GEORGIA COLLEGE & STATE UNIVERSITY

DEGREE PROGRAM CHANGES
PROPOSAL COVER SHEET

DEGREE: **Doctor of Nursing Practice (DNP)**
CIP CODE:

PROGRAM/CONCENTRATION NAME: Doctor of Nursing Practice

DEPARTMENT: School of Nursing / College of Health Sciences

PROPOSED EFFECTIVE DATE: Accept Admissions: May, 2012, or as soon as
possible upon BOR approval   Semester   Year

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

___X__New Program Proposal
_____New Concentration Proposal
_____Change in Program/Concentration/Degree Requirements
_____Deactivate/Discontinue Degree Program/Concentration

Submitted by: _____Dr. Judith Malachowski_____ 10-21-2010
                                  Faculty Member   Date
Recommendation:*

_X__ Recommend ___ Not Recommend Approved Nursing Faculty Organization (NFO) 10-22-2010_
                                  Chair, Dept. Curriculum Committee   Date

_X__ Recommend ___ Not Recommend Dr. Judith Malachowski _*Letter attached_____ 10-22-2010_
                                  School of Nursing Director   Date

___X_ Recommend ___ Not Recommend_Dr. Deborah MacMillan _*Letter Attached_____ 10-25-2010
                                  Chair, College Curriculum Committee   Date

__X_ Recommend ___ Not Recommend_Dr. Sandra K. Gangstead _* Letter Attached SKb 10-27-2010
                                  College Dean   Date

___ Recommend ___ Not Recommend _Dr. Sandra Jordan_____
                                  Provost/Vice President for Academic Affairs   Date

___ Recommend ___ Not Recommend __Dr. Barbara Roquemore_____

                                  Chair, University Curriculum & Assessment Cmt. Date

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

here:

GEORGIA COLLEGE & STATE UNIVERSITY ®

Georgia's Public Liberal Arts University

Memo

To:	**Dr. Sandy Gangstead**
	Dean, College of Health Science
From:	**Deborah MacMillan**
	Chair, College of Health Science Curriculum Committee
Date:	**10-25-10**
Re:	**Doctor of Nursing Practice**

Dear Dr. Gangstead,
The following proposal for a Doctor of Nursing Practice degree was reviewed by the curriculum committee. The committee is bringing this forward to you with a recommendation for approval.

School/Division: College of Health Sciences   **Department:** School of Nursing

Name of Proposed Program: Doctor of Nursing Practice

Degree: Doctor Nursing Practice/ DNP   **CIP Code:**

Starting Date: May 2012

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 ®

Georgia's Public Liberal Arts University

October 27, 2010

TO: Dr. Debby MacMillan
              Chair, CoHS curriculum committee

FROM: JM Malachowski, PhD, RN, CNE
              Director, School of Nursing

RE: School of Nursing Proposal for the Doctor of Nursing Practice program

C: Dr. Sandra Gangstead

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The School of Nursing presents this proposal for a Doctor of Nursing Practice (DNP) program for your review and comments.

The budget information is still under development.

The School of Nursing faculty approved the proposal on Friday, October 22, 2010. All of the votes cast were in favor of the proposal.

Please let me know if you have any questions.

I will be present for your meeting on Monday, October 25; 2:30PM; HSB 213

Milledgeville • Macon • Warner Robins

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

DOCTORAL DEGREES
NEW PROPOSAL FORM: ONE-STEP PROCESS
(Submit One Copy)

REVISED FORMAL PROPOSAL

Institution: Georgia College & State University

Institutional Contact (President or Vice President for Academic Affairs):
        Dr. Sandra Jordan (Provost)

Date: October 29, 2010

School/Division: College of Health Sciences

Department: School of Nursing

Departmental Contact: Dr. Judith Malachowski

Name of Proposed Program/Inscription: Doctor of Nursing Practice

Degree: DNP

Major: Nursing

CIP Code: [??]   Anticipated Starting Date: May, 2012

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1. Program Description and Objectives:
        a. Objectives of the program
The Doctor of Nursing Practice (DNP) program is designed to:
    1.   prepare nurse leaders and nurse clinicians in evidence-based practice.
    2.   foster a highly educated nursing workforce.
    3.   increase the supply of faculty for clinical instruction.
    4.   expand the knowledge base of advanced practice nurses.
    5.   provide terminal academic preparation for nursing practice.
    6.   improve nursing care outcomes.
    7.   provide an additional skill set to place advanced practice nurses at healthcare decision-making tables.

        b. Needs the program will meet
The DNP program will meet these needs:
    1.   Increase the opportunity for advanced practice nurses to earn a terminal degree for entry level practice.
          Rationale: 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.

