USG ACADEMIC PROGRAM PROPOSAL
(Effective 2/22/18)

Institution:

Date Completed at the Institution:

Name of Proposed Program/Inscription:

Degree:

Major:

CIP Code:

School/Division/College:

Department:

Anticipated Implementation Date:

Requesting Differential Tuition Rate **__X__ Yes[1]** **———No**

Delivery Mode (Check all that apply):

On-campus, face-to-face only	
Off-campus location, face-to-face only (specify the location):	
Online Only *If this program will be offered online, within two weeks after Board approval, the USG institution must upload requisite information into Georgia ONmyLINE using the institutional PDA account.* *See Appendix II for the specific questions involved for Georgia ONmyLINE.*	
Combination of on-campus and online (specify whether 50% or more is offered online for SACSCOC)	
Combination of off-campus and online (specify whether 50% or more is offered online for SACSCOC)	
Hybrid, combination delivery, but less than 50% of the total program is online based on SACSCOC	X
Contractual Location (specify the location and timeframe/start and end dates):	

[1] All documents and forms requesting a differential tuition rate must be submitted to the Office of Fiscal Affairs prior to Academic Affairs Review of the Degree Proposal.

USG ACADEMIC PROGRAM PROPOSAL
(Effective 2/22/18)

SIGNATURE PAGE

Approval by the President ("*I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution"***):**

_____

Approval by Vice President for Academic Affairs or Provost:

_____

Approval by Vice President for Finance/Business (or designee) and contact information:

_____

Approval by Vice President for Facilities (if different from VP- Finance or designee) and contact information:

_____

Acknowledged by Vice President for Enrollment Management (or designee) for Recruitment:

_____

1) **Forecast:** If this program was not listed on your one of the past two-year academic forecasts provide an explanation concerning why it was not forecasted, but is submitted at this time.

The proposed DNP program was included in Valdosta State University's (VSU) two-year academic forecast.

2) **Academic Framework:** Within the context of strategic planning of all resources and divisions within short-term and long-term perspectives, provide a narrative that explains campus leadership review and attention to newly institutionally approved programs within the last four years, low-producing programs, and post-approval enrollment analyses prior to approving the proposed program for submission to the system office.

In strategically planning for adequate resources to support the proposed DNP program, a decision was made to discontinue offering the RN-BSN program due to historical low enrollment. After multiple attempts to partner with healthcare facilities in VSU's region and after moving the program to a fully online delivery modality, the enrollment in the RN-BSN program continued to be low. All students enrolled in the RN-BSN courses completed the requirements for the degree prior to its discontinuation in May 2018. Faculty resources that supported the RN-BSN program will be reallocated to meet the needs of the proposed DNP program.

3) **Rationale:** Provide the rationale for proposing the new academic program. *(In other words, does the state need the program; should your institution offer the program; and can your institution develop and implement the program.)*

Valdosta State University (VSU) is proposing the establishment of a new degree, the Doctorate of Nursing Practice (DNP). The decision to develop a BSN-DNP program (referred to as the DNP program for the remainder of the proposal) primarily is motivated by the significant workforce gap of primary care providers in the state of Georgia and across the nation. The DNP program will attempt to help mitigate this gap through the education of new Advance Practice Registered Nurses (APRNs), specifically Nurse Practitioner (NPs). The DNP program will also serve to provide new, qualified nursing faculty to support the continuation of quality undergraduate and graduate nursing programs across the University System of Georgia (USG). The DNP program will support the recommendations of the American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculties (NONPF) to move the minimal education requirement for APRNs from the Master of Science in Nursing degree to that of the DNP (AACN, 2004; NONPF, 2018). As these recommendations are implemented, doctoral education is expected to be the only pathway through which to educate future APRNs and the proposed BSN-DNP format will facilitate an early pathway to this terminal degree in an effort to satisfy current and future healthcare needs.

4) **Mission Fit and Disciplinary Trends:** Description of the program's fit with the institutional mission and nationally accepted trends in the discipline (explain in narrative form). If the program is outside the scope of the institutional mission and sector, provide the compelling rationale for submission.

The establishment of a DNP program is consistent with the core characteristics of a regional university within the USG. This DNP proposal cohabits the goals and values of the University System of Georgia's most recent *College 2025 Report of Adaptability, Essential Skills, and Lifelong Learning & Partnerships* (University System of

Georgia, 2018). The proposed DNP program represents a) a commitment to excellence and responsiveness within a scope of influence defined by the needs of South Georgia; and b) a discipline specific, professionally-oriented, doctoral-level program and commitment to scholarly work, reflecting institutional strength and regional need. In Fall, 2017, Valdosta State University adopted a renewed vision and mission of being a catalyst for regional comprehensive programs. Goals of the new strategic plan include: increasing the number of graduates; facilitating experiential learning opportunities; and enhancing the impact in our region (Valdosta State University Organization and Mission, 2017). The proposed DNP program aligns with the goals of VSU as outlined below.

The proposed DNP program aligns with and promotes the mission of VSU to *increase the number of graduates* by providing an advanced nursing degree to graduates of baccaluareate programs who seek to meet the requirements for a doctoral degree. The proposed DNP program will attract nurses with a Bachelor of Science in Nursing (BSN) degree across the state who seek to seamlessly transition into advanced practice and will also appeal to APRNs who seek a practice doctoral degree through an admission option for those with a Master of Science in Nursing (MSN) degree. The proposed DNP curriculum will be offered through a blend of face-to-face and online modalities. While the face-to-face component of the program will include on-campus scheduling one-weekend per month during the semester while the student is completing the master's level coursework, there are also fully online courses offered at this level. The doctoral level courses will be offered fully online and will include synchronous and asynchronous interactions with the faculty and peers. The online doctoral courses will appeal to those post-master's APRNs from within and outside of the state.

The proposed DNP program aligns with and promotes the mission of *facilitating experiential learning opportunities.* The core of advanced practice nursing includes advanced assessment, advanced pathophysiology, pharmacology, interpretation of diagnostic tests, management of diseases, and health promotion for both healthy persons and those dealing with chronic illnesses. The proposed DNP program will promote the attainment of the essential skills required for APRNs to meet the demands of primary care through faculty-supervised campus lab experiences and one-on-one clinical experiences with a primary care provider in a health care setting and will be evaluated through Observed Structure Clinical Examinations (OSCEs) to assure clinical competency.

The proposed DNP program aligns and promotes the mission of *enhanced impact in our region* through graduating competent APRNs who will serve as primary care providers to bridge the gap in this sector of the health care workforce. According to the US Department of Health and Human Services Health Resources and Services Administration (HRSA, 2016), it is projected that the undersupply of primary care physicians will reach an all-time high in 2025, and that the southern states will experience the largest discrepancy between supply and demand. The demand is anticipated to exceed the supply by approximately 13,860 primary care physicians. The critical need for primary care health providers in the state of Georgia is further highlighted by the 2016 Kaiser Family Foundation report that indicates that Georgia only has 60% of the providers that are needed to meet the health care needs its citizens. Studies have shown that APRNs can manage 80 to 90 percent of care provided by primary care physicians (Kaiser Foundation, 2017; HRSA, 2016). Advanced Practice Registered Nurses with a DNP degree are not only uniquely positioned to alleviate the provider shortage, they are also able to address the increasing complexity of patient care and national concerns about the quality of care and patient safety (AACN, 2017). The proposed DNP program allows for personal advancement in the workforce and opportunities to evaluate and apply research that will contribute to better outcomes and promote a more effective and efficient healthcare system in our region.

