



Georgia's Public Liberal Arts University

Office of Graduate and Professional Outreach

School of Health Sciences

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Jan 23 2009
Dean's Office
School of Health Sciences

January 23, 2009

MEMORANDUM

TO: Dr. Sandra Gangstead, Dean
School of Health Sciences

FR: Jim Lidstone, Chair *J. Lidstone*
School of Health Sciences Graduate Committee

RE: MAT course proposals; DNP Letter of Intent

At the SOHS Graduate Committee meeting on Friday, January 23rd, the Committee approved the following course proposals for the MAT in Physical Education:

- a. KINS 6723 - Program Design & Implementation in Secondary Health and Physical Education
- b. KINS 6733 - Clinical Experience in Secondary Health and Physical Education
- c. KINS 6753 - Clinical Experience in Elementary Health and Physical Education

As you will see in the memo that accompanies the proposals, the courses have been approved by the Department of Kinesiology Curriculum Committee and the Kinesiology Faculty on January 12th.

The committee also approved the Letter of Intent to plan a Doctor of Nursing Practice degree in collaboration with North Georgia College & State University. A copy of the letter of intent is attached to this memo. Please let me know if you have any questions.

Milledgeville • Macon • Warner Robins

*Georgia College & State University, established in 1889, is Georgia's Public Liberal Arts University.
University System of Georgia*

GEORGIA COLLEGE & STATE UNIVERSITY

DEGREE PROGRAM CHANGES
PROPOSAL COVER SHEET

DEGREE: DNP Doctor of Nursing Practice

CIP CODE: ???

PROGRAM/CONCENTRATION NAME: Doctor of Nursing Practice

DEPARTMENT: Graduate Nursing Dept./Division of Professional Nursing

PROPOSED EFFECTIVE DATE: Summer, 2010
Semester Year

Check One or More of the Following and Attach the Appropriate Forms

- New Program Proposal
 New Concentration Proposal
 Change in Program/Concentration/Degree Requirements
 Deactivate/Discontinue Degree Program/Concentration

Submitted by: Dr. Judith Malachowski 1/12/09
Department Chair Date

Recommendation:*

Recommend Not Recommend NA
Chair, Dept. Curriculum Committee Date

Recommend Not Recommend Dr. Cheryl Kish, Division Director 1/12/09
Department Chair Date

Recommend Not Recommend Dr. Jim Lidstone 1/23/09
Chair, School Curriculum Committee Date

Recommend Not Recommend Dr. Sandra K. Gangstead 2/1/09
School Dean Date

Recommend Not Recommend _____
Vice President for Academic Affairs Date

Recommend Not Recommend _____
Chair, University Curriculum & Assessment Cmt. Date

*A "Not Recommend" recommendation should include reviewer rationale and recommended action here:

Letter of Intent New Program Proposal

Institution: Georgia College & State University

Date: January 12, 2009

School/Division: School of Health Sciences

Department: Graduate Nursing / *Division of Professional Nursing*

Name of Proposed Program: Doctor of Nursing Practice

Degree: DNP **Major:** Nursing **CIP Code:** XXXX

Starting Date: Summer 2010

Description and Objective of the Degree:

Georgia College & State University (GCSU) is intending to develop a collaborative Doctor of Nursing Practice (DNP) program with North Georgia College & State University (NGCSU). The 39-41 credit-hour DNP program for master's prepared nurses will be offered over five semesters. The program will include 540 clinical practice hours. Over time, the intent subsequently is to expand the program to admit post-baccalaureate registered nurse students. This program will include additional coursework and about 1000 clinical hours. The collaborative program proposal will meet the educational needs of prospective nursing students in two diverse regions of the state who could not be served as well by either program acting alone. This proposal also meets three goals from the *University System of Georgia Nursing Education Plan (6/17/08)*: # 2. Increase the number of USG nursing faculty members; # 3. Support voluntary collaboration among USG nursing programs; and # 4. Increase the educational level of the Georgia nursing workforce.

