

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
March 5, 2012**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

**Stanley Jones
Registrar/Secretary of the Academic Committee**

ACADEMIC COMMITTEE
AGENDA
March 5, 2012

1. Minutes of the February 13, 2012 meeting. (pages 1-4) approved by email February 22, 2012.
2. **GRADUATE SCHOOL**
 - a. Revised requirements for undergraduate seeking enrollment in Graduate School (pages 5-7).
3. **COLLEGE OF ARTS AND SCIENCES**
 - a. Revised degree requirements for the MPA (pages 8-9)
 - b. New course PADM 7600 (pages 10-20)
4. **COLLEGE OF EDUCATION**
 - a. Information item – Termination of EDS – Middle Grades Education (page 21)
 - b. Information item – Termination of EDS – Pre-Elementary/Early Childhood/Kindergarten Teacher Education (page 22)
 - c. Information item – Termination of EDS – Secondary Education (page 23)
5. **COLLEGE OF NURSING**
 - a. New GPA requirements for the Pre-Nursing major students (pages 24-26)
 - b. Revised program objectives for the BSN (pages 27-29)
 - c. Revised title, and course description for NUTR 3300 (pages 30-32)
 - d. Degree proposal for the DNP – Doctor of Nursing (pages 33-102)
 - e. New program DNP (pages 103-104)
 - f. New course NURS 9011 (pages 105-112)
 - g. New course NURS 9100 (pages 113-119)
 - h. New course NURS 9110 (pages 120-125)
 - i. New course NURS 9120 (pages 126-135)
 - j. New course NURS 9130 (pages 136-142)
 - k. New course NURS 9200 (pages 143-150)
 - l. New course NURS 9210 (pages 151-157)
 - m. New course NURS 9220 (pages 158-166)
 - n. New course NURS 9230 (pages 167-172)
 - o. New course NURS 9300 (pages 173-180)
 - p. New course NURS 9310 (pages 181-187)
 - q. New course NURS 9400 (pages 188-195)
 - r. New course NURS 9410 (pages 196-203)
6. **Pending items**
 - a. BA in Transatlantic Studies Program – BOR and SACS approval (Dec 10 AC)
 - b. Revised course CHEM 1010 – USG General Education Council approval
 - c. BGS in General Studies (online deliver) – BOR and SACS (MAR 11 AC)
 - d. BA in Interdisciplinary Studies – BOR and SACS (NOV 11 AC)
 - e. Inclusion of GEOG 1125 into Area D.1 – BOR approval (DEC 11 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
February 13, 2012

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, January 23, 2012. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Melissa Benton (Proxy for Dr. Deborah Weaver), Dr. Kathe Lowney (Proxy for Ms. Laura Wright), Dr. Ray Elson (Proxy for Dr. Nathan Moates), Ms. Catherine Schaeffer, Dr. Linda Jurczak, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Ray Elson, Dr. Donna Cunningham, Dr. Linda Jurczak (Proxy for Dr. Nicole Gibson), Dr. Ann Marie Smith, Dr. Melissa Benton, Dr. Carol Rossiter and Dr. Colette Drouillard.

Members Absent: Dr. Deborah Weaver, Ms. Laura Wright, Dr. Amy Aronson-Friedman, Dr. Nathan Moates, Ms. Jessica Goldsmith, Dr. Nicole Gibson, and Dr. Selen Lauterbach.

Visitors Present: Dr. James Shrader, Dr. Lynn Minor, Dr. Shirley Andrews, Dr. Janet Foster, Mr. Mike Savoie, Dr. Maria Whyte, Dr. Corinne Myers-Jennings, Dr. Alfred Fuciarelli, Dr. Jane Kinney, and Mr. Lee Bradley.

The Minutes of the January 23, 2012 meeting were approved by email on January 30. (pages 1-4).

A. Division of Library and Information Science

1. New/Revised MLIS degree narrative for the graduate catalog was approved effective Fall Semester 2012 with the following changes. (pages 5-10).
 - a. Under Selected MLIS Program Goals – a hyphen was added to “entry-level” (page 8)
 - b. Under Examples of Outcome Assessments – was changed to read ...are examples of program assessments: (page 9)
 - c. Under Examples of Outcome Assessments in item 4 – cataloging was changed to cataloguing (page 9)
 - d. Under Progression, Retention, Dismissal, and Readmission in item 2 – remove “admitted Fall 2011 and thereafter” (page 9)
 - e. Under Progression, Retention, Dismissal, and Readmission in item 4 – ...major professor and the Director...Science Program, and approval... (page 9)
 - f. Under Progression, Retention, Dismissal, and Readmission in item 5d – ...draft the program of study, and the...(page 10)
 - g. Under Program Graduation Requirements in item 2 - ...core courses. These courses are... (page 10)
 - h. Under Program Graduation Requirements in item 4 – Submission of graduation application... (page 10)
 - i. Under Admission to the MLIS Program – ...of a bachelor’s degree...additional program requirements; all required materials and fees must be submitted by the admission deadline. It is the responsibility... (page 10)
 - j. Move the Admission to the MLIS Program and the Admission Deadlines sections to after the Examples of Outcome Assessments section and add the URL

B. College of Education

1. Revised senior college curriculum for the BSED in Communication Disorders was approved effective Fall Semester 2012 with the effective date changed from summer to fall. (pages 11-12).
2. Revised senior college curriculum for the BSED in Communication Disorders was approved effective Fall Semester 2012 with the effective date changed from summer to fall. (pages 13-14).
3. Revised curriculum for the MED in Early Childhood Education was approved effective Fall Semester 2012 with the effective date changed from summer to fall with “elect to” removed from the note “*Students may elect... (pages 15-17).
4. New course, Early Childhood Education (ECED) 6000, “Special Topics in Early Childhood Education”, (SPECIAL TOPICS IN ECE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012 with description changed to read ...education. May be repeated under different topics for a total of 6 credit hours with the approval of the program coordinator. . (pages 18-24).
5. Revised course title and description, Early Childhood Education (ECED) 7210, “Assessment in Early Childhood Education”, (ASSESSMENT IN EARLY CHLDHD EDU – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012 with the description changed to read ...change. The course examines alternative...education, ethics an assessment, and strategies for...data in the classroom. Interpretation and use

of assessment data are emphasized. . (pages 25-30).

6. Revised course title and description, Early Childhood Education (ECED) 7220, "Early Childhood Inclusive Environments", (EARLY CHLDHD INCLUSVE ENVRNMNT – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Summer Semester 2012 with the description changed to read ...inclusive learning environments for all...disabilities. The area studied include modification of classroom design for visibility, distractibility, and accessibility, and the integration of...young children. . (pages 31-36).
7. New course, Early Childhood Education (ECED) 7340, "Action Research in Early Childhood Education", (ACTION RESEARCH IN ECE – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Summer Semester 2012 was approved with the description changed to read – An examination of action research as self-reflective, systemic inquiry. Emphasis is placed on better understanding of teaching practice, reflection on current issues and problems, and discussion of questions, data collection and analysis, and conclusions. (pages 37-43).
8. Revised course title and description, Early Childhood Education (ECED) 7540, "Developing Creativity and Critical Thinking in Early Childhood Education", (DVLPNG CREATIVTY&CRIT THINK ECE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012 was approved with the description changed to read – An examination of how... and the last sentence deleted. (pages 44-50).
9. Revised course title and description, Early Childhood Education (ECED) 7550, "Differentiating Instruction in P-5 Classrooms", (DIFFERNTIANG INSTR P-5 CLSSRM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012 with the description changed to read – Investigation of differentiating content, process, and product (universal design) of the Early Childhood Education curriculum to meet the needs of all children. . (pages 51-57).
10. Revised course number, title and description, Early Childhood Education (ECED) 7230, "Teachers as Mentors, Coaches, and Leaders in Early Childhood Education", (TCHRS MENTORS COACH LDRS ECE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012 was approved with the description changed to read ...research and leadership strategies to mentor... last sentence was deleted. (pages 58-64).
Deactivation of ECED 8230.

