Will be
submitted after
CAPC review.

15. Fiscal, Facilities, Enrollment Impact, and Estimated Budget [to be completed]

    a. Provide a narrative that explains how current institutional resources will be expended specifically for this program. Provide a narrative that explains how the institution will fiscally support the establishment of the new program through the redirection of existing resources and/or acquisition of new resources. Indicate whether the institution will submit a request for new funds as part of its budget request. The narrative also needs to explain the basis for the institution's projections with regard to anticipated EFT, head count, student enrollment, estimated expenditures, and projected revenues.

	First Year FY	Second Year FY	Third Year FY	Fourth Year FY
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs				
New to the institution				
Total Majors				
Course Sections Satisfying Program Requirements				
Previously existing				
New				
Total Program Course Sections				
Credit Hours Generated by Those Courses				
Existing enrollments				
New enrollments				
Total Credit Hours				
DEGREES AWARDED				
II. EXPENDITURES	EFT Dollars	EFT Dollars	EFT Dollars	EFT Dollars
Personnel – reassigned or existing positions				
Faculty				
Part-time Faculty				
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits				
Other Personnel Costs				
Total Existing Personnel Costs				

EXPENDITURES (Continued)				
Personnel – new positions				
Faculty				
Part-time Faculty				
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits				
Other personnel costs				
Total New Personnel Costs				
Start-up Costs (one-time expenses)				

Library/learning resources				
Equipment				
Other				
Physical Facilities: construction or major renovation				
Total One-time Costs				
Operating Costs (recurring costs – base budget)				
Supplies/Expenses				
Travel				
Equipment				
Library/learning resources				
Other				
Total Recurring Costs				
GRAND TOTAL COSTS				
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds				
New student workload				
New Tuition				
Federal funds				
Other grants				
Student fees				
Other				
New state allocation requested for budget hearing				
Nature of Funds				
Base budget				
One-time funds				
GRAND TOTAL REVENUES				

16. Supplemental Applied Doctoral Degree Criteria for Non-Research Universities (if applicable): If the proposed program has been developed by a non-research university in terms of University System of Georgia sector differentiation for institutions, then the following supplemental criteria will need to be submitted along with the new proposal.

Supplemental Criteria for Applied Doctoral Degrees – Points of Clarification
Please describe how the institution meets each of the qualifying principles below:

a. Proposals must clearly demonstrate high and sustained market demand for the professional degree.

There is a current market for the professional degree. The Georgia College & State University School of Nursing's MSN/FNP program has graduated more than 100 Family Nurse Practitioners in its 13-year history. All are nationally certified as FNP providers. In 2008, six additional clinical openings were added to the annual FNP student cohort. Another six clinical openings will be added for Spring 2011, thereby increasing the anticipated annual number of potential graduates to 24. Eight USG nursing programs offer MSN education for preparing advanced practice nurses as nurse practitioners, clinical nurse specialists, and/or nurse anesthetists. These graduates would be eligible for DNP program entry.

Mercer University and the Medical Center of Central Georgia, both in Macon, Georgia, have a collaborative Certified Registered Nurse Anesthetist (CRNA) program. There have been 40 successful CRNA graduates who are all nationally certified. The CRNA program anticipates increasing enrollment next year to 20 students annually. All of these graduates and anticipated graduates would be potential candidates for the DNP program, whose purpose is to provide doctoral level education for practicing advanced practice nurses.

Georgia College conducted a survey in Fall 2008 of MSN graduates. Eighty-five percent of respondents expressed interest in the DNP program at Georgia College. The majority (n=32) preferred to return for DNP credentials as soon as 2009-2010.

Survey results are indicative of a robust market for the DNP degree in its initial post-MSN classification. As a post-baccalaureate option within the next few years, the sustainability of the market will increase because the program will appeal to numerous graduates of baccalaureate nursing programs who desire to meet the demand for DNP-prepared APRNs. Georgia College is the only public institution ideally positioned to offer the DNP and assist in ameliorating this healthcare workforce issue on the horizon, given its strategic regional location in Central Georgia and its current ability to offer an exceptionally high quality and robust MSN/FNP program at the Center for Graduate and Professional Learning in Macon, Georgia.

b. The proposing institution must clearly demonstrate readiness to implement the degree program and be prepared to cover all startup costs. Proposals must clearly demonstrate that the program's infrastructure is sustainable by having available faculty resources and other support attributes.

Georgia College is ready to implement the DNP degree program with existing resources. Onsite graduate courses are held in the new Center for Graduate and Professional Learning in

downtown Macon, Georgia. This state-of-the-art building houses exceptional classroom spaces in addition to computer and clinical labs. These spaces are more than adequate for the two immersion components of the DNP program. The School of Nursing has successfully offered courses online. Currently, the entire RN/BSN program is offered in that format. Many of the current graduate courses use a "blended" format (courses taught in the classroom with on-line components). The infrastructure to support the curriculum is already in place with the ability to offer both synchronous and asynchronous learning environments. Georgia College was in the first cohort of USG schools to move to the new VISTA 8 environment.

Initially, the Georgia College School of Nursing will assign one and one-half (1.5) FTE to the DNP program, representing the efforts of several different faculty, and dividing the instructional load according to the courses that are offered and the expertise of the faculty. We expect that the program will also require administrative support equivalent to 1/3 FTE that will be provided from existing administrative staff. Additions to the library collection should be fundable through the usual Georgia College mechanisms.

There are now two approved USG DNP programs in Georgia; one through the Medical College of Georgia and the other through Georgia Southern University. Our program will target nurses with an interest in rural health, where many of our MSN graduates now practice.

Georgia College has a long history of obtaining HRSA Advanced Education Nursing Traineeship grants to fund student tuition. This level of funding can be an important factor as students choose a program. Existing student services are adequate to support online programs; additional special services will not be needed.

Pages 20-21 of this document lists the nursing and the other College of Health Sciences (CoHS) faculty members directly associated with the implementation of this program. These CoHS faculty may contribute to the offering of selected courses such as Epidemiology and Biostatistics, and Addressing the Needs of Vulnerable Populations. Their names and qualifications are listed in Table 4 below.

Table 4: CoHS Faculty

Name	Rank	Credentials
Scott Butler	Assistant Professor	Ph.D., - Health Promotion & Disease Prevention, Purdue University, M.P.H.-Institute for the Advanced Study of Human Sexuality, M.S.-Applied Health Sciences, Indiana University
Heidi Fowler	Assistant Professor	DrPH – Georgia Southern University; MPH Mercer University
Barbara Funke	Professor	Ph.D. - Health Education/ Women's Health, Pennsylvania State University, M.S. – Health Education, East Stroudsburg University

c. The proposed doctoral degree curriculum must be of high quality, including a significant requirement for independent, original research.

