****

**THE MARION PECKHAM EGAN SCHOOL**

**OF NURSING AND HEALTH STUDIES**

**DOCTORATE OF NURSING PRACTICE**

**NURSE MIDWIFERY PROGRAM (DNP-NM)**

**REPORT FOR PREACCREDITATION**

**GRADUATE PROGRAM**

### December 2016

**Submitted to**

**The Accreditation Commission for Midwifery Education**

**This Preaccreditation report was written using the**

**Accreditation Commission for Midwifery Education (ACME)**

##### Criteria for Programmatic Preaccreditation of Midwifery

 **Education Programs with**

**Instructions for Elaboration and Documentation**

**December 2009 (revised June 2013, April 2015)**

**PAR Title Page**

**Name of Institution:** Fairfield University

**Specific Proposed Title of Name of Program/Programs**:

The Marion Peckham Egan School of Nursing and Health Studies,

Doctorate of Nursing Practice - Nurse Midwifery Program (DNP-NM)

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**Program(s) Table**

Name of Midwifery Program: **Marion Peckham Egan School of Nursing and Health Studies Doctorate of**

**Nursing Practice - Nurse Midwifery Program DNP-NM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type** | **Yes/****No** | **If yes, type of degree or certificate** | **Anticipated Student Enrollment for first class** | **Anticipated****Total Student enrollment by time of graduation of first class** |
| Midwifery education program that leads to a master’s degree in midwifery, nursing, public health or an allied health field  | **NO** |  |  |  |
|  Associate degree in nursing entry\* | **n/a** |  |  |  |
|  Bachelor of Science in nursing entry\* | **n/a** |  |  |  |
|  Non-nursing baccalaureate degree entry\* | **n/a** |  |  |  |
|  Other, please describe\* | **n/a** |  |  |  |
| Midwifery education program that leads to a doctoral degree in midwifery, nursing, public health or an allied health field | **YES** |  |  |  |
|  Associate degree in nursing entry\* | **NO** |  |  |  |
|  Bachelor of Science in nursing entry\* | **YES** | **DNP** | **5-7 students** | **20-26 students** |
| Non-nursing baccalaureate degree entry\* | **NO** |  |  |  |
|  Other, please describe\* *students with an Associate degree in nursing may complete a bridge program at Fairfield to complete their BSN and then apply to the DNP-NM program.* | **YES** |  | **Included in above** | **Included in above** |
| Post baccalaureate certificate | **NO** |  |  |  |
| Post graduate certificate | **NO** |  |  |  |
|  |  |  |  |  |
| **OVERALL TOTAL** |  |  | **5-7 students**  | **20-26 students** |

**\***Include estimated numbers if appropriate.

**Overview**

**Fairfield University**

Fairfield University, founded by the Society of Jesus, is a Carnegie Level I Master’s coeducational institution of higher learning whose primary objectives are to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Jesuit education, which began in 1547, is committed today to the service of faith and the promotion of justice. The University is a non-profit corporation governed by a 40-member Board of Trustees that appoints the President. The Board maintains legal authority and responsibility for the operations of the University. The Board, of which the President is a member, makes policy decisions and establishes institutional objectives and priorities. Seven seats on the Board are held by members of the Society of Jesus.

Fairfield students are educated through a variety of scholarly and professional disciplines. All of the schools share a liberal and humanistic perspective and a commitment to excellence. The undergraduate programs provide students with a broadly based general education curriculum with a special emphasis on the traditional humanities as a complement to the more specialized preparation in the disciplines and professions provided by the major degree programs. The University is also committed to the needs of society for liberally educated professionals through a wide range of undergraduate and graduate professional schools and programs.

**The Marion Peckham Egan School of Nursing and Health Studies**

The Marion Peckham Egan School of Nursing & Health Studies admitted the first class of students in the fall of 1970 into the four year full-time undergraduate program. The Connecticut State Department of Higher Education and the Connecticut State Board of Examiners for Nursing approved the program in 1972, and the first class graduated in May 1974. The program received initial accreditation from the National League for Nursing Accrediting Commission (NLNAC) that fall; and the Egan School has maintained continuous approval from NLNAC and/or CCNE since 1974. The Egan School began deliberations to participate in the CCNE accreditation process in 1999. The first CCNE visit was in April of 2002 and the school was granted an initial five years of accreditation. Following this approval, the Egan School voluntarily withdrew from NLNAC in 2005 at the end of the accreditation cycle. The Egan School BSN and MSN degree programs were accredited by CCNE for 10 years in 2007 and the DNP degree was granted initial five-year accreditation in 2012.

The BSN program prepares traditional four-year undergraduates, second degree seeking students and RN-BSN completion students. The Master’s program contains offers tracks in Nursing Leadership, Family Nurse Practitioner (FNP) and Psychiatric-Mental Health Nurse Practitioner across the Lifespan (PMHNP). The Egan School also offers a post-master’s DNP program to prepare advanced practice nurses (ADNP) and non-advanced practice nurse leaders (Executive - EDNP). The post-baccalaureate DNP program prepares FNP, PMHNP and Nurse Anesthesia students (NSAN)*.* The new post-baccalaureate DNP nurse midwifery (DNP-NM) program is projected to begin in fall, of 2017, enrolling five to seven students, eventually growing to a total of 10 students per cohort. The Fairfield University DNP-NM is a 74-credit program designed to meet the *ACNM Core Competencies for Basic Midwifery Practice* and the *ACNM Competencies for the Practice Doctorate in Midwifery.* The DNP-NM consists of seven semesters of full time study, including a summer semester. The DNP- NM program will be delivered via on-campus, face-to-face education for all midwifery courses, and 5 DNP foundational courses will be delivered in a hybrid format meeting on campus and online. A DNP degree will be awarded upon successful completion of the program. Clinical experiences are obtained in a variety of locations and settings in Connecticut.

The Egan School is an integral part of Fairfield University. Consistent with the mission of the University, the Egan School seeks “to develop men and women for others,” who have “a central focus on the needs of underserved or vulnerable populations.” This mission aligns with the Philosophy of Midwifery Care, leading to the development of this DNP-NM program.

Planning for the DNP-NM program began early in 2015, based in part, on a 2014 market analysis, by Hanover Research, in the tri-state area reporting that the fast growing careers typically requiring an advanced degree are in healthcare. Further factors supporting the program’s development included the 2015 ACNM call for “a midwife for every woman” and the trend of midwifery attended births continuing to increase each year. Considering Fairfield University’s strategic plan calling for development of high quality graduate programs, and the fact that an experienced and qualified CNM to head the program is on faculty in the Egan School, development of the DNP-NM program is an excellent next step for expansion of programs.

Information about Fairfield University is available at https://www.fairfield.edu and information about the Egan School of Nursing Graduate and DNP programs is available at

https://www.fairfield.edu/graduate/academics/egan-school-of-nursing-and-health-studies/programs/.

[View Fairfield’s Website](https://www.fairfield.edu/)

[View the Graduate and Egan School DNP Programs](https://www.fairfield.edu/graduate/academics/egan-school-of-nursing-and-health-studies/programs/)

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**URLs/Web Addresses for the University**

| **Description of website in each criteria** | **URL** |
| --- | --- |
| Fairfield University Website  | <https://www.fairfield.edu/> |
| Egan School DNP Programs  | <https://www.fairfield.edu/graduate/academics/egan-school-of-nursing-and-health-studies/programs/> |
| **Criteria I** |  |
| NEASC | <https://cihe.neasc.org/about-our-institutions/roster/fairfield-university> |
| CCNE website | [View the CCNE website](http://directory.ccnecommunity.org/reports/rptAccreditedPrograms_New.asp?state=CT&sFullName=Connecticut&sProgramType=3) |
| Fairfield 2020: The Way Forward | [View Fairfield 2020 The Way Forward](http://strategicplanning.fairfield.edu/) |
|  | <https://www.fairfield.edu/graduate/academics/egan-school-of-nursing-and-health-studies/programs/doctor-of-nursing-practice-nurse-midwifery/> |
| Graduate School Catalog | [View the Graduate School Catalog](http://catalog.fairfield.edu/fairfield/grad16/GraduateCatalog-Egan/AcademicPoliciesandGeneralRegulations/) |
| Academic Policies | [View the Academic Policies](http://catalog.fairfield.edu/fairfield/grad16/GraduateCatalog-Egan/AcademicPoliciesandGeneralRegulations/) |
| Egan School Student Manual  | <https://www.fairfield.edu/undergraduate/academics/schools-and-colleges/egan-school-of-nursing-and-health-studies/students/student-manual/> |
| Tuition and Fees | <https://www.fairfield.edu/graduate/financial-aid-and-tuition/tuition-and-fees/> |
| Transfer Policy and Waiver  | <https://www.fairfield.edu/media/son_matric-g.pdf> |
| **Criteria II** |  |
| Non-discrimination policy | <https://www.fairfield.edu/hr/livingworkinginfairfield/>View the University Non-Discrimination Statement |
| **Criteria III** |  |
| Graduate Student life and services | <https://www.fairfield.edu/graduate/student-life-and-services/> |
| Graduate Catalog | [View the Graduate University Catalog](http://catalog.fairfield.edu/fairfield/grad16/GraduateCatalog-Egan/CourseDescriptionsandAcademicPrograms)  |
| Nurse Midwifery Recruitment materials (see tab with program information) | <https://www.fairfield.edu/media/fairfielduniversitywebsite/documents/academic/aca_son_dnp_mw_prog_sheet.pdf> |
| **Criteria IV** |  |
| DNP Program Outcomes  | http://catalog.fairfield.edu/fairfield/grad16/GraduateCatalog-Egan/CourseDescriptionsandAcademicPrograms/ |
| Mission and Vision | <https://www.fairfield.edu/undergraduate/academics/schools-and-colleges/egan-school-of-nursing-and-health-studies/administration-and-faculty/>  |
| Outcomes | <https://www.fairfield.edu/graduate/academics/egan-school-of-nursing-and-health-studies/programs/> |
| Fairfield University’s statement on academic integrity  | <https://www.fairfield.edu/undergraduate/academics/resources/> |
| View the AACN Essentials of Doctoral Education for Advanced Nursing Practice (PDF) | <http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf> |
| **Criteria V** |  |
| Fairfield University Library  | <https://www.fairfield.edu/library/> |
| Writing across the disciplines | <http://wac.colostate.edu/atd/graduate_wac/boquetetal2015.cfm> |
| Academic and Career Development and Support  | <https://www.fairfield.edu/undergraduate/academics/resources/academic-and-career-development-center/academic-support-and-advisement/> |
| **Criteria VI** |  |
| DNP-NM Egan School website  | <https://www.fairfield.edu/graduate/academics/egan-school-of-nursing-and-health-studies/programs/doctor-of-nursing-practice-nurse-midwifery/> |

**Abbreviations**

|  |  |
| --- | --- |
| **Abbreviation**  |  **Definition**  |
| APT | Appointment, Promotion and Tenure  |
| BHNAP | Bridgeport Hospital Nurse Anesthesia Program |
| CAE | Center for Academic Excellence |
| Core Faculty | Faculty, including midwives who are directly responsible for curriculum design, implementation, and evaluation of the midwifery program:In the Egan School core faculty include the midwifery program director, midwives teaching didactic midwifery (NSMW) courses, and the members of the Graduate Curriculum Committee. |
| CNL | Clinical Nurse Leader |
| Egan School | Marion Peckham Egan School of Nursing and Health Studies |
| EPC | Educational Planning Committee |
| FNP | Family Nurse Practitioner |
| GCC | Graduate Curriculum Committee |
| DNP-NM | Doctorate of Nursing Practice - Nurse Midwifery Program  |
| NSNA | Nurse Anesthesia students |
| NA | Nurse Anesthetist  |
| PYNP | Psychiatric Nurse Practitioner |
| PYMNP | Psychiatric-Mental Health Nurse Practitioner |
| Midwifery Program Faculty | All CNMs and faculty of other disciplines who teach and evaluate midwifery students, including faculty members with primarily or exclusively clinical teaching responsibilities. |

| **Criterion I:** **Organization and Administration** |
| --- |

1. **This PAR will be an in-depth self-study written by institutional faculty and administrators.**

Criteria I, IV, and VI were written by Jenna LoGiudice, PhD, CNM, RN, Midwifery Program Director and Assistant Professor. Criteria II, III, and V were written by Meredith Wallace Kazer PhD, APRN, FAAN, Dean and Professor with input and review by Dr. LoGiudice. Jenna LoGiudice, the Midwifery Program Director, had overall responsibility

for the PAR.

Sections of the report were reviewed and augmented by Joyce Shea DNSc, APRN, PMHCNS-BC, Associate Dean for Graduate Studies and Associate Professor; and Lynn Babington, PhD, RN, Provost and Vice President for Academic Affairs.

1. **The midwifery program will provide opportunity to its relevant constituents for third party comment in relation to the preaccreditation criteria at least two months prior to the scheduled site visit.**

The Egan School of Nursing invited third party comments be sent directly to ACME from Fairfield University deans and directors, faculty, students, advisory board members, the Jesuit network of nursing deans and the Egan School of Nursing Partnership Council via email in early November 2016 (see Exhibit I.B.).

**C. The institution has legal authority to offer the proposed midwifery program and to award the degree/certificate to which it leads.**

 The State of Connecticut, through an act of its legislature, established Fairfield University as a corporation, whose purpose “shall be to establish, organize, maintain, and conduct an institution for intermediate, secondary, undergraduate and graduate education in the state of Connecticut, and to perform such other works of education and charity as may be determined by its bylaws and pursuant to the general statutes relating to the organization of corporations without capital stock” (Senate Bill # 1319, Special Act #47, 8/28/1977).

Fairfield University received approval and has legal authority from the State of Connecticut Office of Higher Education (www.ctohe.org) for the proposed DNP-NM program (see Approval letter, Exhibit I.C.).

**D. The midwifery program will reside within or will be affiliated with an institution that will be currently accredited by an agency recognized by the United States Department of Education, or it will meet ACME’s policy requirements for institutions based outside the United States (see Appendix B).**

The DNP-NM program will be an academic program offered through the Egan School of Nursing. Program admissions will be administered through the Graduate School Office of Fairfield University. Fairfield University is fully accredited by the New England Association of Schools and Colleges (NEASC).

[View the NEASC website](https://cihe.neasc.org/about-our-institutions/roster/fairfield-university)

The undergraduate programs of the Egan School of Nursing are approved by the Connecticut State Board of Nursing. The current BSN, MSN, and DNP Egan School programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

[View the CCNE website](http://directory.ccnecommunity.org/reports/rptAccreditedPrograms_New.asp?state=CT&sFullName=Connecticut&sProgramType=3)

 Appendix I.D. contains the current Egan School organizational chart and the Fairfield University organizational chart showing the reporting lines from the Program Director of the DNP-NM up through the system.

**D.1. There will be evidence of commitment to the proposed midwifery program from key administrators in the institution and academic unit.**

The first conversations regarding a DNP-NM program began in September 2014 between Dr. Jenna LoGiudice and Dr. Meredith Kazer, then Interim Dean of the Egan School. Discussions centered on the Jesuit mission of *Cura Personalis* and *men and women for others* and how this mission heavily aligns with the ACNM Philosophy of Care. The opportunity for interprofessional education between the nurse midwifery students and Egan School BSN and nurse anesthesia students in the simulation settings was apparent as a benefit to all students.

Discussions centered on adding the DNP-NM program given the strengths and strong successes of the Egan School’s existing Family Nurse Practitioner (FNP), Psychiatric Mental Health Nurse Practitioner (PYMNP), and Nurse Anesthesia (BHNAP) Doctorate of Nursing Practice (DNP) programs in producing leaders in the clinical settings. Formal meetings followed with Dr. Joyce Shea, the Associate Dean for Graduate Programs. Throughout the process, Dr. Lynn Babington, then Provost, was included in the planning, and voiced strong support of the DNP-NM program.

The American College of Nurse-Midwives (ACNM, 2015) states that to reach its goal of certifying 1,000 CNMs per year, higher education institutions need to expand offerings for midwifery programming. This information was shared at all levels when the program was formally presented for approval.

The Egan School Graduate Curriculum Committee reviewed the benefits of adding the DNP-NM and approved the DNP-NM program proposal on February 11, 2016. The Egan School General Faculty next approved the DNP-NM program proposal on February 19, 2016. The DNP-NM program was approved by the Fairfield University Educational Planning Committee and the Academic Council of Fairfield University in the spring of 2016. The proposal was also brought to the The Egan School Advisory Board members, who were very supportive of the DNP-NM program (see Meeting Minutes, Exhibit 1.D.1.).

The institution supports the development of new graduate programs as articulated in Fairfield 2020: The Way Forward. The DNP-NM program fits strongly with Fairfield University’s Strategic Plan and will aid the university in moving forward.

[View Fairfield 2020: The Way Forward](http://strategicplanning.fairfield.edu/)

(see PDF “Strategic Planning Document” box on left)

**D.2. The midwifery program will have sufficient fiscal resources to ensure that program objectives can be met.**

 There is full financial support for the preaccreditation, accreditation, and ongoing operational phases of the DNP-NM program. The DNP-NM program will be fully supported within the operating budget of the Egan School, and oversight of funds will be performed by the Program Director in collaboration with the Associate Dean for Graduate Programs. In consideration of the significant financial investment required for the preaccreditation, accreditation, and launching of a marking campaign for such a robust program, the budget and costs were approved by the Educational Planning Committee and the Academic Council of Fairfield University in the spring of 2016. The Egan School Operating Budget has been significantly increased for 2017 to accommodate for operating and personnel costs, with a commitment for continued support for program growth.