C. College of Nursing

1. Revised Program Admission Requirements for the MSN program was approved effective Fall Semester 2012 with item 3 changed to read - Minimum scores on the Graduate Record Examination (GRE) of 400 (if taken before November 2011) or 146 (if taken after November 2011) on the verbal section and 3.5 on the analytical writing section. - and item 6 changed from number 6 in the list to being listed as a note after number 5. (pages 65-68).
2. Remove/Deactivate requirements for the MSN – all students choosing Care Manager, Nurse Educator, and Nurse Administrator roles was approved effective Fall Semester 2012. (pages 69-74).
3. Remove/Deactivate requirements for the MSN – RN-MSN option was approved effective Fall Semester 2012. (pages 75-78).
4. Revised curriculum for the MSN – Clinical Nurse Leader track was approved effective Fall Semester 2012 with the effective date changed from Summer to Fall with the NURS 7420 changed from 3 to 6 to 6 and Total of 6 hours required deleted. (pages 79-82).
5. Revised credit hours, Nursing (NURS) 7420, "Clinical Practicum and Residency for Clinical Nurse Leaders", (CLIN PRACT & RESID FOR CNL – 3-6 credit hours, 0 lecture hours, 12-24 lab hours, and 12-24 contact hours), was approved effective Summer Semester 2012 with the description changed to read ...students to enact...particularly team building... (pages 83-91).
6. Revised curriculum for the MSN – Adult-Gerontology Nurse Practitioner track was approved effective Fall Semester 2012. (pages 92-94).
7. Revised course description, Nursing (NURS) 7011, "Statistical Applications in Nursing Research and Practice", (STAT APP IN NSG RESEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012. (pages 95-100).
8. Revised prerequisites, Nursing (NURS) 7220, "Advanced Evidence-based Practice", (ADVANCED EBP – 3 credit

hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012. (pages 101-110).

9. Revised curriculum for the MSN – Certificate Curriculum Pathway was approved effective Fall Semester 2012 was approved effective Fall Semester 2012 with the effective date changed from summer to fall. (pages 111-113).
10. Revised course title, Nursing (NURS) 7330, “Acute & Self-limiting Disease Management for the Nurse Practitioner, (ACUT/SLF-LIMIT DSEAS MGT NP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012. (pages 114-122).
11. Revised course title, Nursing (NURS) 7330L, “Acute & Self-limiting Disease Management for the Nurse Practitioner Lab, (ACUT/SLF-LIMIT DSEAS MGT NP LB – 3 credit hours, 0 lecture hours, 9 lab hours, and 9 contact hours), was approved effective Summer Semester 2012. (pages 123-130).
12. Revised course title, Nursing (NURS) 7350, “Chronic & Complex Disease Management for the Nurse Practitioner, (CHRONC/COMPLX DSEAS MGT NP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2012. (pages 131-139).
13. Revised course title, Nursing (NURS) 7350L, “Chronic & Complex Disease Management for the Nurse Practitioner Lab, (CHRONC/COMPLX DSEAS MGT NP LAB – 3 credit hours, 0 lecture hours, 9 lab hours, and 9 contact hours), was approved effective Summer Semester 2012. (pages 140-147).

D. College of the Arts

1. Revised requirements for the minor in Speech Communications was approved effective Fall Semester 2012. (pages 148-149).
2. Revised prerequisites, Communication Arts (COMM) 3000, “Qualitative Communication Research Methods, (QUALITATIVE COMM RSCH MTHDS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 150-152).
3. Revised course title, and prerequisites, Communication Arts (COMM) 3200, “Introduction to Public Relations, (INTRO TO PUBLIC RELATIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the prerequisite changed to read – COMM 2110, ACED 2400 or CS 1000 or course equivalent, and either COMM 1100 or COMM 1110. (pages 153-155).
4. Revised prerequisites, Communication Arts (COMM) 3400, “Organizational Communication, (ORGANIZATIONAL COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 156-158).
5. Revised prerequisites, Communication Arts (COMM) 3800, “Quantitative Communication Research Methods, (QUANTITATIVE COMM RSCH MTHDS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 159-161).
6. Reactivated course, revised title, credit hours, and description, Communication Arts (COMM) 4610, “Special Topics in Communication Studies, (SPECIAL TOPICS IN COMM – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...explore topics outside the... (pages 162-164).
7. Revised credit hours and description, Communication Arts (COMM) 7999, “Thesis, (THESIS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...thesis undertaken during the final semesters of study. Students...repeated for up to 6 hours of credit. . (pages 165-167). ***Pending Graduate Executive Committee approval***
8. Revised course description, Mass Media (MDIA) 4030, “Selected Topics in Mass Media, (SELECTED TOPICS IN MASS MEDIA – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Fall Semester 2012 with the description changed to read ...media. The course introduces alternative approaches to the study of themes, applications, trends, and issues in Media, and provides an opportunity... (pages 168-170).
9. Revised course description, Mass Media (MDIA) 4600, “Digital Media Production, (DIGITAL MEDIA PRODUCTION – 4 credit hours, 2 lecture hours, 4 lab hours, and 6 contact hours), was approved effective Fall

Semester 2012 with "post production" changed to "post-production" in the description. (pages 171-173).

10. Revised credit hours and description, Music (MUSC) 1131, "Functional Piano I, (FUNCTIONAL PIANO I – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2012 with the description changed to read - Prerequisite: Music or Music Education major only. The first course in a two-semester sequence, designed to develop basic keyboard skills essential to music study.. (pages 174-176).
11. Revised credit hours, prerequisites, and description, Music (MUSC) 1132, "Functional Piano II, (FUNCTIONAL PIANO II – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2012 with the description changed to read - Prerequisites: MUSC 1011, 1051, 1131, and Music or Music Education majors only. The second course in a two-semester sequence designed to develop basic keyboard skills essential to music study. (pages 177-179).

