

# UNIVERSITY FACULTY SENATE FORMS

## Academic Program Approval

This form is a routing document for the approval of new and revised academic programs. Proposing department should complete this form. Detailed instructions for the proposal should be followed. A [checklist](#) is available to assist in the preparation of a proposal. For more information, call the Faculty Senate Office at 831-2921.

**Submitted by:** Andrea Wolf

phone number 831-8060 cell 717-371-4497

**Department:** Nursing

email address andreawo@udel.edu

**Date:** 11/1/2015

**Action:** add graduate degree  
(Example: add major/minor/concentration, delete major/minor/concentration, revise major/minor/concentration, academic unit name change, request for permanent status, policy change, etc.)

**Effective term** 16F  
(use format 04F, 05W)

**Current degree** \_\_\_\_\_  
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

**Proposed change leads to the degree of:** \_\_\_\_\_  
(Example: BA, BACH, BACJ, HBA, EDD, MA, MBA, etc.)

**Proposed name:** Doctor of Nursing Practice  
Proposed new name for revised or new major / minor / concentration / academic unit (if applicable)

### Revising or Deleting:

**Undergraduate major / Concentration:** \_\_\_\_\_  
(Example: Applied Music – Instrumental degree BMAS)

**Undergraduate minor:** \_\_\_\_\_  
(Example: African Studies, Business Administration, English, Leadership, etc.)

**Graduate Program Policy statement change:** attached  
\_\_\_\_\_  
(**Must attach** your Graduate Program Policy Statement)

**Graduate Program of Study** \_\_\_\_\_  
(Example: Animal Science: MS Animal Science: PHD Economics: MA Economics: PHD)

**Graduate minor / concentration:** \_\_\_\_\_

**Note: all graduate studies proposals must include an electronic copy of the Graduate Program Policy Document, either describing the new program or highlighting the changes made to the original policy document.**

**List new courses required for the new or revised curriculum. How do they support the overall program objectives of the major/minor/concentrations)?**

(Be aware that approval of the curriculum is dependent upon these courses successfully passing through the [Course Challenge](#) list. If there are no new courses enter “None”)

**600 Level**

676 Psychiatric/Mental Health NP Practicum III  
677 Advanced Health Assessment & Diagnostic Reasoning  
691 Primary Care I  
692 Primary Care NP Practicum I  
693 Primary Care II  
694 Primary Care NP Practicum II  
695 Primary Care of Frail/Older Adults  
696 Primary Care NP Practicum III  
678 Primary Care of Women  
679 Primary Care of Children

**800 Level**

818 Advanced Nursing Science  
870 Writing for Dissemination  
881 Population Health I  
882 Population Health II  
883 Evidence-based Practice I: Methods  
886 Evidence-based Practice II: Translation  
852 Integrated Healthcare Delivery I  
853 Integrated Healthcare Delivery II  
NURS/HLTH813 Leadership and Innovation in Population Health  
NURS/HLTH843 Policy and Finance for Healthcare Delivery  
NURS/HLTH844 Population Healthcare Informatics  
873 DNP Project I: Problem Identification  
874 DNP Project II: Planning & Development

**900 Level**

900 DNP Project III: Implementation  
910 DNP Project IV: Evaluation & Dissemination  
920 Clinical Role Immersion- Post-master's  
921 Clinical Role Immersion – Post-baccalaureate

**Supply support letter from the Library, Dean, and/or Department Chair if needed**

(all new majors/minors will need a support letter from the appropriate administrator.)

Letter –Emily Hauenstein attached

Library support letter attached

**Supply a resolution for all new majors/programs; name changes of colleges, departments, degrees; transfer of departments from one college to another; creation of new departments; requests for permanent status. [See example of resolutions.](#)**

WHEREAS, the School of Nursing in the College of Health Sciences has offered a master's level nurse practitioner program for over 20 years, and

WHEREAS, the increasing complexity of the nation's healthcare system creates a need for advanced practice nurses, including nurse practitioners, to be leaders in quality improvement strategies, population health and health policy changes that address patient safety and promote reduction of health disparities among diverse groups, and

WHEREAS, the American Association of Colleges of Nursing and the National Organization of Nurse Practitioner Faculties has endorsed the move to a practice doctorate for the education of nurse practitioners in order to provide leadership skills in these areas; be it therefore

RESOLVED, that the Faculty Senate recommends provisionally for five years the establishment of the Doctor of Nursing Practice degree for all nurse practitioner concentrations as the terminal degree in nursing for this advanced nursing practice role.