The proposed doctoral degree curriculum will be of high quality. There will be in place a significant requirement throughout their coursework and clinical field work for the students to

engage in applied research, translating current evidence into practice. Careful attention in program marketing will be given to informing prospective students of the differences in the traditional PhD program and the DNP program, especially with regard to research preparation and prospective faculty roles after graduation.

School of Nursing faculty developed a template for the DNP curriculum. Consistent with accreditation requirements, the curriculum was developed using national guidelines, specifically the following, to discover best practices:
- *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 2008)
- *The Essentials of Doctoral Education for Advanced Practice Nursing* (AACN, 2006)
- *NLNAC Standards and Criteria: Clinical Doctorate* (NLNAC, 2008)
- *DNP Roadmap Task Force Report* (AACN, 2006)
- *Practice Doctorate NP Competencies* (NONPF, 2008)

The Exemplar Curriculum Templates developed by NONPF (National Organization of Nurse Practitioner Faculties) also served as a basis for the framework from which to develop the curriculum. The curriculum is inclusive of the theoretical foundations established nationally: role transition; health care systems, organizational behavior, and change; epidemiology and biostatistics for population health; evidenced based practice and practice inquiry; health care policy; healthcare finance and economics; ethics; informatics; technology; and leadership in health delivery. Additionally there are two distinct courses in clinical scholarship and methods for evidence based practice (research) that includes both quantitative and qualitative research paradigms. There will be a culminating clinical project that includes both a written scholarly paper and presentation. The applied research will be under the guidance of the DNP student's graduate advisory committee.

One noteworthy distinction in our proposed program curriculum is an extensive conceptual basis for rural nursing. Opportunities for DNP graduates to affect rural healthcare will be integrated throughout the program. Clinical practica and scholarly project courses will provide students with opportunities to engage in healthcare practice and translational research with rural populations throughout Georgia.

The proposed curriculum meets requirements for national accreditation of DNP programs through the National League for Nursing Accrediting Commission (NLNAC) and/or the Commission on Collegiate Nursing Education (CCNE). These requirements are included in the appendices. The initial post-MSN curriculum consists of 37 credit hours. The full-time program format extends over five semesters and includes didactic courses to meet all of the nationally specified DNP competencies, as well as 540 supervised clinical practice hours to meet national standards. The clinical practice to credit hour ratio will be 4:1.

Georgia College currently has practice arrangements with nursing faculty actively involved in clinical practice as well as select teaching opportunities for clinicians. Both of these arrangements strengthen the link with the practice environment so necessary for successful DNP programs and provide expert clinicians to serve as preceptors. Georgia College has a nurse-practitioner managed health service on its University campus where best clinical practices may be explored. Georgia College has affiliations with volunteer clinics where underserved rural populations receive care. Georgia College affiliates extensively with the Medical Center of Central Georgia, a Magnet facility, and enjoys a relationship with the faculty at the Mercer Medical School who share standardized patient resources with our current graduate students.

d. A program may not be proposed if there is a cost-effective and high-quality alternative delivery approach that could be offered through a proximate institutional partnership and/or hosting arrangement.

There are currently two approved USG DNP programs available in Georgia. The program at the Medical College of Georgia is available at multiple sites and uses a primarily distance learning format. The second program is at Georgia Southern University and is in an online format. Currently there are no DNP programs originating from our Central Georgia location. This proposal addresses cross-disciplinary education with involvement from other departments within the College of Health Sciences. Georgia College has a long history of a quality MSN program. By building on the strengths within the College of Health Sciences (CoHS), the proposed DNP program will provide a very cost-effective delivery approach to nursing education by utilizing CoHS faculty and delivering the program primarily through online instruction and using our Macon facility for the immersion experiences. No extra costs are anticipated for travel or development of additional online resources.

e. The institution must demonstrate a history of success in delivering undergraduate and/or master's degrees in the discipline(s) of the proposed doctorate.

Georgia College & State University has been delivering high quality BSN education since 1973 to both prelicensure and post-licensure students. Post-licensure students are those who seek educational mobility after completing a hospital-based diploma program or an associate degree program in nursing. The majority of graduates have been licensed to practice nursing within six months after graduation and the majority of those graduates continue to practice. The Georgia Board of Nursing reports a 96% pass-rate of all first-time NCLEX-RN writers over the last four years (2006-2009).

MSN program delivery began at Georgia College in 1996 with several specialties. Over time, the FNP, adult health, and nursing administration program options continue with post-MSN options in healthcare informatics (a sub-specialty of nursing administration), nursing education (a sub-specialty of adult health), and the FNP program. Only the FNP graduates are considered advanced practice nurses for specialty licensure through the Georgia Board of Nursing. Of that group, all are nationally certified with a historic certification pass rate of 98% and a pass rate of 100% for the last six years. Both the BSN and MSN programs are accredited by the National League for Nursing Accrediting Commission through 2013, demonstrating program quality.

Georgia College also has a successful history with online program delivery. For example, the J. Whitney Bunting College of Business continues to participate in the state's online MBA program. The School of Nursing offers select graduate-level nursing informatics courses online and an entire RN/BSN option totally online. The School of Nursing received significant ICAPP funding for three years to develop and deliver a post-MSN nursing education certificate program online. This option added 15 qualified educators to central Georgia nursing programs as full-time faculty.

A majority of both baccalaureate and graduate nursing courses require web-based engagement by students. All nursing faculty who teach courses in online format have completed online course training, including supplemental coursework with the recent addition of VISTA 8 format. The

systematic program evaluation for the School of Nursing incorporates the NLNAC'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.

f. The institution must demonstrate that establishment of the program will not diminish its commitment to existing undergraduate and master's degree programs offered.

The proposed DNP program will not diminish the commitment of Georgia College to its existing BSN program or its MSN program. Our proposal focuses on the DNP initially as a post-master's program option; therefore, students in the first cohorts already will have a master's degree in nursing. The courses associated with the current MSN Nursing Administration and Adult Health focuses will be deactivated when the DNP program is fully implemented.

Will be
submitted after
CAPC Review

Facilities Information for New Academic Programs

Proposed Location for the Program: Georgia College & State University

Floor area required for the program (gross and net square feet): **N/A**
No space required for the online components of the program.

Immersion experiences will take place at the Center for Graduate and Professional Learning in Macon, GA. [description of the center]

Type of spaces required:
- ■ Number of classrooms   _____
- ■ Number of labs   _____
- ■ Number of offices   _____
- ■ Other spaces   _____

Place an "X" beside the appropriate selection:

XX   Existing facility will be used as is (area square footage):

N/A   Existing facility will require modification (area square footage):

> Projected renovation cost:
> Estimated relocation cost:
> Total funding required:
> Source of Funding:

N/A   Construction of new facilities will be required (area square footage):

> Estimated construction cost:
> Estimated total project cost:
> Proposed source of funding:

List any infrastructure impacts that the program will have (i.e., parking, power, HVAC, etc.) and indicated estimated cost and source of funding.

