

# University of Louisville

## New Academic Program Proposal Template

### Certificate Programs

After approval of the Letter of Intent, certificate programs are to complete the New Academic Certificate Program Proposal template.

All forms are available at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Please ensure all questions are addressed clearly and completely to avoid unnecessary delays. Questions can be directed to the Office of Academic Planning and Accountability through the Program Approval Service Account ([PROGAPPR@louisville.edu](mailto:PROGAPPR@louisville.edu)).

#### **Send the following materials to the Program Approval Service Account ([PROGAPPR@louisville.edu](mailto:PROGAPPR@louisville.edu)):**

- Completed Proposal Template
- Proposed Program Curriculum (complete the table found in Appendix A of this proposal template)
- Course syllabi for any new course offerings
- Faculty Roster Form
- CV for Program Director/Coordinator
- Proposal Budget Form
- Letter of Support from the unit Dean
- Letter of Support from the UofL Libraries
- Letter(s) of Support from any units, departments, or internal or external entities that will be supporting the certificate program
- [Notice of Intent to Offer a Certificate Program Eligible for Financial Aid](#) (Stand-alone Certificates Only – See Section D.5) – Optional

The program approval process will not begin until all of the above documents are received. Please submit all materials listed above at the same time.

Date: 1-31-2020

To: Robert Goldstein, Vice-Provost in Academic Planning and Accountability


**RE: Pediatric Acute Care Track Letter of Support**

As Dean of the School of Nursing I am asserting my support for the proposed addition of the Pediatric Acute Care Nurse Practitioner specialization (track) within the Doctor of Nursing Practice (DNP) Degree program. The specialization will serve BSN to DNP students seeking the pediatric acute care specialty. It is also the intent to offer a post-graduate pediatric acute care certificate. As detailed in the proposal the track will fulfill a need in the local and state community to ensure that acute pediatric nurse practitioner providers are trained and credentialed in the appropriate area.

The attached documentation provides information regarding the description and rationale for the specialization, curriculum, faculty, budget and evidence of support from the community of interest.

Please feel free to contact me for questions or clarifications.

Sincerely,

A handwritten signature in black ink that reads "Sonya R. Hardin". The signature is written in a cursive, flowing style.

Sonya R. Hardin, PhD, MBA/MHA, NP-C, FAAN  
Dean & Professor  
University of Louisville  
School of Nursing

<b>General Program Information</b>	
<b>Date:</b>	<b>1-18-2021</b>
<b>Program Name:</b>	<b>Pediatric Acute Care Nurse Practitioner track</b>
<b>Degree Level:</b>	<u>Undergraduate:</u> _____ <u>Graduate</u> (select one of the following): Post-Baccalaureate _____ Post-Master's ___X___ - post-graduate certificate Post-Professional _____
<b>Minimum and Maximum Number of Credit Hours required:</b>	Minimum – 18 credits with credit for previous work Maximum - 23 credits
<b>Accreditation or Licensure Requirements (if applicable):</b>	The NP Post-Graduate Certifications are accredited by CCNE
<b>CIP Code:</b>	
<b>Department and Department Chair:</b>	Nursing Dean Sonya Hardin
<b>School/College:</b>	Nursing
<b>Program Director and Contact (if different); (please also include title):</b>	- Sara Robertson, DNP APRN (DNP Program Director) Associate Professor
<b>Is an approval letter from the Education Professional Standards Board (EPSB) required for this program? If so, attach a copy to this proposal.</b>	NO
<b>Proposed Implementation Date for Program (semester and year):</b>	Fall 2021
<b>Program Length (1 semester, 1 year or Average time to Completion)</b>	1 year of full-time enrollment
<b>Anticipated Date for Granting First Degree:</b>	August 2022
<b>Identify whether the program is 100% online, 100% face-to-face, or a combination of the two:</b>	Combination
<b>If the program plans to offer the certificate program as a stand-alone credential eligible for Title IV Financial Aid – See Section D.5</b>	Complete Notice of Intent Form - <a href="http://louisville.edu/oapa/gainful-employment-policy">http://louisville.edu/oapa/gainful-employment-policy</a>

### **A. Centrality to UofL's Mission and Strategic Plan**

The certificate program is to adhere to the role and scope of the University of Louisville as set forth in its mission statement and as complemented by UofL's strategic plan.

- 1. Provide a brief description of the program (copy the abstract provided in the program's Letter of Intent here).**  
(250 words or less; program's purpose/focus, primary areas of study, intended audience, degree

level, length of the program, goals/objectives, rationale for program, skills or knowledge that students will acquire, relationship of program to general field).

The pediatric acute care certificate encompasses courses that are already being delivered with the BSN to DNP degree: pediatric acute care track. The approval of the certificate allows for an additional entry point into the coursework. The post graduate certificate would allow for nurse practitioners who are trained and certified in a different specialization to take only the specialty specific coursework and earn the didactic and clinical credits needed to sit for the pediatric acute care nurse practitioner board certification. Certificate students will take the same classes sitting alongside degree seeking students.