The DNP program will support the recommendations of the American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculties (NONPF) to move the minimal education requirement for APRNs from the Master of Science in Nursing degree to that of the DNP (AACN, 2004; NONPF, 2018). As these recommendations are implemented, doctoral education is expected to be the only pathway through which to educate future APRNs and the proposed BSN-DNP format will facilitate an early pathway to this terminal degree in an effort to satisfy current and future healthcare needs. Furthermore, the addition of a DNP program at VSU aligns with the College of Nursing and Health Science (CONHS) mission of "*developing regional leaders for health care excellence*" by providing a terminal nursing degree that prepares graduates for practice as well as transformational leadership and change.

5) **Description and Objectives:** Program description and objectives (explain in narrative form).

Valdosta State University proposes to develop a BSN-DNP program with an alternative admission point for APRNs who hold a MSN degree. The proposed DNP program builds upon AACN's Essentials of Baccalaureate and Masters Nursing Programs and expands the student's knowledge as a practice scholar, clinical expert and leader to assure quality patient-centered care and improved patient outcomes (20. Recommendations from NONPF and the Nursing Task Force (NTF) were also incorporated, including the foundational competencies essential for all graduates of a DNP program (AACN, 2006) (See Appendix A).

The proposed DNP program will have two options: BSN-DNP and Post-Master's DNP. The BSN-DNP program consists of 81-credit hours/10 semester program that will be offered in a hybrid format during the completion of the master's-level courses and will be consistent with VSU's current MSN program. Although VSU currently offers three Nurse Practitioner (NP) tracks in the MSN program, the BSN-DNP program will initially be focused on the Family Nurse Practitioner (FNP) credential. Students will be offered an opportunity to earn the MSN upon successful completion of those requirements and will be able to take the APRN certification exam prior to matriculating to the doctoral-level courses if desired. The DNP portion of the program will be offered fully online except for a face-to-face orientation and an on-campus intensive. The benefit for students in the BSN-DNP program will be the overall reduction of credit hours (81 credit hours) as compared to completing a MSN and DNP as separate programs (90 credit hours). Students will decrease the number of credits required by taking certain doctoral-level courses which will be credited toward the MSN and DNP degrees. These doctoral-level courses are NURS 8312: Healthcare Informatics (3 credits), NURS 8314: Translating Research into Practice (3 credits), and NURS 8317: Organizational Policy and Practice (3 credits). These dual credited courses are delineated on the BSN-DNP plan of study.

The Post-Master's DNP option consists of 38-credit hours/5 semester program that will be offered fully online with two face-to-face sessions required as previously mentioned. Online classes will be offered through synchronous and asynchronous classes via Desire2Learn (D2L) BlazeView. Conferencing technology allows for students and faculty to participate in scheduled live classes in locations of convenience (home, work, or travel) and serves to augment active discussions regarding course content. Asynchronous classes will be facilitated by D2L which offers chat rooms and discussion groups. Both synchronous and asynchronous formats support faculty-student interaction, networking among students, and a conservation of time and transportation resources. Students in both BSN-DNP and Post-Master's options will complete a clinical project which includes a presentation to faculty and peers and may be completed on-campus or through synchronous video-conferencing technologies.

The proposed DNP program objectives are based upon the AACN DNP Essentials (AACN, 2006) and are as follows:

1. Present opportunity for seamless transition to advance nursing practice and leadership

2. Prepare advanced practice nurses for an increasingly complex practice, education and leadership role

3. Improve the quality of healthcare by advancing nursing education through evidence-based practice and quality improvement initiatives

4. Prepare advanced practice nurses with communication skills to foster intra- and inter-professional teams in consulting and collaborating to enhance patient outcomes, including vulnerable populations, and to create change in complex healthcare delivery systems in response to local, regional, and/or global community needs.

5. Prepare to develop, integrate, synthesize, and evaluate scientific underpinnings for advanced nursing practice in the DNP role.

6. Synthesize system theories, health economics, and ethics resulting in improved quality and health outcomes.

7. Critically appraise research findings to design, implement, and evaluate evidence-based practice that result in safe and effective culturally competent clinical outcomes for individuals and populations in the DNP role.

8. Employ information systems and patient care technologies, applying ethical, regulatory and legal principles, to facilitate system interoperability and transform patient care to maximize healthcare outcomes.

6) **Need:** Description of the justification of need for the program. (Explain in narrative form why the program is required to expand academic offerings at the institution, the data to provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area, and/or needs of regional employers.) (A list of resources, not exhaustive, is available on the public web link along with the proposal form at: http://www.usg.edu/academic_programs/new_programs)

For decades, the Master of Science has been recognized as the "terminal" practice degree in nursing. However, in 2004, members of the AACN voted to recommend the Doctorate of Nursing Practice (DNP) as the terminal degree for all areas of advanced nursing practice. This decision was the result of four years of careful analysis of research by an AACN task force, and in consensus with the Institute of Medicine (IOM), the Joint Commission, the Robert Wood Johnson Foundation, and other authorities. The AACN identifies the DNP as the "highest level of scientific knowledge and practice expertise to assure quality patient outcomes" (AACN, 2017). Nurses often work with other healthcare professionals in their field who have more training and education and a "DNP provides a clinical option for advanced preparation in nursing practice that is more comparable to other intra-professional education" (AACN, 2017).

The IOM released The Future of Nursing: Leading Change, Advancing Health (2010), which vigorously challenged nursing to reevaluate the way nurses are educated, including encouraging nurses to achieve the highest level of education for their practice. The IOM report calls for the number of nurses with a doctorate to double by 2020 and become full partners with other health professionals in redesigning healthcare (IOM, 2010). The report also recommends evolution of team-based health care in which nurses become leaders for specific patient populations in specified settings. According to the IOM, nursing-led services will be included in the changes for the future of healthcare. Finally, there is a great need for practitioners and clinical faculty with

doctoral degrees in nursing. This need could be satisfied, "if nursing could develop a new non-research clinical doctorate similar to the MD and Pharm D in medicine and pharmacy respectively," (National Academy of Sciences, 2005, p. 74). The proposed DNP would help to address these salient needs. Furthermore, a landmark study sponsored by the AACN and RAND entitled, The DNP by 2015: A Study of the Institutional, Political, and Professional Issues that Facilitate or Impede Establishing a Post-Baccalaureate Doctor of Nursing Practice, showcased a near universal agreement among nursing academic leaders about the value of the DNP degree in preparing individuals for advanced nursing practice.

The current VSU MSN program admits an average of 25 students each year including post-master's students seeking additional APRN credentials. VSU has a long successful history of educating APRNs at the master's level and the post- master's DNP option of the proposed program will be a logical progression for these individuals.