There are no anticipated infrastructure impacts.

Other comments:

Note: A system office Facilities Project Manager (Office of Facilities) may contact you with further questions separate from the review of the new academic program.

American Association *of* Colleges *of* Nursing
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Frequently Asked Questions
DNP Programs & CCNE Accreditation

1. What types of doctoral programs in nursing are eligible for CCNE accreditation?

Practice doctorates with the degree title Doctor of Nursing Practice (DNP) are eligible to pursue accreditation by CCNE. Research doctorates (e.g. PhD and DNSc) are not eligible for accreditation. As is the case with all degree programs that are accredited by CCNE, all tracks/program areas within the degree program must be presented for accreditation.

DNP programs presented for accreditation are required to demonstrate incorporation of *The Essentials of Doctoral Education for Advanced Nursing Practice (DNP Essentials)* (AACN, 2006). In keeping with the two foci for DNP programs identified in the *DNP Essentials* (p. 18), CCNE accredits DNP programs with an advanced practice nursing direct care focus, an aggregate/systems/organizational focus, or both foci.

The CCNE Board determined at its April 10-12, 2008 meeting that DNP programs with a nursing education track (major) will <u>not</u> be eligible to pursue accreditation, as CCNE subscribes to the definition of practice identified in the *DNP Essentials*, which broadly defines advanced nursing practice as "any form of nursing intervention that influences health care outcomes for individuals or populations, including the direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy" (p. 2). This means that the 1,000 post-baccalaureate clinical hour requirement (required by the *DNP Essentials*) must be completed in a practice setting. Further, the hours should be part of a "supervised academic program" (p. 19). For post-master's DNP programs, each institution is responsible for assessing how many relevant graduate clinical hours an enrollee enters with, and how many additional hours are required for the student to achieve the 1,000 clinical hour minimum upon degree completion. If desired, practice hours in nursing education settings may be offered in addition to the 1,000 hours. CCNE therefore encourages DNP programs that are preparing nurses for faculty roles to offer electives or a minor with focus on the education related content in addition to the DNP practice content.

As is the case for master's degree programs, if a nurse anesthesia or nurse-midwifery DNP program is accredited by its respective accrediting agency, it would still be included in the review of the institution's overall DNP program. It is expected that programs preparing nurse anesthetists and nurse-midwives will continue to also be accredited by their respective accrediting agencies.

2. When should an institution notify CCNE that a DNP program is under development?

Institutions should notify CCNE as soon as possible. When CCNE is notified that an institution is developing a DNP program, CCNE updates its database and other records and includes the institution in important correspondence. Such notification also allows CCNE to provide better services to its constituents and to project programming needs. To notify CCNE that a DNP program is under development, email Amanda Brownbridge, CCNE Accreditation Assistant, at abrownbridge@aacn.nche.edu. Include the expected timeline for DNP implementation and graduation of the first class of students, and when the program anticipates hosting a CCNE on-site evaluation for initial accreditation of the DNP program.

3. When should an institution notify CCNE that a DNP program has been implemented?

Per the CCNE substantive change policy, an accredited program is required to notify CCNE of any new nursing program or track or any other significant change. The timeframe for notifying CCNE is no earlier than 90 days before the change but no later than 90 days after the change. With respect to implementation of a new DNP program, the notification must address how the new program affects, or is expected to affect, baccalaureate and/or master's degree nursing programs already accredited by CCNE and the institution's ability to continue to comply with the CCNE accreditation standards. The institution should specifically demonstrate that the faculty and other resources dedicated to the accredited baccalaureate and/or master's programs continue to be sufficient in light of the implementation of the DNP program. The notification should also provide an overview of the DNP program, including information about its approval, timeline, point(s) of entry (post-baccalaureate, post-master's), curriculum, and resources. Please submit the substantive change notification with the

DNP Program Information Form. Click here to access the form. Direct all substantive change inquiries and submissions to Crystal Pool, CCNE Assistant Director, at cpool@aacn.nche.edu.

4. What is the timeline for CCNE accreditation of DNP programs?

CCNE began evaluating and accrediting DNP programs during the 2008-2009 academic year. DNP programs must have had students enrolled for at least one year before hosting a CCNE on-site evaluation. The effective date of accreditation for a program is the first day of that program's most recent on-site evaluation by CCNE. Programs wishing to host a DNP on-site evaluation should notify CCNE of the term (Spring or Fall) and year of interest so the staff can provide appropriate guidance on scheduling. Programs are advised to schedule the on-site evaluation with CCNE *at least* 12 months in advance of the visit.

5. Which accreditation standards apply to DNP programs?

CCNE has one set of accreditation standards for all educational programs. This document addresses the requirements for each level of nursing degree program within CCNE's scope of operation: baccalaureate degree nursing programs, master's degree nursing programs, and the practice doctorate (DNP). The CCNE *Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs*, amended April 2009, went into effect on January 1, 2010. Thus, any program hosting an evaluation or submitting a report to CCNE after January 1, 2010 must address the 2009 standards.

All DNP programs must be developed in accordance with *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006). In addition, DNP programs preparing nurse practitioners must be developed in accordance with the revised *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force, 2008). Note that the NTF *Criteria* document does not apply to post-master's DNP programs unless they are preparing individuals as nurse practitioners or preparing individuals for certification and licensure in another population (e.g., the students enter the DNP program as nationally certified family nurse practitioners but are being prepared as pediatric nurse practitioners). Programs are required to use these documents in accordance with the CCNE accreditation standards.

6. What are CCNE's expectations regarding practice hours in the DNP curriculum?

The 1,000 post-baccalaureate practice hour requirement (refer to the *DNP Essentials*) must be completed in a supervised academic program.

- For post-baccalaureate DNP programs, a minimum of 1,000 practice hours must be acquired in the DNP program.
- For post-master's DNP programs, practice hours must be included in the DNP program, even if the master's program required 1,000 or more hours. Further, for post-master's DNP programs, each institution is responsible for assessing how many qualified graduate practice hours an enrollee has upon admission to the DNP program and how many additional hours are required for the student to achieve the 1,000 practice hour minimum upon degree completion.
- The 1,000 practice hours are part of a "supervised academic program" (*DNP Essentials*, p. 19).