The proposed Pediatric Acute Care Nurse Practitioner Program has been designed to set students up for success in alignment with the mission of the University of Louisville and The University of Louisville School of Nursing. The program follows the NONPF national guidelines to ensure that students are trained to provide advanced nursing care to pediatric patients with complex acute, critical and chronic health conditions, including the delivery of acute care services. The program is needed to ensure that nurse practitioners working in the inpatient care setting are properly trained and have the correct certification which is aligned with the APRN consensus model put forward by AACN in 2008. In 2018 the Kentucky Board of Nursing released a statement supporting the model and encouraged all Kentucky APRNs to have the certification that best aligns with the patient population with whom they work.

The post graduate certificate outcomes focus on the student's new role as a pediatric acute care NP including development of knowledge in treatment of the new population, patient advocacy and communication. The post graduate certificate curriculum is for students who are already a board certified APRN in another specialty or doctorally prepared RN's returning to school for an APRN certification.

Nurses or nurse practitioners who want to function as nurse practitioners in the pediatric acute care setting is the intended audience. Students who are not already APRNs will be required to take the "3 Ps" as prerequisites to the program. The post-graduate certificate is 23 credit hours depending on a GAP analysis from master's level work. A student who is enrolled full time can complete the program in 12 months.

The post-graduate curriculum incorporates the NONPF core competencies for nurse practitioners as well as the pediatric acute care specialty competencies. Coursework concentrates on the role of the nurse practitioner in the specific pediatric acute care specialization. The curriculum begins with a foundation of pathophysiology and pharmacology in pediatric acute care and then progresses to diagnosis and management of acute pediatric illnesses. The diagnosis and management courses are leveled starting with acute exacerbation of chronic pediatric illnesses and progress to acute conditions and then critical illness. Students will complete a total of 588 clinical hours in their pediatric acute care role.

**2. Explain how the proposed program relates to the institutional mission and academic strategic plan.**

The following chart demonstrates alignment among the University mission, program goals and program outcomes. The program goals and outcomes align with each of the University’s Mission Areas of Distinction.

Mission Area of Distinction	Program Goals	Program Outcomes
Practice and Leadership	Prepare graduate nurses to assume clinical expertise in an APRN role and population.	Students will meet professional behavioral standards for the advanced practice nurse.
Practice and Engagement	Prepare APRNs to collaborate and provide patient care as a part of an interdisciplinary team.	Apply communication strategies with individuals, families, and groups in providing advanced nursing care or practice initiatives
Research/ Scholarship and Practice	Prepare APRNs to synthesize and apply knowledge to improve patient outcomes.	Engage in clinical scholarship by providing evidence-based care to individuals, families, groups and communities.
Practice and Service	Prepare APRNs to advocate for patients and the APRN role.	Demonstrate knowledge development in the practice of advanced nursing care to individuals, families, groups, and communities.

The School of Nursing has implemented a recruitment plan specific to the recruitment of diverse individuals. The school will be advertising this program as well as all of our programs at the National Black Nurses Association Nation Conference in August of 2021 and we are also sponsoring a booth and recruiting at the state level NBNA association KYANNA. Increasing the number of track and certificate options within the graduate school is one piece of an overall school goal to rise in the US News and World Report Rankings. This program also aligns with the following components of the strategic plan: an addition of a STEM + H program with online adult learners prioritized (L1.A1); increase opportunity for a structured experiential learning opportunities (L2.A1); high quality, industry focused, core skills certification (board certification) with high level employment opportunities (L2.A2); Improve student career readiness and employment outcomes giving special attention to STEM+H and increase alumni engagement and development opportunities (I2.A4).

**3. List the objectives of the proposed program.**

Explain how the objectives support the university and unit mission, strategic priorities, and institutional and societal needs.

This certificate program was developed by at the request of Norton Healthcare. Norton recognized that dozens of their NP employees are not properly certified to work with acutely ill children as pediatric acute care nurse practitioners. There is only one other pediatric acute care program in the state which is housed at the University of Kentucky. While Norton has partnered with UK in the

past, they were not satisfied with the outcomes. Additionally, there are no pediatric acute care programs in Southern Indiana. The program is filling a gap in education throughout Kentucky and Southern Indiana. It is essential that the nurse practitioners working with critically ill children have the educational background and certification. Norton has guaranteed a minimum of 8 students per cohort for the first 3 post-graduate certificate cohorts. These students will join in the same specialty classes that are already being offered to the BSN to DNP students who chose the pediatric acute care specialty.

The following chart demonstrates with alignment of the University’s Mission Areas of Distinction with the program’s student learning objectives.

University Mission Area of Distinction	Student Learning Objective
Practice and Leadership	Students will demonstrate knowledge of the moral and ethical standards of the advanced practice role.
Practice and Engagement	Students will use analytics and patient care technology to effectively communicate patient and program information.
Research/ Scholarship and Practice	Students will demonstrate the use of evidence to inform the development of patient centered health care plans
Practice and Service	Students will translate knowledge into practice to promote safe, timely, effective, equitable, and evidence-based care

The chart depicts alignment between the University’s Mission Areas of Distinction and the Program’s Student learning objectives. The objectives of the program align with the program goals and outcomes listed above in number 2 in such that everything mentioned in #2 also applies here. The objectives allow for highly trained STEM+H graduates who will be educationally prepared to become certified as a pediatric acute care nurse practitioner. The addition of more graduates with this certification allows properly trained nurse practitioners to work within their scope at pediatric hospitals in Louisville and nationwide.