2. Advance nursing science to address healthcare needs.
Rationale: Information from a recently released Institute of Medicine (IOM) study (October 2010) also supports this proposal. At least three of their recommendations directly relate to this request:
(a) Expand opportunities for nurses to lead and diffuse collaborative improvement efforts.
(b) Double the number of nurses with a doctorate by 2020.
(c) Prepare and enable nurses to lead change to advance health.

3. Meet workforce needs of the Middle Georgia area and beyond.
Rationale: Because of the intensity of the learning experiences, DNP programs enroll about 10-12 students in each cohort. The typical student in the early post-MSN cohorts will be a nurse with a master's degree and clinical focus as a nurse practitioner or clinical nurse specialist. In fall 2008, Georgia College surveyed our current MSN students, all MSN graduates for whom we had current addresses, our clinical nursing preceptors that semester, and nursing leaders in our area. Out of 59 respondents, 70% were master's-prepared and 17% were enrolled in MSN programs. Sixty-nine percent of the participants were interested in a DNP program. Seventy-two percent of the respondents were Georgia College graduates.

The Middle Georgia area is comprised of rural counties and populations with many unmet healthcare needs. Students in our program will have opportunities to work with these residents and implement strategies to address their healthcare needs. Completion of our program will give the graduates an enhanced skill set to work within their scopes of practice and to serve as key leaders and partners at healthcare decision-making tables.

4. Enhance graduate education offerings at Georgia College.
Rationale: One of the goals of the College of Health Sciences [CoHS] is to enhance graduate education programs which are designed to provide health science professionals with advanced competencies to meet workforce needs. The complexities of a healthcare system operating on declining government support demand practitioners who can both function in this setting and serve as catalysts for change. The DNP graduates will support the CoHS in meeting this goal. The current mission of the graduate program in the School of Nursing - to prepare professional nurses to function as effective members of interdisciplinary teams to meet the healthcare needs of Georgia's multicultural families - fits well under the umbrellas of CoHS and Georgia College.

This proposal is critical to sustaining our nursing graduate program. The shift in paradigm in graduate education is toward the need for the specialized nurse to provide patient centered care emphasizing evidence-based practice, improved quality of care, and interface with technological advances and policymakers in the health care arena. Our current family nurse practitioner students form the large majority of our graduate nursing numbers; nearly 90% of our graduate nursing students are enrolled in the Family Nurse Practitioner focus.

c. Brief explanation of how the program is to be delivered

The DNP program will be delivered via both synchronous and asynchronous modalities. Two face-to-face oncampus immersion experiences are planned. In addition for synchronous lessons, class content will be delivered using Elluminate-Live, online software that facilitates collaboration and delivers a high-quality learning experience to a geographically dispersed student population. Course content also will be delivered via the University System's GeorgiaViewVista site for asynchronous discussion and housing of course documents.

Immersion experiences will be held in our Center for Graduate and Professional Learning in downtown Macon. This facility is close to the major health care agencies in Macon and a few miles' exit from two interstate highways. The classrooms in this five-story building have a full array of audio-visual technology. There are three computer labs. Nursing has two patient labs used for the graduate health and physical assessment course.

All nursing faculty who teach online courses have completed online course training, including supplemental coursework with the recent addition of VISTA 8 (GeorgiaViewVista) format. Some of the faculty provide training, direction, and guidance to the campus community and beyond in the effective use of technology for online instruction. The systematic program evaluation for the School of Nursing incorporates our accrediting body's criteria for assuring quality online courses in the annual program evaluation as does the Southern Regional Education Board's Criteria for Evaluating Online Courses. The University's Center for Teaching & Learning offers faculty development which includes considerable attention to innovative instruction and measures for outcome assessment for both traditional and online courses.

        d. Prioritization within the institution's strategic

Georgia College is currently reviewing its current strategic directions in preparation for the next five years. The proposed DNP program directly addresses these two Georgia College strategic directions:

        (a)   Strategic Direction Two: Acclaimed Academic Programs/Distinctive Colleges and Departments
        (b)   Strategic Direction Three: Respected provider of Graduate Programs in the Middle Georgia Region

The Doctor of Nursing Practice (DNP) degree is becoming the accepted standard for the educational base for advanced practice nursing. According to a March 2010 presentation by the American Association of Colleges of Nursing (AACN), the U.S. has sustained a significant increase in the number of DNP programs, enrollment and graduations. In 2002, the U.S. had 2 programs with a combined enrollment of 70 students, with 15 students graduating from those 2 programs. AACN reported that in 2009, the number of DNP programs had increased to 119, with 5,165 students enrolled, and 660 students completing DNP degrees. The proposed DNP program will continue to enhance the academic reputation of Georgia College as it provides an excellent, future-focused education that is reflecting a very real national trend and expectations of a high demand profession.

2. Description of the program's fit with the institutional mission and nationally accepted trends in the discipline.

Georgia College is Georgia's designated Public Liberal Arts University. As the only public comprehensive regional university offering accredited health care graduate programs in middle Georgia, Georgia College provides advanced professional development for Georgians living and working within its service sector. Georgia College continues to support its long standing graduate mission through the provision of relevant and necessary educational programs to middle Georgians in a responsive, timely, accessible, and effective manner.