7) **Demand:** Please describe the demand for the proposed program. Include in this description the supporting data from 1) existing and potential students and 2) requests from regional industries. How does the program of study meet student needs and employer requirements in terms of career readiness and employability, requirements to enter the profession, post- graduate study, and disciplinary rigor at the level required for professional success and advanced educational pursuits? *(In other words, how does the program of study prepare students for the next step?)*

There has been a nationwide increase in demand for nurse practitioners (NPs) among an ever-aging population. The Bureau of Labor Statistics (2018), predicts that openings for NPs in the U.S. will increase 36 percent between 2016 and 2026, substantially faster than the average 7 percent growth anticipated across all occupations during that time. In Georgia, nurse practitioner jobs are projected to increase by approximately 53 percent between 2014 and 2024 (GraduateNursingEDU.org, 2017). According to AACN and the Institute of Medicine (IOM), enrolling more nurses into doctoral nursing programs must be a priority due to the critical need for nurses to serve as scientists, faculty, primary care providers, specialists, and leaders within the health care systems (AACN, 2017; IOM, 2010). As healthcare needs continue to grow because of the baby boomer generation, so does the demand for nurse practitioners who are prepared to fill the primary care shortage gap. The approval of a DNP program not only helps to provide additional primary care providers, it also helps to address the nursing faculty shortage across the state. Forecasts indicate that RN shortages will grow across the country between 2009 and 2030 with the largest shortage of nurses in the South (Juraschek, Zhang, Ranganathan, & Lin, 2012). Nursing administrators attempting to expand existing nursing programs or develop/propose new nursing programs are often met with the challenge of recruiting qualified nursing faculty. Without adequate numbers of faculty to meet accreditation and Georgia Board of Nursing guidelines, limitations to resolving the RN shortage will continue.

Currently, Georgia has 221 designated Health Professional Shortage Areas (HPSA) with approximately 53 percent of the primary care needs being met (HRSA, 2017). It is estimated that an additional 381 providers will be needed to remove the HPSA designation of these areas (HRSA, 2017). The proposed DNP program would be the first DNP program at a public institution in VSU's 41 county service region in South Georgia. While the initial student enrollment would likely represent VSU BSN and MSN alumni, the needs assessment indicates a pool of additional students from other BSN and MSN programs throughout the state.

The Georgia Board of Nursing currently lists 32 approved programs that offer the BSN and sixteen (16) accredited master-granting institutions. Four (4) of these are private institutions and the remaining twelve (12) are within the University System of Georgia.

8) **Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area, within the system as a whole, and within the proposing institution regardless of academic unit. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution's service region and how the proposed program is demonstrably different or complementary to other USG degrees and majors.

   There are currently eight (8) DNP programs that exist in the state five (5) of which are within the University System of Georgia: Augusta State University, Georgia Southern University, Georgia State University, Georgia College & State University, and, most recently, the University of North Georgia. None of these programs are geographically located in South Georgia. Two other USG institutions provide a BSN-DNP option; however, one of those programs does not provide a stop-out option at the Master's level. The proposed DNP program will provide the option to earn a MSN degree and an opportunity to take the Nurse Practitioner certification exam prior to matriculating into the doctoral courses. An additional option to enter the program will be offered to individuals who are already certified as APRNs at the master's degree level and wish to pursue the DNP.
   The proposed DNP program will help to meet the educational needs of future and current APRNs in the rural communities of South Georgia. As the DNP becomes the entry level for APRNs, the numbers of prospective students seeking the practice doctorate for certification will far outnumber the available program enrollment caps in the eight existing DNP programs.

***Two-step option directions:** Institutions that prefer to submit a new academic program proposal in two stages are required to answer questions #1 through #8 for system office preliminary review. This half-step will be shared with all system institutions and an affiliated system academic committee similar to practices that occur with a full, one-step proposal

9.) **Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?

Yes ___ or No X___ (place an X beside one)

If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Provost and Vice President for Academic Affairs) for the proposed academic program in Appendix I.

10.) **Admission Criteria:** List the admission criteria for the academic program, including standardized test and grade point average requirements for admission into the program. Also, at what point (e.g., credit hours completed) are students admitted to the program.

Admission criteria for the proposed BSN-DNP program are as follows:

- Bachelor of Science in Nursing (BSN) or its equivalent from a regionally-accredited institution
- Evidence of a current, unencumbered RN license
- Official transcripts from Bachelor's degree-granting college or university and from any graduate coursework. Official international transcripts must have a foreign course-by-course credential evaluation by an independent evaluation service that is a member of the American Association of Colleges of Nursing (AACN). Transcripts must include certification that the applicant has received a bachelor's degree in nursing from a regionally accredited institution and state a calculated cumulative GPA.
- Three letters of recommendation from individuals knowledgeable of the applicant's professional, intellectual, and academic abilities. If graduated within the last five years, one of the three letters must be from one of the applicant's professors.
- Current vitae or resume including education, work experience and professional development, professional and/or community activities, research and publications
- A one to two-page paper addressing career goals related to advanced practice nursing and the attainment of the DNP
- A cumulative GPA of 3.0/4.0 from a BSN (or equivalent) program
- Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English with a minimum of 79 on the internet-based test, 213 on the computer-based test, or 550 on the paper-based test

Admission requirements for the MSN-DNP option are as follows:

- Current advanced practice nurse certification as a nurse practitioner, clinical nurse specialist, nurse anesthetist, or certified nurse midwife
- Actively practicing as an APRN with an unencumbered APRN license
- Official transcripts from each graduate institution previously attended. Transcripts from undergraduate institutions are not required. Official international transcripts must have a foreign course-by-course credential evaluation by an independent evaluation service that is a member of the American Association of Colleges of Nursing (AACN). Transcripts must include certification that the applicant has received a bachelor's degree in nursing from a regionally accredited institution and state a calculated cumulative

GPA.

- Three letters of recommendation from individuals knowledgeable of the applicant's professional, intellectual, and academic abilities. If graduated within the last five years, one of the three letters must be from one of the applicant's professors.
- Current vitae or resume including education, work experience and professional development, professional and/or community activities, research and publications
- A one to two-page paper addressing career goals related to advanced practice nursing and the attainment of the DNP
- A cumulative GPA of 3.0/4.0 from a master's degree in nursing program
- A certified document from a master's program to include clinical hours completed (500 hours minimum required)
- Official scores on the Test of English as a Foreign Language (TOEFL), for applicants whose native language is not English with a minimum of 79 on the internet-based test, 213 on the computer-based test, or 550 on the paper-based test

11.) Curriculum

a. Specify whether the proposed program requires full-time study only, part-time study only, or can be completed either full time or part time.

The proposed BSN-DNP program will require full-time study; however, the number of credit hours per semester varies from 7-9 except for the semester in which the capstone course that completes the MSN portion of the program is completed. This semester will require 10 credit hours. Students must complete the MSN portion within 5 years of starting the BSN-DNP program. Students who choose to opt out after the MSN portion will have two academic years to reapply to complete the DNP degree without having to retake successfully completed doctoral-level courses. The DNP degree must be completed within 3 years after satisfying all requirements for the MSN degree.

b. If the proposed program will be offered online, describe measures taken by the academic unit to sufficiently deliver the program via distance education technologies and provide instructional and learning supports for both faculty and students in a virtual environment. Will the program be offered in an asynchronous or synchronous format?

c. List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate the word "new" beside new courses. Include a program of study.