**4. Clearly state the admission, retention, and degree completion standards designed to encourage high quality.**

Please be clear and specific.

**1) Admission Requirements/Prerequisites – Post-Graduate Certificate**

Students will progress through a specialized curriculum that focuses on the student's area of interest APRNs holding a master’s degree and registered nurses who have earned a terminal degree (ie. PhD, EdD, DNP) are eligible to apply.

Prerequisite courses to the Post-Graduate Certificate Program

- Advanced Pathophysiology

- Advanced Pharmacology
- Advanced Physical Assessment

### **Admission Requirements Post-Graduate Certificate**

Completed [Graduate School Application](#) including an application fee.

1. Official transcripts representing all college course work with a recommended cumulative graduate grade point average of at least 3.25 on 4.0 scale. Baccalaureate and Graduate degree must be earned from an accredited nursing program (by NLN, CCNE or ACEN). A Master's or Doctorate degree from a regionally accredited university is required. Applicants for this program must be nationally certified to practice as an advanced practice nurse
2. Two letters of recommendation from individuals chosen from among: former faculty, current or immediate past employer, or other nursing/health professional who can speak of academic and/ or professional nursing capabilities and potential. These letters should accompany the Letter of Evaluation form required by the School of Interdisciplinary and Graduate Studies.
3. Goal Statement that discusses career goals, areas of expertise, and reasons for pursuing a Post-Graduate degree. Maximum of 2 pages; double spaced; 12-point font.
4. Current Resume or CV.
5. RN verification of licensure from the Board of Nursing. Eligibility for an RN license from the Kentucky Board of Nursing.
6. Verification of advanced practice certification from a national certification agency (i.e. AANP, AACN, NAPNAP) if applicable.
7. Proof of English Proficiency. International students for whom English is not their primary language must show English language proficiency by 1) demonstration of a degree awarded from an acceptable English language institution or 2) acceptable examinations: TOEFL; International English Language Testing System (IELTS); successful completion of the exit examination for the advanced level of the intensive English as a Second Language Program. Recommended test scores are available on the University International Student website.

### **Progression Policies**

Consistent with the Doctor of Nursing Practice Program, the NP post-graduate certificate program, has adopted the following plus/minus grading system based on the U of L Graduate School guidelines

98-100 = A+	89-87 = B+	79-77 = C+	69-67 = D+	Below 59 = F
97-93 = A	86-83 = B	76-73 = C	66-63 = D	
92-90 = A-	82-80 = B-	72-70 = C-	62-60 = D-	

### **Satisfactory Standing**

In order to pass a course a student must obtain a grade of B- or higher and a passing grade in clinical. At all times a nursing program GRADUATE GPA of  $\geq 3.0$  must be maintained. Satisfactory standing in the graduate nursing program is a minimum cumulative graduate program grade point average of 3.0.

### **A grade of C+ or Below**

Students who receive a grade of C+ or below in a course are required to repeat the course. Consistent with the Doctor of Nursing Practice Program, students in the NP post-graduate certification program are allowed to repeat and replace a required nursing curriculum course only one time. A student who receives a grade of C+ or below in a second course at U of L in the nursing curriculum will have exhausted their maximum repeat and replace allowance and be dismissed from the program. A Permission to Repeat Course form should be submitted to the Office of Student Services, School of Nursing, to ensure that only the last grade attempted will be included in the student's grade point average. Repeating a course is not an automatic privilege, and in most cases the student must petition to the Associate Dean and/or the Program Director for permission to repeat a nursing course. Once permission is granted, the student will be allowed to repeat the course on a space available basis. It is important to note that some nursing courses are only offered annually or once every two years; therefore, failure in a course may significantly increase the amount of time to earn a degree or certificate.

**Probation and Dismissal**

If the cumulative program grade point average falls below 3.0, the student will be placed on academic probation for the next regular semester. If the cumulative nursing program grade point average is not raised to a minimum of 3.0 by the end of the probation semester, the student will be dismissed from the program. The dismissal will be reflected on the student's transcript. If a student wishes to continue at the University, he/she must apply and be accepted to another unit to continue to enroll in classes.

If dismissed from the program, the student has the right to file a petition to be allowed to remain in the program. The request must be processed by the Office of Student Services, School of Nursing, before being reviewed by the appropriate School of Nursing Committee.

**Graduation Requirements:**

**Post-Graduate Certificate**

1. Attainment of a minimum of 504 population specific clinical hours (588 in the pediatric acute care track if there is no documentation of well-child care in primary certification)
2. A minimum GPA of 3.0 after completion of all required course work

***B. Program Quality and Student Success***

<b>1. What are the intended student learning outcomes of the proposed program?</b>	
Students will demonstrate knowledge of the moral and ethical standards of the advanced practice role.	
Students will use analytics and patient care technology to effectively communicate patient and program information	
Students will demonstrate the use of evidence to inform the development of patient centered health care plans	



Students will translate knowledge into practice to promote safe, timely, effective, equitable, and evidence-based care

**2. Describe how each program-level student learning outcome will be assessed (including when data will be collected and how assessment results will be used to improve the program).**

The following chart describes how each SLO will be measured and the semester within the typical student progression where the measurement will take place. SLOs achievement will be assessed by the program director and reported to the Doctoral Academic Affairs Committee. The committee and other program faculty will suggest and implement any needed changes based on SLO reporting.