****Items 12-26 are pending Graduate Executive Committee approval****

12. Revised narrative for the MMED and MMP degrees was approved effective Fall Semester 2012 with the narrative changed to read ...University, applicants must... (pages 180-182).
13. Revised credit hours, Music (MUSC) 5101, "Graduate Diction I, (GRADUATE DICTION I – 2 credit hours, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 183-185).
14. Revised credit hours, Music (MUSC) 5102, "Graduate Diction II, (GRADUATE DICTION II – 2 credit hours, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 186-188).
15. Revised credit hours and prerequisite, Music (MUSC) 5500, "Band Literature, (BAND LITERATURE – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 189-191).
16. Revised credit hours and prerequisite, Music (MUSC) 5510, "Choral Literature, (CHORAL LITERATURE – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 192-194).
17. New course, Music (MUSC) 6050, "Aural Skills Pedagogy, (AURAL SKILLS PEDAGOGY – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2012 with the prerequisite moved from the end of the description to the beginning. (pages 195-200).
18. Revised credit hours, Music (MUSC) 6510, "Song Literature I, (SONG LITERATURE I – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 201-203).
19. Revised credit hours, Music (MUSC) 6520, "Song Literature II, (SONG LITERATURE II – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 204-206).
20. Revised credit hours, Music (MUSC) 6540, "Piano Literature I, (PIANO LITERATURE I – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 207-209).
21. Revised credit hours, Music (MUSC) 6550, "Piano Literature II, (PIANO LITERATURE II – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 210-212).
22. Revised credit hours, Music (MUSC) 6760, "Jazz Pedagogy, (JAZZ PEDAGOGY – 2 credit hours, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 213-215).
23. Revised credit hours and description, Music (MUSC) 7040, "Computer Applications in Music, (COMPUTER APPLICATIONS MUSIC – 2 credit hours, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 216-218).
24. Revised credit hours and title, Music (MUSC) 7530, "Chamber Music Literature, (CHAMBER MUSIC LITERATURE – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2012. (pages 219-221).
25. Revised credit hours and description, Music (MUSC) 7650, "Conducting, (CONDUCTING – 2 credit hours, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Fall Semester 2012. (pages 222-224).
26. Deactivation of MUSC 5170, 6450, 6460, 6570, 6580, and 7722 was approved effective Fall Semester 2012. (pages

225-226).

E. Miscellaneous

1. Revised narrative for the Regents' Testing Program was approved effective Fall Semester 2012 with the narrative changed to read ...English 1102* or an approved substitute... . (pages 227-229).
2. Revised narrative for the Prior Learning Assessment was approved effective Fall Semester 2012 with the narrative changed to read ...possibly awarded academic credit at Valdosta... and the correction of the spelling of "International". (pages 230-232).
3. It was also approved that the standard practice would now be to list curriculum using only course prefix and numbers, not titles, and the catalogue editor has permission to remove titles from any catalogue copy that now has them.

Respectfully submitted,

Stanley Jones
Registrar

REQUEST FOR A REVISED CATALOGUE COPY
 (New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 26

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2012

Degree and Program Name: N/A

Present Requirements:

ENROLLMENT BY UNDERGRADUATES

A student with senior standing at Valdosta State University, with an overall academic grade-point average of 3.0 or better, may register for graduate courses during the final two semesters of undergraduate work under the following conditions:

1. No more than a total of 9 semester hours may be taken for graduate credit, and no more than 6 semester hours of graduate work may be taken in a given semester.
2. A student registering for one or more graduate courses is limited to the normal graduate academic course load of 12 semester hours per semester.
3. Permission for a student to take graduate courses under this provision is granted only by the Dean of the Graduate School upon recommendation of the student's advisor. To request permission, the student's advisor must submit a request to the Dean of the Graduate School on behalf of the student. The request should contain the student's full name, student ID number, and verification that the student meets all requirements outlined.
4. Permission must be obtained for each semester in which the student desires to take graduate courses. Once permission is granted, the academic department must manually place the undergraduate into the approved graduate-level courses.

Proposed Requirements: (highlight changes after printing)

Add:

5. Deficiency points will apply if graduate courses taken by undergraduates are counted toward graduate degree requirements.

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 VALDOSTA STATE UNIVERSITY
 GRADUATE SCHOOL

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other To provide policy for undergraduates taking graduate-level courses, supporting existing deficiency point systems.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **Student advising checklists or programs of study; transcripts.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. **The change is necessary to provide a policy for undergraduates taking graduate-level courses and wanting to later use the courses as credit toward graduate degrees. Advisors will review transcripts to assess courses required for degree programs.**
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

<u>Approvals:</u>	
Department Head:	Date:
College/Division Exec. Committee:	Date:
Dean(s)/Director(s):	Date: 2-23-2012
Graduate Exec. Comm.: (for grad program)	Date: 2-24-2012
Graduate Dean: (for grad program)	Date: 2-24-2012
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum
 Specify: Area A,B,C,D,F

Current Catalog Page Number:
57

Proposed Effective Date for Curriculum Change:
(Month/Year): Fall 2012

Degree & Program Name:
(e.g., BFA, Art): MPA

Present Requirements:

PADM 7300 Foundation Seminar in PA*	3
PADM 7000 Human Resource Managemnt	3
PADM 7060 Quantitative Methods for PA	3
PADM 7090 Policy Analysis	3
PADM 7110 Information Management	3
PADM 7140 Govern. Budget & Finance	3
PADM 7170 Org. Theory & Behavior	3
PADM 7210 Interntership in PA	3
PADM 7900 Capstone Seminar in PA	3
Concentration Area	12

Proposed Requirements (Underline changes after printing this form:

PADM 7300 Foundation Seminar in PA*	3
PADM 7000 Human Resource Management	3
PADM 7060 Quantitative Methods for PA	3
<u>PADM 7410 Performance Analysis</u>	<u>3</u>
PADM 7110 Information Management	3
PADM 7140 Govern. Budget & Finance	3
PADM 7170 Org. Theory & Behavior	3
PADM 7210 Internship in PA	3
PADM 7900 Capstone Seminar in PA	3
Concentration Area	12

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improve student learning outcomes: Performance analysis is a skill needed by MPA graduates as they transition from school to the work force but has not been taught in many MPA programs. (See Walters, Jonathan. 2008. "Novices with the Numbers." Governing 22 (December): 46-48.)

Adopting current best practice(s) in field: Our national accrediting body, The National Association of Schools of Public Affairs and Administration, is strongly recommending that MPA programs stress analytic development more than they currently do (Purtell, Robert M. and James W. Fossett. 2010. "Beyond Budgeting: Public-Service Financial Education in the 21st Century." Journal of Public Affairs Education. (1). 95-110.)

Meeting mandates of state/federal/outside accrediting agencies:

Other:

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Journal articles (listed above), workshops at the annual meeting of the National Association for Public Affairs and Administration.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

Indirect measures: SOIs; student, employer, or alumni surveys, etc. SOIs, alumni and employer surveys.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course examinations, program portfolio, and a survey of instructors teaching the course.

Approvals:

Department Head: *James L. Peterson* Date: *2/6/12*

College/Division Exec. Committee: *Connie Richards* Date: *2/7/12*

Dean(s)/Director(s): *Connie Richards* Date: *2/7/12*

Grad. Exec. Committee:
(for graduate course) *Alf Bratt* Date: *2-24-2012*

Graduate Dean:
(for graduate course) *Alf Bratt* Date: *2-24-2012*

Academic Committee: Date:

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FEB 09 2012

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 01/08/2012 (mm/dd/yyyy)		
Department Initiating Request: Political Science/Public Administration	Faculty Member Requesting: Mary Eleanor Wickersham	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) PADM 7600	Proposed New Course Title: Public Policy Formation Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Public Policy Formation	
Semester/Year to be Effective: Summer 2012	Estimated Frequency of Course Offering: Every two years	
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
Lecture Hours: 3	Lab Hours: 0	Credit Hours: 3
Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An examination of the making of public policy in the United States. Using case studies and applied analysis, students will develop a deeper understanding of the institutions, people, and environmental conditions that influence the formation of public policies.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: Expand policy courses in the public administration program to meet the career needs of PA graduate students with an interest in the field of public policy. This course adds to other new courses that will allow students to complete a concentration in public policy as part of their MPA and DPA degree programs. <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input type="checkbox"/> Other:		
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. A survey conducted among MPA and DPA students in Fall 2011 demonstrated a strong interest in additional policy courses. In a strategic planning session held in Fall 2010, the Public Administration Advisory committee recommended expansion of policy courses to meet student needs and professional demand. <input type="checkbox"/> Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)		

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI will be used to measure student opinion of the class. Alumni surveys will be used to determine the usefulness and relevance of this class for public administration professionals.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Policy memos will be used to assess the students' ability to research, analyze and defend policy choices; research papers will be used to evaluate students' ability to conduct research, identify alternatives, and defend policy choices; and discussion will allow for assessment of student understanding of the policy making process and of current policy debates.