- NURS 7100 Advanced Pathophysiology 3-0-3
- NURS 7110 Philosophical and Theoretical Foundations for Advanced Nursing Practice 2-0-2
- NURS 7101 Role Transition 2-0-2
- NURS 7230 Advanced Pharmacology 3-0-3
- NURS 7200 Advanced Health Assessment 3-0-3

- NURS 7200L Advanced Health Assessment Lab 0-6-2
- NURS 7330 Advanced Practice Nursing: Adult Health I 3-0-3
- NURS 7330L Advanced Practice Nursing: Adult Health I Practicum 0-9-3
- NURS 7350 Advanced Practice Nursing: Adult Health II 3-0-3
- NURS 7350L Advanced Practice Nursing: Adult Health II Practicum 0-9-3
- NURS 7329 Advanced Practice Nursing: Pediatrics 3-0-3
- NURS 7329L Advanced Practice Nursing: Pediatrics Practicum 0-6-2
- NURS 7328 Advanced Practice Nursing: Women's Health 3-0-3
- NURS 7328L Advanced Practice Nursing: Women's Health Practicum 0-6-2
- NURS 7590 Advanced Practice Nursing: Capstone 0-15-6
- NURS 8310 Epidemiology and Biostatistics (new) 3-0-3
- NURS 8311 Population Health (new) 3-0-3
- NURS 8312 Informatics for Healthcare (new) 3-0-3
- NURS 8313 Leadership and Ethics (new) 4-0-4
- NURS 8314 Translating Research into Practice (new) 3-0-3
- NURS 8315 Process Improvement and Evaluation (new) 3-0-3
- NURS 8316 DNP Project Seminar (new) 3-0-3
- NURS 8317 Organizational Policy and Practice (new) 3-0-3
- NURS 8318 DNP Project (new) 7 credits total over 2 semesters
- Electives, 6 credit hours total: area-focused electives may include two of the following (3 credit hours each) or additional graduate-level courses approved by the DNP advisor.
    - PADM 7170 Organizational Theory/Behavior
    - LEAD 7310 Leadership Communications/Public Relations
    - LEAD 7130 Leadership Technology
    - MBA 7800 Healthcare Strategic Leadership
    - MBA 7870 Healthcare Strategic Leadership
    - CIED 7060 Curriculum, Instruction, & Technology

d. State the total number of credit hours required to complete the program, but do not include orientation, freshman year experience, physical education, or health and wellness courses that are institutional requirements as defined in the Academic and Student Affairs Handbook, Section 2.3.1 and the Board Policy Manual, 3.8.1.

The BSN-DNP program consists of 81 credit hours over 10 semesters and the post-master's option consists of 38 credit hours over 5 semesters.

e. Within the appendix, append the course catalog descriptions for new courses and their prerequisite courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.

See appendix ?

f. If this is an undergraduate program, how does or would the department/institution use eCore, eMajor, or dual enrollment? N/A

g. If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e-mail address, telephone number, and full mailing address. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

Dr. Catherine Gilbert, Chair and Professor
School of Nursing at Georgia Southern State University
cgilbert@georgiasouthern.edu
Phone: 912-344-3145
Mailing address: Department 4158
11935 Abercorn Street
Savannah, GA 31419

Dr. Sheryl Winn, DNP Coordinator and Associate Professor
School of Nursing at Georgia College and State University
Sheryl.winn@gcsu.edu
Phone: 478-752-1074
Mailing address: 235 Parks Memorial Building
Milledgeville, GA 31061

Dr. Dina Hewett, Director and Professor
School of Nursing at Brenau University
Dhewett1@brenau.edu
Phone: 770-534-6260
Mailing address: 500 Washington Street SE
Gainsville, GA 30501

Dr. Rebecca Corvey, Director and Professor
School of Nursing at Austin Peay State University
corveyr@apsu.edu
Phone: 931-221-1040
Mailing address: McCord, Room 218
P.O. Box 4658
Clarksville, TN 37044

12) PROGRAM OF STUDY-UNDERGRADUATE ONLY

Courses *(list acronym, number, and title)*	**Hours**
Area A 1: Communication Skills *(indicate the semester hour range)*	
Area A 2: Quantitative Skills *(indicate the semester hour range)*	
Given the mathematics pathways that are available to students, what specific mathematics course is recommended of those listed below MATH 1001 – Quantitative Reasoning or MATH 1101 – Mathematical Modeling MATH 1111 – College Algebra (for non-STEM degrees) MATH 1113 – Pre-calculus (for STEM degrees) Please note the Mathematics recommendations for programs of study in terms of USG math pathways at the following url : (http://www.completegeorgia.org/math-recommendations). Indicate the institutional mathematics requirement in this space:	
Area B: Institutional Options *(indicate the semester hour range)*	
Area C: Humanities, Fine Arts, and Ethics *(indicate the semester hour range)*	
Area D: Natural Sciences, Mathematics, and Technology *(indicate the semester hour range)*	
Area E: Social Sciences *(indicate the semester hour range)*	
Area F: *(indicate the semester hour range)*	
Major Area Courses – Common Curriculum *(indicate the semester hour range; and, annotate whether courses involve an internship or field experience)*	
Concentration *(indicate the semester hour range)*	
Electives *(indicate the semester hour range)*	
Total Semester Credit Hours	

***12a)* PROGRAM OF STUDY- GRADUATE ONLY (provide the program of study).**

BSN-DNP Program of Study

Semester	Course	Clinical Hours Required	Credits	Total Credits/ Semester
Fall Year 1	NURS 7100 Advanced Pathophysiology		3	
	NURS 7110 Philosophical and Theoretical Foundations for Advanced Nursing Practice		2	
	NURS 7101 Role Transition		2	
				7
Spring Year 1	NURS 7230 Advanced Pharmacology		3	
	NURS 7200 Advanced Health Assessment		3	
	NURS 7200L Advanced Health Assessment Lab		2	
				8
Summer Year 1	NURS 7330 Advanced Practice Nursing: Adult Health I		3	
	NURS 7330L Advanced Practice Nursing: Adult Health I Practicum		3	
	NURS 8314 Translating Research Into Practice (new)		3	
				9
Fall Year 2	NURS 7350 Advanced Practice Nursing: Adult Health II		3	
	NURS 7350L Advanced Practice Nursing: Adult Health II Practicum		3	
	NURS 8312 Informatics for Healthcare (new)		3	
				9
Spring Year 2	NURS 7329 Advanced Practice Nursing: Pediatrics		3	
	NURS 7329L Advanced Practice Nursing: Pediatrics Practicum		2	
	NURS 8311 Population Health (new)		3	
				8
Summer Year 2	NURS 7328 Advanced Practice Nursing: Women's Health		3	
	NURS 7328L Advanced Practice Nursing: Women's Health Practicum		2	
	NURS 8317 Organizational Policy and Practice (new)		3	
				8
Fall Year 3	NURS 7590 Nurse Practitioner Capstone Practicum		6	
	NURS 8313 Leadership and Ethics (new)		4	
				10
Spring Year 3	NURS 8316 DNP Project Seminar (new)		3	
	NURS 8310 Epidemiology and Biostatistics (new)		3	
				6
Summer Year 3	NURS 8318 DNP Project (new)		3	
	NURS 8315 Process Improvement and Evaluation		3	
	Elective		3	
				9
Fall Year 4	NURS 8318 DNP Project (new)		4	
	Elective		3	
				7
	Program Total			81

*Courses highlighted in yellow are courses that are credited to the MSN and DNP programs as outlined in section 5 of this proposal.