The development of a Doctor of Nursing Practice at Georgia College is a legitimate response to the expressed needs of the current and future workforce of nursing professional in Georgia College's service sector. This proposal is "mission honing" in the sense that the once terminal degree designation of the MSN in the advanced practice areas of the nursing profession is moving to the practice doctoral level. Thus the DNP proposal represents our "mission honing" response to eminent change in the credentials requirement for advanced practice nurses and an active address of the recommendations from the IOM.

The proposal for the Doctor of Nursing Practice (DNP) program supports the graduate mission of Georgia College, the College of Health Sciences (CoHS), and the School of Nursing (SON). Georgia College speaks to "high levels of student achievement," "a commitment to raise the educational level within the University's scope of influence," and "a commitment to scholarly and creative work to enhance institutional effectiveness." Although these three phrases address most directly the faculty role, the work of the students in the DNP program will contribute to the success of the University. As the students complete their clinical education, they will be working within their local populations (many of whom are underserved); educating individuals, communities, and legislators on health and healthcare issues, and enhancing the effectiveness and image of Georgia College with scholarly presentations and publications.

3. Description of how the program demonstrates demand and a justification of need in the discipline and geographic area (region, state, and nation) and is not unnecessary program duplication.

The School of Nursing wishes to continue to respond to the needs of Central Georgia healthcare professionals who are currently in the Georgia College MSN/FNP program and to those nurses who have a serious interest in enrolling in our program. These individuals have expressed their desire to be affiliated with the Georgia College because of its excellent track record of providing quality graduate nursing programs. The School of Nursing graduate programs provide this distinctive learning environment at the Georgia College Center for Graduate and Professional Learning conveniently located in downtown Macon. The Center offers state of the art classrooms, computer laboratories, advanced simulation laboratories, as well as opportunities for advanced diagnostic standardized patient learning experiences. Preceptorship opportunities and memoranda of understanding between Georgia College and both urban and rural hospitals, clinics, and agencies already exist to provide the necessary field based experiences required for FNP and advanced nursing certifications, and would provide excellent venues for DNP students to demonstrate competencies in field based practice scholarship. Many relevant courses in the current MSN & post-MSN program already use online "best practices" components for the delivery of relevant content materials and assessments. This format would be sustained in the proposed program.

If our University cannot provide advanced nursing preparation based on changing population needs, these students will seek education elsewhere. Georgia College has a regional reputation for providing excellent education and will serve our population well!

4. Brief description of institutional resources that will be used specifically for the program (e.g., personnel, library, equipment, laboratories, supplies & expenses, capital expenditures at program start-up and when the program undergoes its first comprehensive program review.

Supporting the implementation of a DNP program at Georgia College is a cost-effective strategy for the University System of Georgia for these reasons:

1) No new faculty will be needed as we begin this program. Current MSN foci with small numbers will be deactivated as the DNP program is begun. With this deactivation, 29 faculty contact hours will be available by Summer 2012, the projected start of the DNP program. An additional 17 faculty contact hours will be available over the next three semesters.

2) The State is in a budget crisis, yet the demand for nurses continues. Georgia College will be proactive in moving to a DNP program that reallocates current FTEs to educate Georgia's nurses at a higher level. Our core of advanced practice registered nurses (APRNs) on our teaching faculty will bring their expertise and clinical contacts to the new program.

3) The demand for the practice doctorate grows. "Nursing is moving in the direction of other health professions in the transition to the DNP. Medicine (MD), Dentistry (DDS), Pharmacy (PharmD), Psychology (PsyD), Physical Therapy (DPT), and Audiology (AudD) all offer practice doctorates …. Schools nationwide that have initiated the DNP are reporting sizable and competitive student enrollment. Employers are quickly recognizing the unique contribution these expert nurses are making in the practice arena, and the demand for DNP-prepared nurses continues to grow … DNP programs are now available in 36 states plus the District of Columbia … From 2008 to 2009, the number of students enrolled in DNP programs increased from 3,415 to 5,165. During that same period, the number of DNP graduates increased from 361 to 660. " (retrieved, September 28, 2010 from http://www.aacn.nche.edu/Media/FactSheets/dnp.htm). All six of the Doctor of Physical Therapy programs in Georgia (retrieved, September 28, 2010 from http://www.sowega-ahec.org/includes/docs/hcm-jan-2010-web.pdf) are listed as post-baccalaureate.

4) There are two USG DNP programs in Georgia. The anticipated enrollment projections for this degree would challenge the capacity of two programs alone to provide adequate and timely DNP education.

No new funding is requested to start the program. Any future increases in funding would result as a normal course of budgetary planning in response to market demand and as cost of living increases warrant. The information below supports this statement.

