENGINEERING

between

Florida A & M University, Florida State University, and the Chancellor, State University System of Florida

September 2016
**ARTICLE 1: GOVERNANCE OF THE COLLEGE**
Florida Agricultural and Mechanical University (FAMU) and the Florida State University (FSU) acknowledge the establishment in 1982 of the Joint College of Engineering with engineering curricula subdivided into programs and degrees as approved by the Board of Governors.

The Joint College is known as the College of Engineering of Florida Agricultural and Mechanical University and Florida State University. The acronyms “FAMU-FSU COE” or “JCOE” may be used as an abbreviated designation of the College.

**ARTICLE 2: THE JOINT MANAGEMENT COUNCIL**
The Joint College Management Council consists of the Chancellor, and the Presidents (or their designees), Provosts, Vice Presidents for Research, and Chief Financial Officers of the two universities.

The Dean of the Joint College and two student representatives, appointed by the respective Student Government Association presidents, shall be ex-officio non-voting members of the Management Council.

The Management Council shall function, as needed, as a policy-making body for the Joint College in matters except those that are governed by individual University rules, policies and procedures.

The presiding officer of the council shall be the Chancellor. Meetings shall be held at least quarterly, and may be called at the request of either President, the Chancellor or the Dean.

The Management Council may invite participants to discuss topics and appoint subcommittees to study specific issues.

**ARTICLE 3: ADMINISTRATION OF THE COLLEGE**
There is a single Dean who reports functionally to the two Provosts and administratively and operationally to the Provost of FAMU. The academic home of the Dean is Florida Agricultural and Mechanical University.

The Dean is responsible for the planning, administration and operation of engineering programs and supporting units in the Joint College. The Dean formulates the budget for the Joint College under the direction of the Provosts. The budget that is designated as the joint engineering budget shall be approved by the Provosts in collaboration. FSU serves as fiscal agent with fiduciary responsibility for the state-allocated budget.

The appointment of College of Engineering faculty, staff and administration will occur upon the recommendation of the Dean pursuant to the established procedures of the responsible university.

The President of FAMU shall appoint the Dean of the JCOE in consultation with the President of FSU. The Joint Management Council shall be provided the opportunity to give input on the choice of the Dean.
ARTICLE 4: FACULTY APPOINTMENT, PROMOTION AND TENURE

Faculty members are appointed by, and hold tenure when earned, in a department of the Joint College through one of the two participating universities.

Faculty appointed at either university must meet uniform Joint College promotion and tenure standards. Upon the recommendation of the elected Joint College Promotion and Tenure Committee, the Dean shall make promotion and tenure recommendations to the respective universities in accordance with their applicable regulations and procedures. These regulations and procedures shall be consistent, insofar as possible, with existing university regulations and procedures, and with collective bargaining agreements.

Faculty members employed by one university are automatically designated "Joint College" faculty. Requests for access to the resources and privileges of faculty at the respective partner university will be considered through expedited processes that take into account the common goals and responsibilities of the JCOE.

ARTICLE 5: STUDENTS AND DEGREES

Students are admitted to and graduated from either of the two participating universities.

Registration for courses at the Joint College shall be made through the procedures of the university at which the student matriculates. The university registrars shall be the repositories of official records of student performance. All official academic records of students shall be made available to the Joint College as permitted by law.

Responsibilities for and procedures related to student life outside the Joint College shall be handled through the normal channels of the university in which the student is enrolled. Every effort shall be made to facilitate robust access to student services to students at the JCOE.

Upon successful completion of an engineering degree program at the JCOE, a student shall receive a diploma from Florida Agricultural and Mechanical University or The Florida State University, which indicates that the degree is awarded by the FAMU-FSU Joint College of Engineering.

ARTICLE 6: CURRICULUM

There is a single engineering curriculum at the Joint College specific to each engineering program. All undergraduate degree programs at the Joint College shall be established to meet the requirements for accreditation of the Accreditation Board for Engineering and Technology (ABET).

The establishment of new degree programs or termination of existing degree programs shall be approved by the Boards of Trustees of both universities.
The faculty of the Joint College is responsible for developing and implementing the engineering curriculum leading to academic degrees in conjunction with the curriculum committees at the respective universities.

Faculty of each university may teach courses which they are qualified to instruct. Both universities shall honor all courses taught at the Joint College for degree credit. Degree curricula, requirements and course descriptions shall be published identically in the bulletins/catalogs of both universities.

**ARTICLE 7: RESPONSIBILITIES OF FAMU AND FSU**

The Joint College is an integral part of each university. Each university has responsibilities for and obligations to support and maintain the operation of the Joint College with budgeted fiscal, administrative, and other resources.

The Joint College uses the business and other support services of both universities and is prohibited from developing an autonomous administrative structure that is not responsible to the two universities, unless otherwise specified in this agreement.

The Joint College should be regarded as a single entity and the Dean is responsible for initiating and ensuring other supports from the universities as the need arises.

FAMU and FSU shall work jointly to ensure that the most efficient and effective services are provided to the Joint College students, faculty and staff.

**ARTICLE 8: REPORTS**

The Management Council shall establish a schedule to receive reports on the following topics, and may require additional reports at its discretion:

a. Recruiting, enrollment and graduation by gender and ethnicity;

b. Adequacy and consistency in academic preparation and achievement;

c. Budget and expenditures;

d. Research funding and activities;

e. Faculty hiring, promotion, tenure, and integration; and

f. Technology transfer and commercialization activities.
ARTICLE 9: MISCELLANEOUS PROVISIONS

Any matters not specifically referenced in this agreement may be resolved by consensus of the Dean and the two presidents; or may be referred to the Management Council for resolution.