**D.3. The midwifery program will have input into the budget process and/or financial planning to ensure ongoing adequate program resources.**

 The Nurse Midwifery Program Director will work closely with Dean Meredith Wallace Kazer and have input into the budget process or financial planning to ensure ongoing program resources. The University budget process continues to highly prioritize academic planning and allocation of essential resources. The annual budget is prepared to support stated goals and objectives for the academic year, available for discussion and review by the faculty, and approved by the Board of Trustees. All schools and colleges in the University follow the same process for budget preparation and review. In preparing the annual budget, Dean Kazer meets with Associate Deans, track coordinators and program directors to assess resource needs for the following fiscal year, and submits it to the Senior Academic Vice President & Provost. Program enrollment has gradually increased over the past three years and operating and faculty resources have increased accordingly. The Dean has received full support for budget requests, including one additional faculty position each year for the past three years. The operating and personnel budgets of the Egan School are evidence of the University’s support through allocation of adequate fiscal resources as revealed in the table below:

|  |  |  |  |
| --- | --- | --- | --- |
| **CATEGORIES** | **FY 2015** | **FY 2016** | **FY2017** |
| Operating | $103,380 | $101,953 | $120,159 |
| Personnel | $3,763,133 | $3,999,086 | $4,132,667 |
| Travel & Entertainment | $73,200 | $90,906 | $86,310 |
| TOTAL | $3,939,713 | $4,191,945 | $4,339,136 |

**D.4. The midwifery program will be in an institutional environment that promotes and facilitates scholarly and professional productivity.**

The Appointment, Promotion and Tenure (APT) committee within the Egan School and the rank, promotion and tenure system at Fairfield University are designed to support scholarship, teaching, and service. Service includes that to the University and as well as to the profession. The Egan School supports all faculty members to practice clinically one eight-hour day per week to maintain professional productivity.

For the size and type of institution, the Egan School has a strong record of scholarship. Each fall, the Egan School offers a scholarly writing retreat to support faculty scholarship. In addition, the Center for Academic Excellence at Fairfield regularly offers writing space, time and workshops to facilitate scholarly productivity. In the past two years, the Egan School award-winning faculty published four books, sixteen book chapters, sixty journal articles, and presented at over fifty national and international meetings. Faculty members have been interviewed by the press and participated on national panels, including the American Nurses Association’s Professional Issues Panel on Palliative & Hospice Nursing because of their clinical expertise. In the past fiscal year, Egan faculty earned over a 1.65 million dollars in grant funding.

**E. Each midwifery program will be a definable entity distinguishable from other education programs and services within the institution. Each complies with:**

*No narrative is required for E.*

**E.1. The midwifery program will be directed by a midwife who will be clearly identified by title and position, will meet institutional qualifications for appointment to that position, and will be responsible to insure all elements of the ACNM *Core Competencies for Basic Midwifery Practice* will be included in the curriculum.**

The Egan School has consistently supported the professional credentialing requirements of accrediting bodies in appointing track coordinators. The nurse practitioner track coordinators are certified in their specialty areas (Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner, respectively) consistent with the *Criteria for Evaluation of Nurse Practitioner Programs National Task Force on Quality Nurse Practitioner Education, 2016.* The Nurse Anesthesia track coordinator is a certified nurse anesthetist consistent with the recommendations contained in the *Standards for Accreditation of* Nurse Anesthesia *Educational* Programs (Council on Accreditation of Nurse Anesthesia Educational Programs, 2014).

The DNP nurse midwifery program will be directed by Jenna LoGiudice, PhD, CNM, RN. She is a Certified Nurse Midwife who has been practicing in the state of Connecticut since 2008 (AMCB certification number 12731). Dr. LoGiudice worked as a full-scope CNM in Waterbury, Connecticut from July 2008 - November 2012, and completed her PhD at the University of Connecticut in 2014. She took a full time Visiting Professor position at Fairfield University in the fall of 2013, and after one semester, was selected for her current position, Assistant Professor, tenure track. Dr. LoGiudice continues to work part-time as a CNM to maintain her clinical expertise. The official evidence of her appointment as program director is found in Exhibit I.E.1.

Jenna LoGiudice is responsible for programmatic integrity and compliance with the ACNM Core Competencies threaded throughout the DNP-NM curriculum. As a CNM and tenure track Assistant Professor, Dr. LoGiudice meets the requirements to be a program director.

As defined in the *Egan School Evaluation Plan* (Exhibit II.B.4.a.), nursing faculty have specific expectations related to teaching, scholarship and service. These expectations are consistent with the University *Faculty Handbook* (11th Ed., 2013), that delineates expectations with respect to faculty teaching, scholarship, and service in the guidelines for promotion and tenure (see Exhibit 1.E.1.a.). Faculty responsibilities and instructional policies are discussed in individual and group meetings with the Egan School Director of Faculty Evaluation and Scholarship, and the Dean during annual faculty evaluation meetings. Faculty roles in teaching, scholarship, service, and practice continue to reflect the mission of the Fairfield University and the Egan School mission/philosophy and program outcomes (see Criterion IV).

Jenna LoGiudice’s Curriculum Vita provides full evidence of meeting the University requirements of teaching, research, and service (see Exhibit I.E.1.b). In the areas of teaching, Jenna was named the Fairfield University Undergraduate 2016 “Teacher of the Year.” Dr. LoGiudice remains current in the classroom using an iPad to deliver content in innovative ways. Incorporating high and low fidelity simulation into the classroom, she consistently receives high scoring summative evaluations from students each semester. Dr. LoGiudice maintains active clinical practice on a per diem basis in gynecology, antepartum and intrapartum settings. She is committed to maintaining her practice as a CNM to augment her abilities to bring real world clinical application into the classroom.

Dr. LoGiudice has published six peer reviewed journal articles (three in the *Journal of Midwifery and Women’s Health*), six book chapters, and was one of three finalists for the *Journal of Midwifery and Women’s Health* 2015 Best Research Article Award. She presented seven podium presentations at peer reviewed conferences, and was awarded Best Podium Presentation by the Division of Research of the American College of Nurse-Midwives (ACNM) in 2015. She provides service to the midwifery profession as secretary of the Connecticut Affiliate of ACNM, peer reviewer for the *Journal of Midwifery and Women’s Health*, her clinical practice as a CNM, and as an educator for the Sexual Assault Forensic Examiners Program in Connecticut.

Dr. LoGiudice served as chair of the University Student Life Committee from 2015-2016, and led an initiative to raise awareness about the state of students’ mental health on college campuses. In the Egan School, she serves on the Graduate Curriculum Committee, the Innovation Committee. In addition, she is a faculty advisor for the Student Nurses Association, a DNP portfolio advisor/chair, and has sat on numerous faculty search committees.

**E.2. Policies, requirements and public disclosure data for the midwifery program will be accurately described in the institution's representations to the public about the proposed midwifery program in the following aspects:**

*No narrative is required for E.2*

**E.2.a. Preaccreditation status from the Accreditation Commission for Midwifery Education (ACME) (formerly the ACNM Division of Accreditation), including the address, telephone number and electronic address for ACME.**

All materials related to the DNP-NM to date clearly state “Preaccreditation application will be reviewed at the July 2017 Accreditation Commission of Midwifery Education (ACME) Board of Review meeting.”

 When preaccreditation status is granted it will be clearly displayed on the website, all marketing materials and handouts related to the DNP-NM program (see Exhibit I.E.2.a.). In addition, the address, phone, and electronic address for ACME will be included in all places that state Fairfield’s reaccreditation status.

**E.2.b. Certificate or degree that will be earned.**

 The Doctorate of Nursing Practice degree will be awarded, and will appear on the student diploma (see Exhibit I.E.2.b.1.). The academic transcript will show the degree earned, Doctorate of Nursing Practice, and the major, Nurse Midwifery The name of the degree is found on the Egan School Nurse Midwifery program website and in the Egan School DNP-NM program brochure (see Exhibit 1.E.2.b.2). The name of the degree will also be included in the 2017-18 Graduate School Catalog.

[View the Egan School Nurse Midwifery program website](https://www.fairfield.edu/graduate/academics/egan-school-of-nursing-and-health-studies/programs/doctor-of-nursing-practice-nurse-midwifery/)

[View the Graduate School Catalog](http://catalog.fairfield.edu/fairfield/grad16/GraduateCatalog-Egan/AcademicPoliciesandGeneralRegulations/)

**E.2.c. Academic policies, such as admission, continuation, and graduation requirements, and possible patterns of progression though the program.**

 Academic policies are available in the current 2016-17 Marion Peckham Egan School of Nursing Graduate School Catalog. Specific policies related to the DNP-NM program will be included in the 2017-18 Egan School Catalog, and the Egan School student handbook.

[View the Academic Policies](http://catalog.fairfield.edu/fairfield/grad16/GraduateCatalog-Egan/AcademicPoliciesandGeneralRegulations/)

View the Website for the Egan student handbook: <https://www.fairfield.edu/undergraduate/academics/schools-and-colleges/egan-school-of-nursing-and-health-studies/students/student-manual/>

**E.2.d. Tuition and fees, with their relevant refund policy, and related costs, such as required texts and technology, and clinical site expenses**.

Tuition and fees for the program are consistent with University policies, and fees for 2016-2017 are included in the current DNP-NM brochure. Updated costs for the DNP-NM program will be included in the 2017-18 Egan Catalog and program brochure.

<https://www.fairfield.edu/graduate/financial-aid-and-tuition/tuition-and-fees/>

**E.2.e. Transfer of credit policy.**

Graduate students must have earned a “B” or better in the course being transferred; a maximum of six credits can be accepted in transfer pending approval of the Egan Graduate Program Director and Midwifery Program Director. Only courses that are comparable (in content and credit hours) to those required by the Graduate Nursing Program will be accepted in transfer. Transfer of credit from another accredited institution of higher learning will be allowed if it was (a) applicable to a graduate degree at the institution in which it was earned; (b) not used toward another graduate degree; and (c) completed prior to enrolling at Fairfield.

View the transfer and waiver policy (PDF) via website:

<https://www.fairfield.edu/media/son_matric-g.pdf>

| **Criterion II:****Faculty and Faculty Organization**  |
| --- |

**A. All faculty are recruited, appointed and promoted according to the institution’s non-discrimination policy.**

Fairfield University does not discriminate on the basis of sex, race, color, marital status, sexual orientation, gender identity, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

<https://www.fairfield.edu/hr/livingworkinginfairfield/>. View the University Non-Discrimination Statement

The following statement is contained in the employment application, which is completed by all faculty. “FAIRFIELD UNIVERSITY IS AN EQUAL OPPORTUNITY EMPLOYER, DEDICATED TO A POLICY OF NONDISCRIMINATION IN EMPLOYMENT ON ANY BASIS PROHIBITED BY LAW.”

To ensure that all faculty are promoted consistent with the non-discrimination statement, the University developed a Bias Response Team that grew out of the President's Institutional Diversity Council. The primary goal of the Bias Response Team is to provide education and awareness as a means of responding to certain types of bias-related discrimination within the Fairfield community. In general, the Bias Response Team will respond in situations where the informal or formal mechanisms of the Non-Discrimination and Harassment Policy are not triggered, but where some response at the community level is indicated.

**B. All faculty are qualified to provide students with a level of instruction, supervision and evaluation that is compatible with safe practice and student learning needs.**

Appendix II.B. includes the table with a description of the DNP-NM Core faculty, faculty teaching in the program (program faculty) and Nurse Midwifery specific course and clinical faculty. Core faculty are defined as members of the Graduate Curriculum Committee who determine and adopt changes to the graduate curriculum for all graduate courses and academic programs; establish faculty and academic policies necessary to achieve the mission of the Egan School of Nursing and evaluate program effectiveness. The membership of the Graduate Curriculum Committee consists of the Associate Dean for Graduate Studies, track coordinators, program directors, plus four additional full-time faculty elected by the voting members of the Faculty Organization Committee. The term of office is three years. All midwives teaching didactic courses are considered core faculty as well, even if they are not members of the Graduate Curriculum Committee.

**B.1. Midwifery program faculty are certified by ACNM, the American Midwifery Certification Board (AMCB), or another appropriate credentialing body for faculty who are not midwives.**

 Credentialing information for Core Faculty and Midwifery Program Faculty, including

certification information and Curriculum Vitae for Midwifery Program Faculty are found in Exhibit II. B.1.a. AMCB certification has been verified for all midwives who are midwifery program faculty and can be found in Appendix II.C.2. Clinical Faculty table and Exhibit II.B.1.b.

**B.2. Have education credentials appropriate to the level at which they teach, with a minimum of a master’s degree, and meet the academic institution's requirements for faculty. If a faculty member possesses less than these qualifications, that individual must be responsible to a qualified faculty member.**

All Egan School faculty members hold a minimum of a master’s degree in nursing and teach in their area of expertise. All but one of the tenured faculty members hold doctorates. Related to the high quality work environment at Fairfield, faculty recruitment has not been an issue. The Egan School conforms to the Connecticut State Board of Nurse Examiner requirements stating that all faculty currently must hold at least a Master’s Degree and have two years of full time work experience as an RN. Faculty teaching in the DNP-NM program have at least a MSN in a specialty area.

**B.3. Have preparation for teaching commensurate with the teaching assignment, e.g. didactic classroom, mixed medium and distance delivery and/or clinical teaching.**

All Egan School faculty are prepared by their educational background and experiences to use current research, technological and clinical expertise, and appropriate learning resources (e.g., case studies, Blackboard, simulation and the Kanarek Learning Resource Center) to enhance student learning experiences. Collaboration is fostered among faculty and students, allowing for ongoing mentoring, mutual respect and effective communication, in accordance with the Egan School’s mission/philosophy.

The University provides high-level technological support for teaching innovations. A recent example of this is the distribution of new iPads to all full and part-time faculty members to encourage classroom teaching innovation. The University Center for Academic Excellence provides mid-semester assessments of classroom teaching (MAT) for faculty, including an in-class discussion with students, and debriefing with the faculty member. The Center responds to individual faculty requests for this service. The Center for Academic Excellence (CAE) was a partner with the School in the development of a four year funded project (2006-2010) assisting faculty members as they integrated simulation strategies and technology into their teaching. The Egan School formed the first Faculty Learning Community on campus. In addition, several faculty members have participated in other Faculty Professional Learning Communities (FPLC) including spirituality and capstone/reflection projects. The Connecticut League for Nursing offers a clinical faculty course that the Egan School has provided at no charge for new clinical faculty repeatedly over the past several years. In order to prepare new nurse midwifery clinical faculty for their teaching and evaluative roles, the Egan School will continue to offer this course to interested as well as continued access to all programs available through the CAE.

**B.4. Have competence commensurate with the teaching assignment.**

The individual clinical expertise of each core faculty, in combination with research and teaching expertise in existing graduate programs and courses provide a strong set of skills that ensure the development and maintenance of a unique and rigorous program of study for the DNP-NM. Core faculty competence to ensure qualifications for the teaching assignment results from evaluation of clinical expertise during the interview process and review of CV as well as personal knowledge of the person’s practice.

Core faculty members are all experienced in their relative content areas and have taught the core courses repeatedly since the onset of the DNP program in 2010. Several Egan School faculty are members of the American Academy of Nursing, and many are recipients of national and international awards and honors, including the AACN Innovations in Nursing Education Award, the Clinical Nurse Leader Vanguard Nurse Educator Award and the Virginia Henderson Award for Outstanding Contributions to Nursing Research. The Egan School has been named one of the 10 Best Colleges to Study Nursing in the Nation by *Brighthub,* and Egan School graduate programs have been ranked highly by *U.S. News & World Report.* Dr. Sheila Grossman was named one of the Top 25 Nurse Practitioner Program professors in the country, and Dr. Meredith Wallace Kazer, was named one of the top 15 gerontology nursing professors in the country by Nurse Practitioner Schools.

Core faculty who are midwives in the DNP-NM all practice clinically, and teach according to their area of expertise, based on the areas in which they work. Dr. Jenna LoGiudice, the current certified nurse-midwife tenure-track faculty member, has expertise in antepartum, intrapartum, and gynecological care. Actively maintaining clinical practice in the gynecologic, antepartum and intrapartum settings, she stays current in best practices in the field. She is fully capable of teaching any of the courses in the DNP-NM program but has specific expertise in six new courses in the proposed curriculum. Christa Esposito earned her Masters in Nursing, Midwifery specialty, at SUNY Downstate Medical Center at Brooklyn and Stony Brook University. She continues to further her education in the DNP program at the Egan School, expecting to graduate in 2018. Christa practiced full scope midwifery for 20 years in all practice settings ranging from clinics run through the Brooklyn Hospital Center to private practice in Connecticut and is qualified to teach multiple midwifery courses in the program (see Appendix II. B. Midwifery Program Faculty table).

All Egan School faculty are evaluated annually consistent with University guidelines and the Egan School evaluation plan (see Exhibit II.B.4.a.), developed and approved by all faculty in October, 2014 and revised in fall, 2016 to ensure competence for continued teaching assignments. Faculty outcomes include benchmarked goals related to teaching effectiveness as evaluated using the University IDEA*©* evaluation system, scholarship and service to the School, University and Profession. These goals are used by the Dean as performance indicators for the yearly review in conjunction with merit criteria. Student evaluations from a confidential survey (see IDEA*©* Form, Exhibit II.B.4.b.), narrative student comments, and student ratings relate to meeting course objectives, provide feedback for evaluating teaching and setting goals for improvement.