**Explain, when appropriate, how this new/revised curriculum supports the 5 goals of undergraduate education:** <http://www2.udel.edu/gened/>

N/A

**Identify other units affected by the proposed changes:**

(This would include other departments/units whose courses are a required part of the proposed curriculum. Attach permission from the affected units. If no other unit is affected, enter "None")

none

**Describe the rationale for the proposed program change(s):**

(Explain your reasons for creating, revising, or deleting the curriculum or program.)

The American Association of Colleges of Nursing (AACN) affiliated member schools voted in October 2004, to endorse the *Position Statement on the Practice Doctorate in Nursing* (DNP). In this statement the AACN recommended that education of advanced practice nurses be transitioned from master's to doctoral level preparation by the year 2015. Since then, the number of DNP programs across the country has substantially increased. As of June, 2015, 264 programs are currently operating in the United States with another 60 programs reporting to be in the planning stages of development (AACN, 2015). DNP programs are now available in 48 states.

In 2008, the National Organization of Nurse Practitioner Faculties (NONPF) officially endorsed the DNP as the entry level for nurse practitioner practice. In April, 2015, the NONPF Board of Directors reaffirmed this position and called for all NP educators to facilitate the transition from master's to doctoral preparation. In September 2015, a white paper, *the Doctor of Nursing Practice NP Preparation: NONPF Perspective*, was released. In this paper, NONPF makes the definitive statement that "now- 2015 – is the time" for the profession to make the commitment to move forward with the plan for DNP preparation for all nurse practitioners (NONPF, 2015). In this statement, the recommendation was for schools to offer a "seamless, integrated curriculum with a post-baccalaureate DNP pathway for preparation as entry to the NP role". They also recommended that post-master's programs be available as a pathway for students who had already completed a master's degree, in order to enhance their skills in doctoral level competencies. Our proposed DNP brings the advance practice programs in nursing in line with the now well-accepted national standard.

The Doctor of Nursing Practice (DNP) program proposed by the School of Nursing in the College of Health Sciences prepares graduates to perform at the highest level of advanced nursing practice. With a focus on population health and leadership, students will gain competencies that will allow them to become leaders in practice innovation and policy development that will improve the health of diverse populations. The foundation for practice expertise with a population health focus will enable the graduate to plan and lead evidenced-based interventions, quality improvement strategies and health policy changes that address patient safety, promote patient-centered care, and reduce health disparities among diverse groups. The focus on practice that integrates both primary health care and mental health competencies will enable graduates of this program to provide health care in diverse settings to communities and populations that are currently unable to easily access care. The proposed program is timely because it coincides with recent legislation in Delaware that supports independent practice of nurses prepared as advance practice registered nurses (APRN) such as those who will be prepared in the School of Nursing's Doctor of Nursing Practice program.

**Program Requirements:**

(Show the new or revised curriculum as it should appear in the Course Catalog. If this is a revision, be sure to indicate the changes being made to the current curriculum and **include a side-by-side comparison** of the credit distribution before and after the proposed change.) [See example of side by side.](#)

## **Program Overview**

The Doctor of Nursing Practice (DNP) program prepares graduates to perform at the highest level of advanced nursing practice. With a focus on population health and leadership, students will gain competencies that will allow them to become leaders in practice innovation and policy development that will improve the health of diverse populations. The foundation for practice expertise with a population health focus will enable the graduate to plan and lead evidenced-based interventions, quality improvement strategies and health policy changes that improve health outcomes by addressing patient safety, promoting patient-centered care, and reducing health disparities among diverse groups. The focus on practice that integrates both primary health care and mental health competencies will enable graduates of this program to provide health care in diverse settings, to communities and populations that are currently unable to easily access care. The DNP degree is designed for nurses seeking a terminal degree in nursing practice and offers an alternative to the research-focused doctoral program. This degree prepares students to translate research into the practice setting.

## **Requirements for Admission**

Students will be admitted as either post-baccalaureate or post-master's students depending on their prior educational achievement. Admission requirements differ for post-baccalaureate and post-master's applicants. Admission decisions will be made by the School of Nursing Graduate Education Committee and DNP Subcommittee. Students will be admitted to the program based on their ability to meet the following minimum recommended entrance requirements and enrollment availability.