Other:

**** Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments. ****

Approvals:	<i>James L. Peterson</i>	<i>2/6/12</i>
Dept. Head:		Date:
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: <i>2/7/12</i>
Dean/Director:	<i>Connie Richards</i>	Date: <i>2/7/12</i>
Graduate Exec. Comm.: (for graduate course):	<i>Ally Pratt</i>	Date: <i>2-24-2012</i>
Graduate Dean: (for graduate course):	<i>Ally Pratt</i>	Date: <i>2-24-2012</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

Public Policy Formation – PADM 0000
3 Credit Hours
Public Administration Program
Department of Political Science, College of Arts and Sciences
On-Line Class

Instructor Name: Mary Eleanor Wickersham, D.P.A.
 Office: 106 West Hall, VSU
 Office Hours: Wednesdays, 10 a.m. - noon or by appointment; appointments available by phone, e-mail, in person, or WIMBA
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Course Description

An examination of the making of public policy in the United States. Using case studies and applied analysis, students will develop a deeper understanding of the institutions, people, and environmental conditions that influence the formation of public policies.

Required Text, Materials, and Out-of-Class Activities

- Anderson, James E. 2011. *Public Policymaking: An Introduction*. Boston: Wadsworth. ISBN-12: 978-0-618-97472-6
- Readings on BlazeVIEW

Course Navigation

In order to succeed in this class, you need some basic computer skills and familiarity with Word. Once you get the hang of it, navigation is very straightforward. Use the tools on the left side of the course “home page” to find links to Assignments (paper and ruler icon), Discussions (see push pin icon), Who’s Online?, email (envelope), and grades, which are the most commonly used tools. All course materials are placed by Unit in each folder. Course assignments and learning outcomes are also listed on the syllabus.

The following provides the schedule of activities. Please note that the contents of this schedule are subject to change.

Date	Learning Outcomes	Reading Materials (Links and BlazeVIEW and Text)	Discussion/Assignments	Pts.
Unit 1 5-10 5-20	Students will demonstrate understanding of various approaches to policy studies through their application to a recent policy debate. Students will demonstrate understanding the categories of public policies through application of	Introduce Yourself Exploring the Meaning of Public Policy Read: Chapter 1 in text Read: Bezdek, Roger H., and Wendling, Robert M. 2005. “Fuel Efficiency and the Economy.” <i>American Scientist</i> 93(2): 132-139. Read: Evans, Christopher, Cheah, Lynette, Bandivadekar, Anup, and Heywood, John. “Getting More Miles	<u>On-line Discussion:</u> Discuss some of the competing interests and environmental factors that have influenced fuel economy policy-making. Do you think this example fits into Anderson’s policy-making process? What type of policy do the CAFÉ standards represent? What about feebates?	5 pts. (See grading rubric in syllabus .)

	<p>principles in a recent policy debate.</p> <p>Demonstrate knowledge of the policy-making process through application of principles to a recent policy debate.</p>	<p>to the Gallon." <i>Issues in Science and Technology</i> (Winter): 71 -80.</p> <p>See current CAFÉ standards: http://www.afdc.energy.gov/afdc/laws/hilites</p> <p>Power Point Presentation</p>	<p>Which approach to policy study do you think the history of CAFÉ standards represents? Try to back up your opinion with facts related to this issue.</p>	
<p>Unit 2</p> <p>5-21 – 5-27</p>	<p>Students will identify governmental and non-governmental policy-makers in a recent policy debate.</p> <p>Students will discuss how the U.S. Constitutional framework of government helps provide opportunities and assurances of fair policy debate.</p>	<p>Policy-Makers in the U.S.</p> <p>Read: Chapter 2 in text</p> <p>Read: The Federalist Papers #10 and #51 http://www.constitution.org/fed/federa10.htm http://www.constitution.org/fed/federa51.htm</p> <p>Power Point Presentation</p>	<p><u>On-line Discussion:</u> Health reform is a good example of a macropolitical policy change. Discuss some of the reasons you believe that the health reform law passed in 2010, after many other efforts prior to that time failed. Who were the major players in this policy struggle? What role might the courts play in this policy debate? How does this debate relate to the assigned Federalist papers?</p>	<p>5 pts.</p>
<p>Unit 3</p> <p>5-28 – 6-3</p>	<p>Students will demonstrate understanding of the role of various policy actors through identification of governmental and non-governmental participants in a recent policy debate.</p>	<p>Policy-makers in Action: The Tobacco Debate</p> <p>Turley, J. 2000. "A Crisis of Faith: Tobacco and the Madisonian Democracy." <i>Harvard Journal on Legislation</i> 37: 433-481. (You can skip parts on gun control legislation.)</p> <p>Jacobson, Peter D., and Soliman, Soheil. 2002. "Litigation as Public Health Policy: Theory or Reality?" <i>Journal of Law, Medicine, & Ethics</i> 30: 224-238.</p> <p>Etter, Lauren. 2007. "Farmers Rediscover Allure of Tobacco." <i>The Wall Street Journal</i> (September 19).</p> <p>Check out these charts at CDC: http://www.cdc.gov/tobacco/data_statistics/tables/economics/expdcom/index.htm</p> <p>http://www.cdc.gov/tobacco/data_statistics/tables/economics/trends/index.htm</p>	<p><u>Assignment: Short Paper</u> Submit through assignments tool. Tobacco policy has been hotly debated, often as an individual right vs. an expensive health risk. The readings this week provide some historical background on the tobacco issue, as well as some opinions on how this policy debate was handled. Discuss some of the policy players who were involved in the tobacco debate, their values, and their efforts to sway elected officials. Do you agree with Turley that the courts are not the best forum of debating public policy? What are some of the long-term effects of the policy change regarding tobacco?</p>	<p>10 pts.</p>