Student Learning Outcomes	Measures and Targets
Students will demonstrate knowledge of the moral and ethical standards of the advanced practice role.	Clinical evaluation (direct) 90% of students will receive a score of B- (80%) or better on their moral, ethical and legal case study. (NURS 771 or NURS 777 or NURS 803) Timing: First semester
Students will use analytics and patient care technology to effectively communicate patient and program information	Clinical Evaluation (direct): 90% of students will receive a score of B- (80%) or better on their SOAP note communication assignment (NURS 782) Timing: Second semester
Students will demonstrate the use of evidence to inform the development of patient centered health care plans	90% of students will pass the final clinical evaluation of clinical practice skills with a minimum score of 102 points out of 116 on the Clinical Evaluation Instrument (NURS 782) Timing: fourth semester
Students will translate knowledge into practice to promote safe, timely, effective, equitable, and evidence-based care	90% of students will pass the advanced practice registered nurse national certification exam for their specific specialty (post-graduation exam report) Timing: Post-graduation

**3. For each learning outcomes, provide direct indicators (and indirect, where possible) of achievement of the outcome, target(s) for the outcome, and frequency of data collection.**

The SLOs will be measured each time the course is taught which will be once every other year. Post-graduate certificate exam pass rates will be measured annually by graduating cohort. See above for indicators and targets.

**4. Course Delivery Methods.**

Please answer the following:

- a) Will this be a 100% distance learning program? Yes  No
- b) Will this program utilize alternative learning formats (e.g. distance learning, technology-enhanced instruction, evening/weekend classes, accelerated courses)? Yes  No

If yes, please check all that apply below.

- Distance Learning
- Courses that combine various modes of interaction, such as face-to-face, videoconferencing, audio-conferencing, mail, telephone, fax, e-mail, interactive television, or World Wide Web
- Technology-enhanced instruction
- Evening/weekend/early morning classes
- Accelerated courses
- Instruction at nontraditional locations, such as employer worksite
- Courses with multiple entry, exit, and reentry points
- Courses with "rolling" entrance and completion times, based on self-pacing
- Modularized courses

**5. Is there a specialized accrediting agency related to this program? Yes  No**

- a. If yes, please identify the agency.  
b. If yes, will the program seek accreditation?

The DNP program is currently accredited by the Commission on Collegiate Nursing Education (CCNE) and is accredited until 9/2023. The post-graduate certificate program will be undergoing accreditation March 30 to April 1 in 2021.

**6. Describe the library resources available to support this program.**

Please also submit a letter of support from the UofL Libraries.

Access to the qualitative and quantitative library resources must be appropriate for the proposed program and should meet recognized standards for study at a particular level or in a particular field where such standards are available.

Since this track is an addition to the DNP program all of the library resources needed for this track have already been acquired for the parent program. Current library resources are adequate and 100% of students ranked library services as satisfactory on a recent mid-program review.

### C. Program Demand/Unnecessary Duplication

1. Provide the projected enrollment and graduation numbers for the first five years.		
Academic Year	Degrees Conferred	Headcount Enrollment (Fall term)
2021-22	None	5 (post grad)
2022-23	5 certs	5 (BSN to DNP)
2023-24	0	5 (post grad) 5 (BSN to DNP) <b>10 total</b>
2024-25	5 certs	5 (BSN to DNP group 1) 5 (BSN to DNP group 2) <b>10 total</b>
2025-26	5 DNP degrees	5 (post-grad) 5 (BSN to DNP group 2) <b>10 total</b>

2. Indicate any efforts to address student educational and workforce needs or to maximize student success, for both traditional and non-traditional students.

Include any data on student demand; career opportunities at the regional, state, and national levels; and any changes or trends in the discipline(s) that necessitate a new program.

The newly formed Norton Children’s Medical Group (NCMG) affiliated with the UofL School of Medicine has created multiple job opportunities specifically for APRNs to remain committed to the goal of improving access to care. Prior to this establishment Norton Healthcare and Norton Children’s Hospital leadership identified a need for a pediatric acute care post-masters certificate program and a BSN to DNP option for APRNs. These programs would create a convenient opportunity for any current staff or future employees to obtain the appropriate education and certification to practice in areas requiring acute care skills according to Norton Healthcare policy. This certification aligns with the Kentucky Board of Nursing recommendation that all nurse practitioners are certified in the population and acuity level appropriate for their job description. Beyond this local recruitment there are very few organizations throughout the commonwealth of Kentucky with pediatric dedicated wards. There are only two pediatric intensive care units. Based on conversations with leadership at other institutions there is a consensus that acute care APRNs would be an asset in their emergency departments. Regional outreach recruitment would focus on these institutions.

Finally, the program has been designed in a hybrid format with the ability to accommodate students from out of state based on their state requirements. The DNP program core courses are currently taught in a hybrid format. Students in the acute care track will be expected to be on campus two times a semester in 3 to 4-day long intensives with the remainder of the course being delivered electronically with synchronous and asynchronous components. The DNP program is working to offer first year DNP program courses with one section of each course hybrid and one section of each course online to accommodate out of state students taking didactic core courses.