**C. Faculty participating in the midwifery program will have the following responsibilities that will provide students with a level of instruction, supervision and evaluation compatible with safe practice and student learning needs:**

*No narrative is required*

**C.1. Instruction, supervision, and evaluation of students in didactic courses containing ACNM *Core Competencies for Basic Midwifery Practice* shall be the responsibility primarily of midwifery program faculty.**

Table II.C.1. Courses with ACNM Core Competency Content and Course Faculty

|  |  |  |
| --- | --- | --- |
| **Midwifery Course Number**  | **Course Title** | **Course Faculty**  |
| NSMW 620 | Antepartum Care | Jenna LoGiudice, CNM  |
| NSMW 621 | Antepartum Clinical  | Jenna LoGiudice, CNM |
| NSMW 622 | Women’s Health and Gynecological Health I | Christa Esposito, CNM |
| NSMW 623 | Women’s Health and Gynecological Health II | Christa Esposito, CNMor New Faculty Hire |
| NSMW 624 | Women’s Health and Gynecological Health Clinical | Christa Esposito, CNMor New Faculty Hire |
| NSMW 625 | Intrapartum Care | Jenna LoGiudice, CNM |
| NSMW 626 | Intrapartum Clinical  | Jenna LoGiudice, CNM |
| NSMW 627 | Advanced Midwifery Management  | Christa Esposito, CNM |
| NSMW 628 | Advanced Midwifery Clinical  | Christa Esposito, CNM /Jenna LoGiudice, CNM |
| NSMW 629  | Integration to Nurse Midwifery Practice | Jenna LoGiudice, CNM |
| **Foundational DNP Course Number**  | **Course Title** | **Course Faculty**  |
| NS 604 | Advanced Health Assessment  | Nancy A. Moriber |
| NS 640 | Advanced Physiology & Pathophysiology  | Sheila Grossman |
| NS 610 | Advanced Nursing Roles & Reflective Practice  | Linda Roney  |
| NS 601 | Epidemiology and Biostatistics  | Alison Kris  |
| NS 608 | Research Methods for Evidence-Based  Practice  | Jaclyn Conelius/Sally Gerard/Carole Shea |
| NS 641 | Advanced Pharmacology  | Kathryn E. Phillips |
| NS 697 | DNP Seminar I | Cynthia Bautista |
| NS 611 | Clinical Prevention & Strategies for Change  | Diana R. Mager/ Kathleen Wheeler |
| NS 612 | Research Translation for Clinical Practice  | Jaclyn Conelius/ Eileen O’Shea/Joyce Shea |
| NS 613 | Finance & Quality Management in Healthcare Organizations  | Harvey F. Hoffman |
| NS 614 | Information Technology for Healthcare  Improvement  | Linda Roney  |
| NS 605 | Advanced Healthcare Policy  | Karen Burrows |
| NS 615 | Leadership & Interprofessional Collaboration  | Sheila Grossman |
| NS 699 | DNP Seminar II | Cynthia Bautista |

Jenna LoGiudice, PhD, CNM the Program Director, and Christa Esposito, CNM, are capable of teaching any of the NSMW didactic and clinical courses within the DNP-NM program, as they have both practiced full scope midwifery and maintain clinical practice. They will be teaching the ten NM courses in the program, and will be responsible for supervision and evaluation of students in didactic courses (see Appendix II.B.; Appendix IV.A.3; NSMW course syllabi; and Exhibit II.C.1, NS course syllabi). Graduate faculty in the Egan School, as reflected in Appendix II.B Midwifery Program Faculty table, will teach other foundational/core courses in the DNP-NM program.

**C.2. Instruction, supervision, and evaluation of students in clinical learning shall be the responsibility primarily of certified midwives.**

Certified nurse midwives from the Egan School and the broader community will be teaching students and will have primary responsibility for supervision and evaluation. See Table II.C.2 Clinical Teaching Responsibilities for Clinical Midwifery Program Faculty in Appendix II.C.2. The Egan School has significant support from clinical agencies to insure quality education of students (see Appendix II.C.2.b. Letters of support for clinical partnerships)

**C.3. Core faculty participate in the following responsibilities:**

*No narrative is required*

**C.3.a. Development and/or implementation, and evaluation of the curriculum.**

 The DNP-NM curriculum reflects academic excellence, a hallmark of Jesuit education, as well as relevant professional standards. When developing programs, core faculty and Dr. LoGiudice, Midwifery Program Director, used available national standards and competencies congruent with all educational levels to create course content so that each student would be able to meet program outcomes.

As the program was developed, core faculty, represented by the Graduate Curriculum Committee, of which Dr. LoGiudice, Midwifery Program Director is a member, gave input on curriculum design. The purpose of the graduate curriculum committee is to determine and adopt changes to the curriculum for all graduate courses and academic programs, and to establish faculty and academic policies necessary to achieve the mission of the Egan School of Nursing and evaluate program effectiveness. Minutes from the GCC meetings are found in Exhibit II.C.3.a.

The Program Director and Core faculty developed the DNP-NM program to ensure that students meet the *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006). The curriculum includes courses that address foundational DNP competencies (research, health care policy, organization and financing of health care, ethics, professional role development, theoretical foundations of nursing practice, human diversity and social issues, and health promotion and disease prevention), in addition to advanced practice nursing core courses (advanced health assessment, advanced physiology and pathophysiology and advanced pharmacology).

MSN foundation courses were reviewed by specialty faculty in the graduate program to insure content appropriate for DNP level courses. For example, *NS 604 Advanced Health Assessment* was expanded from three to four credits to allow for teaching more complex assessment techniques and sufficient practice time in the laboratory setting on both peers and Human Patient Simulators. Five MSN foundation core courses were revised and five new DNP courses were developed guided by the *DNP* *Essentials* (AACN, 2006). The revised foundation core courses were originally designed based on *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996) and *The Essentials of Master’s Education in Nursing* (AACN, 2011). These courses contain content deemed essential for all students who pursue a DNP regardless of specialty or functional focus; therefore, these courses are required of students in all programs.

The DNP- NM curriculum also conforms to accreditation guidelines as established by the *Accreditation Commission for Midwifery Education* (ACME, 2013, 2015), and includes all the knowledge, skills and behaviors delineated in the *ACNM Core Competencies for Basic Midwifery Practice* and the *ACNM Competencies for the Practice Doctorate in Midwifery*. Together, these standards informed the development of the specialty didactic and clinical curriculum for the DNP-NM program. As the program is implemented, formative and summative evaluation will be collected through student focus groups, the Egan School Partnership Council, and University and Egan School evaluation policies to insure program quality.

**C.3.b. Selection, evaluation, advancement, and advisement of students.**

Admission criteria for graduate students were developed by a subgroup of nursing faculty to ensure that students meet the standard necessary for graduate study and are revised as needed and documented in Graduate Curriculum Committee minutes (available as evidence during on-site review). Graduate nursing policies provide specific benchmarks to continue in the program, support the academic rigor of the nursing program, and ensure the safety of patients. This criterion has resulted in a high quality graduate student population. Graduate Curriculum Committee meetings, open to all faculty members, provide a forum for admission and academic progression policy review and revision on a regular basis. When policies are changed, the information is communicated to the relevant constituency and published immediately in the Egan School online catalogs and handbooks.

Admission criteria for all tracks in the BSN-DNP program requires students with non-nursing baccalaureate degrees to hold valid registered nurse licensure and to complete three bridge courses prior to starting the graduate program. Once the student completes the online application (including references and transcripts), the application is first reviewed by the DNP-NM Program Director, and then by the Associate Dean for Graduate Studies. Together, these two faculty members determine the admission status of each candidate.

The Egan School is recognized for having one of the best advisement programs on campus. Faculty members work closely with students to provide academic and career guidance to assist students in achieving their goals. Graduate students are advised by full-time faculty members who teach in their specialty track. This will include the DNP-NM students who will be advised by the DNP-NM Program Director and faculty. Midwifery students will receive advisement from faculty who provide academic guidance to help them seek out appropriate resources, plan a course of study, and further their professional midwifery goals. Students meet with their advisor at least once each semester to discuss program progression, identify concerns and ensure that students are following the curriculum plan to meet graduation requirements.

**C.3.c. Recruitment, selection and promotion of faculty.**

Consistent with the *University Faculty Handbook* (see Exhibit 1.E.1.a.) core faculty members are selected on the basis of training, experience, teaching competence and research, and in accordance with the affirmative action and equal employment opportunity policies of the University. A faculty Search Committee is appointed by the Dean and comprised of four Egan School faculty and one faculty member outside the Egan School. All Egan faculty members meet with candidates during the interview process and submit a written evaluation of the candidate to the chair of the search committee (see Exhibit II.C.3.c). The Handbook states that; (1) all appointments shall be made upon the recommendation of the appropriate faculty; (2) the appointment procedure shall provide for separate evaluations of applicants to be submitted to the Senior Vice President for Academic Affairs by both the appropriate faculty and the Dean of the appropriate school; (3) appointments shall be made by the Senior Vice President for Academic Affairs upon the recommendations submitted by the appropriate faculty and the Dean.

The Egan School has a Director of Faculty Mentoring and Scholarship and an Appointment, Promotion and Tenure (APT) Committee to perform midway, three year reviews for faculty preparing for promotion and tenure, mentor junior and mid-level faculty, and make recommendations to the Dean regarding promotion and tenure. The Director of Faculty Mentoring chairs the APT committee and meets collectively and individually with faculty on a regular basis to evaluate their progress toward accomplishing individual, professional goals. Tenure-track and tenured faculty members meet with the Director of Mentoring and Scholarship and attend Faculty Mentoring and Scholarship Workshops throughout the academic year and an annual faculty writing retreat. Each faculty member completes an annual self-evaluation regarding progress on short and long term goals regarding teaching, scholarship and service. The University Rank and Tenure Committee, that includes one representative from the Egan School, reviews the applicant's Rank and Tenure file and decides whether to recommend promotion or not to the President and the Board of Trustees of the University.

**C.3.d. Orientation of faculty to curriculum, documents and expectations.**

Each semester, the Egan School holds a new faculty orientation for full and part time faculty which includes an overview of the programs, curriculum, forms, policies, procedures and general expectations. Faculty responsibilities and instructional policies are discussed during orientation and contained within the Egan Faculty Guidebook (see Exhibit II.C.3.d.). Course and Track Coordinators and Program Directors participate in the orientation to discuss specific expectations for respective faculty. DNP-NM faculty will be oriented to the program and their teaching requirements in the same manner.

As defined in the Egan School Evaluation Plan, core faculty have specific expectations related to teaching, scholarship and service. These expectations are consistent with the *University* *Faculty Handbook*  (see Exhibit 1.E.1.a.) which delineates expectations with respect to faculty teaching, scholarship, and service in the guidelines for promotion and tenure. Faculty role and expectations are discussed in individual and group meetings with the Director of Faculty Evaluation and Scholarship and the Dean during an annual evaluation meeting with all faculty. Faculty roles in teaching, scholarship, service, and practice continue to reflect the mission of Fairfield University and the Egan School mission/philosophy and program outcomes.

**C.3.e. Development and/or implementation of a mechanism for student evaluation of teachers, courses and midwifery program effectiveness.**

In 2009, Fairfield University faculty elected to revise the process for student evaluation of teachers and courses, which had been in place for several preceding decades (see Exhibit II.C.3.e). Given the national push towards more scientific approaches to teaching assessment, the faculty believed strongly that the evaluation process should have supported validity and reliability; the previous assessment process had little or none. After much research, the University chose the IDEA© evaluation system. Student evaluations from the confidential quantitative IDEA© survey, along with qualitative narrative student comments provide feedback for evaluating teaching and courses, and setting goals for improvement. IDEA© allows for specific assessment by students of their learning in a particular course. Students in the Egan School are asked to evaluate the teacher and course using the IDEA© form. Faculty members select from a set of learning objectives for an individual course, and students provide feedback related to the extent to which objectives were met. SeeExhibit II. B.4.b. for the *IDEA© Evaluation Form and Qualitative Form*. Through analysis of 35 years of nationally-collected IDEA*©* data, the form provides raw data as well as an adjusted score that takes student’s motivation and work habits into account in determining overall progress toward course objectives. The IDEA© form also provides comparative data to like institutions.

**C.3.f. Ongoing development and annual evaluation of the midwifery program's resources, facilities, and services.**

Within the organizational structure, the Dean has overall responsibility and accountability for the financial stability of the school. With input from faculty and staff, she prepares and defends annual budget requests to the Academic Vice President & Provost. The University budget process continues to highly prioritize academic planning and allocation of essential resources. The annual budget is prepared to support stated goals and objectives for the academic year, available for discussion and review by the faculty, and approved by the Board of Trustees. All schools and colleges in the University follow the same process for budget preparation and review.

Each year, the Egan School Dean solicits input from the Associate Deans, Track Coordinators and Program Directors to determine budget needs for the following fiscal year. In turn, these academic leaders meet with respective faculty to determine whether current resources are adequate and what further resources will be needed. These requests are communicated to the Dean who prepares the School budget and submits it to the Academic Vice President & Provost. This same process will be followed to ensure adequate DNP-NM program resources. The Dean has received full support for budget requests, which has included one additional faculty position each year for the past three years, commensurate with increasing enrollment. The operating and personnel budgets of the Egan School are evidence of the University’s support through allocation of adequate fiscal resources.

**C.3.g. As appropriate to the academic unit:**

*No narrative is required*

**C.3.g.1. Participate or have input into councils and committees of the academic unit.**

Faculty have considerable input into the governance of the University and the School. The *Egan School Governance Bylaws* are continually reviewed by faculty and were last revised in 2016 (see Exhibit II.C.3.g.1). The bylaws specify faculty involvement in undergraduate and graduate curricular and program policy development, review and revision. In addition, the faculty role in governance is clearly defined in the *University Faculty Handbook* (see Exhibit1.E.1.a.). Egan faculty members have a seat on most University Handbook committees. Given the number of eligible faculty, most faculty participate on a University Handbook committee every year or have adequate opportunities to participate on special task forces, such as integrating the core curriculum or the University’s Strategic Plan. In the 2016-2017 academic year, 17 Egan School faculty are participating on University Committees and all Egan School faculty participate on School committees and task forces. Within the Egan School and consistent with the bylaws, faculty have opportunities to participate in the undergraduate, graduate and appointment, promotion and tenure committees. Dr. Jenna LoGiudice, DNP-NM Program Director, currently serves on the Graduate Curriculum Committee. In addition, numerous ad hoc committees and task forces develop throughout each academic year giving faculty more opportunities to participate in councils and committees of the Egan School.

**C.3.g.2. Continue professional advancement.**

### The Egan School budget provides annual travel support for core faculty to attend conferences and workshops to continue professional advancement. Each full time faculty member has the opportunity to request approval for up to $1000.00 to attend or present at meetings related to her/his area of expertise. Additional travel monies are available when faculty members are asked to represent the School or University at professional meetings.

### Funding is also available to support consultants. Consultation has been provided for faculty development in the integration of the care of older adults; palliative care; and simulation technology into the curriculum. In addition, funding has been obtained to support the annual School Lecture Series in which a healthcare expert is brought in to speak to School faculty and students. In 2015, the annual lecture series featured Susan Dentzer, senior policy advisor for the Robert Wood Johnson Foundation. In 2016, the lecturer was Dr. David Williams, Florence Sprague Norman and Laura Smart Norman Professor of Public Health at Harvard University. These lecturers were also available individually and/or in small groups to support continued advancement of faculty goals.

**C.3.g.3. Maintain clinical expertise.**

All Egan faculty are experts in their respective specialty areas of practice. Nine full-time faculty members are advanced practice nurses; one is a Psychiatric-Mental Health Nurse Practitioner and a Psychiatric Clinical Nurse Specialist; five are Family Nurse Practitioners; one is an Adult/Geriatric Nurse Practitioner Primary Care Nurse Practitioner; one is an Adult Nurse Practitioner; one is a Certified Nurse Midwife; and two faculty are certified CNLs. The FNP, PYNP, BHNAP and CNL program specialty track coordinators are all certified in their specialty and population-focused areas of practice as specified by relevant regulatory and specialty bodies. In addition, the anesthesia program director, and two faculty members by contract with Bridgeport Anesthesia Associates, are certified and licensed nurse anesthetists. All Nurse Practitioner, Nurse Anesthesia and Nurse Midwifery faculty members maintain current national certification and hold Connecticut State advanced practice nursing licensure. In addition, one faculty member is ANCC certified as a Home Health Care Nurse.

The Egan School provides flexibility in scheduling to foster clinical practice. The University does not have a faculty practice plan, however, each faculty member is allowed one eight hour day per week to maintain a clinical practice. Many faculty members have established their own partnerships in a variety of sites. Fairfield University provides support for faculty members to maintain currency in practice by supporting the time required by the faculty member to obtain and maintain national certification. Faculty practice sites range from private practice, academic health center clinics, home care settings and interdisciplinary/collaborative practice settings with physicians and other healthcare providers.