Post-Master's DNP Program of Study

Semester	Course	Clinical Hours Required	Credits	Total Credits/ Semester
Fall Year 1	NURS 8310 Epidemiology and Biostatistics (new)		3	
	NURS 8311 Population Health (new)		3	
	NURS 8312 Informatics for Healthcare (new)		3	
				9
Spring Year 1	NURS 8313 Leadership and Ethics (new)		4	
	NURS 8315 Process Improvement and Evaluation		3	
				7
Summer Year 1	NURS 8314 Translating Research into Practice (new)		3	
	NURS 8316 DNP Project Seminar (new)		3	
				7
Fall Year 2	NURS 8317 Organizational Policy and Practice (new)		3	
	NURS 8318 DNP Project (new)		3	
	Elective		3	
				9
Spring Year 2	NURS 8318 DNP Project (new)		4	
	Elective		3	
				7
	Program Total			38

14) **Alternative Curricular Pathway:** What alternative curricular pathways exist (for example for students who were not admitted to the major but are still in satisfactory standing at the institutional level)? Please describe them below and describe how these students are advised about the alternative(s).

N/A

15) **Prior Learning Assessment:** Does the program include credit for prior learning assessment? How will credit be assessed and for what specific courses in the curriculum inclusive of prerequisites? If this is not applicable, indicate "NA" in this section.

N/A

16) **Open Educational Resources:** Does the program include open educational resources that have been assessed for quality and permissions, can be connected with related curricular resources, and are mapped to learning outcomes? If this is not applicable, indicate "NA" in this section.

N/A

17) **Waiver to Degree-Credit Hour** (if applicable):

- All bachelor's degree programs require 120-semester credit hours.
- Master's level programs have a maximum of 36-semester hours. Semester credit-hours for the program of study that are above these requirements require a waiver to degree-credit hour request with this proposal.
- State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.
- This is not applicable for specialist in education and doctoral programs.

N/A

18) **Student Learning Outcomes:** Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

The proposed DNP student learning outcomes are based upon the AACN DNP Essentials (AACN, 2006) and are as follows:

1. Critique and synthesize scientific, ethical, philosophical, and historical frameworks, and theories to develop and implement the role of the DNP.
2. Integrate principles of systems theory to demonstrate the leadership role in development, evaluation, and management of health care systems, resulting in improved quality of care.
3. Use analytical methods to critically appraise research findings to design, implement, and evaluate evidence-based practices that result in safe and effective clinical outcomes for individuals and populations.
4. Evaluate, influence, and develop health policy, utilizing ethical, regulatory, and legal principles to impact health care for individuals and populations.
5. Disseminate and apply relevant findings to develop culturally competent practice guidelines and improve the health care environment.
6. Employ the use of information systems/technology to monitor and improve patient care outcomes and healthcare systems.
7. Utilize leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication and enhance patient outcomes.

19) **Assessment:** Describe institutional programmatic assessments that will be completed to ensure academic quality, viability, and productivity.

Every undergraduate and graduate program at VSU submits an annual institutional effectiveness plan (IEP) for the upcoming academic year and an institutional effectiveness report (IER) based on the IEP from the previous year. Each report and plan is reviewed by the University Assessment Committee chaired by the Director of Institutional Effectiveness with feedback to each Program Director/Department Head and Dean with suggestions for improving the plan. Every 7 years, this process also includes a meeting of the chair of the University Assessment Committee, the Program Director/Department Head, Dean, and Provost to discuss the quality, viability, and productivity of the program. The proposed DNP program would be included in the extensive IEP/IER process at VSU. Also, the Provost distributes the USG report on low-producing programs to the Deans with subsequent discussions regarding such programs. Enrollment and student credit hour reports are distributed up to 3 times per week for several weeks leading up to a semester and end after the official drop-add deadline. These

reports allow ongoing discussion among the Deans Council and Program Directors/Department Heads regarding the productivity of all programs offered.

20) **Accreditation:** Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

The VSU School of Nursing (SON) administration will seek accreditation through the Commission on Collegiate Nursing Education (CCNE) following the approval of the DNP program by the University System of Georgia and the Georgia Board of Nursing. The existing BSN and MSN programs at VSU are accredited by CCNE through 2021. In accordance with CCNE's guidelines for a new applicant status, a site visit can be held after students are enrolled in the program for the equivalent of one academic year prior to hosting an on-site evaluation. Graduates/completers of a program are not a requirement for the initial on-site evaluation.

The DNP program was developed using the *AACN Essentials of Doctoral Education for Advanced Nursing Practice* (2006) and will be evaluated using the *CCNE Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (Amended 2018) and the *Criteria for Evaluation of Nurse Practitioner Programs* (The National Task Force on Quality Nurse Practitioner Education, 2016). These documents can be found in Appendix ?.

21) **SACSCOC Institutional Accreditation**: Is program implementation contingent upon SACSCOC action (e.g., substantive change, programmatic level change, etc.)? Please indicate Yes or No. Yes

The addition of the proposed DNP program would be a substantive change and level change for VSU. If approved by the USG, VSU would prepare a prospectus for SACSCOC consideration. The SACSCOC requests at least six months to review a prospectus, and submission deadlines per their policy are January 1st for July1-December 31 program implementation or July 1st for January 1-June 30 program implementation.

ENROLLMENT SECTION *(Consult with Enrollment Management)*

22) **Recruitment and Marketing Plan**: What is the institution's recruitment and marketing plan? What is the proposed program's start-up timeline

23) **Enrollment Projections:** Provide projected enrollments for the program specifically during the initial years of implementation.

a) Will enrollments be cohort-based? Yes__X__ or No_____(place an X beside one)
b) Explain the rationale used to determine enrollment projections.

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Student Majors	0	5	5	7
Shifted from other programs	0	0	0	0
New to the institution	5	5	7	8
Total Majors	5	10	12	15
Course Sections Satisfying Program Requirements				
Previously existing	0	2 (NURS electives)	2 (NURS electives)	2 (NURS electives)
New (includes summer term enrollment)	7	3+7 = 10	3+7 = 10	3+7 = 10
Total Program Course	7	12	12	12
Credit Hours Generated by Those Courses				
Existing enrollments	0	0	0	0
New enrollments (includes summer term enrollment)	5 students x 22 credits = 110 credits	5 students x 22 credits = 110 credits 5 students x 16 credits = 80 credits	7 students x 22 credits = 154 credits 5 students x 16 credits = 80 credits	8 students x 22 credits = 176 credits 7 students x 16 credits = 112 credits
Total Credit Hours	110	190	234	288

22) Faculty

a) Provide the total number of faculty members that will support this program: 7

b) Submit your SACSCOC roster for the proposed degree. Annotate in parentheses the person who will have administrative responsibility for the program. Indicate whether any positions listed are projected new hires and currently vacant.

Name	Rank	Academic Degrees
Lakesha Williams (DNP Coordinator)	Assistant Professor	BSN, MSN, DNP (FNP)
Michelle Ritter	Associate Professor	ASN, MSN, DNP (FNP)
Lynda Dee Ott	Assistant Professor	BSN, MSN, DNP (FNP)
Sheri Noviello	Professor	BSN, MSN, PhD in Nursing
Vicki Wetter	Assistant Professor	BSN, MSN, DNP (in FNP program)
Frances Youmans	Instructor	BSN, MSN, DNP (FNP)
Kelly Lowery	Assistant Professor	BSN, MSN, DNP (FNP)
Vacant position*		

*A formal search has just been completed and we anticipate that we will be able to hire an individual who holds a BSN, MSN, DNP with current certification as a FNP.

c) Does the institution require additional faculty to establish and implement the program? Yes or No. No Please indicate your answer in the space provided.