7. For what term of accreditation will DNP programs be eligible?

Consistent with CCNE's long-standing policy, any new program pursuing initial accreditation by CCNE is eligible for a term of accreditation of up to 5 years. Programs pursuing continuing accreditation by CCNE are eligible for an accreditation term of up to 10 years. All DNP programs are considered by CCNE to be new programs and, thus, will be eligible for a maximum initial accreditation term of 5 years.

8. How can an institution schedule all its nursing degree programs for the same CCNE accreditation review cycle?

CCNE is willing to work with programs, as appropriate, that wish to coordinate the accreditation reviews of multiple nursing degree programs. Programs may request an early accreditation review of an already CCNE-accredited program in order to schedule multiple degree programs on the same accreditation review cycle. However, CCNE is unable to postpone an accreditation term beyond that which was granted by the CCNE Board of Commissioners.

9. Will CCNE conduct joint accreditation visits with other entities?

CCNE has a history of strong collaboration with state boards of nursing, as well as with institutional and specialized accreditation bodies. If requested by the institution, CCNE is willing to collaborate with other regulatory or accrediting agencies to conduct a joint or concurrent on-site evaluation of the DNP program. The institution is responsible for determining the feasibility of such a review and coordinating the effort in accordance with each participating agency's policies and procedures. If an institution would like to request a joint/concurrent review by CCNE and another agency, please notify Marge Jackman, CCNE Associate Director, at mjackman@aacn.nche.edu.

10. What are the CCNE fees related to accreditation of a DNP program?

If the institution has a CCNE-accredited program(s) already, the one-time fee to add a DNP program to the review schedule is $2,000 (FY 2011). Programs are sent an invoice for this new program fee a few months before the CCNE on-site evaluation. If the institution has no program affiliated with CCNE, new applicant fees apply. New applicant fees depend on the number of degree levels seeking CCNE accreditation. Click here to view the current CCNE Fee Structure, including on-site evaluation fees and annual fees.

Amended April 24, 2010

Course
Description
Sheet will be
submitted after
CAPC (review)
(there are many that
on Sat 11a he)

Commission on Collegiate Nursing Education Moves to Consider for Accreditation *Only Practice Doctorates with the DNP Degree Title*

WASHINGTON, DC, October 20, 2005 – In a move consistent with other health professions, the Commission on Collegiate Nursing Education (CCNE), the autonomous accrediting body of the American Association of Colleges of Nursing (AACN), has decided that only practice doctoral degrees with the Doctor of Nursing Practice (DNP) title will be eligible for CCNE accreditation. The CCNE Board of Commissioners reached this unanimous decision on September 29, 2005 as part of its continuing work to develop a process for accrediting clinically-focused nursing doctorates.

"Consistent degree titling will help to reduce confusion among health care consumers about the qualifications of doctorally-prepared nursing clinicians," said Dr. Mary Margaret Mooney, Chair of the CCNE Board. "With dozens of practice doctorates now in the development stage, CCNE deemed it important to articulate a position that may assist programs in adopting a common degree name." Dr. Mooney represents CCNE on the AACN task force that has been charged to develop the DNP Essentials that will outline curricular expectations for practice doctorates in nursing. Represented on the CCNE Board of Commissioners, which is separate and distinct from the AACN Board of Directors, are nursing deans, nursing faculty, practicing nurses, professional consumers (employers of nurses), and public consumers.

CCNE's decision to consider for accreditation only practice doctorates with the DNP title is consistent with good accreditation practice and with similar actions taken by accrediting organizations for the other health professions. The nationally recognized organizations responsible for the accreditation of doctoral degrees in allopathic medicine, osteopathic medicine, optometry, podiatry, pharmacy, and chiropractic, as examples, require a specific degree title in order for the doctoral programs to qualify for the accreditation process. "This requirement helps to assure consistency in degree titling, which, in turn, helps to protect consumers and the general public – a primary goal of CCNE accreditation," said Dr. Jennifer Butlin, Director of CCNE. "In other health professions where degree names have not been an issue, practice doctorates are consistently titled. For example, all of the accredited practice doctorates in physical therapy and occupational therapy are titled DPT or OTD, respectively."

In response to numerous requests, CCNE is in the process of developing an accreditation process for DNP programs that will help assure educational quality and provide public protection. More than 40 nursing practice doctorates are now in development nationwide following AACN's decision in October 2004 to endorse a position statement which called for moving the current level of preparation necessary for advanced nursing practice roles from the master's degree to the doctorate level by the year 2015. Included in this statement were the recommendations that all practice doctorates carry the same degree title, namely the Doctor of Nursing Practice or DNP, and that an accreditation process be developed to assess the quality of these programs.

For more information about CCNE, see http://www.aacn.nche.edu/Accreditation. For details about the movement toward the practice doctorate in nursing, see http://www.aacn.nche.edu/DNP.

The Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency contributing to the improvement of the public's health. CCNE ensures the quality and integrity of baccalaureate and graduate nursing education programs. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing education programs and supports continuing growth and improvement of collegiate professional education. Web site: http://www.aacn.nche.edu/Accreditation

The American Association of Colleges of Nursing (AACN) is the national voice for university and four-year-college education programs in nursing. Representing more than 585 member schools of nursing at public and private institutions nationwide, AACN's educational, research, governmental advocacy, data collection, publications, and other programs work to establish quality standards for bachelor's- and graduate-degree nursing education, assist deans and directors to implement those standards, influence the nursing profession to improve health care, and promote public support of baccalaureate and graduate nursing education, research, and practice. Web site: http://www.aacn.nche.edu

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CONTACT: Robert Rosseter
(202) 463-6930, x231
rrosseter@aacn.nche.edu

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STANDARD 1

Mission and Administrative Capacity

The nursing education unit's mission reflects the governing organization's core values and is congruent with its strategic goals and objectives. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified outcomes.

1.1 The mission includes philosophical underpinnings of the advanced practice doctoral program that result in measurable student learning and program outcomes.

1.2 The governing organization and nursing education unit ensure representation of students, faculty, and administrators in ongoing governance activities.

1.3 Communities of interest have input into program processes and decision-making.

1.4 Partnerships exist that promote excellence in nursing education, enhance the profession, and benefit the community.

1.5 Program outcomes for the Advanced Practice Doctorate result from the effective management and leadership of an academically and experientially qualified nurse administrator.

1.6 Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the goals and outcomes of the nursing education unit.

1.7 Records reflect that program complaints and grievances receive due process and include evidence of resolution.

For nursing education units engaged in distance education, the additional criterion is applicable:

1.8 Distance education, as defined by the nursing education unit, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

STANDARD 2

Faculty and Staff

Qualified faculty and staff provide leadership and support necessary to attain the goals and outcomes of the nursing education unit.

2.1 Qualified faculty and staff are sufficient in number to support program goals and outcomes.

2.2 The collective credentials reflect academic and experiential preparation of faculty teaching in the practice doctorate program.