		http://www.cdc.gov/tobacco/data_statistics/tables/economics/consumption/index.htm Here's a map of cigarette taxes by state: http://www.tobaccofreekids.org/research/factsheets/pdf/0222.pdf		
Unit 4 6-4 – 6-10	<p>Students will identify factors that influence and deter agenda setting.</p> <p>Students will demonstrate through discussion an understanding of the complexities of policy-making, especially those of a scientific or technical nature.</p> <p>Students will demonstrate knowledge of the policy-making process through application of principles to a recent policy debate.</p>	<p>Policy Problems, Agendas, and Formulation</p> <p>Read Chapter 3 in text.</p> <p>Read on BlazeVIEW: Layzer, Judith. 2006. Chapter 2: "Love Canal: Hazardous Waste and the Politics of Fear" in <i>The Environmental Case: Translating Values into Policy</i>. Washington, D.C.: CQ Press.</p> <p>Power Point Presentation</p>	<p><u>On-line Discussion:</u> What were some of the factors that made state and federal governments slow to respond to Love Canal? How did Love Canal influence Congress in passing the "Superfund" Act? Does this historic case fit into the policy-making process as described by Anderson in Chapter 1?</p>	5 pts.
Unit 5 6-11 – 6 - 17	<p>Students will demonstrate through preparation of a policy memo their ability to discuss and recommend alternatives and to formulate policy.</p> <p>Students will demonstrate the ability to discuss, critically analyze, and make recommendations on a policy topic through the preparation of a policy memo.</p>	<p>Policy Formulation: Put Your Knowledge to Work</p> <p>This week, you will do some research on your own on calls for expansion of mandated reporter laws following the allegations against Penn coach Jerry Sandowsky. (You might want to review the facts here and keep in mind how this item got on the agenda.) Policy action is taking place is at both state and federal levels. Check out these federal proposals and any proposals in your state:</p> <ul style="list-style-type: none"> • S. 1877, the "Speak Up to Protect Every Abused Kid Act," was introduced by Senators Bob Casey (R-PA) and Barbara Boxer (D-CA) and would push all states to adopt laws requiring every adult to report suspected physical, emotional, or 	<p><u>Assignment:</u> Submit through the assignments tool. You are a staffer for a member of Congress. Working with one other student, prepare a policy memo on mandated reporting of child abuse, which is currently a hot topic thanks to media coverage of the Sandowsky case. Discuss the problem (if there is one), the current status of mandated reporter laws in the states, and any options that you think would be appropriate.</p> <p>The goal is for you to formulate your own policy proposal, which might be to change nothing and vote against proposals. Whatever</p>	20 pts.

		<p>sexual abuse of a child.</p> <ul style="list-style-type: none"> Senator Robert Menendez (D-NJ) similarly introduced the "Child Abuse Reporting Enforcement" Act, S. 1879, which would go further and make any adult who neglected to report guilty of a felony. <p>The National Conference of State Legislatures (www.ncsl.org) and Administration for Children and Families (www.acf.hhs.gov) are good resources.</p>	<p>you propose, you need to support with reasoning and data. This should be about three pages. Keep the writing succinct. Three or four sentences on alternatives should be sufficient, with more space devoted to your recommendation to your member of Congress.</p>	
<p>Unit 6 June 18 – June 24</p>	<p>Students will demonstrate through discussion their understanding of public policy decision-making theory.</p> <p>Students will demonstrate through discussion their understanding of decision styles for policy-making.</p>	<p>Public Policy Adoption</p> <p>Read Chapter 4 in text.</p> <p>Read: Lindblom, Charles E. 1959. "The Science of 'Muddling Through.'" <i>Public Administration Review</i> 19(2): 79-88.</p> <p>Power Point Presentation</p>	<p><u>On-line Discussion:</u> What <u>theory</u> of decision-making do you think was used in the decision to implement the Economic Stimulus Act as described in the case study in your text? What styles of <u>decision making</u> were used by policy actors in the policy-making process? Do you think this legislation was in the public interest?</p>	5 pts.
<p>Unit 7 June 25 – July 1</p>	<p>Students will demonstrate the ability to discuss, critically analyze, and make recommendations on a policy topic through the preparation of a policy memo.</p>	<p>Public Policy Adoption: Putting Your Knowledge to Work</p> <p>Read: Georgia HB 87</p> <p>Read: Quinn, Christopher. 2012. "Commissioner: Lack of Labor Hurt Georgia Farms." <i>The Atlanta Journal-Constitution</i> (January 3).</p> <p>Read: Redmon, Jeremy, and Quinn, Christopher. 2012. "Lawmakers Put Bull's-Eye on Illegal Immigration, Again." <i>The Atlanta Journal-Constitution</i> (January 4).</p> <p>Read: Robertson, Campbell. 2011. "After Ruling, Hispanics Flee an Alabama Town." <i>The New York Times</i> (October 3).</p>	<p><u>Assignment:</u> Work with a partner. Both students must submit through the assignment tool. You work for a legislator in the Georgia General Assembly. There is a lot of momentum for expanding immigration laws beyond HB 87 that was passed in 2011. Your legislator has asked you to review the current policy (HB 87), passed in 2011, describe any positive/effects from that policy, and to write a recommendation on how he/she should move forward to amend the bill, stick with the bill, or present new legislation. Provide some background about illegal immigrants in Georgia (numbers, cost, other), identify issues, and make a recommendation on what</p>	20 points

			you think he/she should do. Three pages will suffice.	
Unit 8 July 2 – July 8	<p>Students will demonstrate through discussions and case review understanding and awareness of the public interest nature of public policy and the public administrator's role in managing current and future concerns.</p> <p>Through discussion and case review, students will demonstrate awareness of the public administrator's responsibility to consider widely-held values in making policy decisions.</p>	<p>Regulatory Policy-Making Much policy is made by regulatory agencies without formal Congressional/legislative approval. In this week's readings you will see some examples of ways that policy is created through regulation.</p> <p>Read: pages 225 – 263 in text PP Presentation</p> <ol style="list-style-type: none"> 1. Read: Assistance for Children Adopted from Foster Care." http://www.childwelfare.gov/pubs/f_subsid.pdf. and Read: Policy Memo to Governor Perdue Recommending Adoption Assistance Changes 2. Read: Ley, Meredith. 2011. "Georgia EPD Finds King Finishing Responsible for May Fish Kill." WSAV-TV and Associated Press.2011. "Environmentalists Sue Georgia Over Ogeechee Fish Kill." 3. FDA Announces New Rules for Sunscreen Products 	<p><u>On-Line Discussion:</u> Review all of the examples of agency-made policies in this week's readings. How do such agencies derive legitimacy for policy-making? What are some of the values public administrators should consider in making administrative public policy? Pick one of the three topics at left and, if appropriate, try to explain the reason for the policy change/action and discuss how the agency decision affects the public/sector. Do you agree/disagree with the decision?</p>	5 pts.
Unit 9 July 9 - 15	<p>Students will demonstrate through discussion and analysis an understanding of the relationship between the processes of policy and budgeting.</p>	<p>Budgeting and Public Policy Policy Implementation</p> <p>Read Chapters 5 and 209 – 225 in Chapter 6 in the text</p> <p>Read HB 33, 2011 – Zero-Based Budgeting Act</p> <p>Read HB 236, 1010 – Agency Accountability Act</p> <p>PP Presentation</p> <p>Check this out: http://www.usdebtclock.org/</p> <p>Read these nice summaries of zero-</p>	<p><u>On-line discussion:</u> From the policy perspective, what are the advantages to zero-based budgeting? What are the disadvantages? What are some ways the budgeting process and efforts to control the budget tie into the agency's ability to make regulatory policy and implement legislative policy?</p>	5 pts.

		based budgeting: http://www.ncsl.org/?TabID=12578 http://www.ncsl.org/default.aspx?tabid=19204		
Unit 10 July 15 - 24	Students will demonstrate through preparation of a policy memo their ability to understand, analyze, and made recommendations based on a policy evaluation.	Policy Evaluation Read Chapter 7 PP Presentation Governor's Office of Planning and Budget. 2008. "Policy Brief: Factors That Influence Incarceration." 1-20.	Assignment: Work with a partner and submit a policy memo through the assignments tool. Imagine that you work for the Governor of Georgia as a policy analyst for corrections. Review the OPB Policy Brief, paying particular attention to the graphs and charts, and comment on how state policy has affected the corrections budget. Having reviewed this evaluation, what would you recommend as next steps for the state to reduce incarcerations and recidivism?	20 pts.