Describe the institutional plan for recruiting additional faculty members in terms of required qualifications, financial preparations, timetable for adding faculty, and whether resources were shifted from other academic units, programs, or derived from other sources. Explain clearly whether additional faculty hires can be supported with institutional funds.

In strategically planning for adequate resources to support the proposed DNP program, a decision was made to discontinue offering the RN-BSN program due to historical low enrollment. After multiple attempts to partner with healthcare facilities in VSU's region and after moving the program to a fully online delivery modality, the enrollment in the RN-BSN program continued to be low. All students enrolled in the RN-BSN courses completed the requirements for the degree prior to its discontinuation in May 2018. Faculty resources that supported the RN-BSN program will be reallocated to meet the needs of the proposed DNP program. Any new faculty positions that are needed as the program grows will be funded through the differential of the program tuition.

23) Fiscal, Tuition, and Estimated Budget

a) Describe the resources that will be used specifically for the program.

University resources are adequate to accomplish the purposes, goals, and outcomes of the DNP program.

b) Does the program require a tuition cost structure different from or above a regular tuition designation for the degree level? Yes ___X___ or No_____(place an X beside one)

c) Does the program require a special fee for the proposed program? Yes ___ or No _X_ (place an X beside one)

d) If the program requires a different tuition cost structure or special fee, such requests require approval through both the Committee on Academic Affairs (for the academic program) and the Committee on Fiscal Affairs (for the tuition increase or special fee designation). The resultant tuition and/or fee request for a new degree is to be submitted to both the academic affairs and fiscal affairs offices. Complete Appendix III that includes information for a differential tuition cost structure involving a proposal for a new academic program.

e) Note: The web link for approved tuition and fees for USG institutions is located at the following url: http://www.usg.edu/fiscal_affairs/tuition_and_fees

f) Budget Instructions: Complete the form further below and **provide a narrative to address each of the following**:

g) For Expenditures (*ensure that the narrative matches the table*):
   i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).
   ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).

h) For Revenue (*ensure that the narrative matches the table*):
   i. If using existing funds, provide a specific and detailed plan indicating the following three items: source of existing funds being reallocated; how the existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.
   ii. Explain how the new tuition amounts are calculated.
   The proposed DNP program will be fully funded through tuition and continued

(not new) state appropriated funds. A comparison of e-tuition rates and on-campus rates revealed a range of $283 - $550 per credit hour for four public universities that designate online programs and $288 per credit hour for the one public university that designates on-campus programming and $1025 per credit hour from an online program at a private university. The current VSU graduate tuition rate is ? per credit hour. The tuition of $425 per credit hour is proposed as a midline amount in the range stated above and as a comparable amount to the most recent DNP program approved in 2018.

iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

N/A

iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

N/A

v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

N/A

i) Revenue Calculation: Provide the revenue calculation, in other words, the actual calculation used to determine the projected tuition revenue amounts for each fiscal year involving start-up and implementation of the proposed program.

j) When Grand Total Revenue is not equal to Grand Total Costs:
   i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?
   ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.
   iii. If the projected enrollment is not realized, what are your next action steps in terms of bolstering the program, potentially altering the program, teach-outs, a planned phase-out, etc.?

I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions				
Faculty **(see 23.g.ii)**				
Part-time Faculty **(see 23.g.ii)**				
Graduate Assistants **(see 23.g.ii)**				
Administrators **(see 23.g.ii)**				
Support Staff **(see 23.g.ii)**				
Fringe Benefits				
Other Personnel Costs				
Total Existing Personnel Costs				

EXPENDITURES (Continued)				
Personnel – new positions (see 23.g.i)				
Faculty				
Part-time Faculty				
Graduate Assistants				
Administrators				
Support Staff				
Fringe Benefits				
Other personnel costs				
Total New Personnel Costs				
Start-up Costs (one-time expenses) (see 23.g.i)				
Library/learning resources				
Equipment				
Other				
Physical Facilities: construction or renovation (see section on Facilities)				
Total One-time Costs				
Operating Costs (recurring costs – base budget) (see 23.g.i)				
Supplies/Expenses				
Travel				
Equipment				
Library/learning resources				
Other				
Total Recurring Costs				
GRAND TOTAL COSTS				

III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds **(see 23.h.i)**				
New student workload				
New Tuition **(see 23.h.ii)**				
Federal funds				
Other grants **(see 23.h.iv)**				
Student fees **(see 23.h.iii)** Exclude mandatory fees (i.e., activity, health, athletic, etc.).				
Other **(see 23.h.v)**				
New state allocation requested for budget hearing				
GRAND TOTAL REVENUES				
Nature of Revenues				
Recurring/Permanent Funds				
One-time funds				
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 20.h.i. & 20.h.ii).				

24) Facilities/Space Utilization for New Academic Program Information

Facilities Information — Please Complete the table below.

			Total GSF
a.	**Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.**		
b.	**Indicate if the new program will require new space or use existing space. (Place an "x" beside the appropriate selection.)**		
	Type of Space		**Comments**
i.	Construction of new space is required (x).-→		
ii.	Existing space will require modification (x). →		
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.		
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact.		
v.	Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC, other? If yes, indicate the nature of the impact, estimated cost, and source of funding.		
vi.	Indicate whether existing space will be used.		
c.	**If new space is anticipated, provide information in the spaces below for each category listed:**		
i.	Provide the estimated construction cost.		
ii.	Provide the estimated total project budget cost.		
iii.	Specify the proposed funding source.		
iv.	What is the availability of funds?		
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).		
vi.	How will the construction be funded for the new space/facility?		
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?		

d.	**If existing space will be used, provide information in the space below.**			
	Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if this is part of a multi-campus institution and not physically located on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.			
e.	**List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)**			
i.	**No. of Spaces**	**Type of Space**	**Number of Seats**	**Assignable Square Feet (ASF)**
		Classrooms		
		Labs (dry)		
		Labs (wet)		
		Meeting/Seminar Rooms		
		Offices		
		Other (specify)		
Total Assignable Square Feet (ASF)				
ii.	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.			

Chief Business Officer or Chief Facilities Officer Name & Title	**Phone No.**	**Email Address**
	Signature	

Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.

FINAL NOTE:

Appendices that do not apply to the proposed program should not be attached.

APPENDIX I

Use this section to include letters of support, curriculum course descriptions, and recent rulings by accrediting bodies attesting to degree level changes for specific disciplines, and other information.

APPENDIX II

For the online delivery of programs, those for which the curriculum meets SACSCOC specifications for programs at a distance whereby fifty percent or more of the curriculum is offered via distance education technologies, within two weeks after Board approval, the university system institution must upload the following requisite information into the institutional PDA account for Georgia ONmyLINE and to assist with marketing the program. Specific questions required for completion of Georgia ONmyLINE are provided below. Please complete these questions as part of this proposal submission.

Georgia ONmyLINE PDA Upload Information

Copied from https://www.usg.edu/apps/goml/programs/frm_general

General Information *indicates required fields

Institution *

Institution Web Site (URL) *

Program Title *

Program Web Site

- SOC Status * (select all that apply) [About SOC - Service members Opportunity Colleges]
- SOC
- SOCAD
- SOCMAR
- SOCNAV
- SOCCOAST
- SOCGuard
- ConAP

None - Institution does not participate in SOC.