**C.3.g.4. Participate in scholarly activities.**

Egan faculty members engage in scholarship in accordance with the University mission. They are dedicated to lifelong learning and are committed to “the broader task of expanding human knowledge and deepening understanding.” Evidence-based practice is integrated in the classroom and is utilized in clinical settings.

 The University Research Committee supports scholarly activities for faculty in several ways. Summer research stipends, research grants, and senior summer stipends are available each year; many Egan faculty have received these awards. After twelve semesters of continuous service, every tenured faculty member is eligible for a sabbatical. Three Egan School faculty members were granted sabbatical leaves in the past four years. Pre-tenure sabbaticals are also available to faculty members who apply and meet the criteria; four faculty members were granted pre-tenure sabbatical leaves in the past two years. Egan faculty are invited to a scholarly writing retreat every fall, and encouraged to participate in mentoring and scholarship programs, supported completely or in part by the University. Three Egan faculty have recently held the rotating Elizabeth DeCamp McInerney Chair, which provides monetary support for research and scholarship.

**C.3.g.5. Participate in community service**.

One of the hallmarks of Jesuit education is a commitment to service. Faculty members continue to serve the University community in a variety of ways including as members of Egan School committees and taskforces, and on University Handbook Committees. In addition, as stated in the mission, Fairfield University has a long history of contributing “to the wider community of which it is a part, to share with its neighbors its resources and its special expertise for the betterment of the community as a whole.” The Office of Service Learning is committed to solidarity and collaboration with people who are marginalized. The Office works to develop community partnerships that are based in mutuality and reciprocity. Through these partnerships, faculty engage with students in community service that includes substantial direct contact with low-income residents, social service agency clients, the elderly, public school students, and hospital/clinic patients.

An ongoing example of this service learning occurs as faculty and students implement programs about healthy eating habits or exercise for preschool children in the community through the pediatric nursing course. The educational programs are planned and coordinated in advance with faculty and presented in a manner that is age and developmentally appropriate for the population being served. The faculty and students have delivered developmentally appropriate education concerning healthy nutrition and exercise for preschool age children in the Bridgeport Community for the past five years.

Faculty members are highly service oriented and are also active at the local, state, national and international professional nursing organizations. Many faculty members engage in the activities of the Mu Chi Chapter of Sigma Theta Tau International. Several individuals are extensively involved in professional associations, and participate in national and international organizations. A number of faculty hold office at various levels, and serve on boards of community agencies in the local area. The Egan School provides flexibility in scheduling of faculty to foster opportunities for clinical practice; this flexibility also applies to opportunities for community service.

**C. Faculty participating in the midwifery program will have the following responsibilities that will provide students with a level of instruction, supervision and evaluation compatible with safe practice and student learning needs:**

**C.4. Faculty carry out their responsibilities with respect for individual variations.**

In recent years, Fairfield University’s commitment to [promoting](http://www.fairfield.edu/diversity/index.html) an inclusive academic environment that ensures respect for individual variations has become a significant priority. Through active recruitment and outreach, the percentage of minority students has increased every year. The issue of [diversity](http://www.fairfield.edu/diversity/index.html) has taken on a greater and more prominent role at Fairfield University and in higher education across America. Diversity in all its human forms and varieties, along with the Jesuit mission and identity, is a basic tenet undergirding all three prongs of Fairfield University's Strategic Plan. The Office of Institutional Diversity Initiatives was launched to provide institutional leadership and to encourage collaboration across university divisions, offices, and departments. This Office is responsible for the promotion of an institutional culture that supports human diversity and multicultural education.

To help students make a successful transition through to graduation, a support network, or "pathway," of departments, offices, administrators, faculty, staff, and other students has been established with a commitment to helping low-income students. Through these "pathways" students are provided with individual assistance, programs, and services that have proven successful in helping students meet their academic and personal goals, including:

* Information on tutoring, study skills, and other academic support services
* Access to on-campus confidential counseling services, pastoral, and spiritual care
* Mentoring and leadership development
* Career planning
* On-campus, work study, and summer employment opportunities
* Year-round, on-campus housing
* Supplemental financial assistance

 As a result of the strong commitment and resources focused on increasing the number of underrepresented or disadvantaged minority populations, the University has recruited a diverse cohort of graduate students. In 2010, under the leadership of Dr. Sheila Grossman, the Egan School of Nursing implemented the HRSA-funded P.R.A.C.T.I.C.E Clinic for primary care geriatric diversity training for advanced nursing education(HRSA Grant # 74431). This grant facilitates the primary care management of diverse older adult simulated patients. Each advanced practice graduate nursing student is scheduled to perform primary care assessments on various simulated geriatric patients in the P.R.A.C.T.I.C.E. simulated clinic, allowing demonstration and measurement of care competency for older vulnerable populations. Nurse Practitioner faculty members observe and evaluate student competency using a standard checklist developed by the faculty.

 Teaching innovations such as this are encouraged by faculty colleagues and the Egan School Dean and resourced accordingly. DNP-NM faculty will be empowered and supported to implement innovative teaching pedagogy to address individual variation in teaching and learning styles.

**D. Policies of the institution defining the rights and responsibilities of faculty are made available and applied consistently to all faculty as applicable.**

*No narrative is required*

**These policies include the following:**

**D.1. Academic freedom**

Protection of Academic Freedom is found in the University Faculty Handbook (see Appendix I.E.1.a.).

**D.2. Defined criteria for periodic evaluation.**

Egan Faculty outcomes are consistent with those of the University and are articulated in the evaluation plan (see Exhibit II.B.4.a.), which was developed and approved by all faculty in October, 2014 and revised in fall, 2016. The process for evaluation is reviewed during new faculty orientation to the role. Faculty outcomes include benchmarked goals selected and approved by faculty (last revised September, 2016) related to teaching effectiveness as evaluated using the IDEA*©* evaluation system, scholarship and service to the School, University and profession. These goals are used by the Dean as performance indicators for the yearly review in conjunction with the merit criteria. Student evaluations from a confidential survey (IDEA*©* (see Exhibit II.B.4.b.), narrative student comments, and student ratings regarding the extent to which course objectives were met, provide feedback for evaluating teaching and setting goals for improvement.

**D.3. Promotion, tenure, merit recognition and termination.**

Egan Faculty are evaluated for promotion, tenure, merit and termination consistent with the policies of the University as articulated in the University Faculty Handbook (see Exhibit 1.E.1.a.). These policies are reviewed during the University orientation for new faculty.

**D.4. Channels for receipt and consideration of faculty views and grievances.**

As discussed earlier, Faculty have considerable opportunities to participate in the governance of the University and the School and to share their views. *The Egan School Governance Bylaws* are continually reviewed by faculty and were last revised in 2016 (see Exhibit II.C.3.g.1). Faculty are informed about the bylaws upon orientation to the Egan school faculty role. The bylaws specify faculty involvement in undergraduate and graduate curricular and program policy development, review and revision. In addition, the faculty role in governance and University grievance procedure are clearly defined in the University Faculty Handbook (see Appendix I.E.1.a.) which is also reviewed in the new faculty orientation.

| **Criterion III:****Students** |
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**A. The institution has admission criteria and policies, including a non-discrimination policy, which are publicly available.**

Admission criteria for graduate students were developed specifically by a subgroup of nursing faculty to ensure that graduate students meet the standard necessary for graduate study. In addition, graduate nursing policies provide specific benchmarks in order to continue in the program. The Associate Dean for Graduate Studies works closely with marketing, public relations and admissions departments to ensure that all materials are accurate and consistent. Catalogs are published annually on the University website and reflect academic policies. Admission criteria for the DNP-NM are as follows:

Applicants for the DNP at Fairfield must hold a baccalaureate degree in nursing from a regionally accredited college or university (or the international equivalent) with a grade point average of 3.0 or higher. RN applicants who have a non-nursing bachelor’s degree will be considered on an individual basis and may be required to complete select prerequisites to be eligible for admission to the DNP program.

Fairfield University does not discriminate on the basis of sex, race, color, marital status, sexual orientation, gender identity, religion, age, national origin or ancestry, disability or handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

[View the University Non-Discrimination Statement](https://www.fairfield.edu/hr/livingworkinginfairfield/)

https://www.fairfield.edu/hr/livingworkinginfairfield/

**B. Recruitment materials and processes accurately represent the program practices and policies.**

Recruitment materials were developed specifically for the DNP-NM and accurately represent the program. [View the materials](https://www.fairfield.edu/graduate/academics/egan-school-of-nursing-and-health-studies/programs/doctor-of-nursing-practice-nurse-midwifery/) <https://www.fairfield.edu/media/fairfielduniversitywebsite/documents/academic/aca_son_dnp_mw_prog_sheet.pdf>

**C. The institution has student policies that are publicly available and identified to students upon admission related to: student evaluation, progression, retention, dismissal and graduation; review of personal records and equitable tuition refund; and evaluation of their education; access to university/college catalogs; and access to academic calendars.**

Academic policies of Fairfield University and the Egan School are congruent,fair and equitable, and support the achievement of vision, mission and student outcomes. These policies are published in the *Graduate University Catalog*. [View the Graduate University Catalog](http://catalog.fairfield.edu/fairfield/grad16/GraduateCatalog-Egan/CourseDescriptionsandAcademicPrograms)

Students are introduced to these policies and referred to the graduate student catalog during orientation to the program which is held in August each year. These policies are considered fair, equitable and are reviewed and revised according to the *Egan School of Nursing & Health Studies Evaluation Plan* (see Exhibit II.B.4.a).

**D. Upon entering the program, students have access to and are informed of support services designed to meet their needs in order to promote their retention and progression through the program.**

At graduate student orientation each August, students are provided with information on support services designed to meet their needs and promote their retention and progression through the program. Of note, the Writing Center is emphasized during the orientation with a representative attending and describing services. In the first role course (NS 610), students are required to access the Writing Center for assistance with their course paper. Further discussion of student support systems is found in Criterion V.C.

**E. Evaluation of students is an ongoing process that assesses the student’s movement toward and ultimate achievement of the midwifery program objectives/outcomes.**

The Egan School faculty evaluate individual student performance in courses according to the policies and procedures set forth by the University and the School in the Student Manual and the Egan School website, and as outlined in individual courses. These policies are consistently applied across all programs to assure that students meet the minimum requirements of each course, and ultimately that they meet all Program Outcomes. At the graduate level, a four-point grading scale is utilized with a minimum grade of “B” required for course credit. A student whose overall grade point average falls below 3.0 in any semester is placed on probation for the following semester. DNP-NM faculty advisors will work with students and program faculty to develop plans for remediation and improvement. If the overall grade point average is again below 3.0 at the end of that semester, the student is dismissed.

Students who receive a grade of B- are placed on academic probation; if they receive another grade of B-, they are dismissed from the program. Students who receive any grade below B- are dismissed from the program. This policy, which is consistently applied to all graduate students, reflects the effective achievement of student outcomes. While many students seek exception from grading polices when not successful in a course, the Dean’s office supports the grade given by the faculty and has not allowed for policy exceptions to date. Formal grievance policies have been defined by the University and are followed by the Egan School. The grievance process is posted on the University website.

Individual student academic performance is defined and consistently evaluated utilizing predetermined evaluation criteria that are set by faculty. Course evaluation criteria are clearly delineated in each syllabus that is available at the start of the academic semester. These criteria employ a variety of evaluation methods so that a comprehensive assessment of student learning can be obtained (e.g., papers, assignments, exams). Individual course instructors determine the specific methods of evaluation to ensure that they are consistent with the course objectives and overall program outcomes (Course syllabi and examples of course assignments will be available on site as Evidence).

Students receive individual clinical performance evaluations directly from their clinical instructor or preceptor; these evaluations are then forwarded to the course faculty. All preceptors, advisors, and clinical course coordinators are competent and knowledgeable in the specialty in which they are responsible for individual student evaluations. At the graduate level, students take separate theory and clinical courses and receive separate grades. Although input is sought from clinical instructors/preceptors, faculty members have the primary responsibility to determine whether learning outcomes are met. Faculty members submit final grades for each student at the end of the semester and these grades are communicated to the students through Stagweb, the University on-line system. At the end of the student’s program and in preparation for certification and licensure, the DNP-NM students will take a comprehensive validated exam through the New England Midwifery Consortium.

**E.1. Students are formally informed of course objectives/outcomes and methods of evaluation at the beginning of each course.**

Egan graduate students receive a syllabus for each course describing course objectives/outcomes and methods of evaluation at the beginning of each semester.

**E.2. Students are apprised of their progress on an ongoing basis.**

Evaluation of students is done by the faculty member responsible for the course. Individual course faculty are responsible for evaluation of student work in the course and providing it to students on a regular basis. In addition, students complete self-evaluations of clinical experiences which are reviewed with clinical faculty to ensure that objectives are met. Assigned faculty make visits to each student at the assigned clinical site at least once per semester, with phone and email contact throughout the semester to ensure ongoing progress. The final clinical evaluation for the practicum is completed by the faculty member, with significant input from the clinical preceptor.

The Egan School is recognized as having one of the best advisement programs on campus. Faculty members work closely with students to provide academic and career guidance to assist students in achieving their goals. Graduate students are advised by full-time faculty members who teach in their specialty track. Students meet with their advisor at least once during each semester to discuss program progression, identify concerns and ensure that students are following the curriculum plan to meet graduation requirements.

 Students receive advisement from faculty who provide academic guidance to help students seek out appropriate resources, plan a course of study, and further their professional goals. Graduate students also obtain support from the Office of Graduate Student Life.

View the Office of Graduate Student Life website

<https://www.fairfield.edu/graduate/student-life-and-services/>

 This office provides information for graduate students on events specific to them, as well as graduate assistantships and off-campus housing. This office works collaboratively with the faculty members of the Egan School to identify the needs of graduate students and to create an atmosphere of collegiality and community among graduate students on campus.

Once faculty members post grades in the online system, they are visible to students who can also view or obtain a transcript from the University to ensure program progress via My Fairfield. Dr. LoGiudice and Ms. Esposito will advise all DNP-NM students to ensure continued progression through the program.

**F. Student rights and responsibilities consistent with institution policy are available in written form, and students are notified where the policies may be found.**

*No narrative is required*

All policies are found in the Graduate Student Handbook which is introduced and discussed with students during orientation.

**This includes:**

**F.1. Opportunities for student involvement in development and implementation of midwifery program policies.**

Student input is an important part of continuous quality improvement. Like many others, the Egan School has struggled to find fair and sustainable methods to involve students in the development and implementation of program policies. Over the past few years, student representatives from the BSN, MSN and DNP programs were invited to attend the monthly school faculty meetings. However, student attendance was sporadic and a concern lingered among faculty that confidential information may be communicated to students during meetings.

 In the 2015/2016 academic year, the Dean commenced roundtable discussions each semester for undergraduate and graduate students. Students representing each year of study at the undergraduate level and each clinical track at the graduate level are invited to participate. A midwifery student representative will be asked to participate in these roundtable discussions. At the start of each session students are told that these sessions are aimed at program improvement, but to please avoid discussing individual course or faculty who were not present.

These ongoing meetings have gone well and minutes provided information for program policy improvement are shared with the undergraduate and graduate curriculum committees. Minutes will be available for review during the onsite visit.

**F.2. Opportunities to participate or have input into the representation on councils or committees of the institution or academic unit.**

Graduate students are invited to participate on School and University committees and task forces. At the University level, the graduate student organization continues the Jesuit tradition of scholarship, loyalty and service and provides avenues for student input in governance.

All Egan school graduate students are encouraged to participate in the graduate student organization. At the Egan School, students are invited to meetings with prospective candidates for open faculty and dean positions and are given further voice through participation in the Dean’s Roundtable.

**F.3. Clearly defined mechanisms for consideration of grievances, complaints or appeals.**

Student satisfaction with the program of study is given voice through a variety of formal and informal mechanisms. Students are expected to resolve problems using the chain of command—faculty member, advisor, Program Director, Assistant Dean, Associate Dean and the Dean. If the problem is not resolved and becomes a formal complaint, the student follows the Academic Grievance Procedure as defined in the *Graduate Program Catalog.*

[View the Graduate Program Catalog](http://catalog.fairfield.edu/fairfield/grad16/GraduateCatalog-Egan/CourseDescriptionsandAcademicPrograms/)

Students are advised about the grievance process during new graduate student orientation and referred to the handbook for further information.

In addition, feedback about the program is continually sought through a variety of mechanisms, including meetings with students, focus groups and course evaluations. Curricular concerns expressed through feedback on course evaluations and focus groups are brought to the respective undergraduate or graduate committee for discussion and action.

**F.4. Access to resources and opportunities is equivalent regardless of student location and teaching modalities.** As a campus-based program all students are provided with the same access to campus resources. All students have equal access.

| **Criterion IV:****Curriculum and Student Learning** |
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**A. The curriculum is based on three distinct statements which provide the foundation for the development, implementation and evaluation of the curriculum. They are 1) a statement of philosophy, 2) a statement of purpose/mission, and 3) a statement of objectives/ outcomes.**

**1) Egan DNP-NM Philosophy**

The faculty of the Egan School DNP-NM program adopts the Philosophy of Care from the American College of Nurse-Midwives (ACNM). The Egan School is committed to educating nurse midwives at the doctoral level who are prepared to provide excellent midwifery care and who will serve as leaders in the healthcare setting. Our graduates will have a deep commitment to social justice and will be invested in improving care for women and families.