BSN Program:
Georgia College offers a prelicensure baccalaureate in nursing program (BSN), an RN/BSN program, and an MSN program. Both the BSN and MSN programs are accredited by the National League for Nursing Accrediting Commission, demonstrating program quality. The BSN program recently (January 2010) received full approval through December 2014 by the

Georgia Board of Nursing. The prelicensure program is housed on our Milledgeville campus. The RN/BSN program is online. Neither the prelicensure BSN nor the RN/BSN programs will be affected by addition of a DNP program.

MSN Program:
At the MSN level, Georgia College currently offers five tracks: family nurse practitioner, adult health/nurse educator, adult health/clinical nurse specialist, nursing administration/service, and nursing administration/healthcare informatics. In recent years, only the FNP focus is thriving. The current MSN foci in the adult health (nurse educator and clinical nurse specialist) and the nursing administration (nursing service and healthcare informatics) tracks will be deactivated with approval of the DNP. As we deactivate some of the current graduate courses associated with programs with low enrollment, we will gain 29 faculty contact hours by Summer 2012 (the proposed date of DNP program implementation) and an additional 17 faculty contact hours over the next three semesters. Table 1 shows the phase out of these courses.

Table 1: Course transition related to deactivation of current MSN courses with low enrollment.

MSN track	course number; NRSG	course name	potential last offering	faculty contact hours
adult health	6521	adult health I	summer 2012	4
	6551	adult health II	fall 2012	4
	6552	adult health III	spring 2011	4
	6115	designing educational programs in nursing	summer 2011	3
	6120	implementing educational programs in nursing	fall 2011	5
	6121	integrating technology in health science	fall 2011	3
	6125	evaluating educational programs in nursing	spring 2012	3
administration	6210	Advanced Systems Management	fall 2012	5
	6720	Health Informatics	fall 2011	4
	6750	Advanced Systems Internship	spring 2011	4
	6760	Advanced Informatics internship	spring 2013	4
	6724	Informatics issues	spring 2012	3

Georgia College has talented and qualified faculty in the School of Nursing. Of the 20 full-time faculty in the School of Nursing, six hold certification as an advanced practice registered nurse (APRN). One faculty is a certified nurse administrator. The Director of the School of Nursing is a certified nurse educator. Eight of the faculty are doctoral-prepared. Five are enrolled in a PhD program and one is enrolled in a DNP program. Three of the five enrolled in Ph.D. programs will complete their degrees within this academic year. Therefore the School of Nursing fully anticipates 12 doctorally-prepared nursing faculty prior to the full implementation of the proposed DNP program.

The instructional load for full time faculty averages 24 credit hours per academic year. FTE calculations comply with Georgia College recommended policy. Other responsibilities impacting instructional load are negotiated on a per case basis. The DNP Program Coordinator will receive a 6 credit hour reduction per year for the purpose of providing clinical supervision, mentoring the cohort, logistics, and recruitment and admissions. Summer FTE is not included in 10-month faculty contracts. Georgia College faculty teaching required courses in the summer will be compensated at current summer teaching salary rates. Twelve month Georgia College administrators will teach courses inclusive within their normal workload expectation.

5. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student.
    a. Clearly differentiate which courses are existing and which are newly developed courses. Include the course titles as well as acronyms and credit hour requirements associated with each course.
All courses in the post-master's doctor of nursing practice program are newly developed. Table 2 lists the course names, course numbers, and credit hours requirements.

Table 2: Course list (all courses are new courses).

Course Name	Course Number	Prerequisites	Lecture-Lab-Credit
Epidemiology & Biostatistics	NRSG 8200	graduate level statistics and/or research methods class	3-0-3
Practice Theory for Population Health Outcomes	NRSG 8210	admission to the DNP program	2-0-2
Introduction to Capstone Selection	NRSG 8310	admission to the DNP program	1-0-1
	6 credits		
Evidence-Based Practice I: Foundations – Ethics (Essential II-3)	NRSG 8300	admission to the DNP program	4-0-4
Informatics	NRSG 8510	admission to the DNP program	3-0-3
Health Care Finance and Economics	NRSG 8520	admission to the DNP program	3-0-3
	10 credits		
Health Care Policy, Ethics, and Politics	NRSG 8530	NRSG 8520 – Health Care Finance and Economic	3-0-3
Evidence-Based Practice II:	NRSG 9300	completion of NRSG	3-4-4