BY:

____________________________________  __________________________________
Dr. Elmira Mangum, President FAMU                John Thrasher, President FSU

____________________________________
Marshall Criser, Chancellor, Florida SUS
APPENDIX OF RESPONSIBILITIES

This listing of responsibilities is intended to be illustrative and not exclusive. Additional assignments of responsibilities may be made by the Presidents, Provosts, or Joint Management Council.

A. The Joint College budget has been appropriated as a single entity in the General Appropriations Act. The fiscal agent has the fiduciary responsibility to maintain a separate and identifiable account for the Joint College.

Budget reports will be provided to the Management Council on at least a quarterly basis.

B. General Purchasing: Purchases, including purchases of furniture and other movable equipment, must be approved by the Dean or his or her designee pursuant to the fiscal agent’s policies and procedures with regard to purchases using education and general funds, and pursuant to the policies and procedures of the responsible university with regard to purchases made with all other funding sources.

C. Food Services: The fiscal agent shall be responsible for food services and will ensure that students at both universities can utilize their meal plans at the Joint College.

D. Construction: The Presidents shall designate one university to have oversight responsibility for construction projects at the Joint College that are initiated after June 30, 2016.

The fiscal agent will manage renovation project funds unless otherwise agreed to between the two institutions.

E. Space Inventory: Space will be separately identified as belonging to the Joint College and will be included in the fiscal agent’s space inventory system. The fiscal agent will be responsible for the reporting of Joint College space to external entities as may be required, including, but not limited to, the Board of Governors, the Department of Financial Services, and the Department of Environmental Protection.

In addition, each university may separately identify space on its main campus as being assigned to the Joint College while remaining on the space inventory of the respective university.

F. Property Inventory: Furniture and equipment purchased with education and general funds will be separately identified as belonging to the Joint College and will be logged in the fiscal agent’s property inventory system. Property related to research will be managed according to the procedures of the institution which has been awarded funds and in accordance with federal acquisition requirements.

G. Maintenance: FSU is responsible for Joint College building maintenance, janitorial services, and landscaping/grounds-keeping.
Support for special services (dedications and receptions) will be provided by FSU, but the Dean may request such services of either university when conditions warrant.

H. Security and Safety: FSU will provide security for Joint College facilities. FSU Environmental Health and Safety will provide services to the Joint College.

I. Risk Management and Insurance: Student/employee injury or unemployment compensation is the responsibility of the university at which the individual is enrolled or employed. Risk management with respect to Joint College building and equipment damage or destruction is the responsibility of FSU.

J. Information Technology: FSU will be responsible for the operation and maintenance of all telecommunications including telephones.

The Joint College will initiate recommendations for information and computer acquisitions through the FSU planning process and will be included in the FSU computer plans. FSU will provide such central maintenance for the Joint College as it provides for other colleges. In providing maintenance, FSU will collaborate with FAMU with regard to access and security.

K. Postal Services: The Joint College will receive its mail at the Woodward Street Post Office. The FAMU Courier will pick up such mail and deliver it to the Office of the Dean and will deliver outgoing mail to the Main Post Office. The FAMU Courier will provide service between the Joint College and the Board of Governors’ office. Each university will provide courier service between the Joint College and its campus.
Subject: Approval of the Academic Affairs Principles for Strategic Budgeting

Rationale: In its meeting August 24, 2016, the Board of Trustees requested information about the process to be used by the Division of Academic Affairs to implement strategic budgeting in light of persistent reduction in enrollment and the Board of Governors’ emphasis on student outcomes and university performance.

The Provost has initiated a process that has asked each Dean to, working with faculty, update his or her college’s or school’s strategic plan or vision in light of the university strategic planning process, and the college’s or school’s enrollment, degree production, trends in the relevant disciplines, placement trends, student success needs, and college or school staffing. This planning process will inform the deployment of university resources, both new and continuing, and allow Academic Affairs in consultation with the President and CFO to adjust and adapt as financial conditions warrant.

Deans may be asked to reduce existing expenditures and enhance efficiency and productivity using a variety of mechanisms, including:

1. Vacant faculty and staff lines will be returned to the center and not retained automatically by the college or school, to allow the use of resources in support of the university’s critical mission and teaching responsibilities, overall performance and strategic goals.
2. Strategies to promote efficiency, such as the draft bonus structure in support of faculty who have been awarded grants that produce salary savings.
3. Strategies to reduce the size of the instructional staff, using
   a. The proposed Voluntary Separation Program;
   b. The return of vacant faculty lines to the center; and
   c. The reduction of faculty positions due to reorganization, programmatic or operational changes or other reductions permitted by university policy. No academic program will be terminated without complying with the process laid out in Regulation 4.005, Termination of Academic Programs, which includes review by the affected faculty, Faculty Senate, Provost, and a recommendation by the Provost for termination to the Board of Trustees, which includes teach-out provisions for existing students as necessary.

Attachment: None

Recommendation: It is recommended that the above Academic Affairs Principles for Strategic Budgeting be endorsed by the Board of Trustees.
Subject: Division of Academic Affairs Update

Summary: Provost’s remarks.