The Egan School believes that nurse midwifery education should be rooted in the science and art of midwifery, teaching students how to provide holistic, individualized, family-centered care, with an emphasis on shared decision-making and practicing according to evidence-based guidelines. The Egan School believes that it is important for interprofessional healthcare education and trauma-informed care[[1]](#footnote-1) to be woven throughout the holistic nurse midwifery curriculum. Our graduates will appreciate aspects of palliative and supportive[[2]](#footnote-2) midwifery care during perinatal loss.

The Egan School also believes midwifery education should foster a deepening of one’s own commitment to caring for vulnerable populations. Our graduates will practice midwifery in effective and ethical ways in all settings, respecting the dignity of every person.

**2) Egan DNP-NM Mission**

The DNP-NM program has chosen to adopt the mission of Egan School, remaining consistent with all other graduate programs in the Egan School.

**Mission Statement**

Consistent with the mission of Fairfield University to develop men and women for others, the Marion Peckham Egan School of Nursing and Health Studies inspires students to become leaders in healthcare. These students are actively engaged with faculty in practice, research, scholarship and service. As a Jesuit institution, a central focus of our care is to improve health outcomes with particular attention given to the needs of underserved or vulnerable populations.

**Vision Statement**

 Our vision is to create providers who demonstrate clinical excellence. Building on a tradition of caring, our commitment is to provide evidence-based, culturally sensitive interprofessional healthcare education.

**3) Statement of outcomes for Egan School DNP Programs**

1. Independently provide culturally sensitive and evidence-based care to individuals and populations in a defined area of advanced nursing practice.
2. Demonstrate critical thinking at the highest level of practice and accountability in the management of healthcare systems, considering ethical, legal, and socially just patient-centered care.
3. Translate research into practice through critique of existing evidence, evaluation of outcomes, and implementation of projects that contribute to the development of best practices.
4. Integrate science and theory from nursing and related disciplines within a reflective practice framework to inform clinical judgments, resolve dilemmas in healthcare, and serve as a patient care advocate.
5. Evaluate patient, population, and health care system outcomes using fiscal analysis and cost-effective strategies to achieve quality improvement.
6. Analyze the use of health care information systems and patient care technology to assure quality health care outcomes.
7. Lead collaborative interprofessional relationships and partnerships to transform health care delivery systems and improve health.
8. Assume a leadership role in the analysis, development, implementation, and evaluation of policies to improve health care delivery outcomes at the local, regional, national and international levels

[View the outcomes](https://www.fairfield.edu/graduate/academics/egan-school-of-nursing-and-health-studies/programs/)

http://catalog.fairfield.edu/fairfield/grad16/GraduateCatalog-Egan/CourseDescriptionsandAcademicPrograms/

 All Egan School DNP programs (FNP, PYNP, and BHNAP) adopt these comprehensive outcomes that align with the Egan School Mission. Therefore, individual DNP program curriculums are all congruent with these outcomes. There are no additional DNP program outcomes for any individual program offered in the Egan School.

 Midwifery specific objectives can be found in the course objectives of the final midwifery course, NSMW 629 Integration to Midwifery Practice (see Appendix IV.A.3.). This culminating course fosters the incorporation of all previous classroom and clinical experiences to prepare the nurse midwife for practice upon graduation. Selected examples of NSMW 629 course objectives include:

1. Manage holistically the healthcare needs of women across the lifespan and
healthy newborns, in practice as a beginning level competent nurse midwife.
2. Provide holistic care to vulnerable populations.
3. Empowerment of women as partners in healthcare.
4. Influence clinical practice using evidence, and the science and art of
midwifery, in order to improve care for women and their families.

These selected objectives for the DNP-NM program illustrate the outcomes for graduates in the basic midwifery practice portion of the curriculum.

**A.1. The proposed midwifery program philosophy will be consistent with:**

The philosophy of the ACNM and the Egan School DNP-NM are complimentary throughout. Examples of common philosophical tenets are highlighted in the same color between the two documents (for example, red denotes informed healthcare decisions mentioned in both).

**A.1.a. The Philosophy of ACNM**

We, the midwives of the American College of Nurse-Midwives, affirm the power and strength of women and the importance of their health in the well-being of families, communities and nations. We believe in the basic human rights of all persons, recognizing that women often incur an undue burden of risk when these rights are violated.

We believe every person has a right to:

* Equitable, ethical, accessible quality health care that promotes healing and health
* Health care that respects human dignity, individuality and diversity among groups
* Complete and accurate information to make informed health care decisions
* Self-determination and active participation in health care decisions
* Involvement of a woman's designated family members, to the extent desired, in all health care experiences

We believe the best model of health care for a woman and her family:

* Promotes a continuous and compassionate partnership
* Acknowledges a person's life experiences and knowledge
* Includes individualized methods of care and healing guided by the best evidence available
* Involves therapeutic use of human presence and skillful communication

We honor the normalcy of women's lifecycle events. We believe in:

* Watchful waiting and non-intervention in normal processes
* Appropriate use of interventions and technology for current or potential health problems
* Consultation, collaboration and referral with other members of the health care team as needed to provide optimal health care

We affirm that midwifery care incorporates these qualities and that women's health care needs

are well-served through midwifery care.

Finally, we value formal education, lifelong individual learning, and the development and

application of research to guide ethical and competent midwifery practice. These beliefs and values provide the foundation for commitment to individual and collective leadership at the community, state, national and international level to improve the health of women and their families worldwide.

**Egan School DNP-NM Philosophy**

The faculty of the Egan School DNP-NM program adopts the Philosophy of Care from the American College of Nurse-Midwives (ACNM).

We are committed to educating nurse midwives at the doctoral level who are prepared to provide excellent midwifery care and who will serve as leaders in the healthcare setting. Our graduates will have a deep commitment to social justice and will be invested in improving care for women and families.

We believe that nurse midwifery education should be rooted in the science and art of midwifery, teaching students how to provide holistic, individualized, family-centered care, with an emphasis on shared decision-making and practicing according to evidence-based guidelines. We believe that it is important for interprofessional healthcare education and trauma-informed care to be woven throughout the holistic nurse midwifery curriculum. Our graduates will appreciate aspects of palliative and supportive midwifery care during perinatal loss.

We also believe midwifery education should foster a deepening of one’s own commitment to caring for vulnerable populations. Our graduates will practice midwifery in effective and ethical ways in all settings, respecting the dignity of every person.

1. **1. b. The philosophy of the institution within which the proposed midwifery program will reside or will be affiliated.**

The philosophy of the Egan School DNP-NM program is complimentary to and congruent with the mission, values and education philosophy of Fairfield University and the Egan School. The Egan School’s mission, goals and program outcomes are congruent with the mission, goals and expected student outcomes of the parent institution, Fairfield University. Egan School nursing programs build upon the Jesuit tradition of academic rigor, critical analysis of social systems, and direct service to the underprivileged and underserved. In addition, the programs incorporate the Jesuit values of reflective practice, social justice, and care of vulnerable populations. The University aims to develop the creative intellectual potential of its students and to foster in them ethical and religious values and a sense of social responsibility. Egan School students are encouraged to reflect and examine their sense of calling on both personal and professional levels. Incorporation of the reflective practice model throughout the curriculum gives students the lifelong tools needed for the highest levels of practice, accountability, and leadership.

The mission statement of Fairfield University and of the Egan School can be found in Appendix IV.A.1.b. As stated above, the DNP-NM program has adopted the mission of the Egan School. Examples of common philosophical tenants are highlighted in the same color between the two documents. (For example yellow denotes ethical values mentioned in both). Table IV.A.1.b. (found in the appendices) also highlights the congruencies.

1. **1.c. The philosophy of the academic unit within which the proposed midwifery program will reside, if applicable.**

 The philosophy of the Egan School, ACNM, and Fairfield University are congruent .Please

see Table IV.A.1.b..

**A.2. The proposed midwifery program’s purpose/mission and objectives/outcomes will be clearly stated and will be consistent with the proposed midwifery program philosophy.**

 The mission and outcomes of the DNP-NM are clearly stated on the website as are the mission and outcomes of the Egan School (as explained in Criteria IV.A.3.) . All DNP programs within the Egan School have adopted the same mission and outcomes. The Egan School and the DNP-NM program’s mission and outcomes are consistent with the DNP-NM program’s philosophy. The mission and outcomes are clearly stated on the Egan webpages, and will be linked to the DNP-NM webpage.

<https://www.fairfield.edu/undergraduate/academics/schools-and-colleges/egan-school-of-nursing-and-health-studies/administration-and-faculty/> and <https://www.fairfield.edu/graduate/academics/egan-school-of-nursing-and-health-studies/programs/>

 Appendix IV.A.2. Demonstrates the congruency of the DNP-NM program philosophy to the Egan School and DNP-NM Mission and Outcomes in a table. Included in this table are four selected examples of NSMW 629 course objectives, illustrating that the DNP-NM program has set outcomes for its graduates for the basic midwifery practice portion of their curriculum.

The Egan School DNP-NM program has coherent and inspiring statements of mission, philosophy and outcomes that align with the ACNM Philosophy as well as with the mission of Fairfield University. The curriculum for the DNP-NM has been derived from these principles.

**A.3. The curriculum will be designed to achieve the stated objectives/outcomes of the proposed midwifery program.**

All graduate programs in the Egan School are developed, implemented and continually evaluated and revised to ensure that expected student outcomes are met. The specific objectives stated within each of the ten new midwifery courses and all the foundational DNP courses are aligned with the DNP-NM program level outcomes, ensuring all objectives can be met. Course objectives, developed from the program outcomes, provide clear statements of learning that correlate to student outcomes and are related to the roles for which students are being prepared. Course assignments and clinical experiences are designed to assist students in achieving individual student learning outcomes congruent with the expected aggregate student outcomes. Table IV.A.3.a. illustrates each course in the program and which outcome(s) the course aligns with. Table IV.A.3.b. illustrates selected examples of how course objectives build toward program outcomes. Appendix IV.A.3 contains the syllabi (including course objectives) for all courses in the DNP-NM program. Table IV.A.3.a. in the appendices is a Mapping of Egan School DNP-NM courses to program outcomes. Table IV.A.3.b. . in the appendices is a Mapping of DNP-NM course objectives to program outcomes and Selected NSMW 629 course objectives

**B. Curriculum development will be a continuing process.**

A hallmark of Jesuit education is academic excellence that was achieved through the conscientious development of the curriculum reflecting ACNM competencies and outlining specific individual and aggregate student outcomes. When developing the DNP-NM program, the program director, Dr. Jenna LoGiudice used the *Core Competencies for Basic Midwifery Practice* and the *Competencies for the Practice Doctorate* to create course content. The curriculum plan (see Appendix IV.B.), sequencing of courses, and the ten new midwifery courses were developed by Dr. Jenna LoGiudice with input and feedback from the Graduate Curriculum Committee (GCC).

Several mechanisms are in place for regular review, revision, and updating of the DNP-NM curriculum, including both NSMW and foundation courses. The GCC currently reviews and evaluates all graduate classes to examine both course strengths and areas for improvement. The DNP-NM Program Director, Dr. Jenna LoGiudice is a member of the GCC. Feedback is given to the faculty of record for each course and is utilized for course improvement. This review process has taken place with each of the foundational DNP courses in the DNP-NM program. This process will occur for each of ten NSMW courses after they have been taught for the first time.

At the end of each semester, courses undergo summative evaluation in a number of ways. All courses in the DNP-NM program will utilize the Fairfield University end of semester *IDEA© Evaluation Form and Qualitative Form.* Student evaluations from the confidential quantitative *IDEA©*, survey, along with qualitative narrative student comments, provide feedback for evaluating teaching and courses and setting goals for improvement. *IDEA©* allows for specific assessment by students of their learning in a particular didactic course. Students in the Egan School are asked to evaluate the teacher and course objectives using the *IDEA©* form, based on a set of learning objectives chosen by the faculty member (see Exhibit II. B.4.b. for *IDEA© Evaluation Form and Qualitative Form*. Through analysis of 35 years of nationally-collected IDEA*©* data, the form provides raw data as well as an adjusted score that takes student’s motivation and work habits into account in determining overall progress in course objectives. *The IDEA*© form also provides comparative data to like institutions. The results from the *IDEA*© form will be used to continually develop and revise curriculum as needed. Students also evaluate clinical faculty, preceptors and clinical sites at the end of each experience using forms developed by the Egan School.

Preceptor evaluations by students, clinical instructor evaluations by students, clinical site evaluations by faculty and students, and course evaluation summaries by faculty will provide evidence of program effectiveness and data for continuous quality improvement (see Exhibit IV.B.) Course evaluation data are and will continue to be compiled by the faculty teaching DNP-NM courses and shared in written format at Graduate Curriculum Committee meetings. Minutes will be posted on the school server for review by all nursing faculty. Policy and curricular changes have been instituted to improve program effectiveness in the DNP foundational courses based on these data.

Formative evaluation through a Mid-Semester Assessment of Teaching (MAT) will be strongly encouraged for all core faculty teaching nurse midwifery students for the first time. Mid-Semester Assessments of Teaching are offered through the University’s *Center for Academic Excellence*. While these assessments are voluntary, the majority of Egan School faculty members request them to make adjustments to their teaching-learning practices while the course is running.

**C. The proposed midwifery program will have standards for student preparation for or exemption from clinical course work and clinical experience.**

*No narrative required for C*

**C.1. The proposed midwifery program will have established criteria which students must meet prior to (prerequisite) or concomitantly with (co-requisite) enrolling in, receiving transfer credit for, or being exempted from, midwifery clinical coursework and clinical experience.**

Students must meet admission criteria as defined on the Egan School website and DNP-NM program brochure (see Exhibit IV.C.1.), before beginning the program. Applicants must demonstrate the following: 1. A bachelor’s degree in nursing from a regionally accredited col­lege or university (or the international equivalent). Registered Nurse applicants who have a non-nursing bachelor’s degree will be considered on an individual basis, and may be required to complete select prerequisites to be eligible for admission to the DNP program. 2. A grade point average of 3.0 or higher. 3. A Registered Nurse license to practice in the United States at the time of application; a Connecticut RN license will be required upon admission. 4. A current BCLS certification (must be maintained while in the program). Before starting clinical course work, students will have a certified background check and OSHA training.

Clinical coursework and clinical experiences begin in the first semester of the program. Clinical is graded as a pass/fail, and students must pass each clinical experience to progress in the program. Successful completion, at a minimum standard of 83% per course, of all previous semester courses is prerequisite to the following semester courses. For example, students must successfully pass all of the first semester courses to enroll in the second semester clinical courses. Students are required to maintain a cumulative GPA of 3.0 throughout the program.

The program director reviewed other nurse midwifery programs and determined that the diversity of design and degree offerings would make it difficult to allow transfer or exemption of nurse midwifery clinical coursework and experiences. Therefore, the Egan School DNP-NM program will not allow transfer credit or exemption of nurse midwifery clinical coursework and experiences.

The course syllabi all list pre-requisites and/or co-requisites. The rationale for prerequisites is to have students prepared with the knowledge base and clinical skills to enable them to meet the next set of objectives. All clinical courses for the NSMW courses are strongly encouraged to be taken with the didactic courses as described in the proposed curriculum plan (see Appendix IV. B.).

**C. 2. The proposed midwifery program ensures that students meet the program’s established prerequisite or co-requisite criteria prior to or concomitantly with enrolling in, or being exempted from, midwifery clinical coursework and clinical experience.**

Admission criteria ensures that students meet the program’s prerequisites for entry into midwifery coursework and clinical courses. Specifically, for the admission application, students must have a BSN degree, current Connecticut RN license to practice and current BCLS certification, both of which must be maintained while in the program, and are pre- and co- requisites to clinical courses. While enrolled in the program, students will become certified in Neonatal Resuscitation (NRP) in conjunction with course work for NSMW 627, Advanced Midwifery Management.

All pre- or co-requisites for DNP-NM courses, didactic and clinical, will be found in the 2017-2018 course catalog. The course syllabi in Appendix IV.A.3. also list pre- or co-requisites that are required for all courses in the DNP-NM program. For example, before taking NSMW 629, Integration to Nurse Midwifery Practice, students must have successfully completed all other NSMW courses in the curriculum. Midwifery didactic courses and the aligning clinical courses are to be taken in the same semester (e.g. NSMW 620, Antepartum Care and NSMW 621, Antepartum Clinical are co-requisites).

DNP-NM students will be advised by the DNP-NM Program Director and faculty who provide academic guidance to help students seek out appropriate resources, plan a course of study, and further their professional goals. Students meet with their advisor at least once each semester to discuss program progression, identify concerns and ensure that students are following the curriculum plan to meet graduation requirements. All students will follow the DNP-NM curriculum plan (see Appendix IV.B.), and the Program Director will ensure students are progressing through the program accordingly. Successful completion of the curriculum plan each semester indicates that each student is meeting the program’s established pre and co-requisite criteria for clinical coursework and experiences.

As stated in section C.1., there are no midwifery clinical course exemptions allowed in the program, thus there is no transcript evaluation process for course exemption.