Evaluation and Outcomes - care delivery approaches – E - 2-1		8300 – Evidenced-Based Practice I	
Addressing Health Needs of Vulnerable Populations	NRSG 8540	admission to the DNP program	2-0-2
	9 credits		
Capstone Project I implementation	NRSG 9310	Completion of DNP core courses. Proposal for Capstone Project defended and approval to enroll in NRSG 9310 received from supervisory committee. IRB approval/or pending approval as indicated by nature of project	1-16-5
	5 credits		
Role Transitions	NRSG 9100	admission to the DNP program	2-0-2
Capstone Project II Evaluation & Dissemination	NRSG 9320	satisfactory completion of Capstone I project	1-16-5
	7 credits		
Total Credit Hours from program	37 credits		

clinical time ratio: 4 contact hours = 1 credit

b. Append course descriptions for all courses (existing and new courses).
All of the course descriptions are appended.

c. When describing required or elective courses, list all course prerequisites.
Course prerequisites are listed in Table 2 above.

d. Provide documentation that all courses in the proposed curriculum have met all institutional requirements for approval.
All new courses have been approved by the School of Nursing, College of Health Sciences, and University Senate committees. Final approval of all new courses and addition to the catalog is pending degree/program approval by the Board of Regents. New course approval forms are included in the supporting material.

e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.
Components from national accrediting bodies and professional organizations are included in the curriculum overview (Table 3, below). Other materials are appended.

Georgia College & State University
Doctor of Nursing Practice (DNP) Post- Masters Plan of Study

1. **Curriculum**
   List the entire course of study required and recommended to complete the degree program. Give a sample program of study that might be followed by a representative student. Indicate ways in which the proposed program is consistent with national standards.

Table 3 is the program of studies for the DNP post-master's courses. All courses would be new courses. Included is information relating the content of the courses to the DNP competencies as identified by the AACN and other groups.

Table 3: DNP Program of Study
Maymester I (Maymester I)
Orientation to the Doctor of Nursing Practice program.
One and one-half days of on campus immersion.
Review of program information.
Meet faculty.

Semester I (Summer I)

Course	Content	Credit	DNP Essentials	DNP Competencies
Epidemiology & Biostatistics NRSG 8200	Analysis of epidemiological, biostatistical, environmental, genetic, behavioral, & socioeconomical data to evaluate interventions & health care delivery models.	3-0-3	I – Scientific Underpinnings II – Organization/Systems Leadership III – Clinical Scholarship/ Analytical Methods for EBP	Scientific Foundation
Practice Theory for Population Health Outcomes NRSG 8210	Foundations of Nursing Science The Structure and Function of Theory Interdisciplinary Philosophies, Models, and Theories Selected Nursing Models and Theories Middle Range Theories: Application to Practice Tools for Integrating and Disseminating Knowledge.	2-0-2	I – Scientific Underpinnings V – Health Care Policy/ Advocacy VII – Prevention/ Population Health	Policy Ethics
Introduction to Capstone	Compiling electronic resources for	1-0-1	I – Scientific Underpinnings	Scientific Inquiry

Course	Content	Credit	DNP Essentials	DNP Competencies
Selection NRSG 8310	evaluation evidence based care. Compare and contrast data bases for collecting data How to conduct a literature review Identifying clinical mentors/ experts in the field Formulation of proposal for Capstone project Review of DNP projects previously implemented		III – Clinical Scholarship/ Analytical Methods for EBP V – Health Care Policy/ Advocacy	Ethics
Total for Semester		6		

Semester II (Fall I)

Course	Content	Credit	DNP Essentials	DNP Competencies
Evidence-Based Practice I: Foundations – Ethics NRSG 8300	Information Literacy Introduction to EBP – Knowledge Application/ Translation Forming Clinical Questions Finding the evidence Evaluating the evidence Application to practice	4-0-4	I – Scientific Underpinnings III – Clinical Scholarship/ Analytical Methods for EBP	Scientific Foundation Quality Practice Inquiry Technology & Information Literacy Ethics
Informatics NRSG 8510	Design, select, use, & evaluate health care information systems that evaluate & monitor outcomes of care, systems, and quality improvement. Develop an evaluation plan using data extraction from practice information systems & databases. Ethical & legal issues relating to use of information & information technology	3-0-3	III – Clinical Scholarship/ Analytical Methods for EBP IV – Information Systems/ Technology	Scientific Foundation Technology & Information Literacy Ethics
Health Care Finance and Economics NRSG 8520	Entrepreneurship Business, finance & economics principles for developing & implementing effective plans for practice-level or system-wide	3-0-3	I – Scientific Underpinnings II – Organizational/Systems Leadership	Quality

initiatives to improve health outcomes/quality of care delivery Budgeting Cost-effectiveness	
Total for Semester	10

Semester III (Spring I)
Oncampus cohort immersion for one and one-half days
Speakers' network