2.3 Faculty performance reflects scholarship and evidence-based practice.

2.4 The number, utilization, and credentials of non-nurse faculty and staff are sufficient to achieve the program goals and outcomes.

2.5 Systematic assessment of faculty and staff performance demonstrates competencies that are consistent with program goals and outcomes.

For nursing education units engaged in distance education, the additional criterion is applicable:

2.6 Faculty engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.

STANDARD 3

Students

Student policies, development, and services support the goals and outcomes of the nursing education unit.

3.1 Student policies of the nursing education unit are congruent with those of the governing organization, publicly accessible, non-discriminatory, and consistently applied; differences are justified by the goals and outcomes of the nursing education unit.

3.2 Student services are commensurate with the needs of students pursuing or completing the practice doctorate program, including those receiving instruction using alternative methods of delivery.

3.3 Student educational and financial records are in compliance with the policies of the governing organization and state and federal guidelines.

3.4 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained.

3.5 Integrity and consistency exist for all information intended to inform the public, including the program's accreditation status and NLNAC contact information.

3.6 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

3.7 Orientation to technology is provided and technological support is available to students, including those receiving instruction using alternative methods of delivery.

For nursing education units engaged in distance education, the additional criterion is applicable:

3.8 Information related to technology requirements and policies specific to distance education is clear, accurate, consistent, and accessible.

STANDARD 4

Curriculum

The curriculum prepares students to achieve the outcomes of the nursing education unit, including safe practice in contemporary health care environments.

4.1   Program outcomes are congruent with established professional standards, curriculum guidelines, advanced nursing practice competencies, and requirements of certifying agencies.

4.2   The curriculum is designed to prepare graduates to practice from an evidence-based research perspective in their advanced practice role through effective use and collaborative production of clinically based research.

4.3   The curriculum is designed so that graduates of the program are able to practice in a culturally and ethnically diverse global society.

4.4   Practice learning environments are appropriate for student learning and support the achievement of student learning and program outcomes; current written agreements are appropriate to the setting and ensure the protection of students.

     4.4.1   Practice experiences reflect contemporary roles and nationally established patient health and safety goals.

For nursing education units engaged in distance education, the additional criterion is applicable:

4.5   Learning activities, instructional materials, and evaluation methods are appropriate for the delivery format and consistent with student learning outcomes.

STANDARD 5

Resources

Fiscal, physical, and learning resources promote the achievement of the goals and outcomes of the nursing education unit.

5.1 Evidence supports that resources are commensurate with the achievement of program outcomes:
- – Sufficiency of physical resources
- – Accessibility of learning resources
- – Allocation of budget to support program delivery

For nursing education units engaged in distance education, the additional criterion is applicable:

5.2 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of faculty and students and ensure that students achieve learning outcomes.

STANDARD 6

Outcomes

Evaluation of student learning demonstrates that graduates have achieved identified competencies consistent with the institutional mission and professional standards and that the outcomes of the nursing education unit have been achieved.

6.1 Program assessment measures validate achievement of the student learning and program outcomes of the nursing education unit and NLNAC standards; assessment is conducted on an ongoing basis.

6.2 Program outcomes of the Advanced Practice Doctorate are justified.

6.3 Aggregated evaluation findings inform program decision-making and are used to maintain or improve student learning outcomes.

6.4 Evaluation findings are shared with communities of interest.

6.5 Graduates demonstrate achievement of the competencies identified in established professional standards.

    6.5.1 Graduates demonstrate achievement of the specialty role competencies appropriate to selected areas of practice through advanced specialty certification or other comparable measures.

For nursing education units engaged in distance education, the additional criterion is applicable:

6.6 The systematic plan for evaluation encompasses students enrolled in distance education and includes evidence that student learning and program outcomes are comparable for all students.

OFFICIALLY AUTHORIZED MASTER COURSE FILE CHANGE FORM
Doctor of Nursing Practice program – School of Nursing

Action	Discipline Abbr.	Course Number	Course Title	Hours L-L-C	Repeatable	Grade Type	Prerequisite	Corequisite
A	NRSG	8200	Epidemiology & Biostatistics	3-0-3	NR	N	graduate level statistics and/or research methods class	none
A	NRSG	8210	Practice Theory for Population Health Outcomes	2-0-2	NR	N	admission to DNP program	none
A	NRSG	8310	Introduction to Capstone Selection	1-0-1	NR	N	admission to DNP program	none
A	NRSG	8300	Evidenced-Based Practice I: Foundations – Ethics	4-0-4	NR	N	admission to DNP program	none
A	NRSG	8510	Informatics	3-0-3	NR	N	admission to DNP program	none
A	NRSG	8520	Health Care Finance and Economics	3-0-3	NR	N	admission to DNP program	none
A	NRSG	8530	Health Care Policy. Ethics, and Politics	3-0-3	NR	N	NRSG 8520 – Health Care Finance and Economics	none
A	NRSG	9300	Evidenced-Based Practice II: Evaluation and Outcomes – care delivery approaches	3-4-4	NR	N	completion of NRSG 8300 – Evidenced-Based Practice I	none
A	NRSG	8540	Addressing the Needs of Vulnerable Populations	2-0-2	NR	N	admission to DNP program	none
A	NRSG	9310	Capstone Project I: Implementation	1-16-5	NR	S	completion of DNP core classes. Proposal for Capstone Project defended. Approval to enroll in NRSG 9310 received from supervisory committee. IRB approval and/or pending approval as indicated by nature of the project.	none
A	NRSG	9100	Role Transitions	2-0-2	NR	N	completion of DNP core classes	none
A	NRSG	9320	Capstone Project II: Evaluation and Dissemination	1-16-5	NR	S	Satisfactory completion of Capstone I project.	none

Comments: _____

Lab Fee information: **none**

Effective Semester/Year _____

Approved by: _Sandra K. Cempfued_____ Date: _10-27-10_

(Dean)

Approved by: _____ Date: _____

(Academic Vice President)

Georgia College & State University
Form for Proposal of New Graduate Courses θ200

1.   Department **College of Health Sciences**   Discipline **School of Nursing**

2.   Number of credit hours and formula for courses requiring lab or field experience:
        __3_____

3.   Hours (L-L-C) __3-0-3_____   4. Repeatable or Nonrepeatable: **Nonrepeatable:**

4.   Grade Type: Normal or Satisfactory/Unsatisfactory   **Normal**

5.   Prerequisite or Co-requisite : Graduate level statistics and/or research methods class

6.   Required or elective in what program: **required in Doctor of Nursing Practice program.**

7.   Provide rationale for this course: This course is designed to prepare the advanced practice
        nurse for use of epidemiologic methods to examine patterns of illness or injury for disease
        prevention and health promotion efforts among target populations.