This program will offer admission every other year to accommodate the lower numbers of potential applicants without an undue cost of maintaining faculty for very small class sizes. Since there is only one faculty member responsible for this program and that faculty member is 60% with the school of medicine, there is no expense for the school to offer the track specific courses every other

year because that faculty member is qualified to teach other courses with her 40% time in the off years. The track will be supplemented with qualified part-time faculty who are experts in their area practice.

**3. Specify/highlight any distinctive qualities of the proposed program.**

- Track courses will be offered every other year.

**4. Does the proposed program serve a different student population (e.g., students in a different geographic area, non-traditional students, etc.) from existing programs?**

If yes, please explain.

The program has been designed in a hybrid format with the ability to accommodate students from out of state based on their state requirements. Students in the pediatric acute care track will be expected to be on campus two times a semester in 3 to 4-day long intensives with the remainder of the course being delivered electronically and asynchronously. The DNP program is working towards offering the first-year didactic core with one section of each course in the hybrid format and one section online to further accommodate out of state students.

**5. Will this program replace or enhance any existing program(s) or tracks, concentrations, or specializations within an existing program? Yes  No**

If so, please specify.

The program enhances the number of options available within the DNP program degree since all of the post-graduate courses will be offered as an additional track to students seeking a DNP degree.

**6. How will the program support or be supported by other programs and/or units within the institution? Please also describe potential for collaboration with other programs within the institution.**

NA

**7. Describe the proposed program's relationship with programs at other institutions or external organizations (if applicable).**

NA

**D. Cost**

**1. Will this program require additional resources? Yes  No**

If so, please provide a brief summary of new or additional resources that will be needed to implement this program over the next five years. Document the expected cost/expenditures in the table below.

The program will require 40% of one full time faculty who is already a faculty member at the school so it is not an additional resource. The program will also require approximately 4 part-time faculty teaching from 1 to 3 credit hours each which is an additional resource.

**2. Complete the SACS Faculty Roster Form found at the link below and submit it with this proposal.**

Found at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Also submit a copy of the program director's CV.

**3. Are new or additional faculty needed? Yes  No**

- a) If yes, please explain, indicating the number and role of each new faculty member and whether they will be part-time or full-time. Specify if graduate assistants are included in the additional faculty resources needed.
- b) If new faculty are needed, please provide a plan to ensure that appropriate faculty resources are available, either within the institution or externally, to support the program.
- c) What is the projected faculty/student ratio for the program?

See attached chart. No graduate assistants will teach in this program. Tuition resources are available to pay Part time faculty to teach in their areas of expertise.

**4. Will this program impact existing programs and/or organizational units within UofL?  
Yes  No**

If so, please describe the impact.

(examples: reallocation of resources, faculty or staff reassigned, changes to other programs and/or course offerings, reduction or increase in students served, any other possible impact) .

- **Complete the New Program Budget Spreadsheet.**

Found at:

<http://louisville.edu/oapa/new-academic-program-approval-page/new-academic-program-approval>

Notes for completing the Budget Spreadsheet:

- Provide an estimate of the level of new and existing resources that will be required to implement and sustain the program.

- Any existing resources reallocated to support this new offering should be estimated as an “internal reallocation” in both the Funding Sources and Expenses sections of the budget.
- Any new resources for which the unit/department plans to allocate funding should be listed as “allocation” in both the Funding Sources and Expenses sections of the budget.
- The program proposal is to be developed without the expectation of tuition-sharing or recovery agreements with the Provost. This approach ensures that the “cost” of operating the program is somewhat reflective of reality.
- For every place you add numbers (in both the Funding Sources and Expenses spreadsheet) provide a written explanation for the numbers, including how they were calculated. The CPE system won’t let us submit the proposal without explanations for the budget numbers.
- The budget for the proposed program is to be in alignment with the latest budget assumptions (provided below as of 10/7/19) from the Budget Model Workgroup.

### **Undergraduate\***

70% (net of mandatory student fees) of resident per credit hour tuition rate (i.e., the listed rate on the bursar’s website) charged to undergraduate students is allocated to the academic unit where the instruction takes place. Every credit hour is treated the same under the model.

### **Graduate/Professional\***

Graduate: 75% (net of mandatory student fees) of tuition review revenue allocated according to a student’s home academic program.

Professional: 85% of tuition revenues generated from professional degree (law, dentistry, medicine), doctoral, and DNP programs allocated to the student’s home academic program. For purposes of the budget model, doctoral programs fall in the Professional category.

\*These definitions of the Budget Model are as of 10/7/19 and are subject to change.

### **Note that there are three tabs to the Budget spreadsheet.**

#### Funding Sources tab:

- Indicate funding to be supplied by the unit (include direct funding & In-kind support):
- Internal allocation and reallocation are those estimated dollars needed to fund the start-up and support the new academic program – typically defined as faculty, administrative/staff, and operational expenses.
- When calculating funding, consider the impact on current faculty workloads.
- Include the expected tuition revenue generated by anticipated student enrollment.
- If the program will use existing faculty or other existing resources, the amount of funding represented by those resources are to be listed in the Funding Sources table as reallocation of funds.
- If reallocation of “existing” funds are included in the Funding spreadsheet, the numbers should also be reflected in the Expenses spreadsheet.
- If the unit has allocated funds for any new expenses in the Funding Sources spreadsheet, the numbers should also be added to the Expenses spreadsheet.