Briefly, the American Association of Colleges of Nursing (AACN), other professional nursing groups, and forward-thinking individuals are promoting the DNP program as the entry level program for advanced nursing practice. AACN has set a goal of moving all advanced practice specialization in nursing to the doctoral level by 2015; that is, nurses who desire to practice as nurse practitioners, clinical nurse specialists, nurse midwives, and registered nurse anesthetists would enroll in DNP programs. The AACN proposal does not address specifically the master of science in nursing (MSN) focuses in administration or education. Given that the family nurse practitioner track at GCSU enrolls more students than any of the other tracks, it is critical that we consider this push by AACN in evaluating our MSN options.

DNP curricula build on current master's programs by providing education in evidence-based practice, quality improvement, and systems thinking. The eight essentials of the DNP curriculum are: nursing science, organizational and systems leadership, the scholarship of application, technology, health care policy, collaboration, population health and prevention, and the advanced practice role.

Both programs educate nursing educators and have sound long-standing FNP programs which are nationally accredited and enjoy high national certification pass rates for program graduates. The collective resources offer a richer curriculum for students and fiscal responsibility for the state. The position Statement (AACN, 2004, p.4) identifies these benefits of practice-focused doctoral programs that will compel student interest:

- (a) Development of needed advanced competencies in increasingly complex practice, faculty, and leadership roles;
- (b) Enhanced knowledge to improve nursing practice and patient outcomes;
- (c) Enhanced leadership skills to strengthen practice and patient care delivery;
- (d) Better match of program requirements and credits and time with the credential earned;
- (e) Provision of an advanced educational credential for those who require advanced practice knowledge but do not need or want a strong research focus (e.g., practice faculty);
- (f) Increased supply of faculty for practice instruction.

The objective of this degree (DNP) is to prepare advanced practice nurses at the highest level of clinical practice. As we move to a post-baccalaureate DNP program, the graduates will be eligible to sit for national certification exams.

Program fit with institutional mission and nationally accepted trends:

As Georgia's designated public liberal arts university, Georgia College & State University offers the kind of education found in exceptional private colleges but at public university prices. Georgia College helps to keep Georgia's brightest students in the state by providing an engaging academic experience, and the intimacy and intellectual atmosphere of private liberal arts colleges, but does not abandon the public mandate to meet the economic workforce needs of the state. The limited number of graduate programs offered at the Master's level is similarly built upon a strong liberal arts undergraduate preparation and are tied to the market economy of the state.

The proposed program will not require a significant alteration of the institutional mission. Rather, the DNP program, if approved, would add a unique, select collaborative graduate offering at the University.

Within the University System of Georgia (USG), there are currently 11 MSN-granting institutions: Albany State University, Armstrong Atlantic University, Clayton State University, Georgia College & State University, Georgia State University, Georgia Southern University, Kennesaw State University, Medical College of Georgia, North Georgia College & State University, University of West Georgia, and Valdosta State University. Eight of the public institutions educate advanced practice nurses who are eligible for DNP program entry; however, only two DNP programs exist in the state. The Medical College of Georgia enrolls approximately 15 students/year while Georgia Southern University announced an enrollment of 10 for its initial class in Fall 2008. In 2015, when the DNP becomes the proposed entry level for advanced practice nurses, the numbers of prospective students seeking the advanced credential for certification will far outnumber existing enrollment capacities in the state. Two potential circumstances will occur at that time: Georgia's advanced practice nurse population will be under-credentialed. They will seek educational mobility outside the state or potentially leave practice, relegating Georgia citizens to fewer advanced care providers at a time that primary care physicians are decreasing in numbers in rural settings.