### Post-baccalaureate Applicants:

- Baccalaureate degree in nursing from an NLNAC or CCNE accredited School of Nursing
- Undergraduate GPA of 3.0 or higher
- Copy of active Registered Nurse (RN) license(s) in the state of Delaware or a compact state (state which has license reciprocity with the Delaware State Board of Nursing) or demonstrated eligibility for licensure

### Post-master's Applicants:

- Master's degree in nursing from an NLNAC or CCNE accredited School of Nursing with national certification in an area of advanced nursing practice
- Graduate GPA of 3.5 or higher
- Letter from the master's program indicating the number of clinical hours completed

### All Applicants (as applicable):

- Relevant professional experience
- Copy of license in a state where clinical practice may be arranged
- Completion of a master's level statistics course in the past 5 years with a grade of B- or better
- Official results from the TOEFL or IELTS exam taken within the last 2 years (for non-native English speaking applicants only). The minimum TOEFL score is 100; the minimum IELTS is 6.5.

### Other Documents Required

- A written statement that clearly identifies the applicant's career goals and how admission to the program will facilitate his or her professional objectives.
- Three letters of recommendation: two from an academic, and one from employer and/or other professional source. Academic references must be from someone who is doctorally prepared and who can attest to the student's capacity to complete a doctoral program..
- A successful interview with the DNP Program Coordinator and members of the DNP Subcommittee.
- Demonstrated competence in written communication through submission of a writing sample
- A curriculum vitae or resume

Admission to the graduate program is competitive. Those who meet stated requirements are not guaranteed admission, nor are those who fail to meet all of the requirements necessarily precluded from admission if they offer other appropriate strengths.

## **Financial Aid**

The School of Nursing has [several named scholarships and assistantships](#) that are awarded to undergraduate and graduate students. In most cases, scholarships are renewed annually provided that the criteria continue to be met (i.e., GPA, financial need, etc.). Scholarships are not transferable to another major. Financial aid information for all nursing courses can be found at the following link: <http://sites.udel.edu/nursing/grad->

[tuition/](#)

### Requirements for the Degree

The DNP Program is available at two entry levels – post-baccalaureate and post-masters. There is a core curriculum that all students must complete, and courses specific to population-focused advanced practice nursing concentrations that lead to eligibility to sit for national certification. The course requirements for this program include 14 DNP core courses, 5 nurse practitioner core courses, and 7-8 courses specific to the population foci. These foci include family nurse practitioner (FNP), adult-gerontology nurse practitioner (AGNP) and psychiatric/mental health nurse practitioner (PMHNP).

All students must complete the DNP and NP courses. Clinical hours are included in course requirements for both core courses and for population-focused concentration courses. Students are admitted as cohorts into 3-year full-time and 5-year part-time plans of study and are expected to maintain progression with their cohort as outlined upon admission. However, students must complete all course work within a 7-year time frame in order to be eligible to earn the degree.

### Post-Baccalaureate DNP Program

The Post-baccalaureate DNP program requires the completion of 78 course credits. All students complete the DNP Core and the Nurse Practitioner Core and then select one of the three specialty cores. Students entering the Post-baccalaureate DNP Program will choose a population-focused clinical concentration and complete all courses to meet eligibility requirements to become certified and licensed as an advanced practice registered nurse (APRN). There are full time and part time options for the post-baccalaureate program. Upon program completion, students will be eligible to apply for a national certification exam in one of the population foci. Credits for the specific population-foci are as follows:

**Family Nurse Practitioner (FNP):** 78 credit hours and 1120 clinical hours (direct care: 784 /indirect: 336)

**Adult Gerontology Nurse Practitioner (AGNP):** 78 credit hours and 1120 clinical hours (direct care: 784 /indirect: 336)

**Psychiatric-Mental Health Nurse Practitioner (PMHNP):** 78 credit hours and 1008 clinical hours (direct care: 672 /indirect: 336)

### DNP Core Courses (36-41 credits)

NURS881	Population Health I	3
NURS882	Population Health II	3
NURS813	Leadership & Innovation	3
NURS844	Population Healthcare Informatics	3
NURS843	Policy and Finance for Healthcare Delivery	3
NURS883	Evidence-based Practice I: Methods	3
NURS886	Evidence-based Practice II: Translation	3
NURS852	Integrated Healthcare Delivery I	3
NURS873	DNP Project I: Problem Identification	3
NURS874	DNP Project II: Planning & Development	3
NURS870	Writing for Dissemination	2
NURS900	DNP Project III: Implementation	3
NURS910	DNP Project IV: Evaluation & Dissemination	1
NURS920	Clinical Role Immersion –Post-master’s	1-3 (or course waiver)
	OR	
NURS921	Clinical Role Immersion-Post-baccalaureate	5