Course	Content	Credit	DNP Essentials	DNP Competencies
Health Care Policy, Ethics, and Politics NRSG 8530	Historical perspective. Overview of the policy process. Policy approaches to health disparities. Research as a political and policy tool. The politics of the Doctor of Nursing Practice. Policy issues at the intersection of technology and care. Current local, state, national, and global healthcare and policy issues	3-0-3	I – Scientific Underpinnings II – Organization/Systems Leadership V – Health Care Policy/ Advocacy VI – Interprofessional Collaboration	Leadership Quality Policy Ethics
Addressing Health Needs of Vulnerable Populations NRSG 8540	Concepts of Vulnerability Rural health and the underserved Mental illness as a vulnerability Addressing ethnic minority Vulnerabilities and impact on health Vulnerabilities of age and health Incarcerated populations and health vulnerabilities Low socioeconomic status as a vulnerability and health determinant	2-0-2	I – Scientific Underpinnings II – Organizational Systems Leadership VI – Interprofessional Collaboration VII – Prevention/Population Health	Scientific Foundations Ethics Quality Policy Leadership Independent Practice
Evidence-Based Practice II: Evaluation and Outcomes – care delivery approaches	Designing a clinically based quantitative capstone research project Designing a clinically based qualitative capstone research design	3-4-4	I – Scientific Underpinnings II – Organization/Systems Leadership III – Clinical Scholarship/ Analytical Methods for EBP	Scientific Foundation Quality Practice Inquiry Technology &

Course	Content	Credit	DNP Essentials	DNP Competencies
NRSG 9300	Designing a clinically mixed methods capstone research design Sampling Data collection Issues related to survey data collection Data analysis Writing for publication			Information Literacy Ethics
	Total for Semester	9		

Semester IV (Summer II)

Course	Content	Credit	DNP Essentials	DNP Competencies
Capstone Project I: Implementation NRSG 9310	Clinical project based on selection & implementation of evidence-based interventions in a selected clinical site. Designed to provide increased expertise in a specific area. The APRN student will function as an interdisciplinary team member providing care to a select patient population. Includes assessment & evaluation of informatics, genetics, & technology use in selected clinical site. The examination of issues related to the DNP role in healthcare delivery. Includes discussion of student's chosen clinical focus and project.	1-16-5	I – Scientific Underpinnings II – Organization/Systems Leadership III – Clinical Scholarship/ Analytical Methods for EBP VI – Interprofessional Collaboration VII – Prevention/Population Health VIII – Advanced Nursing practice	Independent Practice Scientific Foundation Leadership Practice Inquiry Technology & Information Literacy Ethics
	Total for Semester	5		

Semester V (Fall II)

Course	Content	Credit	DNP Essentials	DNP Competencies
Role Transitions/Theory NRSG 9100	A new vessel for leadership. Thriving in complexity. Evidentiary leadership. Creating context: innovation as a way of life. Innovation leadership. The leader as peacemaker. Crisis management. Living leadership. Healing brokenness. Emotional competence. Toxic Organizations. Transformational coaching. The leader's courage to be willing. The new spirit of leadership.	2-0-2	I – Scientific Underpinnings II – Organization/Systems Leadership V – Health Care Policy/ Advocacy VI – Interprofessional Collaboration VIII – Advanced Nursing Practice	Independent Practice Scientific Foundation Leadership Ethics
Capstone Project II: Evaluation and Dissemination NRSG 9320	Clinical project based on selection & implementation of evidence-based interventions in a selected clinical site. Flows from Capstone Project I course. The APRN student will select & implement evidence-based strategies, utilize genetics, demonstrate leadership within the context of the healthcare team, and measure outcomes using informatics for quality improvement. Includes written & public presentation of findings. Submission for publication in a peer-reviewed scholarly journal. Continuing, in-depth examination of issues related to the advancement of the student's practice domain and capstone project, including plans for	1-16-5	I – Scientific Underpinnings III – Clinical Scholarship/ Analytical Methods for EBP VI – Interprofessional Collaboration VII – Prevention/ Population Health VIII – Advanced Nursing practice	Independent Practice Scientific Foundation Leadership Practice Inquiry Technology & Information Literacy Ethics

dissemination of the findings.		
Total for Semester	*7*	
Total Credit Hours for Program	**37**	
Total Clinical Hours for Program	**540**	

Clinical Hours – 4 clinical practice hours = 1 credit hour

f. Indicate ways in which the proposed program is consistent with national standards. Table II (above) links the courses and course content with the DNP essentials and core competencies.

g. If internships or field experiences are required as part of the program, provide information documenting internship availability as well as how students will be assigned and supervised.

The Capstone Project reflects the culmination of practice inquiry knowledge and competencies. The Capstone Project entails student engagement in partnership building with clinicians, consumers, faculty and/ or students to examine a clinical question/ issue that involves translating evidence to everyday practice in the "real world" and ultimately informs and influences nursing care and enhances health outcomes, as well as, raises clinical questions for future research. The project proposal will be approved during Evidence Based Practice I (NRSG 9300). The project will be completed during a 30 week period which is encompassed by Capstone Project I (NRSG 9310) and Capstone Project II (NRSG 9320). Capstone Project focuses on the implement and data collection phase of the project. When desirable and feasible, capstone projects should be carried out in a clinical environment in order to provide opportunities for collaborative efforts to explore a highly salient clinical issue and evaluate aspects of everyday clinical practice.

h. Indicate the adequacy of foundation course offerings to support the new program. The foundation for student success in the DNP program will come from two sources. Admitted students will have completed a master's of science in nursing program from a school accredited by a national nursing accreditation organization such as the Commission on Collegiate Nursing Education (CCNE) or the National League for Nursing Accrediting Commission (NLNAC). Accreditation is one measure of program quality and integrity.