8.   How often is the course to be offered? Once / year

9.   Who will teach this course? Primarily School of Nursing faculty with some interdisciplinary
        collaboration with CoHS faculty.
        Will additional faculty members be needed? No

10.   Are there alternative faculty available to teach this course to ensure stability of the course over
        time? Yes

11.   How does this course contribute to the proposed program? This is one of the core courses needed
        that provides a foundation for the program.

12.   How will an existing program of study change as a result of this course?
        There is no existing program of study.

13.   Does the proposed course duplicate other courses on this campus? If yes, explain:
        This course does not duplicate any other courses on this campus.

14.   How will the demand be met for additional library and technology resources, if any?
        In the orientation session, the students will be provided with training regarding the use of technology
        by nursing faculty, IT, and library personnel. An interdisciplinary task force will be developed to
        address the issues regarding technological and library support and resources. No additional
        personnel will be required.

15.   Will any additional library or other resources be required by the student?
        Ability for synchronous and asynchronous communication via Internet . Minimum requirements
        posted on GC website: http://www.gcsu.edu/technology/campustech/recommendations.htm

16.   Attach course syllabus and proposed catalogue description to this form.
        Format for Abbreviated Course Syllabus to accompany Proposal for New Course

GEORGIA COLLEGE & STATE UNIVERSITY

COLLEGE OF HEALTH SCIENCES
SCHOOL OF NURSING
Summer 2012

Course Prefix and Number	NRSG 8200
Prerequisites	Graduate level statistics and/or research methods class
Course Title	Epidemiology and Biostatistics

Lecture Hours	3	**Computer Lab Hours:**	0	**Contact Hours:**	45	**Credit Hours:**	3

Faculty	Graduate Faculty
Required Text(s)	Gordis, L (2008). Epidemiology, 4th ed. Saunders. ISBN: 978-1-4160-4002-6
Required Software:	To be determined
Recommended Text(s)	American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0559-2.
Catalog Description:	This course is designed to prepare the advanced practice nurse for use of epidemiologic methods to examine patterns of illness or injury for disease prevention and health promotion efforts among target populations.

Program Objectives:	
	1. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.
	2. Transform healthcare outcomes through evidence and scholarly inquiry.
	3. Exhibit leadership to create effective healthcare delivery systems.
	4. Exemplify ethics as a foundation for practice and risk management.
	5. Use cultural expertise to develop HC models that influence universal health seeking/ Health Promotion behaviors.
	6. Foster the integration of evidence based clinical prevention and health services for individuals, aggregates, and populations.

	7. Advocate for social justice and equity in healthcare through leading redesign of regulatory, legislative, and public policy.
	8. Facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.
	9. Use informatics for the improvement and transformation of healthcare.
	10. Demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Course Objectives

Program Objectives	Course Objectives
2,6	1. Appraise burden of disease or injury at community, regional, national and global levels.
2,6	2. Integrate common measures of disease frequency into plan population-based nursing interventions.
2,6	3. Select appropriate epidemiologic techniques to answer clinical questions/problems of interest.
1,2,6	4. Analyze available epidemiologic databases to explore relationships between risk factors and health outcomes in advanced nursing practice.
6	5. Evaluate results of epidemiologic and clinical trial research for application to advanced nursing practice.
1,2,3,4,6	6. Demonstrate effectiveness in communication of epidemiologic data to stakeholder audiences.
2,3,6	7. Use the steps of outbreak investigation to address a rapidly developing clinical problem.
2,9	8. Demonstrate competence in use of basic epidemiologic computer software.

Topic Outline

1. Introduction to epidemiology as the scientific tool of health promotion
2. Descriptive epidemiology measurements
3. Data sources for epidemiologic analysis
4. Analytic epidemiologic research designs
5. Clinical trials research
6. Risk assessment and adjustment in populations of interest
7. Investigative epidemiology
8. Effective presentation of epidemiologic data to stakeholders
9. Epidemiology and public policy

Teaching/Learning Methods

- Web-based interaction with instructor and class cohort using course management software

- Completion of computer software tutorial
- Assigned textbook and journal readings
- Epidemiologic case studies
- Literature review paper
- Computer laboratory simulation exercises
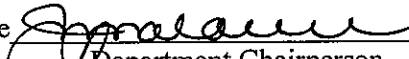- Guided clinical investigation project
- Online poster presentation

Evaluation Methods

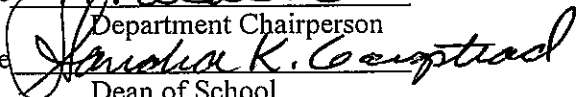|	
Participation in online discussions and activities	10%
Epidemiologic paper	40%
Case study exercises (3 at 10% each)	30%
Investigation project poster presentation	20%

Grading Scale

A = 91-100
B = 83-90
C = 75-82
D = 66-74
F = ≤ 65

Prior to mid-semester, you will receive feedback on your academic performance in this course

Date __10/27-10__

Date __10/27 - 10__

Signature _____
Department Chairperson

Signature _____
Dean of School

1.   Department **College of Health Sciences**   Discipline **School of Nursing**

2.   Number of credit hours and formula for courses requiring lab or field experience:
   2

3.   Hours (L-L-C): **2-0-2**   4. Repeatable or Nonrepeatable: **Nonrepeatable:**

4.   Grade Type: Normal or Satisfactory/Unsatisfactory   **Normal**

5.   Prerequisite or Co-requisite : admission to DNP program

6.   Required or elective in what program**: required in Doctor of Nursing Practice program**.

7.   Provide rationale for this course: This course focuses on scientific and theoretical underpinnings for a Doctorate in Nursing Practice.

8.   How often is the course to be offered? Once / year

9.   Who will teach this course ? Primarily School of Nursing faculty with some interdisciplinary collaboration with CoHS faculty.
   Will additional faculty members be needed? No

10.   Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11.   How does this course contribute to the proposed program? This is one of the core courses needed that provides foundational support for the program.

12.   How will an existing program of study change as a result of this course?
   There is no existing program of study.

13.   Does the proposed course duplicate other courses on this campus? If yes, explain:
   This course does not duplicate any other courses on this campus.

14.   How will the demand be met for additional library and technology resources, if any?
   In the orientation session, the students will be provided with training regarding the use of technology by nursing faculty, IT, and library personnel. An interdisciplinary task force will be developed to address the issues regarding technological and library support and resources. No additional personnel will be required.