Assignments and Possible Points

Short Paper – 10 points

Tobacco policy has been hotly debated, often as an individual right vs. an expensive health risk. The readings for the unit provide some historical background on the tobacco issue, as well as some opinions on how this policy debate should have been handled. Discuss some of the policy players who were involved in the tobacco debate, their values, and their efforts to sway elected officials. Do you agree with Turley that the courts are not the best forum of debating public policy? What are some of the long-term effects of the policy change regarding tobacco? The paper should be three double-spaced pages with reference to this week's readings and other materials as you deem appropriate. Please cite using the Political Science Student Writer's Manual stylebook. (Excerpts appear on the PA website, but it is recommended that you purchase this book.)

Discussions – 5 points each for a total of 60 points

Discussion posts should be short essays of two to three paragraphs (and in some cases more), depending on the questions. Essays and responses should be posted by Friday during the week's unit. The best essays will reference all the assigned readings and tie into other course material. Don't worry about full citations in the discussions, but please reference the author and page (Author, 2) within the text of the essay. Respond to the postings of at least two other students (except on the discussion following presentations, when you will need to respond to 6 others). Responding to all students is not necessary. Posting earlier improves class discussion.

Grades are calculated as follows: 2 points for a good essay, 2 points for reading at least the class average of essays and responses read, and 1 point for at least 2 good responses. "Good post" or "nice job" are

not sufficient. Your response should directly relate to what the other student's essay was about or branch off from that. Responses should be substantive to be counted.

Partner Written Assignments – 3 Policy Memos – 20 points each for a total of 60 points

You have three policy memos to complete with a partner. I am asking you to do this work with a partner, so that you can get another person's perspective. In three pages, make the memo to the official for whom you would be working as directed in the assignment on the syllabus. This should be a formal document, that is, keep it lean and professional as if you were a policy advisor writing a formal document for presentation to an official. Provide background when appropriate (relevant facts about the problem/issue), discuss the stakeholders and their positions, summarize the pros and cons of alternatives, make a recommendation, and justify that recommendation. You will not be graded on your recommendation, but you will be graded on the components and whether you supported your recommendation. If you don't agree, then put forth both opinions.

Discussion	6 @ 5 pts.	30 pts.
Short paper	10 pts.	10 pts.
Policy memos	3 for 20 pts.	60 pts.
Total		100 pts.

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
Below	F

Class Policies

- Readings: To demonstrate familiarity with the readings, reference them in the on-line discussions. Part of your grade is based on how much you participate in the readings.
- Discussion must always be civil. I will likely be engaged in the discussions, but the point is for you to learn from each other. I am not tolerant of rudeness or disrespect of other students. We will respect the thoughts and opinions and others, even when we do not agree.
- This schedule of activities is intended to be used as a guide. Changes may be necessary. Students will be informed of changes to the syllabus.
- No extra points are offered.
- Check BlazeVIEW for announcements and postings on a regular basis, at least once a week, because I almost always send out an announcement at the beginning of the week.
- Check your e-mail often.
- I strongly suggest that you compose your discussions and save them in Word and then paste into the discussion. You can check spelling and grammar this way, and you're less likely to lose them.
- Communications with the instructor should be via VSU email (mrwickersham@valdosta.edu) or the phone number listed above. Email is preferred.

Accommodations

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY). See the intro on BlazeVIEW for other access links.

Academic Integrity

Academic integrity is the responsibility of all VSU faculty and students. Cheating and plagiarism are not tolerated and will result in a failing grade, if the student is found guilty of cheating. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty member's syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

Each graduate student is required to read and to be familiar with the section on plagiarism in the Valdosta State University *Thesis and Dissertation Guide* (available online under the Graduate School). You may also access this statement at www.valdosta.edu/mpa/students. Plagiarism will result in a failing grade for the course. In extreme cases, plagiarism will result in dismissal from the program.

Portfolio

Students seeking the M.P.A./D.P.A. have a requirement for a portfolio. If you create materials in this class that you want to include in the portfolio, it is wise to save them on your personal computer, since BlazeVIEW materials may not be accessible in the future. Establishing a portfolio now will save you hours of time later.

See BlazeVIEW for additional info.



BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

DEGREE AND/OR MAJOR TERMINATION FORM

Institution: Valdosta State University

Date Submitted: February 24, 2012

Termination Effective Date: April, 2012

(Note: This date will be used to determine the month in which a Board recommendation will be made to terminate the program.)

Degree Title and CIP Code: Specialist in Education with a major in Middle Grades Education – CIP Code: 13120301

Date Deactivated (if applicable): August 2008

Rationale:

(Note: Include a confirmation and information on whether students are currently matriculating through the program; a confirmation that any remaining students in the program have been appropriately advised and counseled concerning degree program options; and a confirmation that termination of the program will not have an adverse impact on faculty members or students).

All students enrolled in the program at the time of deactivation have graduated. Faculty members teaching in this program are now teaching in, and students are admitted to, an Educational Specialist Program in Curriculum and Instruction.



BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

DEGREE AND/OR MAJOR TERMINATION FORM

Institution: Valdosta State University

Date Submitted: February 24, 2012

Termination Effective Date: March, 2012

(Note: This date will be used to determine the month in which a Board recommendation will be made to terminate the program.)

Degree Title and CIP Code: Specialist in Education with a major in Pre-Elementary/Early Childhood/Kindergarten Teacher Education – CIP Code: 13121001

Date Deactivated (if applicable): August 2008

Rationale:

(Note: Include a confirmation and information on whether students are currently matriculating through the program; a confirmation that any remaining students in the program have been appropriately advised and counseled concerning degree program options; and a confirmation that termination of the program will not have an adverse impact on faculty members or students).

All students enrolled in the program at the time of deactivation have graduated. Faculty members teaching in this program are now teaching in, and students are admitted to, an Educational Specialist Program in Curriculum and Instruction.



BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA

DEGREE AND/OR MAJOR TERMINATION FORM

Institution: Valdosta State University

Date Submitted: February 24, 2012

Termination Effective Date: March, 2012

(Note: This date will be used to determine the month in which a Board recommendation will be made to terminate the program.)

Degree Title and CIP Code: Specialist in Education with a major in Secondary Education – CIP Code: 13120501

Date Deactivated (if applicable): August 2008

Rationale:

(Note: Include a confirmation and information on whether students are currently matriculating through the program; a confirmation that any remaining students in the program have been appropriately advised and counseled concerning degree program options; and a confirmation that termination of the program will not have an adverse impact on faculty members or students).

All students enrolled in the program at the time of deactivation have graduated. Faculty members teaching in this program are now teaching in, and students are admitted to, an Educational Specialist Program in Curriculum and Instruction.