Secondly, the five credit hours of core courses (Epidemiology and Biostatistics; Practice Theory for Population Health Outcomes) and the eleven hours of support courses (Informatics; Health Care Finance and Economics; Health Care Policy, Ethics, and Politics; Health Needs of Vulnerable Populations) will provide a solid foundation for the clinical courses. Content from both the core and supporting courses is woven into the evidenced-based practice courses and the courses related to the major clinical project.

6. Admission criteria. Please include required minimum scores on appropriate standardized tests, grade point averages, and master's level graduate degree attainment.

Admission Criteria	Description
Master's degree in Nursing from nationally accredited program in the United States	Master's degree in Nursing from nationally accredited institution in the United States. 500 clinical hours brought forward from master's level.
Curriculum Vitae	Curriculum Vitae or Résumé
TOEFL score, if needed	Official TOEFL score report with a minimum score of 79 on the Internet-based test, 213 on the computer-based test, or 550 on the paper-based test.
Letters of Reference	2 letter of references – one from a previous faculty member and one from current or previous employer. To be evaluated with rubric.
Interview	An interview is required in person or by other electronic means. After initial review of the application, applicants may be contacted for an interview.
Current RN licensure in state of residency and /or practice	An unencumbered Registered Nurse license.
Certification documentation	Certification documentation and evidence of advanced practice licensure.
Background check	Background check
GPA requirement	A minimum of 3.2 with a 3.5 GPA for graduate work preferred.
Official Transcripts	Official Transcripts from all undergraduate and graduate schools attended.
Essay	Position Paper on a selected professional topic of interest. To be 300 to 500 words using APA format. To be evaluated with a writing rubric.
Computer Skills/Access	Ability for synchronous and asynchronous communication via Internet tools. Minimum requirements posted on Georgia College web site: http://www.gcsu.edu/technology/campustech/recommendations.htm
Health and insurance information	Current liability insurance coverage. Current immunizations required for university admission plus PPD or chest x-ray, Rubella titer, Varicella titer, and other lab test as specified by clinical agencies. Orientation documents as required by clinical facilities. Current CPR.

	Current health insurance coverage. Recent physical examination.
Statement of professional goals answered during interview	This information will be obtained during the interview process. Statement of professional goals: 1. What are your professional goals? 2. How will a DNP degree from Georgia College help you attain your professional goals? 3. Describe your current nursing role. 4. In addition to the information contained in your resume, what strengths do you possess that would contribute to your success in Georgia College's DNP program and to a community of interprofessional scholars? 5. Identify one scholarly inquiry from your practice you would like to explore as part of the DNP program (e.g., quality improvement initiative, evidence-based practice guideline, new model of care; policy analysis). 6. Describe the clinical agency/organization in which you would like to pursue your scholarly activity, providing the name and address of the site. Include your rationale for selecting this setting.
GRE not required for admission for postmasters	

7. Availability of assistantships.
Georgia College offers a limited number of graduate assistantships - http://graduate.Georgia College.edu/futurestudents/financialaid/assistantships [retrieved, September 28, 2010]. The School of Nursing currently receives one assistantship per academic year. A second graduate assistant position is included in the proposed budget.

8. Student learning outcomes and other outcomes of the proposed program.
Student learning outcomes for the Doctor of Nursing Practice program are:
   a. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.
   b. Transform healthcare outcomes through evidence and scholarly inquiry.
   c. Exhibit leadership to create effective healthcare delivery systems.
   d. Exemplify ethics as a foundation for practice and risk management.
   e. Use cultural expertise to develop healthcare models that influence universal health seeking/ Health Promotion behaviors.
   f. Foster the integration of evidence based clinical prevention and health services for individuals, aggregates, and populations.
   g. Advocate for social justice and equity in healthcare through leading redesign of regulatory, legislative, and public policy

h. Facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.

i. Use informatics for the improvement and transformation of healthcare.

j. Demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

9. Administration of the program:

a. Indicate where the program will be housed within the academic units of the institution. The Doctor of Nursing Practice program will be housed in the School of Nursing at Georgia College, within the College of Health Sciences.

b. Describe the administration of the program inclusive of coordination and responsibility.
The Assistant Director of the School of Nursing will have responsibility and coordination of the day-to-day operation of the DNP program. The Director of the School of Nursing will maintain program oversight for the fit of this program with other programs within the School of Nursing.