Response to demand:

This collaborative online DNP program proposed between GCSU and NGCSU will be the first doctoral level program at GCSU and the first public DNP program in this region of the state. Currently, advanced practice nurses, who are meeting the needs of rural Georgians, find it difficult to leave the clinical site even one day/week to attend traditional face-to-face classes. This proposed clinical doctoral program strengthens the GCSU mission for educating students at the graduate level to meet the market economy and workforce needs of the state. The online program supports the mission by its education of advanced practice nurses in an intellectual atmosphere and with educational experiences typical of esteemed private schools with the affordability of public higher education. Further, the online DNP program will add another premiere option for the existing strong nursing programs at GCSU.

Data from needs assessments justify the development of the program. Overall, 200 responses from surveys conducted at the two schools indicated 119 students who expressed interest in enrolling in a DNP program in the next 5 years.

The proposed program would represent the first DNP program in central Georgia in a public setting. While the initial student enrollment would likely represent GCSU MSN alumni (total n=227), graduates from other MSN programs throughout the state might be compelled to enroll by online course delivery. Once the BSN-DNP option is in operation, graduates of Macon State College, Gordon College, Clayton State College, LaGrange College, and other BSN programs would be appropriate candidates. In the steady enrollment state, 20-30 graduates per year, both schools combined, are anticipated.

Institutional resources:

Resources include budget, facilities, and the development and delivery of the curriculum.

Budget

Initially, GCSU Department of Graduate Nursing will assign one full-time-equivalent (FTE) faculty to the DNP program, with the instructional load divided according to the courses being offered and the qualifications of faculty. Funding for support staff and administrators for the program will be in-kind contributions. The Dean of the Library has been asked to investigate the cost of adding materials relevant for supporting an online DNP program.

Facilities

GCSU has adequate facilities for the development and implementation of this program. Additional facilities for program delivery will not be required. All graduate program options in nursing are scheduled in the GCSU Center for Graduate and Professional Learning in downtown Macon, Georgia. Any classroom needs could easily be met in that newly renovated instructional space. There is additional space for course design and online delivery at the campus site in Milledgeville, Georgia. Clinical experiences will be held in a variety of settings. The Division of Professional Nursing at GCSU has current clinical contracts with 125 healthcare agencies and letters of understanding with many others, including volunteer clinics in Macon and Greensboro and a federally funded clinic in Macon.

Curriculum and Delivery

Georgia is experiencing an emerging nursing faculty shortage; consequently, curriculum planners included preparation of potential nursing faculty as a goal of the proposed program. Opportunities for varied clinical rotations for the 540-hour post-MSN requirements [the original proposal had 1000 hours] requirement have been provided across courses and include public and private agencies, many of which serve underserved and ethnic patient populations. A post-baccalaureate DNP program will include 1000 clinical hours. An opportunity for development of an original research project (probably a translational study) has been included.

The online delivery of the program and opportunities to work with patient populations in two diverse regions of the state are features that will compel students to enroll. The collective strengths of the two nursing faculties are a plus. Both GCSU and NGCSU have extensive histories obtaining Health Resources and Services Administration (HRSA) Advanced Education Nursing Traineeship (AENT) grants to fund student tuition. This level of funding can be a compelling feature. Existing student services are adequate to support online programs; additional special services will not be needed.

Students enrolled in graduate nursing programs are not consistently viewed as financially underserved because most are working in clinical positions in nursing settings where salaries are competitive; this is especially true for many of the prospective students for this program who are in advanced practice positions. Twelve hour shifts, so popular in contemporary healthcare settings, make attending traditional, face-to-face classes difficult to impossible. Hence, this student population may be considered underserved by usual course schedules. The proposed online program will benefit this group of prospective students who can engage in study in synchronous and asynchronous formats to accomplish their educational goals while continuing to work. This format also will benefit the rural patients currently served by GCSU and NGCSU students who would otherwise have to leave work early to meet school obligations, substitute part-time employment, or quit work to obtain the DNP degree.

Given the clinical features of the program, the health care needs of underserved populations will be addressed by the addition of this program.