#### Expenses tab:

- You do not have to estimate classroom space unless you believe that existing space is not sufficient to support the academic program.

- Any expenses identified as “existing” funds in the expenses spreadsheet should also be added to the Funding Sources spreadsheet as either internal reallocation or internal allocation.

Funding Source/Expenses Combined tab:

- This spreadsheet will pre-populate based upon the numbers entered into the Funding Sources and Expenses spreadsheets. The goal is to have more funding than expenses.

### **5. Financial Aid for Certificate Programs**

Does the unit plan to offer this program as a stand-alone certificate eligible for Title IV Financial Aid?

Yes  No

If yes, please review the following information:

Effective July 1, 2020, University of Louisville (UofL) students enrolled (half-time or more) in stand-alone certificate programs designated as financial aid eligible can be awarded funds. In order for a UofL certificate program to be deemed eligible for Title IV federal aid, it must:

- be one academic year in duration;
- be at least 24 credit hours for undergraduate certificates; be at least 9 credit hours for graduate certificates; and
- prepare students for gainful employment in a recognized occupation.

Academic units offering certificate programs must certify these credentials as Title IV eligible programs by submitting a [Notice of Intent to Offer a Certificate Program Eligible for Financial Aid](#).

See the Gainful Employment Policy website for the intent form and other information -

<http://louisville.edu/oapa/gainful-employment-policy>

## Appendix A Program Curriculum

In the table below, provide the program curriculum and any options; indicate total number of credit hours required for degree completion.

- Include full course names and course descriptions.
- Where they exist you should report actual course numbers, titles, and descriptions in the course template. If the program has no specific course numbers required under a particular heading, provide a description of the type of course(s) required in the “course title” column and the number or range of credit hours required.
- Provide a copy of the course syllabus for any new courses developed.

Prefix & Number	Course Title	Course Description	Credits	Required?	New	Existing	Revised	Offered Online?
NURS 801	Pediatric Acute Care Patho	This course is designed to build on the general principles of pathophysiology. Physiologic manifestations commonly occurring in the acutely ill pediatric population will be discussed.	1	yes	X			
NURS 802	Pediatric Acute Care Pharm	This course is designed to build on the general principles of advanced pharmacology by preparing the Advanced Practice	1	yes	X			



		Registered Nurse (APRN) student to apply pharmacologic principles to the pediatric acute care population.						
NURS 803	Diagnosis and Management of Pediatric Acute Care I	This course provides an in-depth analysis of care of the pediatric patient with acute exacerbations of chronic illnesses. Emphasis is placed on differentiating signs and symptoms, formulating diagnoses, and developing culturally competent plans of care in infants thru adolescents. The advanced practice nurse's role will be examined both as an individual practitioner and as a member for a collaborative healthcare team.	3	yes	X			

NURS 782	Clinical Practicum for the Post-Graduate Student	This clinical experience focuses on synthesis of theoretical, scientific, clinical knowledge and practice-based skills in the diagnosis and management of existing and potential health problems. Emphasis will be placed on the collaborative and leadership roles of the advanced practice nurse in health care delivery.	7	yes		X		
NURS 804	Procedures for Pediatric Acute Care	This course introduces the principles and psychomotor skills necessary to perform various procedures and diagnostic tests that are common in the pediatric acute care setting. Emphasis is placed on indications, procedural techniques, and	1	yes	X			

		potential complications. Skills will be taught via simulation- based technology.						
	Well Child (waived with FNP or PNP)		2	yes		X		
NURS 805	<b>Diagnosis and Management of Pediatric Acute Care</b> 2	This course provides an in-depth analysis of the pediatric patient with acute medical conditions. Emphasis is placed on differentiating signs and symptoms, formulating diagnoses, and developing culturally competent plans of care in infants thru adolescents. The advanced practice nurse's role will be examined both as an individual practitioner and as a member for a collaborative healthcare team	2	yes	X			

NURS 806	<b>Pediatric Acute Care Nurse Practitioner Role</b>	This course focuses on the role of the Pediatric nurse practitioner in the Acute Care setting as a leader and member of an inter-professional team and expert practitioner. Historical development of the nurse practitioner role, current scope of practice regulations, inter-professional communication, and clinical privileges are addressed.	1	yes	X			
NURS 762	Diagnosis and Management in pediatrics ( Waived with FNP or PNP)	This course provides an in-depth analysis of primary care of the child. Emphasis is on differentiating signs and symptoms, formulating diagnoses, and management of acute and chronic	2	yes		X		

		conditions commonly encountered in primary care. The advanced practice nurse's role will be examined both as an individual practitioner and as a member of a collaborative inter-professional healthcare team.						
NURS 807	<b>Diagnosis and Management of pediatric acute care III</b>	This course provides an in-depth analysis of the pediatric patient who is critically ill. Emphasis is placed on differentiating signs and symptoms, formulating diagnoses, and patient stabilization while developing culturally competent plans of care in infants thru adolescents The advanced practice nurse's role will be examined both as	3	yes	X			

		an individual practitioner and as a member for a collaborative healthcare team.						
<b>TOTAL CREDITS</b>			<b>23</b>					