15.   Will any additional library or other resources be required by the student?
   Ability for synchronous and asynchronous communication via Internet . Minimum requirements posted on GC website: http://www.gcsu.edu/technology/campustech/recommendations.htm

16.   Attach course syllabus and proposed catalogue description to this form.
   Format for Abbreviated Course Syllabus to accompany Proposal for New Course

Course Prefix and Number	NRSG 8210
Prerequisites	Admission to the DNP program
Course Title	Translating Theory into Practice

Lecture Hours 2	**Lab Hours:** 0	**Contact Hours:**	30	**Credit Hours:**	2

Faculty	Graduate Faculty
Required Text(s)	Butts, J., & Rich, K. (2011) Philosophies and Theories for Advanced Nursing Practice. Sudbury, MA: Jones & Bartlett Learning.
	Peterson, S. & Bredow, T. (2008). Middle Range Theories: Application to Nursing Practice. Philadelphia: Lippincott, Williams, & Wilkins.
	Other Assigned Readings.
Recommended Text(s)	American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0559-2.
Catalog Description:	This course focuses on scientific and theoretical underpinnings for a Doctorate in Nursing Practice. The foundation for philosophy of science, the development of nursing knowledge, and theory will be explored in addition to selected middle-range theories derived from conceptual models and grand theories of nursing which exemplify bridging theory with practice.

Program Objectives:

1. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.
2. Transform healthcare outcomes through evidence and scholarly inquiry.
3. Exhibit leadership to create effective healthcare delivery systems.
4. Exemplify ethics as a foundation for practice and risk management.
5. Use cultural expertise to develop HC models that influence universal health seeking/ Health Promotion behaviors.
6. Foster the integration of evidence based clinical prevention and health services for individuals, aggregates, and populations.
7. Advocate for social justice and equity in healthcare through

	leading redesign of regulatory, legislative, and public policy.
8.	Facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.
9.	Use informatics for the improvement and transformation of healthcare.
10.	Demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Course Objectives

Upon completion of this course, the student will:

Program Objectives	Course Objectives
	1. Critique the history and philosophy of science, logical reasoning, and the development of theories and conceptual models required to meet current and emerging health care needs of society. 2. Analyze the processes used in the development of theories and models and their applicability to evidence based care, education, and administration. 3. Through creative and analytical thinking processes, analyze interdisciplinary philosophies, models, and theories relevant for the Doctorate in Nursing Practice. 4. Apply a theory or conceptual model to guide and improve the competency of the Doctorate in Nursing Practice. 5. Articulate the means by which commitment to theory development facilitates the design, delivery, and evaluation of evidence –based care to improve patient outcomes.

Topic Outline

- 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 in Doctorate Nursing Practice.

Teaching/Learning Methods

Discussions; bridging theory to practice exemplar ; using theory to predict and control behavior ethical discussion; criterion use to evaluate C-T-E structures used to determine pragmatic adequacy of a theory in a particular setting.

Evaluation Methods

Discussion – 20 %
Scoping Review of the Literature – 10%
Translating theory into Practical Actions project with paper – 70%

Grading Scale
$$A = 91\text{-}100$$
$$B = 83\text{-}90$$
$$C = 75\text{-}82$$
$$D = 66\text{-}74$$
$$F = \leq 65$$

Prior to mid-semester, you will receive feedback on your academic performance in this course

Date ___10/27-10___

Date ___10/27-10___

Signature _____
Department Chairperson

Signature _____
Dean of School

Georgia College & State University
Form for Proposal of New Graduate Courses

8310

1. Department **College of Health Sciences**   Discipline **School of Nursing**

2. Number of credit hours and formula for courses requiring lab or field experience:
   1

3. Hours (L-L-C) : **1-0-1**   4. Repeatable or Nonrepeatable: **Nonrepeatable:**

4. Grade Type: Normal or Satisfactory/Unsatisfactory   **Normal**

5. Prerequisite or Co-requisite: admission to DNP program

6. Required or elective in what program: **required in Doctor of Nursing Practice program**.

7. Provide rationale for this course: The course provides the graduate student the opportunity to identify and begin to develop a project that will lead toward applying and translating evidence based research into practice

8. How often is the course to be offered? Once / year

9. Who will teach this course? Primarily School of Nursing faculty with some interdisciplinary collaboration with CoHS faculty.
   Will additional faculty members be needed? No

10. Are there alternative faculty available to teach this course to ensure stability of the course over time? Yes

11. How does this course contribute to the proposed program? This is one of the courses related to the major clinical project.

12. How will an existing program of study change as a result of this course?
    There is no existing program of study.

13. Does the proposed course duplicate other courses on this campus? If yes, explain:
    This course does not duplicate any other courses on this campus.

14. How will the demand be met for additional library and technology resources, if any?
    In the orientation session, the students will be provided with training regarding the use of technology by nursing faculty, IT, and library personnel. An interdisciplinary task force will be developed to address the issues regarding technological and library support and resources. No additional personnel will be required.

15. Will any additional library or other resources be required by the student?
    Ability for synchronous and asynchronous communication via Internet . Minimum requirements posted on GC website: http://www.gcsu.edu/technology/campustech/recommendations.htm

16. Attach course syllabus and proposed catalogue description to this form.
    Format for Abbreviated Course Syllabus to accompany Proposal for New Course

GEORGIA COLLEGE & STATE UNIVERSITY
College of Health Sciences
School of Nursing
Summer 2012

Course Prefix and Number	NRSG 8310
Prerequisites	Admission to DNP program
Course Title	Introduction to Capstone Project

Lecture Hours 1	Lab Hours: 0		Contact Hours:	15	Credit Hours:	1

Faculty	Graduate Faculty
Required Text(s)	Journal articles; EBP required text
Recommended Text(s)	American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0559-2.
Catalog Description:	The course provides the graduate student the opportunity to identify and begin to develop a project that will lead toward applying and translating evidence based research into practice. This is the first in a three part series that prepares the DNP student to demonstrate advanced clinical judgment and implement a scholarly project geared to improve practice outcomes in the student's clinical area of expertise.

Program Objectives:

1. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.
2. Transform healthcare outcomes through evidence and scholarly inquiry.
3. Exhibit leadership to create effective healthcare delivery systems.
4. Exemplify ethics as a foundation for practice and risk management.
5. Use cultural expertise to develop HC models that influence universal health seeking/ Health Promotion behaviors.
6. Foster the integration of evidence based clinical prevention and health services for individuals, aggregates, and populations.
7. Advocate for social justice and equity in healthcare through leading redesign of regulatory, legislative, and public policy.
8. Facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.
9. Use informatics for the improvement and transformation of healthcare.