**D. The proposed midwifery program will have standards for student preparation for or exemption from didactic course work.**

*No narrative required for D*

**D.1. The proposed midwifery program will have established criteria which students must meet prior to (prerequisite) or concomitantly with (co-requisite) enrolling, receiving transfer credit for, or being exempted from midwifery didactic coursework.**

Students must meet admission criteria as defined on the Egan School website and DNP-NM program brochure before beginning the program (see Exhibit IV.C.1.). Specifically, applicants to the program must demonstrate the following: (1) A bachelor’s degree in nursing from a regionally accredited col­lege or university (or the international equivalent). RN applicants who have a non-nursing bachelor’s degree will be considered on an individual basis and may be required to complete select prerequisites to be eligible for admission to the DNP program. (2) A grade point average of 3.0 or higher. (3) Registered Nurse license to practice in the United States at the time of application. A Connecticut RN license will be required upon admission. (4) Current BCLS certification (must be maintained while in the program).

Didactic coursework begins in the first semester of the program. Successful completion, at a minimum standard of 83% per course, of all previous semester courses are prerequisites to the following semester’s courses. For example, students must successfully pass all of the first semester courses to enroll in the second semester courses. Students are required to maintain a cumulative GPA of 3.0 throughout the program. Students are placed on academic probation if they earn one B-, and are dismissed if they earn a second B- or any grade lower than B-.

The Program Director reviewed curricula from other Nurse Midwifery programs and determined that the diversity of design and degree offerings would make it difficult to allow transfer credit or exemption of midwifery didactic coursework, specifically all NSMW courses. Therefore, the program will not allow transfer credit or exemption of midwifery didactic coursework. However, should a student seek to transfer DNP foundational courses, the policy is as follows: In order to transfer graduate credits, students must have earned a B or better in the course being transferred, and a maximum of 6 credits can be accepted in transfer; only courses that are comparable (in content and credit hours) to those required by the Graduate Nursing Program may be accepted. Transfer of credit from another accredited institution of higher learning will be allowed if it was: (a) applicable to a graduate degree at the institution in which it was earned; (b) not used toward another graduate degree; and (c) completed prior to enrolling at Fairfield. The Graduate School’s transfer policy is detailed in Exhibit IV.D.1.

The course syllabi (Appendix IV.A.3) and Egan School Graduate Catalog (https://www.fairfield.edu/graduate/academics/course-catalogs-and-schedule/) list pre-requisites and/or co-requisites. All clinical courses for the NSMW courses are strongly encouraged to be taken with the didactic courses as planned in the proposed curriculum plan (see Appendix IV.B.)

**D.2. The midwifery program ensures that students meet the program’s established prerequisite or co-requisite criteria prior to or concomitantly with enrolling in, or being exempted from, midwifery didactic coursework.**

Admission criteria ensures that students meet the program’s prerequisites for entry into midwifery coursework and clinical courses. Specifically, for the admission application, students must have a BSN degree, current RN license to practice in the state of Connecticut, and current BCLS certification, both of which must be maintained while in the program and are pre- and co- requisites to clinical courses.

All pre- or co-requisites for DNP-NM didactic courses, will be found in the 2017-2018 course catalog. For existing DNP foundational courses, any pre- or co-requisites can be found in the current course catalog (see Exhibit IV. D.2. also available at: <https://www.fairfield.edu/graduate/academics/course-catalogs-and-schedule/>) . The NSMW course syllabi (see Appendix IV.A3) and the DNP core class syllabi (see Exhibit II.C.1) also list any pre- or co-requisites that are required for all courses in the DNP-NM program. For example, before taking NSMW 629, Integration to Nurse Midwifery Practice, students must have successfully completed all other NSMW courses in the curriculum. Another example is NS 640, Advanced Physiology and Pathophysiology, a pre-requisite for NS 641, Advanced Pharmacology. NS 608 Research Methods for evidence-based practice is a pre/co-requisite for NS 601 Epidemiology and Biostatistics.

 All students will follow the DNP-NM curriculum plan (see Appendix IV.B.) and the Program Director and faculty advisor will ensure students are progressing through the program accordingly. Successful completion of the curriculum plan each semester indicates that the student is meeting the program’s established pre and co-requisite criteria.

The Program Director will ensure that students meet the program’s established criteria at the end of each semester as they progress through the program. Specifically, successful completion, at a minimum standard of 83% per course, of all previous semester courses is prerequisite to the following semester’s courses. For example, students must successfully pass all of the first semester courses to enroll in the second semester courses. Students are required to maintain a cumulative GPA of 3.0 throughout the program. Students go on academic probation if they earn one B-, and are dismissed if they earn a second B- or any grade lower than B-.

As stated in Criterion D.1., there are no midwifery course exemptions allowed in the program, either clinical or didactic, so there is no transcript evaluation process for course exemption.

**E. Components of the program and its curriculum include:**

*No narrative required for E*

**E.1. The curriculum will be consistent with the ACNM *Core Competencies for Basic Midwifery Practice***

Appendix IV.E.1. contains Table IV.E.1.a. and Table IV.E.1.b., which illustrate the location of *Competencies for Basic Midwifery Practice* and *Competencies for the Practice Doctorate in Midwifery* respectivelyin the nurse midwifery and DNP foundation courses. The curriculum has been developed using the *ACNM Core Competencies* and the *Competencies for the Practice Doctorate in Midwifery*. Each core competency has been integrated into course objectives, assignments, readings, assessments, and learning activities. Syllabi have been evaluated for presence of the competencies, and all syllabi in the DNP-NM program have been mapped to the Core Competences.

Clear evidence of this mapping can be found in the tables through the course objectives and assignments. The Tables provide evidence of the competencies and that strong representation of the competencies may be found in all of courses in the DNP-NM program (see Table IV.E.1.a. and Table IV.E.1.b.) If deficiencies in meeting any of the competencies are identified during the course evaluation process, faculty will inform the Program Director and, through the Graduate Curriculum Committee, revisions will be made.

**E.2. The curricular content includes the most up-to-date evidence base for midwifery practice and will be congruent with ACNM Standards for the Practice of Midwifery and other practice documents.**

 The midwifery curriculum content was developed by Dr. Jenna LoGiudice, CNM, who maintains active clinical practice in gynecology, antepartum, and intrapartum settings. The foundational DNP courses have each been developed by experts in the subject and are taught by content experts. Midwifery courses will incorporate the latest evidence based practice from ACNM documents, such as clinical bulletins, position statements, and the Journal of Midwifery and Women’s Health (JMWH) research articles. Students will be encouraged to become student members of the ACNM and utilize the resources on the ACNM website and in the JMWH. All midwifery courses, clinical and didactic, will therefore be congruent with the ACNM Standards for the Practice of Midwifery and knowledge. Application of these standards is evident in the courses as seen in the Table IV.E.2 in the appendices.

**E.3. The didactic and clinical components of the curriculum will be implemented by a variety of methods to achieve the program objectives/outcomes and ensure student learning.**

The Egan School DNP-NM program will utilize a variety of teaching and learning methods to assist students in reaching the program outcomes. In didactic courses, students will largely receive information in a flipped classroom setting, where the students come to class having watched a pre-recorded lecture, or reviewed course materials, and interact with peers through case studies, small group learning, or other applied learning techniques. When appropriate, classroom content will be delivered in a lecture format, and guest lectures will be offered when applicable. Embedded within both the flipped classroom and the lecture formats, approaches to student learning will include text readings, scholarly journal readings, videos, simulations, recorded lectures, guided access to websites, case studies, real time classroom polling applications, and enacting of potential patient scenarios and presentations.

 High and low fidelity simulation will be integrated into all nurse midwifery didactic and clinical courses to augment student learning. Assessment of student learning will occur through online and in-class discussions , papers, tests, quizzes, presentations, and case studies. In some courses, assessment approaches will include hands-on skills demonstration, simulation scenarios, and live patient models.

 All nurse midwifery courses will be taught in a face-to-face classroom format. The five foundational DNP courses, (NS 605 Advanced Healthcare Policy, NS 610 Advanced Nursing Roles & Reflective Practice, NS 611 Clinical Prevention & Strategies for Change, NS 614 Information Technology for Healthcare Improvement, and NS 641 Advanced Pharmacology) are taught as hybrid classes with both face-to-face class time and distance coursework through the Blackboard course management platform.

**E. 4. The program ensures that graduates will have achieved competence.**

In didactic courses, assessment of student learning will occur through online and in-class discussions, papers, tests, quizzes, presentations, and case studies. Each assignment will be weighted within the course. Graduate students must earn a minimum grade of “B” or 83 to pass the course and demonstrate competency. Students are placed on academic probation if they get one B-, and are dismissed if they get a second B- or any grade lower than B-.

In clinical courses, students will be evaluated with competence being defined as, a score of “four” by the end of the clinical experience. Students will be evaluated on a scale of 0-5 (see Appendix IV.E.4.) The grading criteria for competence in the clinical area is found in Appendix IV.E.4.

**E.4.a. The program will provide students with the necessary clinical experiences to achieve the objectives/outcomes of the program.**

The program includes a minimum of 1000 clinical and immersion hours. One practicum credit equals 50 hours in the clinical setting. See Appendix IV. B. for the curriculum plan and Appendix IV.A.3. for syllabi detailing all clinical experiences

 Strong support has been offered for DNP-NM students from the clinical settings in the community, and clinical partnerships are being arranged to foster students’ clinical learning experiences. Contracts are currently being obtained from birth centers, hospital based settings, private practices and community health centers in preparation for clinical experiences. A range of practice models, including full scope midwifery practices, full scope obstetric and midwifery group practices, and gynecology only practices will be available for clinical experiences. Additionally, a home birth practice in Connecticut, *Birth and Beyond*, has offered clinical placement for students interested in pursuing home birth practice after graduation. The breadth and depth of potential practice settings and practice models will augment students’ clinical learning experiences. See Appendix IV.E.4.a for a description of the practices we will be working with in the clinical setting.

**E.4. b. Each student will have access to at least this minimum number of clinical experiences:**

 **1. 10 Preconception care visits, 2. 15 New antepartum visits, 3. 70 Return antepartum visits, 4. 20 Labor management experiences, 5. 20 Births, 6. 20 Newborn assessments, 7. 10 Breastfeeding support visits, 8. 20 Postpartum visits (0-7 days), 9. 15 Postpartum visits (1-8 weeks), 10. Primary care visits: a) 40 common health problems, b) 20 family planning visits, c) 40 gynecologic visits including perimenopausal and postmenopausal visits.**

For the fall of 2017, the Egan School plans to admit five to seven students to the DNP-NM program. Clinical sites will increase in number as enrollment increases in year two and three to a total of 20 students across 3 cohorts in the program to ensure adequate clinical placements for all students. See Appendix/Table. IV.E.4.b. for the Estimated Number of Experiences per Clinical Site per Year

Potential Nurse Midwifery clinical sites were reviewed in September – December 2016,and others continue to be considered by the Program Director Dr. Jenna LoGiudice. Eleven sites have been selected based on size and location of practice, knowledge of practice, and commitment of midwives in these practices to the education of Egan School nurse-midwifery students. The number of clinical sites will continue to grow with enrollment.

 The program director communicated directly with each midwife in person or by phone to negotiate agreements (for a total of 11 midwifery practices). Seven letters of support and intent to precept students have been obtained as of December 15, 2016 and more are expected. The practices where Dr. LoGiudice and Christa Esposito see patients are fully supportive of aving students from this program. Contracts will be finalized in the spring of 2017 for antepartum sites, which are the first clinical experiences of the program. Every attempt will be made to have students at the same clinical site for the antepartum clinical and the gynecology/primary care rotation to provide continuity of care and ease of transition at clinical sites.

 The program leadership anticipates that some students in each cohort may be traveling from another area of Connecticut or from another state. For these students, the Program Director will try to identify clinical sites in their geographical area and contract with these agencies.

 The clinical coordinator, Erica Wuchiski, RN, will assign clinical sites with the input of the Program Director. Students, in collaboration with their faculty advisor and and the clinical coordinator will be monitoring the number of clinical experiences throughout the program. Students will use Typhon and or a format organized through Google Documents (as is currently used for Baystate’s Midwifery Program) to record their clinical experiences. The clinical coordinator will continue to track feedback and the number of experiences per clinical site as part of the yearly clinical site evaluation process.

**E.5. The program has set and implements policies and procedures to verify student identity for academic work, including that conducted by electronic or distance technologies.**

Fairfield University and the Egan School take academic integrity very seriously. All students sign and Academic Honesty code, and violation of academic integrity can result in expulsion from the University.

As the Egan School’s DNP-NM program is delivered on campus, and classes will enroll five to seven students, no concerns are anticipated in verifying student identity for exams or course work.

[View Fairfield University’s statement on academic integrity](https://www.fairfield.edu/undergraduate/academics/resources/)

https://www.fairfield.edu/undergraduate/academics/resources/

**F. Regular communication will occur among and between faculty and students during implementation of the curriculum.**

During orientation to the DNP-NP program, students will be provided with the contact information for the Program Director, faculty, and Clinical Coordinator. The Program Director will serve as the academic advisor for all nurse midwifery students, and will respond promptly to email communication (usually within 24 hours). The Program Director will have posted office hours each week (four hours/week) and also be available by appointment for student meetings. Students will schedule a formal meeting with the Program Director once every semester, and have the ability to schedule additional meetings at any time by appointment.

 Formative assessments will be strongly encouraged by all midwifery faculty, especially for the 10 new midwifery courses. Faculty will be encouraged to have a Mid-Academic Assessment of Teaching (MAT) with the Center for Academic Excellence (CAE) to evaluate courses, in addition to the required end of semester evaluations. This formative assessment can be utilized in real time to enhance a course. Students will have ample access to the faculty during regularly scheduled office hours as well as by appointment.

**G. The curriculum conforms to state or nationally recognized guidelines for the program/s educational level/s: certificate, master’s degree, and/or doctoral degree.**

The Egan School DNP-NM program conforms to the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice:

[View the AACN Essentials of Doctoral Education for Advanced Nursing Practice (PDF)](http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf)

I. Scientific Underpinnings for Practice

II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking

III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice

IV. Information Systems/Technology and Patient Care Technology for the Improvement and

 Transformation of Health Care

V. Health Care Policy for Advocacy in Health Care

VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes

VII. Clinical Prevention and Population Health for Improving the Nation’s Health

VIII. Advanced Nursing Practice

The Egan School DNP-NP program conforms to the AACN guidelines above as well as the competencies identified in the ACNM document *The Practice Doctorate in Midwifery.* The DNP program outcomes were developed when the program began in 2010 and were revised in February, 2016. The Associate Dean for Graduate Studies provides leadership in revising the MSN and DNP program outcomes in accordance with the *Masters and DNP Essentials*. Documentation of changes to program outcome reviews are recorded in Graduate Curriculum Committee minutes and stored on the University server (available on-site).

Appendix IV.E.1 contains Table IV.E.1.b, which maps all Nurse Midwifery and foundation DNP courses and assignments in the Egan School DNP-NM program to the ACMN competencies for the practice doctorate in midwifery.

| **Criterion V: Resources** |
| --- |

**A. Faculty and staff for the midwifery program are sufficient in number to meet midwifery program objectives/outcomes.**

*No narrative is required*

**They include:**

**A.1. Adequate number of qualified faculty.**

Faculty members are well qualified and sufficient in number to accomplish the mission and program outcomes. There are currently30.5 full-time faculty members and 15 adjunct FTEs (including the dean) for a total of 45.5 Full-time Equivalents in the Egan School. This figure includes 16 full-time tenure track faculty lines, of which nine are tenured and seven are non-tenured faculty in tenure track lines. The Egan School has 14.5 non-tenure track faculty members, including six visiting professors holding one-year renewable contracts, and five Professors of the Practice, holding three-year contracts. There are three and one-half faculty members who are appointed and paid by two respective clinical partnering agencies. The Egan School is currently undergoing a search for two additional tenure-track faculty members. Tenure track faculty members carry a nine credit teaching load per semester with the expectation that scholarship makes an additional three credit load for a total workload of twelve credits per semester.

In addition, to these faculty members, a partnership arrangement with Bridgeport Anesthesia Associates and Bridgeport Hospital Nurse Anesthesia Program provides salary for the Director of the Nurse Anesthesia Program as well as two additional Anesthesia faculty who have offices space at the University. A formal Memo of Understanding with the Veteran’s Administration Connecticut Health Center (VACHS) provides the Egan School with an additional1.5 faculty lines.

The Egan School hires a number of adjunct faculty each semester teaching between 125 and 150 credits across the undergraduate and graduate programs. Adjunct faculty, hired for their clinical expertise, are primarily used to supervise undergraduate students in the clinical area. However, a few adjunct faculty are used each semester in the graduate program as needed to ensure faculty coverage in clinical specialty areas. Using the twelve credit teaching load model, between 13 and 15 full-time equivalents of teaching load credit for adjunct faculty was used in the 2014 to 2015 academic year. The total breakdown of faculty is shown in Table V.1.

Table V.1.: Egan Faculty Full-time Equivalents (FTEs)

|  |  |
| --- | --- |
| **FTEs** | **Type** |
| 16 | Full-time Tenure Track |
| 5 | Professors of the Practice |
| 6 | Visiting Professors |
| 1.5 | VA Faculty FTEs |
| 2 | Bridgeport Hospital FTE |
| 15 | Adjunct Faculty FTEs (total number of adjunct credits taught per semester based on a 12 credit teaching load) |
|  |  |
| 45.5 | Total FTEs  |
|  |  |
|  | NOTE: Total Faculty (45.5): Student (680) ratio = 1:15 |

There are three additional professional staff positions held by faculty in the Egan School. The Director of the Learning Resource Center, the Clinical Placement Coordinator, and the Director of Simulation (dually slotted as a Visiting Professor) all report to the dean. The Associate Dean for Undergraduate Studies and the Associate Dean for Graduate Studies provide leadership over the undergraduate and graduate programs respectively. The Assistant Dean for Academic Programs provides administrative support to faculty and students and serves as a liaison to many departments on campus. Track Coordinators receive a stipend for overseeing the administration of their respective programs. All faculty members are available to students for a minimum of four office hours per week. Track coordinators and faculty teaching in the graduate program advise students in their respective specialty areas.