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REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

FEB 10 2012

Area of Change: Core Senior Graduate

Current Catalogue Page Number: NA

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2012

Degree and Program Name: Bachelor of Science in Nursing

Present Requirements: NA

Proposed Requirements: (highlight changes after printing) GRADE POINT AVERAGE REQUIREMENT FOR PRE-NURSING MAJORS

Students entering the University directly from high school may declare a major in pre-nursing. In order to continue as a pre-nursing major, students must maintain a GPA of 2.8 or higher on all course work undertaken. If in any given semester a student's overall GPA falls below 2.8, the student will have one academic term to bring it back up to or above 2.8. If the overall GPA remains below 2.8 for two consecutive semesters, the student will be requested to change majors. Any student who fails to respond to that request will automatically be transferred to an undeclared major status.

Students who enter the University as transfer students who wish to declare a major in pre-nursing must have a GPA of at least 2.8 on all course work undertaken. Upon acceptance as a pre-nursing major, students must maintain a 2.8 overall GPA as described above.

Students changing majors from another program within the University must also have at least a 2.8 overall GPA to transfer to the pre-nursing major, and will be subject to the same maintenance requirements already described.

(To be placed before program objectives-pg 277)

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other Clarify the GPA requirement for pre-nursing majors

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Department Head: <i>Steph Schubert, RN, MSN, CNL</i>	Date: <i>2/7/2012</i>
College/Division Exec. Committee: <i>[Signature]</i>	Date: <i>2/13/12</i>
Dean(s)/Director(s): <i>Quita H. Huffst</i>	Date: <i>2/16/12</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

FEB 23 2012

REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Changes)
 OFFICE OF THE REGISTRAR
 VALDOSTA STATE UNIVERSITY
 Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 273

Proposed Effective Date for Revised Catalogue Copy: (new or revised) 6/16/2011

copy previously submitted request

Degree and Program Name: Basic Pre-Licensure BSN Program

Present Requirements: Upon completion of the baccalaureate nursing program at Valdosta State University college of Nursing, the graduate will be able to:

1. meet the dynamic, holistic health needs of unique program and culturally diverse individuals, families, and communities throughout the life cycle;
2. collaborate, coordinate, and consult with other health care team members in assisting persons to attain and maintain optimal states of health;
3. synthesize the theoretical and empirical and experimental knowledge gained from the sciences, humanities, and nursing in competent nursing practice;
4. utilize critical thinking and effective communication to assist individuals, families, and communities to attain and maintain optimal health;
5. apply current research findings to professional nursing practice;
6. utilize leadership/management skills as a novice professional nurse;
7. facilitate community activities which plan, deliver, and evaluate health promotion assistive care and rehabilitation.
8. assume individual involvement, responsibility, accountability for professional nursing practice;
9. demonstrate professional development in the nursing role;
10. utilize teaching/learning principles to promote optimal health for individuals, families, and communities throughout the life cycle;
11. interpret and articulate current political and

Proposed Requirements: (highlight changes after printing) Upon completion of the baccalaureate nursing program in the College of Nursing at Valdosta State University, the graduate will be able to:

- Synthesize theoretical, empirical, and experiential knowledge gained from the liberal arts, human and natural sciences, and nursing to develop holistic plans of care for individuals, families, and communities throughout the lifespan.
- Coordinate with the interdisciplinary team to assess, plan, implement, and evaluate safe effective care.
- Deliver holistic care using critical thinking, sound decision making, and effective communication
- Plan, implement, and evaluate nursing care based on evidence from research and nursing practice
- Apply leadership and management principles as a novice professional nurse in the effective delivery of nursing care
- Integrate professional standards and ethical principles into nursing practice
- Incorporate teaching/learning principles in promoting health for diverse individuals, families, and populations
- Evaluate the impact of trends and issues affecting health and access to health care
- Advocate for persons, groups, and communities based on awareness of ethical and legal issues affecting health care
- Integrate technology in planning, delivery, and evaluation of nursing care.

social issues/trends as well as historical influences on nursing and health care;
12. integrate the understanding of legal and ethical issues affecting nursing and holistic health care practices into professional nursing practice; and
13. utilize information technology and networking in development of the professional nursing role.

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other BSN Program Objectives updated to reflect recent curriculum revision

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Department Head: <i>Steph Shindler, RN, MSN, CNL</i>	Date: <i>2/7/2012</i>
College/Division Exec. Committee: <i>[Signature]</i>	Date: <i>2/13/12</i>
Dean(s)/Director(s): <i>Anita H. Neff</i>	Date: <i>2/22/12</i>
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

RECEIVED

FEB 3 2012

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

REQUEST FOR A REVISED COURSE

Valdosta State University

Date of Submission: 11/14/11 (mm/dd/yyyy)

Department Initiating Revision:
College of Nursing

Faculty Member Requesting Revision:
Melissa J. Benton

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
NUTR 3300 Introduction to Nutrition, Exercise, and Health

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:
Course Prefix and Number:
Credit Hours:
Course Title: Introduction to Nutrition, Exercise, and Health
Prerequisites:
Co-requisites:
Course Description: An introduction to the basic nutrients and their role in exercise and health. The course focuses on the basic nutrient groups, their effects on health, fitness, and sport, along with body composition and weight balance.

Requested:
Course Prefix and Number:
Credit Hours:
Course Title: Nutrition, Fitness, and Health
Prerequisites:
Co-requisites:
Course Description: Basic nutrients and their role in fitness and health. This course focuses on the effect of nutrients and foods on physical fitness and health.

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: This is not an introductory course. Removal of "Introduction" from the course title will provide students with a more realistic understanding of the scope of the course and assist them in anticipating the time commitment that will be needed during the semester.

Adopting current best practice(s) in field: Health-related fitness is an outcome applicable to all populations and is a more appropriate focus for this course than exercise, which is a mechanism rather than an outcome. Moreover, fitness is directly related to health and activities of daily living, while exercise is related to performance and competition.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?).

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:	
Dept. Head: <i>N/A</i>	Date:
College/Division Exec. Comm.: <i>Meese with FRP</i>	Date: <i>2/13/12</i>
Dean/Director: <i>Rita Hugg</i>	Date: <i>2/18/12</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**DOCTORAL DEGREES
NEW PROPOSAL FORM: ONE-STEP PROCESS**

REVISED FORMAL PROPOSAL

Institution: Valdosta State University

Institutional Contact: Dr. Louis Levy, President

Date: December 14, 2011

School/Division: College of Nursing

Department: Graduate Program, College of Nursing

Departmental Contact: Dr. Anita Hufft

Name of Proposed Program/Inscription: Doctor of Nursing Practice (DNP)
Post Masters Clinical Doctorate years 1-4; Post BSN to DNP Clinical Doctorate years 5+

Degree: Doctor of Nursing Practice-DNP

Major: Nursing

CIP Code: 51.3808 **Anticipated Starting Date:** Fall 2012

Indication of Whether the Program is New and Online: New/Hybrid Program
Indication of whether the program should be listed with the SREB Electronic Campus: No

1. Program Description and Objectives:

a. Objectives of the program

The Valdosta State University College of Nursing (VSU CON) is proposing the establishment of a new degree, the Doctor of Nursing Practice (DNP). Doctoral programs in nursing fall into two principal types: research-focused and practice-focused. Practice-focused doctoral programs are designed to prepare experts in specialized advanced practice nursing, particularly on practice that is innovative and evidence-based, reflecting the application of credible research findings. The two types of doctoral programs differ in their goals and the competencies of their graduates. They represent complementary, alternative approaches to the highest level of educational preparation in nursing (American Association of Colleges of Nursing [AACN], 2006). The DNP prepares nurses for the highest level of professional practice in the profession of nursing. It is similar to the professional doctorates in medicine (MD), dentistry (DDS), pharmacy (PharmD), and physical therapy (DPT). The National Academy of Sciences report titled *Advancing the Nation's Health Needs: NIH Research Training Programs* (2005) notes the need for the nursing profession to develop a "non-research clinical doctorate" to prepare expert practitioners who can also serve as clinical faculty. The Institute of Medicine (IOM) and the Robert Wood Johnson Foundation (RWJF) formed a committee with the purpose of producing a report that would make recommendations for an action-oriented blueprint for the future of nursing (IOM, 2010). The joint committee's report *The Future of Nursing: Leading Change, Advancing Health*, recommends that nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression (IOM, 2010).