### Nurse Practitioner Core (13 credits)

NURS621	Advanced Pathophysiology	3
NURS622	Advanced Pharmacology	3
NURS677	Advanced Health Assessment and Diagnostic Reasoning	3
NURS853	Integrated Healthcare Delivery II	3
NURS818	Advanced Nursing Science	1

### Population Focus: Family Nurse Practitioner (24 credits)

NURS691	Primary Care I	4
NURS692	Primary Care NP Practicum I	4
NURS693	Primary Care II	4

NURS694	Primary Care NP Practicum II	4
NURS679	Primary Care of Children	3
NURS678	Primary Care of Women	2
NURS696	Primary Care NP Practicum III	3

**Population Focus: Adult-Gerontology Nurse Practitioner (24 credits)**

NURS691	Primary Care I	4
NURS692	Primary Care NP Practicum I	4
NURS693	Primary Care II	4
NURS694	Primary Care NP Practicum II	4
NURS679	Primary Care of Frail/Older Adults	3
NURS678	Primary Care of Women	2
NURS696	Primary Care NP Practicum III	3

**Population Focus: Psychiatric/Mental Health Nurse Practitioner (24 credits)**

NURS668	Advanced Clinical Neuroscience	3
NURS669	Advanced Psychopharmacology	3
NURS671	Psychiatric/Mental Health NP I	3
NURS672	Psychiatric/Mental Health NP Practicum I	3
NURS673	Psychiatric/Mental Health NP II	3
NURS674	Psychiatric/Mental Health NP Practicum II	3
NURS675	Psychiatric/Mental Health NP III	3
NURS676	Psychiatric/Mental Health NP Practicum III	3

**Post-Master's DNP Program**

The post-master's DNP program includes completion of all DNP core courses, a total of 36 course credits. Additional credits (1-3) will be required in a clinical immersion final course, depending on the number of clinical hours completed in the previous master's program. The purpose of these credits is to ensure that students complete a total 1,000 clinical hours as recommended by the AACN. Their pathway through the program will vary by the credentials they present upon admission and will also depend on their career goals.

1. Post-master's with license and certification as an advanced practice registered nurse (APRN) [clinical nurse specialist, nurse anesthetist, or nurse midwife] for the individual who seeks certification as a nurse practitioner.

**Requirements:**

Students will complete all DNP core courses, and all courses specific for the population focus of their choice in order to be eligible to apply for national certification.

2. Post-master's with RN license and national certification in a non-APRN area of nursing practice (e.g. nurse educator, nurse administrator).

**Requirements:**

Students will complete all DNP core courses. Applicants will be given credit for 500 clinical hours upon entering the program.

3. Post-master's with previous nurse practitioner certification and licensure seeking certification in an additional nurse practitioner population focus

**Requirements:**

Students will complete all DNP core courses. Because these students will enter with different clinical backgrounds, the clinical component of the program will include an individualized plan of study. Student transcripts and previous syllabi may be evaluated for equivalence to selected required course work for national certification.

**Post-DNP Certificate**

DNP-prepared nurses with national certification in an area of nursing practice may seek preparation as a nurse practitioner in one of the concentrations offered. In this case, students will complete only those courses required for the population-focused NP program of their choice that will allow them to apply for national certification. A certificate will be awarded.

**ROUTING AND AUTHORIZATION:** (Please do not remove supporting documentation.)

Department Chairperson *Emily D. Hunt* Date 11/20/15

*Susan J. Hall*

Dean of College \_\_\_\_\_ Date 11/30/15

(By signing above, the Dean confirms that their college policies and bylaws have been followed correctly during consideration of the request described in this form.