The Egan School has two full-time Nurse Midwifery faculty who will teach the didactic and clinical courses of the program. Additional adjunct faculty will teach didactic courses as needed, and serve as preceptors and site visitors. The University Leadership, including the Egan School Dean, is committed to the success of the DNP-NM program. Additional full-time faculty will be added to ensure that students meet program outcomes, that and faculty meet their responsibilities in teaching, scholarship and service .

**A.2. Adequate number of staff for secretarial, technical and student support.**

Within the Egan School, there are three full time office staff members who provide assistance to the Dean, faculty members and students; maintain department records and databases; and assist in enrollment management. Each faculty member has the support of one of the administrative assistants according to program and course teaching needs. Additional staff resources are provided through centralized admissions and student record keeping services. Nurse Midwifery faculty will have access to all these resources, which are adequate to allow faculty to meet the three aspects of their role: teaching, scholarship and service.

 Technical support is provided from Information Technology Services (ITS) for desktop computing needs and training; the Media Center for audiovisual equipment needs and training; Student Services for consultation and advice on student issues; and the library staff for course and research-related searching. The statistical program *SPSS* was purchased by Information Technology Services to provide faculty and student support for the statistical analysis; and a faculty workshop, coordinated by statistics and psychology professors on campus, was provided in a six week fashion to update faculty on the use of the program and other statistical resources on campus. Support is also available for faculty in the use of Blackboard, including portfolio and outcomes assessment components. The ITS Director works closely with Egan School faculty to respond to technological teaching and scholarship needs and to increase technological capability in rapidly evolving innovation. Training for University IT systems takes place via Information Technology Services or the Center for Academic Excellence workshops.

The University continues to provide a complete array of support services for students and faculty members that are consistent with the University mission. The Academic and Career Development Center offers counseling, monitoring and tutoring services to ensure student success.

View the Academic and Career Development Center website:

<https://www.fairfield.edu/undergraduate/academics/resources/academic-and-career-development-center/academic-support-and-advisement/>

Using a holistic advising model, the Center helps students meet their academic, personal, and professional goals through comprehensive and integrated academic support services and resources. The  Academic and Career Development Center works with students individually and in groups to ensure academic success. Support services for graduate students are anticipated to expand in accordance withwith the strategic planning process and the University’s commitment to an increased focus on the needs of all graduate students through the development of the Graduate Student Assembly.

**B. Physical facilities are adequate to meet program objectives/outcomes.**

Fairfield University resides on a beautiful campus located in the primarily residential town of Fairfield, CT, approximately one hour from New York City. Although graduate students tend to live off campus, limited graduate housing is available, including several houses across the street from the University. The recently renovated and expanded facilities provide the computing, laboratory, classroom and teaching-learning environments to allow students to reach their intellectual potential, and to broaden their ethical, cultural and religious values. Improvements include the the expanded recreational Complex, new parking garage and additional undergraduate student dormitories.

The Egan School is scheduled to move into a new building in fall of 2017. The structure, which broke ground on April 21, 2016, is currently under construction in and adjacent to the existing Egan School space. The new Nursing and Health Studies Center represents a comprehensive response to the need for expanding the continuum of program integration across Fairfield’s Schools and Centers. This Center will consist of the current Egan School building (renovated) and a new 54,000 square foot, four story state-of-the-art building. Space has been allocated for academic collaboration, state-of-the-art simulation, integrated learning classrooms, clinical learning environments, a task training laboratory space and additional classrooms to support the Integrated Health Studies program. Adjacent to the Rudolph F. Bannow Science Center and the School of Engineering, the new construction will establish a cohesive center of scientific excellence on the Fairfield University campus. While Egan faculty, classrooms and the learning resource center are currently in a swing space for the 2016 – 2017 academic year, the new Nursing and Health Studies Center is part of the strategic plan and the capital campaign to accommodate the growing needs of the Egan School. This building reflects the interdisciplinary collaboration on campus of faculty and students, and will provide opportunities for enhanced collaboration through think-tanks, research initiatives, and shared teaching spaces.

**C. Learning resources are current, available, accessible and adequate.**

Fairfield University has ample learning resources that are current, available, accessible and adequate. The DiMenna-Nyselius Library is the intellectual center of Fairfield University. It combines the traditional academic library holdings, housing 380,000 bound volumes, 545,000 ebooks, 70,000 online journals and newspapers, 28,000 audio-visual units, and the equivalent of 110,000 volumes in microform. Other resources include an online catalog and access to 185 web subscription databases. Faculty and students may locate and access materials as needed from their office and personal computers; and there is a direct on-line link to Inter-library loan forms for material unavailable on-site. There is sufficient study space, computer and wireless access, and other multimedia workstations, including a 24-hour computer lab, to meet the needs of students and faculty. The library also houses a Café, the Information Technology Help Desk, the Writing Center, and the Center for Academic Excellence.

The current nursing collection is adequate and appropriate to support the nursing program, as well as meet the continuing education and research requirements of faculty and students. New faculty members are given $1000.00 of designated funding to purchase new library materials. The Egan School is allotted funding each year, and faculty members use these funds to purchase text books, DVDs, journals, and other materials. Egan faculty have a faculty library representative, who works closely with the Collection Development Librarian, to maintain current holdings. Finally, the library website offers links, tutorials, and 24/7 chats with a librarian, as well as providing in-services to the University or to individual classes and faculty members. The library has access to numerous nursing and midwifery journals, including the Journal of Midwifery and Women’s Health, and Nursing for Women's Health. The library website is tailored for nursing and DNP students to help them with research for their DNP projects.

[View the library website](http://librarybestbets.fairfield.edu/nursing)

The Fairfield University Writing Center is an additional resource that is available to all Fairfield University students. At the Writing Center, a trained peer tutor will work individually with a student, on anything writing assignment, at any point in the writing process, from brainstorming to editing. Tutors have special training to work with students for whom English is a second language. The tutoring conference is collaborative; peer tutors do not write, proofread, or grade papers for students. In the fall of 2012, as part of the continued effort to support Fairfield's graduate student community, the Egan School was selected to pilot the writing center program for graduate students. The successful pilot was fully implemented and published:

Boquet, E., Kazer, M.W., Lucas, O., Madaffari, V., Manister, N., Shaw, M., & Gannett, C. (2015). Just Care: Learning From and with Graduate Students in a Doctorate of Nursing Practice Program. Special issue on graduate writing across the disciplines. Across the Disciplines, 12(3).

[View the Across the Disciplines website](http://wac.colostate.edu/atd/graduate_wac/boquetetal2015.cfm)

Campus Ministry provides religious services, offers spiritual counseling and direction, conducts liturgies and retreats, and trains students as lectors and Eucharistic ministers. The Academic and Career Development Center provides a comprehensive range of services to assist students identified with learning needs. Students with documented disabilities are assessed for learning needs and reasonable accommodations. Study skills and peer tutoring programs provide individual and group interventions to students struggling with academic content. This office works collaboratively with the faculty members of the Egan School to identify nursing students with strong academic skills that can tutor younger students in the sciences and nursing courses.

The Study Abroad Office assists students in planning international experiences. The Egan School is fortunate to work in collaboration with this office to provide nursing students with semester long opportunities to study nursing in Galway, Ireland and Brisbane, Australia. Shorter international experiences are also available for undergraduate and graduate students, including a ten-day experience in Nicaragua. The DNP-NM program director, Dr. Jenna LoGiudice has served as a preceptor to students in Nicaragua for women’s health clinical experiences. The Egan School hopes to offer this trip annually and accommodate two DNP-NM students to fulfill a portion of their NSMW 624 Women’s Primary Care and Gynecologic Health Clinical hours with either Dr. LoGiudice, or another CNM Midwifery Program Faculty supervising them. Additionally, students may frame their DNP project around an initiative in Nicaragua. A current Egan faculty member, Patrick W. Kelly, Distinguished Fellow of Nursing and Health Studies, and the DNP-NM Program Director, Dr. LoGiudice are in the early stages of assessing if an intrapartum clinical experience may be possible in Peru, where Dr. Kelley has worked with health professions students in the past to deliver care. A midwifery program faculty member (CNM) will supervise any international experiences.

The Office of Advancement provides a liaison to Egan faculty members for continued economic development. The liaison works with the members of the Egan School Advisory Board and provides support for the planning, implementation, and evaluation of Advisory Board meetings that are held each year. The primary purpose of the Advisory Board, chaired by alumnus Robin Kanarek, RN,’96, is to raise funds for projects and special needs of the academic programs in the School. The initial priority was the completion of the Robin Kanarek ’96 Learning Resource Center renovation project. More recently, the Kanarek Family Foundation supported a 2.5 million dollar Center for Palliative and Supportive Nursing Education, which will open in the new building in September, 2017. As evidenced in the philosophy of the DNP-NM program in Criteria IV, palliative and support nursing care will be incorporated into the program and students will learn how to provide care during perinatal loss. The Dean sits on the Advisory Board, and provides update and information at faculty meetings and events.

The new home of the Egan School, which will open in time for the first DNP-NM students, will have a birthing suite. Existing technology in the simulation suite include Laerdal’s *SimBaby* ®; an iPad to display an electronic fetal heart rate using *iSimulate* ®, an application that is available to download on an Apple mobile device. Static breast assessment models, pelvic task training models, breast feeding teaching babies and breasts, and microscopes will be for students learning as well. A list is currently being compiled, in order of necessity, for models and equipment specific to the DNP-NM program to outfit the birthing suite. The Program Director is working closely with the Simulation Director in the Egan School to order a high fidelity simulator for labor and birth. The Egan School staff members are evaluating Gaumard’s *Noelle* or Laerdal’s *Sim Mom* for the new space and will schedule demonstrations of the models on campus this Spring 2017 to choose the best fit for the program.

At Fairfield University, academic support services are sufficient to ensure quality, and Egan faculty and administrators are engaged in a regular review process to ensure that University support services are adequate to meet programmatic and student needs. The University Deans meet bi-monthly in an academic affairs cabinet with the agenda of addressing issues specific to each school as well as the University as a whole. The Academic Vice-President & Provost, an Associate Academic Vice-president, the Deans of the five schools (inclusive of nursing), the Dean of the library, and the Dean of Academic Support Services and Career Planning are in attendance. At these meetings, support services are continually discussed by the group and problem solving occurs to address specific deficits. One specific outcome of these meetings during the last academic year was the appointment of a Dean of Academic Support Services and Career Planning. Additional agenda items at the Academic Affairs cabinet may include, but are not limited to, budgeting, marketing, study abroad, student policy issues, registration, financial aid and additional support services. Following the formal agenda items, each Dean provides a report of their unit’s individual concerns and the group provides feedback. During a recent meeting, the Dean of the library asked for feedback about how to make textbooks more accessible to low income students. The group agreed to ask faculty members to put a copy of the textbook/s they use on reserve in the library as an additional resource for students.

The Associate Deans for both Undergraduate and Graduate nursing studies meet monthly with the Associate Academic Vice-President, and the Associate Deans of the other schools. This group’s agendas are often structured in the same way as the Academic Affairs cabinet, but focus heavily on developing measurement tools to determine the University’s effectiveness at meeting needs of the students and programs. This group recently spear-headed a University-wide change in the registration and advisement software to a product called *Degreeworks*©. The group met to choose the vendor and developed a roll-out plan which was highly successful. The Associate Dean group also organized a pilot program to distribute iPads to faculty and provide faculty development related to integration of iPad technology in the classroom along with the installation of Apple TVs. The pilot was so successful that in fall, 2015, the group organized a University-wide distribution of iPads to all full-time and part-time faculty to enhance technological innovation in the classroom.

In addition to the administration’s organized regular review meetings, the University faculty are charged with continued regular review of support services through representation on a number of committees. Egan School Faculty advocate for continued regular review through representation on the University Library, Educational Technology, and Educational Planning Committees, Academic Council and all other University committees that continue to ensure the sustainability of academic resources.

These formal regular review methods provide an excellent avenue to ensure that the needs of the program and nursing students are continually discussed and addressed. Informal review mechanisms also exist at the University, and nursing has had a strong response and participation in these activities over the years.

| **Criterion VI: Assessment and Outcomes** |
| --- |

1. **Each program will have a comprehensive plan for ongoing assessment of the program philosophy, mission/purpose, and objectives/outcomes to achieve continuous quality improvement.**

The Egan School Evaluation Plan (see Exhibit II.B.4.a. outlines the formal evaluation process that is conducted to insure that individual student learning and program outcomes are met; and will facilitate a strong process for developing and implementing comprehensive and ongoing DNP-NM assessment. The Program Director will be responsible for reviewing at the time of program development, at the time of substantial revision, and/or at the time of accreditation that the program philosophy, mission and outcomes are current and applicable to the DNP-NM. When revisions are necessary, the Program Director will bring the changes to the Graduate Curriculum Committee for review and approval. The evaluation plan, was developed using the CCNE accreditation standards (Standard 1 Program Quality: Mission and Governance 1-B) and can be found in Exhibit VI.A.

The mission and vision of the Egan School extend to all programs and continue to be reviewed and revised on an ongoing basis to remain current with professional standards and guidelines. The review and revision timeline is documented in the evaluation plan (see Exhibit VI. A.). The vision and mission were revised in spring, 2016 after the expansion of the School of Nursing to the Egan School of Nursing & Health Studies. Dean Kazer called for committee volunteers to develop new vision and mission statements on January 5, 2016. Meeting twice over the next few months and sharing drafts over email, the committee consisted of four nursing faculty, two faculty administrators and two health science faculty, including the Director of the Health Professions Program and the Director of the Integrated Health Studies minor. The new mission and vision was approved by all faculty in the Spring of 2016 (minutes will be available at site visit).

The Egan School DNP program outcomes, which have been adopted for the DNP-NM program, were developed in 2010 and revised in February, 2016. The Associate Dean for Graduate Studies, Dr. Joyce Shea provides leadership in revising the MSN and DNP program outcomes in accordance with the *Masters and DNP Essentials*. Documentation of changes to program outcome reviews are recorded in minutes and stored on the University server.

For all programs including the DNP-NM , the community of interest is an integral part of the review and revision process. The Egan School defines its community of interest as faculty, students, staff, alumni, employers, preceptors, other departments in the health studies or other areas of the University; Chief Nursing Officers of health care facilities; and clinician educators from other institutions. In reviewing and revising the mission and expected student outcomes, the needs and expectations of the community of interest are highly valued.

One example of the integration of community of interest in program review and revision lies within the Egan School Clinical Partnership Council. The Council, formed in 2002, is comprised of representatives from various community agencies and individuals with an interest in the nursing program and its graduates (e.g. local hospitals and health centers, the VA Connecticut Healthcare System, state representatives offices, associate degree programs, nursing homes and the Area Agency on Aging). The Council meets twice a year to discuss needs and expectations of graduates as they enter the workforce; and participant input is consistently used to foster program improvement. The meetings include the Dean and Associate Deans for undergraduate and graduate programs. At the December, 2015 meeting the Associate Dean for Graduate study requested input on quality improvement goals of clinical partners into provide alignment with DNP student educational goals. All of the partners were very receptive to having DNP students work on quality improvement goals within their facilities, and several offered potential projects for DNP students. The Partnership Council purpose and membership is described in Exhibit VI.A.1.

The Egan School also has an Advisory Board that serves the resource needs of the School and is comprised of alumni and friends of the School and University. The primary purpose of the Advisory Board is to raise funds for projects and special needs of the academic programs in the Egan School (see Exhibit VI.A.2.). This board meets twice each year. An example of recent input provided by the Advisory Board during the November, 2015 meeting discussion focused on the new Palliative Care Center at Fairfield University. Board members suggested that, as the Center is the first center of its kind in the country, it could shape public policy to compliment bedside practice and take advantage of the multidisciplinary approach to change the larger social conversation. This center will be incorporated into the DNP-NM program as indicated in the philosophy stated in Criteria IV.A.

**A.1. The program assessment process will include ongoing data collection and analysis to achieve program improvement. These data include, but will not be limited to:**

Evaluation and outcomes will be used for ongoing program improvement. The following subsections detail the evaluation plans in detail.

**A.1.a. Evaluations of the program by students and graduates.**

Faculty members are evaluated by students at the end of each course; clinical practica sites are evaluated by faculty and students at the end of each clinical rotation; preceptors are evaluated by students and faculty at the end of each rotation; and peer evaluation of teaching is done upon request and at regular intervals for most faculty. In addition, didactic courses are evaluated using the *IDEA*© form that allows for specific assessment by students of their learning in a particular course. Faculty members select learning objectives for each course that students use to determine whether objectives were met (see Exhibit II.B.4.b. for *IDEA© Evaluation Form and Qualitative Form*). Through analysis of 35 years of IDEA*©* data, the form provides raw data as well as an adjusted score that takes student’s motivation and work habits into account in determining overall progress in course objectives. The IDEA© form also provides comparative data to like institutions.