Is BOR Approval Required For This Program? * YES NO

* If "Yes", Enter BOR Approval Date (4 digits):

Program Discipline / Subject *

Degree Type *

Program Level *

Program Description *

[Max 4000 characters. NOTE: Descriptions over 4000 characters will be truncated.]

Primary Delivery Format *

Supplemental Delivery Format(s)

Program Accreditation

Special program requirements (1000 characters max.) Characters remaining: 1,000

Special program prerequisites (1000 characters max.) Characters remaining: 1,000

Enrollment Capacity

Technical Requirements *(select at least one)

- Computer with current operating system (Windows or Mac).
- Additional peripherals; Headphones, printer may be required.
- High Speed Internet Access
- Satellite Receiver
- DVD Player
- CD Player
- Television
- Cable Television / Satellite
- Other

Pre-Enrollment Advising *

Advisor Name

Advisor Email

Advisor Phone

Contact Information for Program

For verification purposes, please enter your name and contact information. This information will NOT appear on the public web site.

First Name
Last Name
Email Address
Telephone

APPENDIX III

Tuition Differential Application

Complete the information below only if the institution is simultaneously requesting a tuition differential for the proposed, new academic program. If the institution has determined that the proposal is an executive level or professional program that requires a higher tuition than established standard tuition rates, then details below require completion.

Before considering submitting any tuition increase request, institutions are **cautioned** and **strongly encouraged** to thoroughly examine and explore other options for addressing fiscal issues regarding graduate and professional programs before requesting a tuition increase for any graduate or professional program. Among measures institutions should engage in before opting to request any tuition increase include:

Review all program costs and processes to identify where potential efficiencies exist and expenses can be reduced; evaluate and prioritize program areas to identify areas or activities no longer needed/obsolete or classified as low priority where funds can be redirected to address higher priority needs; and explore the use of other fund sources if additional revenue is needed to sustain the program despite actions taken from above measures.

If an institution elects to submit a graduate or professional program tuition increase request, detailed documentation of actions the institution has taken and/or plans to take, including at a minimum the steps listed above, must accompany any request to substantiate the institution's efforts to minimize as much as possible, if not eliminate, the need for a tuition increase. Accompanying documentation must be program specific. Generic responses will not be accepted. An institution requesting any tuition increase must clearly demonstrate that other avenues or alternatives have been or are being pursued, ***and the decision to request a tuition increase is a last resort rather than a first option.*** Any request for a tuition increase will be fully scrutinized. FY 2019 graduate and professional program tuition requests are due to the System Office on ***January 12, 2018.*** The required forms are attached and also located online at https://www.usg.edu/budgets/ under **BRS Documents**.

Professional Program Tuition:

Board Policy 7.3.1.3 allows institutions to request separate graduate tuition rates for specialized programs. The forms include the following items which must be completed and submitted as part of your request package:

Tuition Request Narrative – A narrative description of each request, providing a justification for the increase. The narrative **should not** be a generic narrative used interchangeably for all increases, but instead it must be specific to the degree program for which the increase is being requested and address items unique to that degree program. Also, as explained above, include detailed documentation of measures and actions taken to absolutely minimize, if not mitigate, any tuition increase being requested.

Trend Data: A summary table showing enrollment, graduation and job placement trends.

Table 1: Summary Table of Current and Proposed Rates – A summary table showing your current semester tuition rate and requested semester tuition rates by program and listing in-state and out-of-state rates individually. Do not include a general tuition increase in your projections.

Table 2: Revenue/Expenditure Estimates – A table showing current budget and projected Budgets both with and without the requested increase. This will allow us to analyze changes due to the increased revenue from enrollments and the program differential separately.

Table 2a: Explanation/Detail of How Incremental Revenue From Requested Increase is To Be Used – A table outlining the incremental revenue projected to be received from a requested tuition differential increase, how this incremental revenue will be spent and why.

Table 2b: Detail of Tuition Breakdown & Expenditures For New Programs Requesting To Charge Tuition Under An All-Inclusive Model – A table presenting a breakdown of the various elements comprising the requested all-inclusive program rate with explanations required for each element involved.

Table 3 - Current and Requested Tuition Rate Comparison to Peer Institutions – A table showing current semester tuition rates, proposed semester tuition rates and mandatory fees for in-state and out-of-state students. The table asks you to compare tuition rates with those of peer institutions. In some cases, data from peer institutions do not separate tuition and fees. If so, please note that fact and make sure you have included your current mandatory fees for students in these programs.

Board of Regents of the University System of Georgia
FY 2018 Graduate/Professional Program

Tuition Increase Request

Institution:

Graduate/Professional Program Name:

CIP Code:

Requested Graduate/Professional Program Tuition Increase: $ amount per student

If you are currently charging a differential, what is the current amount? What is the amount of this request?

Current and Projected Program Revenue/Expenditures:
Describe the current and proposed budget. What changes are you proposing without the differential and what will the additional revenue be used for?

(See attached Tables 2 and 2a. Please include current and projected enrollments for Table 2)

Justification for Increase:

1) Describe what the programmatic need is for this request. Is this a request for a new differential, or an increase to a current one? (For example, your institution may be trying to reduce the faculty/student ratio, or address accreditation concerns.)
2) If this request is to convert from a credit hour tuition model to an all-inclusive cost tuition model, a full and detailed explanation for this proposed conversion is required for this request to be considered, particularly the issue of student affordability regarding the potentially significantly higher tuition under the all-inclusive cost tuition model. Also, complete tables 2 and 2b.

What impact will the additional fees collected have on the affected program? What enhancements will be made?
Describe what impact the additional revenue will have on addressing the needs described in the question above. This is a narrative description of Tables 2 and 2a.

Peer Institution Comparison:

Compare your current and proposed fees with peer programs. Explain how the peer group was determined, especially if the peer group is not one approved by BOR Academic Affairs. Also include information as to whether the enhancement you are requesting is part of your chosen peers' program. For example, if you are adding faculty to reduce the faculty/student ratio, what is the ratio at the institutions you have compared yourself to? See attached Table 3.

Has this increase to the current differential, establishing a new differential or changing the tuition structure (i.e. from credit hour based to all-inclusive cost) been discussed with affected students? If so, describe how students were informed of the proposed increase or tuition change, and their reaction to the proposed increase or tuition change.

What contingency plans are in place if the requested increase exceeds that which is permitted by the Board of Regents?

NEED FORM VERIFICATION OF FY2019 Professional Program Tuition
TREND DATA
Enrollment, Graduation & Job Placement Trend & Other Data
Institution:
Degree Program:
CIP Code:

Program Enrollment (Headcount)	**FY2013**	**FY2014**	**FY2015**	**FY2016**	**FY2017 (Actual/Est.)**	**FY2018 (Projected)**
In-State:						
Fall						
Spring						
Summer						
Out-of-State:						
Fall						
Spring						
Summer						
Total Semester Enrollment:						
Fall						
Spring						
Summer						
Unduplicated Enrollment:						
Total In-State						
Total Out-of-State						
Grand Total Unduplicated Enrollment						
Program Acceptance Rate:						
No. of Applicants						
No. of Applicants Accepted						
Acceptance Rate (%)						
Program Capacity (maximum number of students accommodated):						
On-Campus						
Online						
Total Program Capacity						
Graduates						
No. of Graduates						
Job Placement						
No. of Job Placements for Above Graduates						

Student Program Loan Indebtedness (connected with program enrollment/studies):						
Lowest amount of student program loan indebtedness for an individual program student						
Highest amount of student program loan indebtedness for an individual program student						
Average amount of student program loan indebtedness for an individual program student						

NEED FORM VERIFICATION OF FY2019 Professional Program Tuition
TABLE 1

FY 2018 Professional Program Tuition
Summary of Current and Proposed Rates
Table 1

Insert Program Name Here	Current Semester Tuition Rate with Differential		Requested Semester Professional Program Tuition Change*	Total Proposed Tuition
Insert Institution Name	$		$	$
In-State				
Out-of-State				

*Do not include general tuition increase.