The approval actions that were taken at the college level were (check all that apply) :

\_\_\_\_\_ college faculty vote;  college curriculum approval \_\_\_\_\_ college senate approval

Chairperson, College Curriculum Committee *D. J. [unclear]* Date 11/30/15

Chairperson, Senate Com. on UG or GR Studies \_\_\_\_\_ Date \_\_\_\_\_

Chairperson, Senate Coordinating Com. \_\_\_\_\_ Date \_\_\_\_\_

Secretary, Faculty Senate \_\_\_\_\_ Date \_\_\_\_\_

Date of Senate Resolution \_\_\_\_\_ Date to be Effective \_\_\_\_\_

Registrar \_\_\_\_\_ Program Code \_\_\_\_\_ Date \_\_\_\_\_

Vice Provost for Academic Affairs & International Programs \_\_\_\_\_ Date \_\_\_\_\_

Board of Trustee Notification \_\_\_\_\_ Date \_\_\_\_\_

Revised 9/22/2015/khs

November 21, 2015

David G. Edwards, PhD  
Associate Professor and Chair, Curriculum Committee  
University of Delaware  
Kinesiology & Applied Physiology  
201Q CHS Star Campus  
Newark, DE 19716

Dear Dr. Edwards:

I am writing to share my enthusiastic support for the Doctor of Nursing Practice (DNP) program proposed by the School of Nursing that will provide the minimal nationally recommended education for Advanced Nursing Practice (APN). The program is conceived as a core scientific curriculum supporting evidence-based practice and a specialty training component leading to one of three nurse practice specialties: Adult-Gerontology, Family Nurse Practitioner, or Psychiatric Mental Health Nurse Practitioner. Completion of the specialty component enables nurses to sit for certification and to be fully licensed as nurse practitioners in Delaware or elsewhere. The transition to doctoral education for nurse practitioners is a national standard and is fully endorsed by the American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculties. The former (AACN) will be the accrediting body for the DNP program.

This program ensures that our graduates have the necessary skills to meet the increasingly complex needs of populations in the state of Delaware and surrounding regions. Doctorally prepared nurse practitioners are essential to improve health outcomes in the emerging healthcare market. The program will both ensure a vibrant and well educated workforce for Delaware and reflect the high standards of education for which the College of Health Sciences is well known.

I thank you and the curriculum committee for the thoughtful review of our programs.

Sincerely,

A handwritten signature in black ink, appearing to read "Emily Hauenstein". The signature is fluid and cursive, with a long horizontal stroke at the end.

Emily Hauenstein, PhD, LCP, MSN, FAAN  
Professor and Unidel Katherine L. Esterly Chair of Health Sciences  
Senior Associate Dean for Nursing and Health Care Innovation

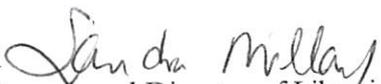




October 30, 2015

Memorandum

To: Andrea Wolf  
Assistant Professor and  
Coordinator AGNP and FNP Program  
School of Nursing  
College of Health Sciences

From: Sandra Millard   
Interim Vice Provost and Director of Libraries

I am responding to the request to supply information about the capability of the University of Delaware Library to support the proposed Doctor of Nursing Practice (DNP) program within the School of Nursing, College of Health Sciences.

The University of Delaware Library with its strong interdisciplinary and electronic collections is able to support the proposed new program. Enclosed is a description of collections, resources and services available for this purpose.

I would be pleased to respond to any questions.

SM/nb  
Enclosure

c: School of Nursing  
Kathleen Schell, Associate Professor and Interim Chair

University of Delaware Library  
M. Dina Giambi, Associate University Librarian for Technical Services and Resource Management  
Susan Davi, Associate Librarian, Head, Collection Management  
and Licensed Electronic Content Department  
Sarah Katz, Senior Assistant Librarian, Reference and Instructional Services Department



October 30, 2015

Report on Library Services and Collections in Support of a  
Doctor of Nursing Practice (DNP) Degree  
in the School of Nursing, College of Health Sciences

General Description

The University of Delaware Library includes the Hugh M. Morris Library, where the main collection is housed; two branch libraries located on the Newark campus, the Chemistry Library and the Physics Library; and a third branch library, the Marine Studies Library, located in Lewes, Delaware. The Library collections parallel the University's academic interests and support all disciplines. The new program proposal is directly supported by the Library's strong collections in nursing, behavioral health, biology, biomechanics, biotechnology, kinesiology, physiology, medical laboratory science, nutrition, physical therapy, psychology, public health, public policy, and sociology.

Books, full-text electronic journals and electronic books, databases, periodicals, microforms, government publications, maps, manuscripts and media provide a major academic resource for the University of Delaware, the surrounding community, the state of Delaware and the nation. Library staff members provide a wide range of services.