Preceptor evaluations by students, clinical instructor evaluations by students, clinical site evaluations by faculty and students, and course evaluation summaries by faculty provide evidence of program effectiveness and data for continuous quality improvement. Course evaluation data are compiled by the faculty teaching the course and shared in written format at Graduate Curriculum Committee meetings and posted on the school server for review by all nursing faculty. Policy and curricular changes have been instituted to improve program effectiveness based on these data as detailed in the Graduate Curriculum Committee meeting minutes. For example, at the graduate level, *NS 643* *Adult Health II* was scheduled to be taught throughout the spring semester rather than as a turbo course in the summer based on student suggestions. Students will also complete the Educational Benchmarking, Inc. (EBI) Exit Survey every other year that measures student satisfaction with the program.

In the 2015-2016 academic year, the Dean commenced roundtable discussions each semester for graduate students. Students representing each clinical track at the graduate level were invited to participate, and NM students will be invited to participate. At the start of each session students were told that these sessions were aimed at program improvement, but asked to avoid discussing individual course or faculty who were not present. The meetings went well and minutes provided information for program improvement that were shared with the undergraduate and graduate curriculum committees. DNP-NM students will be invited to these discussions in the fall of 2017.

The Program Director also intends to hold round table discussions annually with DNP-NM students to evaluate program effectiveness, with particular emphasis on strengths and areas for improvement. For the graduating class in 2020, a post-graduation focus group will be held with the Program Director and/or an external evaluator, to evaluate the program from the perspective of the first graduating class and to make improvements to the program as needed. The goal for program evaluation by graduates is that every student participates, and that 90% or more are satisfied or very satisfied with the program.

**A.1.b. Evaluations from external constituents such as employers of graduates and public comment as available.**

At the time of graduation, students will be asked to submit email contacts for their current employers or known future employers (related to nurse midwifery practice only). This information will be utilized to send a survey regarding graduates as needed. Students will also be asked for current e-mail addresses (they may keep their Fairfield email address) at this time to keep their contact information current for future precepting opportunities.

The Egan School Advisory Board and the Egan School Partnership Council will provide comment and evaluation regarding the DNP-NM program on a regular basis. Fairfield graduates are highly sought after by employers, and in annual meetings with the Egan School Partnership Council, made up of area employers, satisfaction with graduates is consistently stated. It is rare that a student is not employed within six months of graduation.

 Fairfield’s Office of Institutional Research will monitor employment rates on all DNP-NM graduates and will collect data within 12 months after program completion. Information from external constituents will be reviewed by the Program Director. It is the program goal that at least 90% of external constituents who respond will be satisfied or very satisfied with graduates and the academic DNP-NM program. If concerns arise during this process, they will be promptly addressed.

**A.1.c. Enrollment, graduation, attrition, certification, and other relevant outcome data.**

The program expects to enroll five to seven students in year one, five to seven students in year two, and ten to twelve students in year three. Subsequently, enrollment goals will be fixed at approximately 10 students per cohort. Given student progression as a full time cohort, the maximum enrollment will be capped at 30 total students once by 2020. The cohort of students entering in the fall 2017, will be the DNP-NM class of 2020. Cohorts will begin each fall only.

1. All students will be full-time as this is the only offering in the DNP-NM program. Should a student require a leave of absence, he or she must submit a request, in writing, to the Associate Dean for Graduate Studies,and is expected to complete all requirements for the DNP-NM program and graduate within five years after beginning course work. Each student is expected to make some annual progress toward the degree to remain in good standing.
2. Regarding attrition, enrollment is calculated using the number of students who matriculate into the program. Completion will be determined based on how many students graduate from the program in three years or less. Table A.1.c provides an example of this formula for the Egan school existing BSN-DNP students (many of whom complete the program part time in 4 years).

The expected attrition rate once three cohorts are fully enrolled is 6% to 10% or two to three students per year. This number is based on the most recent statistics from the 2011 Midwifery Education Trends Report, which demonstrate a decreased percentage of attrition from years 2005 (16%) to 2009 (6%).

Table A.1.c Current Egan School BSN-DNP Degree Graduation Rates

|  |  |  |  |
| --- | --- | --- | --- |
| **Educational Years** | **Number of students who began program** | **Number of students who graduated in four years or less** | **Completion rate** |
| 2010 – 2014 |  8 |  7 | 87.5% |
| 2011 - 2015  | 17 | 14 | 82.4% |
| 2012 – 2016 | 21 | 21 | 100% |

Further, the goal is for all students to sit for the AMCB certification examination within six months of graduation.

**A.2 The passing rate for first takers of the national AMCB certification examination is at least 85%. Programs develop effective plans to bring the pass rate to 85% if it drops below that point.**

The Egan School is committed to excellence and has a commitment to offering a program leading to success on the AMCB certification exam. The DNP-NM program aims for the first time passing rate of all graduates to be at least 85%. Should the program experience a first time pass rate that is less than 85%, a midwifery certification recovery plan would be put into place and the curriculum would be evaluated for potential gaps.

 The DNP-NM website will clearly state the first-time pass rate of students on AMCB certification starting in 2020 when these data are available.

[View the DNP-NM website](https://www.fairfield.edu/graduate/academics/egan-school-of-nursing-and-health-studies/programs/doctor-of-nursing-practice-nurse-midwifery/)

<https://www.fairfield.edu/graduate/academics/egan-school-of-nursing-and-health-studies/programs/>

**A.3. The assessment plan will reflect state or national standards in its review and updating of the program philosophy, purpose/mission, objectives/outcomes.**

**Standards will include at a minimum:**

*No Narrative required.*

**A.3.a. Current ACNM philosophy and standards.**

The assessment plan will reflect current ACNM philosophy and standards in its review and updating of program philosophy, mission, and outcomes. For example, as evidenced in Criteria IV, the Program Director, Dr. LoGiudice, has utilized all current ACNM documents including the *ACNM Statement of Philosophy, Standards for the Practice of Midwifery, and Core Competencies for Basic Midwifery Practice,* and the *Code of Ethics* in the development of the DNP-NM curriculum. Dr. LoGiudice will continue to use these documents (or any updated version of these documents) in the assessment of the program. Dr. LoGiudice will monitor these documents, and be responsive to any revisions or updates and by ACNM to these documents. Should revisions or updates occur to these documents, then Dr. LoGiudice and other midwifery faculty will evaluate the curriculum and make changes accordingly if needed. Any substantial changes will be brought before the Graduate Curriculum Committee for approval.

**A.3.b. Significant changes in higher education that are relevant to the program.**

The DNP-NM program plans to address changes in higher education through the program review process and through remaining aware of major pedagogical shifts in healthcare education. For example, in August 2015, when the AACN published the *Doctor of Nursing Practice: Current Issues and Clarifying Recommendations*, the Graduate Curriculum Committee formed a subcommittee to update the Egan School policy on what contributes to a DNP project.

 With all of the outcomes and benefits documented in the literature about simulation based learning, the faculty in the Egan School has increased the utilization of this technology in both didactic and clinical courses. In clinical courses, a full simulation day is offered in many courses to orient students to that particular clinical experience by caring for standardized patients.

Fairfield’s Center for Academic Excellence continually offers and encourages training for faculty on trends in higher education. For instance, faculty have been supported in using iPADs for teaching, an initiative that has let to many interactive and creative teaching and learning moments in the classroom. Fairfield University’s institutional supports are focused on research and strategic planning, thus Dean Kazer has kept a consistent pulse on the growth in health related jobs nationwide and the trends in nursing enrollment. An important outcome of this strategic planning is the Egan School’s new building to open in fall of 2017, that will service increased enrollment and provide state-of-the-art simulation facilities, consistent with changing pedagogical trends in healthcare education.

 As a member of the graduate curriculum committee, the program director, Dr LoGiudice will be actively involved in decisions and integrate any specific changes that occur in the DNP-NM program. Any changes that are found to be necessary during either the regular review process or due to updates or changes in ACNM guidelines will be the responsibility of the Program Director. Monitoring changes in higher education and general nursing education are the responsibility of the Dean and Associate Dean. The process involves the consistent involvement of the Dean, Associate Deans, Track Coordinators, and Program Directors at state and national meetings to insure best practices for future health care needs. New information will be brought to the Associate Dean for Graduate Studies and the for discussion and implementation.

 Any of these changes, in the standard, review process or in the special review process, will be made in collaboration with the Program Director, and content experts teaching each course, under the guidance of the Graduate Curriculum Committee when indicated.

**A.4. The assessment process will include periodic evaluation of clinical education. Clinical evaluation will include:**

*No Narrative required.*

**A.4.a. Initial and periodic evaluation of the ability and effectiveness of clinical sites to meet student learning needs.**

Each clinical site will be evaluated initially and each semester by the Supervising Faculty, Program Director, and the Clinical Coordinator. The Program Director and the Clinical Coordinator will visit sites in the geographical area; and by using distance technology, for sites outside of the geographical area. Areas of review for evaluation purposes will include:

1. Review for currency of site contract

2. Current Nurse Midwifery AMCB certification of preceptors

3. One of the following: site practice guidelines, review of site policies/procedures,

 or review and confirmation of site for student use

4. Numbers and types of clinical experiences available

5. Preceptor expressing a sincere interest in teaching and mentoring nurse midwifery

 students enrolled in the clinical practica (see Appendix VI.A.4.a. preceptor guidelines)

6. Preceptor allocating sufficient time and space resources to

 effectively fulfill the role

7. Preceptor willing to collaborate with graduate nursing faculty in planning

and evaluating clinical practicum experiences (see Appendix IV.E.4 clinical evaluation)

The Clinical Coordinator and Program Director will create a yearly report of each clinical site. After analysis of reports, recommendations will be made with input from faculty and the Clinical Coordinator to determine continued use of the clinical site and/or feedback for the clinical site based on the assessment and analysis.

**A.4.b. Evaluation of the clinical experiences in relation to enabling students to achieve clinical competence**

*Typhon*, a clinical tracking system currently utilized by the Egan School Nurse Anesthesia students, will be used to track midwifery student’s clinical experiences. By tracking the clinical experiences, the Program Director will have evidence that students obtain sufficient clinical and learning experiences to enable achievement of clinical competence.

 The final clinical evaluation for the practicum/experience is completed by the faculty member responsible for each course, with significant input from the clinical preceptor. The current system of evaluation involves feedback from clinical preceptors who complete an evaluation of the student every two weeks, and at the midpoint and end of each semester (see Appendix IV.A.4.) The Program Director or assigned faculty will make a visit to each student at the assigned clinical site at least once per semester, with phone and email contact throughout the semester. The Associate Dean for Graduate Studies works closely with Program Directors and the Clinical Placement Coordinator to insure the selection of appropriate preceptors for each course.

 Students will likely experience anywhere from two to five different clinical sites, allowing for student growth in a variety of practice settings with differing numbers of clinical experiences. Every attempt will be made when possible to have student’s complete clinical experiences in a setting for two semesters to allow for further growth and development. Since the School and the University have a commitment to the service, the Egan School has participated in the Connecticut Student/Resident Experiences and Rotations in Community Health (SEARCH) program that provides student, preceptor, and faculty support to insure clinical experiences in underserved community health centers.

 The DNP-NM program plans to have more clinical sites than required for the numbers of students each semester; a realistic goal for our first cohort of students. Should a student need a change in placement either through the request of the clinical site, or if the student is unable to meet competency requirements at the assigned site, it would be relatively straightforward to switch clinical sites.

The Program Director and Clinical Coordinator will evaluate clinical sites yearly for numbers and types of clinical experiences. Students will complete a clinical site evaluation after each placement.

**A.4.c. Current contract for each clinical site.**

 The Egan School has a robust group of clinical partners to support rotations in all clinical areas. Standard contracts, developed by the University, outline the responsibilities of the Egan School and the Clinical Agency. Initial contracts are written to continue until either party decides to end the affilitation. The clinical coordinator Erica Wuchiski, RN, will be responsible for obtaining and maintaining a current contract for each clinical site. In conjunction with the Program Director, the Clinical Coordinator will assign students to clinical sites that have current contracts.

**A.5. The assessment process includes a plan for evaluation of faculty teaching in the program.**

The Egan School Evaluation Plan outlines the formal evaluation process that is conducted to assure that expected individual student learning and program outcomes are met (see Exhibit II.B.4.a.). Faculty teaching is evaluated by students at the end of each course; clinical faculty and preceptors are evaluated by students and faculty at the end of each rotation; and peer evaluation of teaching is done upon request and at regular intervals for most faculty. In addition, theory course are evaluated using *IDEA*© that allows for specific assessment by students of their learning in a particular course. Students in the Egan School are asked to evaluate each didactic course using the *IDEA*© form.

 Teaching is one component of the Annual Faculty Evaluation process. If a faculty member fails to meet evaluative standards, resources are offered for improvement through the Egan School faculty mentoring process and the University Center for Academic Excellence. Faculty members are also provided with numerous resources for continuing education that they can seek on their own with the support of the Egan budget.

**All faculty will be evaluated annually on the following basis:**

**A.5.a. Didactic teacher competence as applicable.**

Student evaluations from the confidential quantitative *IDEA*©, survey along with qualitative narrative student comments provide feedback for evaluating teaching and courses and setting goals for improvement.  *IDEA*© allows for specific assessment by students of their learning in a particular course. Students in the Egan School evaluate the teacher and course using the *IDEA*© form.

 Faculty responsibilities and instructional policies are discussed in individual and group meetings with the Director of Faculty Mentoring and Scholarship and the Dean during annual evaluation meetings. Faculty roles in teaching, scholarship, service, and practice continue to reflect the mission of the institution and the Egan School mission/philosophy and program outcomes. Faculty complete an annual self-evaluation form identifying their progress in the areas of teaching, scholarship, service, and practice and identify goals for the upcoming year prior to this meeting (see Exhibit VI.A.5.).

**A.5.b. Clinical teacher competence as applicable.**

 Both students and faculty course coordinators evaluate clinical faculty, preceptors and clinical sites at the end of each experience. Feedback related to clinical teacher competence is provided to the Clinical Placement Coordinator and the Program Director for review at the end of each clinical rotation. Exhibit VI.A.5.b. contains sample forms used for evaluation of preceptors.

**A.5.c. Currency of knowledge and clinical competence in area(s) of practice related to proposed midwifery program responsibilities.**

All core faculty in the DNP-NMare knowledgeable and clinically competent in their area of practice. Certified midwives from the Egan School and the broader community will be teaching students and will have primary responsibility for supervision and evaluation. Currency of knowledge and clinic competence in areas of midwifery practice is part of the faculty evaluation criteria. Faculty members are expected to maintain this currency through scholarship and/or clinical practice.

**A.5.d. Non-discriminatory, respectful approach to students, colleagues, and patients in keeping with the basic principles of the ACNM *Code of Ethics***

Fairfield University is a Jesuit institution, values respectful and equitable approaches to all people, especially those who are most vulnerable. In that light, the University and Egan School clearly follow a non-discriminatory policy. The approach to students, colleagues and patients will also conform to the basic principles of the ACNM Code of Ethics. For example, a focus on “respect for human rights and dignity of every person” is inherent to Jesuit pedagogy and also is included in the ACNM Code of Ethics.

**B. The program will maintain and publicizes accurate, current data on student outcomes.**

The Program Director will update the marketing department contact person, at least annually, to ensure the Egan School midwifery website publicizes accurate and current data on student outcomes. Data will be shared with University leadership, the Egan Advisory Board, the Egan Partnership Council, and the Admissions office to communicate accurate student outcomes.

**This information must be posted and hyperlinked on the midwifery program web pages.**

**Data to be measured and publicized will include:**

**B.1. Graduation data, for both full-time and part-time students.**

Graduation data is collected by the Office of Institutional Research, the University Registrar, and the Egan School of Nursing. All graduation data will be available from a link on the Egan School DNP-NM website.

**B.2. Program’s Aggregated Annual American Midwifery Certification Board (AMCB) pass rates for first time takes and retake pass rates.**

Passing rates will be collected for first-time and retake pass rates. Starting in 2020, aggregated annual AMCB pass rates will be available from a link on the Egan School DNP-NM website.

[View DNP NM website](https://www.fairfield.edu/graduate/academics/egan-school-of-nursing-and-health-studies/programs/doctor-of-nursing-practice-nurse-midwifery/)

<https://www.fairfield.edu/graduate/academics/egan-school-of-nursing-and-health-studies/programs/>

**B.3. Program-specific data related to program philosophy, mission/purpose and objectives/outcomes for marketing or public disclosure purposes.**

All DNP-NM program-specific data related to the program philosophy, mission and outcomes is available to the public from a link on the Egan School DNP-NM website for marketing purposes. This data will also be incorporated into the 2017-2018 Egan Graduate School Catalog.

[View the DNP-NM website](https://www.fairfield.edu/graduate/academics/egan-school-of-nursing-and-health-studies/programs/doctor-of-nursing-practice-nurse-midwifery/)

[View the graduate Egan School website](https://www.fairfield.edu/graduate/academics/egan-school-of-nursing-and-health-studies/)

1. Trauma-informed care recognizes a person’s past history of trauma and that it may affect their presentation in the healthcare setting, as well as seeks to empower those who have experienced trauma. <http://www.samhsa.gov/nctic/trauma-interventions> [↑](#footnote-ref-1)
2. Through the Egan School Kanarek Center for Palliative & Supportive Nursing Education. [↑](#footnote-ref-2)