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

Course Objectives

Upon completion of this course, the student will:

Program Objective	Course Objective
2, 9	1. Identify appropriate evidence based data bases related to e student's clinical setting.
2, 9	2. Identify relevant literature related to evidence and best practice related to area of clinical interest.
1, 8	3. Identify clinical mentors/ experts in the field for possible inclusion on Doctoral committee.
2, 9	4. Review successfully implemented DNP projects.
1, 2, 9	5. Identify scholarly capstone project that would improve patient outcomes in student's clinical area.
1, 2, 9	6. Identify potential objectives related to capstone project.
4	7. Incorporate ethical principles into DNP project development.

Topic Outline

1. Compiling electronic resources for evaluation evidence based care.
2. Compare and contrast data bases for collecting data
3. How to conduct a literature review
4. Identifying clinical mentors/ experts in the field
5. Formulation of proposal for Capstone project
6. Review of DNP projects previously implemented

Teaching/Learning Methods

Synchronous and asynchronous online discussion of content, discussion postings, required reading, journal article summaries, on line assignments, complete on line(Collaborative Institutional Training Initiative) CITI – program protection of health and human subjects training.

Evaluation Methods

Discussion postings: 25%
Presentation : 25%
Paper : (to include draft/ outline of proposal)--40%
Completion of CITI training—S/UOn line summary presentation to peers of exemplary DNP projects—10%

Grading Scale

A = 91-100
B = 83-90
C = 75-82
D = 66-74
F = $\leq$ 65

Prior to mid-semester, you will receive feedback on your academic performance in this course.

Date   10/27-10   Signature _____

                               Department Chairperson

Date   10/27/10   Signature _____

                               Dean of School

8300

1. Department **College of Health Sciences**   Discipline **School of Nursing**

2. Number of credit hours and formula for courses requiring lab or field experience:
   4

3. Hours (L-L-C) : **4-0-4**   4. Repeatable or Nonrepeatable: **Nonrepeatable:**

4. Grade Type: Normal or Satisfactory/Unsatisfactory   **Normal**

5. Prerequisite or Co-requisite: <u>admission to DNP program</u>

6. Required or elective in what program**: required in Doctor of Nursing Practice program**.

7. Provide rationale for this course: This course focuses on the foundational concepts
   for developing clinical research within diverse practice settings.

8. How often is the course to be offered? <u>Once / year</u>

9. Who will teach this course? <u>Primarily School of Nursing faculty with some interdisciplinary
   collaboration with CoHS faculty.</u>
   Will additional faculty members be needed? <u>No</u>

10. Are there alternative faculty available to teach this course to ensure stability of the course over
    time? <u>Yes</u>

11. How does this course contribute to the proposed program? <u>This is one of the courses that focuses
    on evidence based practice.</u>

12. How will an existing program of study change as a result of this course?
    There is no existing program of study.

13. Does the proposed course duplicate other courses on this campus? If yes, explain:
    This course does not duplicate any other courses on this campus.

14. How will the demand be met for additional library and technology resources, if any?
    <u>In the orientation session, the students will be provided with training regarding the use of technology
    by nursing faculty, IT, and library personnel. An interdisciplinary task force will be developed to
    address the issues regarding technological and library support and resources. No additional
    personnel will be required.</u>

15. Will any additional library or other resources be required by the student?
    <u>Ability for synchronous and asynchronous communication via Internet . Minimum requirements
    posted on GC website: http://www.gcsu.edu/technology/campustech/recommendations.htm</u>

16. Attach course syllabus and proposed catalogue description to this form.
    <u>Format for Abbreviated Course Syllabus to accompany Proposal for New Course</u>

GEORGIA COLLEGE & STATE UNIVERSITY
College of Health Sciences
School of Nursing
Fall 2012

Course Prefix and Number	NRSG 8300
Prerequisites	Admission to the DNP Program
Course Title	Evidence Based Practice I: Foundations

Lecture Hours:	4	**Lab Hours:**	0	**Contact Hours:**	60	**Credit Hours:**	4

Faculty	Graduate Faculty
Required Text(s)	Terry, A. (2012). Clinical Research for the Doctorate of Nursing Practice. Jones & Bartlett ISBN-13: 9780763791223 **Patient Quality & Safety Handbook** **http://www.jblearning.com/catalog/9780763791223/**
Recommended Text(s)	American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0559-2.
Catalog Description:	Course focuses on the foundational concepts for developing clinical research within diverse practice settings. Practice inquiry, synthesis, analysis, information literacy, ethical considerations, leadership, communication, collaboration, and quality improvement are emphasized.

Program Objectives:	
	1. Model exemplary communication through collaboration, partnerships, presentations, and scholarly writing.
	2. Transform healthcare outcomes through evidence and scholarly inquiry.
	3. Exhibit leadership to create effective healthcare delivery systems.
	4. Exemplify ethics as a foundation for practice and risk management.
	5. Use cultural expertise to develop HC models that influence universal health seeking/ Health Promotion behaviors.
	6. Foster the integration of evidence based clinical prevention and health services for individuals, aggregates, and

	populations.
7.	Advocate for social justice and equity in healthcare through leading redesign of regulatory, legislative, and public policy.
8.	Facilitate multidisciplinary collaboration in the development and implementation of effective healthcare delivery systems.
9.	Use informatics for the improvement and transformation of healthcare.
10.	Demonstrate advanced [specialist] levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Course Objectives   Upon completion of this course, the student will:

Program Objectives	Course Objectives
1, 4,5,6,10	1. Develop clinical questions to promote disease prevention and to improve health outcomes ~~using an evidence-based model framework.~~
1, 4,5,6,10	2. Model ethical principles in leading Evidenced Based Practice planning and design.
1, 4,5,6,10	3. Evaluate evidence based practice resources to influence changes in nursing practice and health care delivery systems.
1, 4,5,6,10	4. Examine measurement strategies for research related to nursing problems applied to diverse populations.
1, 4,5,6,10	5. Incorporate cultural congruency into planning and designing of quality improvement initiatives.

Topic Outline   The Importance of Research in the Doctor of Nursing Practice Program.
Developing the Researchable Problem.
Conducting a Literature Review.
Ethics in Clinical Research.
Designing a Clinically-based Quantitative Capstone Research Project.

Teaching/Learning Methods   Synchronous and asynchronous online lecture; open discussion; student presentations; required and recommended reading assignments; guest lecturers; Audio/video/PowerPoint presentations; critical thinking exercises; Journal article summaries and self evaluation.

Evaluation Methods   Presentation of preliminary capstone project – 20%
Discussions – 20%
Needs Assessment – 20%
Integrative Review of Literature – 40%

Grading Scale   A = 91-100
B = 83-90
C = 75-82
D = 66-74

$F = \leq 65$

Prior to mid-semester, you will receive feedback on your academic performance in this course

Date 10/27-10   Signature _____
                                              Department Chairperson
Date 10/27/10   Signature _____
                                              Dean of School