The University of Delaware Library is a U.S. depository library and a U.S. patent depository library and contains a complete file of every patent the U.S. Office of Patents and Trademarks has issued.

The online catalog, DELCAT Discovery, provides access to millions of items by author, title, subject and keyword.

Library collections number over 2,800,000 and are broadly based and comprehensive. In 2014/2015, the Library Web <[library.udel.edu/](http://library.udel.edu/)> received over 2,200,000 virtual visits.

Specific Support for a Doctor of Nursing Practice (DNP) degree

The Library's collections are strong and are well able to support this proposed graduate program. For many years, the Library has supported related graduate and undergraduate programs in nursing, behavioral health, biology, biomechanics, biotechnology, kinesiology, physiology, medical laboratory science, nutrition, physical therapy, psychology, public policy, and sociology. The collections in these areas are excellent and continue to grow. Funds are designated at the beginning of each fiscal year for the support and strengthening of the collections.

An experienced librarian, Sarah Katz, Senior Assistant Librarian, Reference and Instructional Services Department, serves as the Library liaison to the faculty in the College of Health Sciences. As Library liaison, Ms. Katz works with the College of Health Sciences to:

- Further develop Library collections, both print and electronic to support the teaching, learning and research needs of the College (CHS)

- Provide research support for faculty and students in a consultation setting
- Provide instruction in a classroom setting
- Serve as a resource for the information needs of the College (CHS) as they relate to the Library, Scholarly Communication, Open Access and other topics

Library liaisons have developed and maintain 250 research guides <[guides.lib.udel.edu/](http://guides.lib.udel.edu/)> in all subject areas. These research guides direct students to a wide array of useful resources including databases, eJournals, eBooks, reference materials, visual material and more. In this context, Ms. Katz maintains a research guide for Nursing as well as guides for all other areas within the College of Health Sciences. Ms. Katz is also available to work with faculty to develop research guides for specific courses within this program.

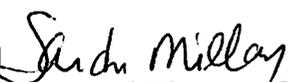
In addition to its extensive print-based collections, the Library provides access to more than 70,000 electronic journals <[library.udel.edu/ejournals/](http://library.udel.edu/ejournals/)> and 440,000 electronic books <[library.udel.edu/ebooks/](http://library.udel.edu/ebooks/)>. Within the Library's eJournal collection, the sciences are particularly strong, including almost all the journals published by Elsevier, Springer, Wiley, Sage, and Taylor and Francis as well as smaller publishers and collections such as Annual Reviews, Cell Press, JAMA, Ovid LWW Nursing and Health Professions Premier, New England Journal of Medicine (NEJM), Nature, BioMed Central, and Journal of Visualized Experiments (JoVE). Within the eBook collection, online access to all books published by Springer from 2010-present is of particular importance. For the nursing areas, an emphasis has been placed on acquiring eBooks.

The Library subscribes to 370 online databases <[library.udel.edu/databases/](http://library.udel.edu/databases/)> which support research in all areas. Among the most important databases for the study and research of nursing and nursing practice are: *PubMed, MEDLINE, CINAHL Plus with Full Text, Health and Wellness Resource Center/Health Reference Center-Academic, Cochrane Library, Natural Medicines, Primal Pictures, PsycINFO, TOXNET, BIOSIS, Nutrition Care Manual/Pediatric Nutrition Care Manual, Scopus, and Web of Science*. The Library's online collections also include *VAST: Academic Video Online*, a streaming video database of more than 20,000 titles, including more than 2,000 videos in various areas within health sciences.

The Library also subscribes to *RefWorks*, a web-based citation management tool that can be used with most databases.

The Library has strong collections of film and video <[library.udel.edu/filmandvideo/](http://library.udel.edu/filmandvideo/)> which support study and teaching in all subject areas.

The Library has a nationally recognized Student Multimedia Design Center <[library.udel.edu/multimedia/](http://library.udel.edu/multimedia/)> which provides access to equipment, software and training related to the creation of multimedia projects. The Student Multimedia Design Center includes over 80 workstations, six studios and two classrooms focused on multimedia creation. University of Delaware users also may borrow a wide variety of multimedia equipment. Through its Multimedia Literacy program, the Student Multimedia Design Center provides instructional support for faculty seeking to incorporate multimedia into their assignments.

Sandra Millard   
Interim Vice Provost and Director of Libraries