APPENDIX C

**Pediatric Acute Care Qualifications of Full-time Faculty and Individuals Who Have Agreed to Part-time Faculty Status**

<b>Faculty Name (last name, first)</b> <b>Rank/Title</b>	<b>FT/PT</b>	<b>Degree(s)</b> <b>Include</b> <ul style="list-style-type: none"> <li>• subject area of degree if not nursing</li> <li>• area(s) of specialization</li> </ul>	<b>Licensure/ Certifications</b>	<b>Current Practice</b>	<b>Relevant Experience</b>	<b>Teaching Assignments (Fall 2020 through-Fall 2021)</b>  <b>Example:</b> Term (semester/year) Title of course (course prefix and # in parentheses)	<b>Justification</b>
McRae, Emily Assistant Professor, Term	FT	DNP (UofL, 2019)  Post-Masters Pediatric Acute Care APRN Certificate (UofK, 2015)  MSN, Pediatric Primary Care	APRN -Certified Pediatric Nurse Practitioner - Acute Care / Primary Care – Kentucky  RN- Kentucky	Norton Children’s Hospital Pediatric ICU (100% assignment)	January 2020 – Present: Assistant Professor Term, DNP tract, University of Louisville  July 2017 – May 2018: Instructor Term, FNP program,	<b>Fall 2020</b> 1. DNP Committee Member (3 Pediatric DNP projects) 2. PACNP Track Coordinator-Program Development  <b>Spring 2021</b>	<b>-Program Director</b>

		<p>APRN (UofK, 2008)</p> <p>BSN (VCU, 2003)</p>		<p>School of Nursing, University of Louisville</p> <p>October 2008 – Present Pediatric Nurse Practitioner Norton Healthcare, Louisville, KY</p> <p>May 2006-October 2008 Bedside RN, Pediatric ICU, Norton Children’s Hospital Louisville, KY</p> <p>May 2004 – June 2006: Bedside RN / Charge Nurse Pediatric ICU University Hospital, San Antonio, Texas</p> <p>May 2003 – May 2004 Bedside Nurse, Pediatric ICU Norton Children’s Hospital, Louisville, KY</p>	<ol style="list-style-type: none"> <li>1. NURS 748 Transformational Leadership</li> <li>2. PACNP Track Coordinator - Program Development</li> <li>3. DNP Chair – 1 student</li> <li>4. DNP Committee member – 1 student</li> </ol> <p><i>*Specialty Pediatric ICU</i></p> <p><i>*Focus: Endocrine/Metabolic, Rheum/ Immunology/ Dermatology, Sedation, Heme/Onc</i></p> <p><b>Pediatric Acute Care Patho (Fall)</b></p> <p><b>Pediatric Acute Care: (Fall) Chronic Illness / Special Needs: Rheum, Immunology &amp; Dermatology</b></p> <p><b>Pediatric Acute Care: Acute: (Spring)</b> Endocrine/Metabolic: DKA, electrolyte abnormalities, DI, SIADH, CSW</p>	
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						<b>Pediatric Acute Care: Critical Illness: (Summer) Sedation, Heme/ Onc.</b>	
Ellis, Misty Instructor, Part-Time	PT	DNP (Vanderbilt, 2014)  MSN, Pediatric Acute Care APRN Post- Masters Certificate (Vanderbilt, 2015)  MSN, Pediatric Primary Care APRN (Northern Kentucky, 2006)	APRN -Certified Pediatric Nurse Practitioner - Acute Care / Primary Care – Kentucky  RN- Kentucky	Norton Children’s Hospital Pediatric Cardiac ICU (100% assignment)	2007 – Present Pediatric Nurse Practitioner Norton Healthcare, Louisville, KY	* <i>Specialty: Cardiology, Care of the pediatric Cardiac Surgery patient, Care of the pediatric patient pre/post cardiac surgery</i>  * <i>Focus: Cardiology / CV surgery</i>  <b>Pediatric Acute Care: Chronic Illness and Special Needs: (Fall)</b> Cardiology, EKG, congestive heart failure,  <b>Procedures for Pediatric Acute Care (Fall)</b>  <b>Pediatric Acute Care: Acute – Cardiac Content: (Spring)</b> Care of the Cardiac Surgical patient pre/post-surgery heart surgery (less complex lesions: VSD, ASD, TOF)  <b>Pediatric Acute Care: Acute – Critical illness (Summer)</b> Care of the Complex Cardiac	<b>-Cardiac ICU Lead APRN</b>  <b>-Clinical Educator/Preceptor</b>  <b>-Content Expert</b>  <b>-National involvement Pediatric Cardiac Intensive Care Society (PCICS)</b>