NEED FORM VERIFICATION OF FY2019 Professional Program Tuition
TABLE 2

FY 2018 Professional Program Tuition
Annual Revenue/Expenditure Estimates
Table 2

Insert Program Name here	Current Budget		Projected Budget	
			Without Change	With Change
Expenditures				
Personnel Services:				
Faculty				
Support Staff				
Fringes				
Other				
Subtotal Personnel Services	$		$	$
Operating Expenses				
Regular Operating Expenses				
Travel				
Computer Equipment				
Other				
Subtotal Operating Expenses	$		$	$
TOTAL EXPENDITURES	$		$	$
Revenue				
Fund Sources:				
State Appropriation				
Sponsored				
Tuition Revenue				
Other				
TOTAL REVENUE	$		$	$
Enrollment Projection	Current		Projected	Projected
In-State				
Out-of-State				

NEED FORM VERIFICATION OF FY2019 Professional Program Tuition
TABLE 2a

FY 2018 Professional Program Tuition
Detail of How Incremental Revenue from Requested Differential Increase To Be Used
Table 2a

Insert Program Name Here	**Budget for Incremental Revenue from Requested Increase**			
Expenditures				
Personnel Services:		**Number of Positions**	**Position Titles**	**Purpose of Positions Added**
Faculty				
Support Staff				
Fringes				
Other				
Subtotal Personnel Services	**$**			
Operating Expenses:		**Explanation/Purpose of Expense**		
Regular Operating Expenses				
Travel				
Computer Equipment				
Other				
Subtotal Operating Expenses	**$**			
TOTAL EXPENDITURES	**$**			
DIFFERENCE (Incremental Revenue – Total Expenditures)				

NEED FORM VERIFICATION OF FY2019 Professional Program Tuition
TABLE 2b

FY 2018 Professional Program Tuition
Detail of Tuition Breakdown & Expenditures for New Programs Requesting to Change Tuition Under an All-Inclusive Cost Tuition Model
Table 2b

Insert Program Name Here	**Current Credit Hour Tuition Model**	**Proposed All-inclusive Tuition Model**	**Comments**
Total program tuition per student to complete program			
# of semesters tuition above is based			
# of credit hours included in tuition above			
Indicate all items to be covered per student and the amount per student allocated for each item.			
DIRECT COSTS:	NOT APPLICABLE		Explanation required for each item.
Tuition			
Mandatory Student Fees (technology, athletic, activity, special institutional fee, etc.)			
Books & Materials			
Supplies			
Parking			
Meals			
Other Fees (itemize these fees below)			
(Other Fee)			
(Other Fee)			
(Other Fee)			
Other Items Covered			
(Other Item)			
(Other Item)			
(Other Item)			
TOAL DIRECT COSTS:		$	
INSTRUCTIONAL COSTS:			Explanation required for each item.
Faculty Extra Compensation (handling course overload if applicable)			
Fringe Benefits			
Graduate Assistants			
Other Instructional Costs (itemize below)			
(Other Instructional Costs)			
(Other Instructional Costs)			
(Other Instructional Costs)			
TOTAL INSTRUCTIONAL COSTS		$	

Insert Program Name Here	**Current Credit Hour Tuition Model**	**Proposed All-inclusive Tuition Model**	**Comments**
OVERHEAD COSTS:	NOT APPLICABLE		Explanation required for each item.
Staff Salary			
Fringe Benefits			
Travel			
Instruction Space Rental			
Other Overhead Costs (itemize below)			
(Other Overhead Costs)			
(Other Overhead Costs)			
(Other Overhead Costs)			
TOTAL OVERHEAD COSTS		$	
OTHER ALLOCATED COSTS			Explanation required for each item.
Program Recruiting			
(Other Allocated Costs)			
(Other Allocated Costs)			
(Other Allocated Costs)			
TOTAL OTHER ALLOCATED COSTS		$	
GRAND TOTAL ALLOCATED COSTS/STUDENT		$	
PROPOSED PROGRAM TUITION		$	
			Explanation if difference does not equal zero.
DIFFERENCE (GRAND TOTAL ALLOCATED COSTS SHOULD EQUAL PROPOSED ALL-INCLUSIVE PROGRAM TUITION)			

NEED FORM VERIFICATION OF FY2019 Professional Program Tuition
TABLE 3

FY 2018 Professional Program Tuition
Current and Requested Tuition Rate Comparison to Peer Institutions
Table 3

Insert Program Name Here	Current Semester Tuition Rate	Current Semester Mandatory Fees	Current Total Tuition and Fees	Requested Semester Tuition Change	Requested Total Tuition and Fees
Your Institution In-State	$	$	$		
Your institution Out-of-State	$	$	$		
Other Peer Institutions					
Insert Institution Name In-State Out-of-State				Include Internet link to information	
Insert Institution Name In-State Out-of-State				Include Internet link to information	
Insert Institution Name In-State Out-of-State				Include Internet link to information	
Other Peer Institution Tuition & Fee Explanations/Comments	Tuition Comments	Mandatory Fee Comments	Other Comments		
Insert Institution Name In-State Out-of-State					
Insert Institution Name In-State Out-of-State					
Insert Institution Name In-State Out-of-State					

Appendix A

Course Prefix	Course Number	Course Name	Course Description	Credit Hour
NURS	8310	Epidemiology and Biostatistics	Application, analysis, and interpretation of distribution, risk, and prevention of disease in populations. Principles and methods of epidemiologic investigation including patterns of illness in populations and research designs for investigating the etiology of disease are explored. Bio-statistical measures are utilized to determine risk, incidence, and prevalence of populations.	3
NURS	8311	Population Health	The implementation and analysis of population-based disease prevention and health promotion strategies to achieve national and international goals for improving aggregate, community, environmental , occupational , and cultural/socioeconomics dimensions of health . The course focuses on issues affecting health, including communicable and non-communicable disease, emergency preparedness, and the impact of disparity and social determinants on health.	3
NURS	8312	Healthcare Informatics	Analysis and synthesis of information science concepts, principles, and methods to generate knowledge for best practice. The course focuses on application of research; management of individual and aggregate data; assessment of efficacy of decision support, productivity, and web-based learning tools; and evaluation of integrated communication systems.	3
NURS	8313	Leadership and Ethics	Emphasis is on the leadership, ethical principles, and responsibilities necessary for today's complex healthcare systems in the role of DNP and member of the interprofessional team. Application of ethically sound solutions to complex issues related to individuals, populations, and systems of care will be explored, including healthcare financial planning, budgeting and reimbursement.	4
NURS	8315	Process Improvement and Evaluation	Examination of the concepts of quality improvement and its role on the quality and safety of health care systems and patient outcomes. Exploration of the methods , models, and tools used to evaluate practice	3