10. Waiver to Degree-Credit Hour (if applicable): If the program exceeds the total credit hours normally associated with similar programs offered both within and outside of the system, provide the institution's rationale for increased credit hour requirements
No waiver to degree credit hour is requested.

11. Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable).
The Georgia College nursing programs (bachelor of science in nursing [BSN] and master's of science in nursing [MSN]) are accredited by the National League for Nursing Accrediting Commission (NLNAC). Our current accreditation runs through Spring 2013.

The addition of another program, in this case, the Doctor of Nursing Practice program, is considered a "substantive change." According to NLNAC guidelines, notification of the substantive change must occur immediately after the proposed change has been approved internally by the governing organization but no later than four months before the planned implementation date.

12. Projected enrollment for the program (especially during the first three years of implementation). Please indicate whether enrollments will be cohort-based.

Projected enrollment is indicated in Table 1:

Semester start	May 2012 cohort 1	May 2013 cohort 2	Dec 2013 graduation - cohort 1	May 2014 cohort 3	Dec 2014 graduation – cohort 2	May 2015 cohort 4	Dec 2015 graduation – cohort 3
# enrolled	10	10	10				
		10	10	10	10		
				10	10	10	10

Projected enrollments for full-time study are cohort-based. A new cohort of 10-12 students will start each May and graduate in December of the following year after five semesters of course work. A maximum of about 20 students will be enrolled at any one time after the first year.

13. Faculty
    a. Provide an inventory of faculty directly involved with the administration of the program. For each faculty member, provide the following information:

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Current Workload: Average Semester contact hours
Butler, Scott	Assistant Professor	PhD	PhD MPH MS BS	Kinesiology	12
Baker, Dean	Assistant Professor	PhD	PhD MSN BSN AND	Nursing	12.3
Coke, Sallie	Assistant Professor	MSN	PhD (c) MSN BSN	Nursing	12.5
Culpa-Bondal, Flor	Assistant Professor	PhD	MSN BSN	Nursing	9
Crowe, Lora	Assistant Professor	MSN	PhD (c) MSN BSN	Nursing	10
Fowler, Heidi	Assistant Professor	DrPH	DrPH MPH BS	Kinesiology	12
Funke, Barbara	Professor	PhD	MS BS	Kinesiology	12
MacMillan, Deborah	Assistant Professor	PhD	PhD MSN BSN ADN	Nursing	12.25
Malachowski, Judith	Associate Professor	PhD	PhD MPA MSN BSN	Nursing	5
Moore, Leslie	Assistant Professor	MSN	PhD (c) MSN MBA BSN BBA	Nursing	12
Russell, Kendra	Associate Professor	PhD	PhD MSN BSN	Nursing	5
Sapp, Carol	Associate Professor	PhD	PhD MSN BSN	Nursing	11
Steele, Susan	Assistant Professor	PhD	PhD MSN	Nursing	11

			BSN		

Explanation of how workload will be impacted by the new program: The average per semester workload during the academic year for full-time faculty teaching in the DNP online program will continue at 12 contact hours. Most of our faculty teach across programs; therefore, workload is calculated as a sum of responsibilities across programs. Summer teaching is optional. Faculty have indicated their willingness to teach the courses scheduled for the Summer session. Also, as we deactivate some of the current graduate courses associated with programs with low enrollment, we will gain 29 faculty contact hours by Summer 2012 (the proposed date of DNP program implementation) and an additional 17 faculty contact hours over the next three semesters.
Expected responsibilities in the program: Nursing faculty will be expected to teach in the program and serve on Capstone project committees. Work would include mentoring, guidance, and feedback. Faculty would attend scheduled synchronous meetings and events. Students would be advised by the Program Coordinator.

Total Number of Faculty:
Ten (10) nursing faculty will be primarily responsible for delivery of course content. The majority of these faculty will be eligible to serve on clinical project committees.

> b. If it will be necessary to add faculty in order to begin the program, give the desired qualifications of the persons to be added, with a timetable for adding new faculty and plan for funding new positions.

It will not be necessary to add faculty to begin the program.

14. External Reviews: Provide a list of five to eight reviewers, external to the system, from aspirational or comparable programs/institutions. This list should include an explanation of why the reviewers were suggested. This list should not include individuals for whom the department or institution has consulted during the process of program proposal development.

Suggested reviewer	Rationale for choice
Katherine S. Lindgren, PhD, RN Director, School of Nursing University of Tennessee, Chattanooga 423.425.4646 Kay-Lindgren@utc.edu	Aspirational- she is an excellent educator, communicator, has increased programs at UTC and has a vested interest in our success having served as a former faculty and chair at Georgia College. She will be brutally honest!
University of MS – have post-MSN DNP – pending	Comparable
Karen Frith – pending	aspirational
Sallie Reel – Tucson - pending	
pending	