						Surgical patient pre/post-surgery: Complex lesions (Single ventricle anatomy)	
Farrell, Debbie Instructor, Part-Time	PT	Graduate Certificate in Health Professions Education (UofL, 2020)  DNP (UofL, 2019)  MSN, Post-Masters Certificate- Pediatric Critical Care (UofK, 2016)  MSN, Pediatric Nurse Practitioner - Primary Care (Indiana University, Purdue University of Indianapolis, 2006)	APRN -Certified Pediatric Nurse Practitioner - Acute Care / Primary Care – Kentucky  RN- Kentucky	Norton Children’s Hospital Pediatric ICU (100% assignment)	2009 – Present Pediatric Nurse Practitioner Norton Healthcare, Louisville, KY	* <i>Specialty: Pediatric ICU.</i>  * <i>Focus: Pulmonology, ENT, Genetics, Trauma /Musculoskeletal</i>  <b>Pediatric Acute Care: Chronic Illness and Special Needs: (Fall)</b> Care of the patient with Chronic respiratory failure (Trach home vent dependent, Musculoskeletal, Genetics)  <b>Procedures for Pediatric Acute Care (Fall)</b>  <b>Pediatric Acute Care: Acute – (Spring)</b> Pulmonary / ENT- Content: Status Asthmatics, Bronchiolitis, Croup, Acute respiratory insufficiency – High Flow Nasal canula, ENT issues/ surgical (Spring)  <b>Pediatric Acute Care: Critical Illness:</b>	<b>-Graduate Certificate in Health Professions Education</b>  <b>-Clinical Educator / Preceptor</b>  <b>-Content Expert</b>

						(Summer) Acute respiratory failure, Ventilator management, airway management, Trauma	
Van Damme, Danielle Instructor, Part-Time	PT	DNP (Michigan State University, 2018)  MSN, Acute Care PNP (Wayne State University, 2011)  BSN (Western Michigan University, 2004)	APRN – Certified Pediatric Nurse Practitioner - Acute Care– Kentucky  RN – Kentucky & Michigan	Norton Children’s Hospital Pediatric Cardiac ICU (100% clinical)	September 2018-Present: Pediatric Nurse Practitioner, Norton Children’s Hospital CICU, Louisville, KY  August 2014-August 2018: Pediatric Nurse Practitioner, Mott Children’s Hospital PICU, Ann Arbor, MI  August 2015-August- 2016: Clinical Instructor for Acute Care PNP program, University of Michigan, Ann Arbor, MI  September 2011-July 2014: Pediatric Nurse Practitioner, Children’s Hospital of Michigan, Bone Marrow	* <i>Specialty Pediatric ICU / Cardiac ICU</i>  * <i>Neurology, GI/GU, Toxicology, Infectious Disease</i>  <b>Pediatric Acute Care: Chronic Illness / Special Needs (Fall)</b> CP, Muscular dystrophy, SMA, GI/GU  <b>Procedures for Pediatric Acute Care (Fall):</b>  <b>Pediatric Acute Care: Acute: (Spring)</b> Seizure disorders, Status epilepticus, botulism, Toxicology  <b>Pediatric Acute Care: Critical Illness (Summer)</b> Traumatic brain injury, spinal cord injury, Infectious disease	<b>-Former clinical instructor/ faculty University of Michigan School of Nursing</b>  <b>-Clinical Educator / Preceptor</b>  <b>-Content Expert</b>

					Transplant, Detroit, MI		
Scott, Taryn, Instructor, Part-Time	PT	Pharm.D. (MCPHS University, 2014)  B.S. Chemistry, B.S. Biology (Roger Williams University, 2011)	Board Certified Pediatric Pharmacotherapy Specialist, BCPPS (2017)  R.Ph. – Kentucky	Norton Children’s Hospital – PICU Clinical Specialist (Pharmacist)	April 2018 – Present PICU Clinical Specialist Pharmacist, Norton Children’s Hospital, Louisville, KY  August 2016 – April 2018 PICU/CICU/NICU Float Pharmacist, Norton Children’s Hospital, Louisville, KY  Post Graduate Pharmacy Residency Pediatrics/Pediatric Critical Care – Le Bonheur Children’s Hospital (2014-2016)	<i>*Specialty- Pediatric ICU Pharmacist</i>  <b>-Pediatric Acute Care Pharm (Fall Semester)</b>	<b>- Clinical Educator: Pharm D students</b>  <b>-Instructor for local universities</b>
Kelly Lyons, MD  Guest Lecturer	PT			Norton Children’s Hospital Pediatric Cardiac ICU / PICU (100% clinical assignment)	2018- Present: Pediatric Intensive Care Fellowship University of Louisville, Norton Children’s Hospital	<i>*Pediatric Intensivist</i>	<b>-Content Expert</b>

<p>Natalie Henderson, MD</p> <p>Guest Lecturer</p>	<p>PT</p>			<p>Norton Children's Hospital Pediatric Cardiac ICU / PICU (100% clinical assignment)</p>	<p>2016- Present: Pediatric Intensivist: University of Louisville Dept. of Ped. Critical Care, Norton Children's Hospital</p>	<p><i>*Pediatric Intensivist</i></p>	<p><b>-Content Expert</b></p>
<p>Mary Sandquist, MD</p> <p>Guest Lecturer</p>	<p>PT</p>			<p>Norton Children's Hospital Pediatric Cardiac ICU / PICU (100% clinical assignment)</p>	<p>2016- Present: Pediatric Intensivist: University of Louisville Dept. of Ped. Critical Care, Norton Children's Hospital</p>	<p><i>*Pediatric Intensivist</i></p>	<p><b>-Content Expert</b></p>