Historically, the entry level for specialized advanced practice nursing has been the Master of Science in Nursing (MSN). Based upon recommendations made to nursing education at a national level, education programs should transition from master's education to doctoral education for advanced practice nurses by 2015 (AANC, 2004). DNP programs will eventually replace MSN programs in the education of advanced-practice nurses. Therefore, doctoral education is expected to be the only pathway through which to educate future advanced practice nurses. The VSU CON will implement the MSN-DNP path to advanced practice nursing which will provide a post-masters program for graduates of nurse practitioner and eventually transition to a degree program for Bachelor of Science in Nursing (BSN) graduates. This program will attract both BSN- and MSN-prepared nurses and prepare graduates for advanced nursing practice. Our current nurse practitioner program will transition from an MSN degree to the doctoral degree. We expect increased numbers of students due to growth of the DNP as the preferred credential and the ability to recruit BSN and MSN graduates to this option.

The VSU CON DNP program objectives are based upon the AACN DNP Essentials (AACN, 2006). The objectives for the DNP program state that upon completion of the program the graduate will be able to:

1. Select and evaluate complex practice approaches--based on theoretical, ethical, and scientific knowledge--to develop and evolve 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 the literature and design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.

4. Use information systems and patient care technologies-- applying ethical, regulatory, and legal principles--to transform patient care and healthcare systems to maximize healthcare outcomes.
5. Evaluate, influence, and develop health policy at all levels to impact healthcare for individuals and populations.
6. Educate others about health disparities, cultural diversity, and access to quality care.
7. Advocate for social justice, equity, and ethical policies in all health care arenas.
8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex healthcare delivery systems.
9. Implement the advanced practice nursing role according to national standards.

b. Needs the program will meet

The DNP will create the opportunity for nurses in the region to earn the terminal degree in clinical nursing practice. The DNP at VSU will offer a hybrid curriculum, which takes advantage of both face-to-face and electronic means for program delivery. The focus of this application is to (1) address the need to advance nursing science to meet the healthcare needs of a diverse, older, and under-served population with more complex health needs; (2) prepare the nursing workforce to assume leadership positions to meet the needs of an expansive rural area of South Georgia; (3) expand the numbers of nurses qualified to assume faculty roles in baccalaureate and graduate programs of nursing in Georgia; and (4) meet the demand for increased graduate offerings at VSU.

Need to advance nursing science

In the field of nursing, the master's degree is the entry level to advanced practice. The IOM Committee on Health Professions Education and Integrative Health Care (2009) states that "All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics". The DNP degree is consistent with the National Academy of Sciences (2005) suggestion that nursing develop a non-research clinical doctorate to prepare advanced practice nurses to serve as expert clinicians and clinical faculty. Advanced practice nurses are recognized as nurses who have completed education and training beyond basic nursing education and have attained national certification. The nursing profession recognizes four categories of advanced practice nurses which include the nurse practitioner (NP), nurse midwife, nurse anesthetist, and clinical nurse specialist. Data from the RWJF Initiative on the Future of Nursing, at the IOM, (2011) emphasize the need to "promote health care that is safe, effective, client-oriented, timely, efficient, and equitable". The DNP would prepare advanced practice nurses to assume more effective roles in the provision of affordable health care. According to the AACN, 2009, "research from Drs. Linda Aiken, Carole Estabrooks, Christopher Friese, and others have established a clear link between higher levels of education and better patient outcomes". The DNP program prepares advanced practice nurses for careers in the highest level of nursing practice.

Meet the workforce needs

VSU serves an expansive rural area of South Georgia including 41 counties, stretching from the Atlantic Ocean to the Alabama state line. In order to explore the demand for the DNP program, VSU's Office of Strategic Research and Analysis performed a needs assessment in

September 2009. According to the Occupational Outlook Handbook for 2008-2009, (p.5) all four advanced practice specialties (clinical nurse specialists, nurse practitioners, nurse-midwives, and nurse anesthetists) will be in high demand, particularly in medically underserved areas such as inner cities and rural areas. Relative to physicians, these RNs increasingly serve as lower-cost primary care providers.

In July 2011, the CON conducted a needs assessment. This needs assessment included 78 undergraduate and graduate students actively enrolled in the programs at VSU and 48 alumni of the CON. When polled regarding their likelihood of pursuing the DNP degree, 60% reported their intention to seek the degree.

The gold standard for the educational preparation for advanced practice nurses, the DNP, expands access to essential primary healthcare services desperately needed by the citizens of South Georgia. According to *County Health Rankings* (2011) Health Outcomes rankings for the 159 counties in Georgia, approximately 71% (29 counties) of the counties within VSU's 41 county service region are ranked 79th or higher, which indicates the overall poor general health of the citizens in South Georgia. Two South Georgia counties, Lee and Camden, are exceptions, ranked between 1-39.

The DNP program at VSU will prepare graduates with the ability, and the knowledge, experience, and role socialization needed to enter the nursing workforce and design, influence, and implement health care policies that frame healthcare financing, practice regulation, access, safety, quality, and efficacy as well as to develop, implement, and evaluate clinical prevention and population health (AACN, 2006; IOM, 2001).

Expand the numbers of qualified nurses

Occupational Outlook

Extensive explanations about nursing related-careers, including employment and earnings, are featured in the *Occupational Outlook Handbook 2010-11* under Registered Nurses, Health Educators, and Medical and Health Services Managers. These websites include information on the nature of work, training, employment, job outlook, projections, and earnings for DNP graduates.

National Employment and Outlook (2008 to 2018)

For Registered Nurses, the *Occupational Outlook Handbook* (2010) states:

- “Employment of registered nurses is expected to grow by 22% from 2008 to 2018, much faster than the average for all occupations. Growth will be driven by technological advances in patient care, which permit a greater number of health problems to be treated, and by an increasing emphasis on preventive care” (paragraph 29).

For Health Educators, the *Occupational Outlook Handbook* (2010) states:

- “Employment of health educators is expected to grow by 18%, which is faster than the average for all occupations through 2018. Growth will result from the rising cost of healthcare” (paragraph 25).

For Medical and Health Services Managers, the *Occupational Outlook Handbook* (2010) states:

- “Employment of medical and health services managers is expected to grow 16% from 2008 to 2018, faster than the average for all occupations. The healthcare industry will continue to expand and diversify, requiring managers to help ensure smooth business operations” (paragraph 26).

Table 1 contains the actual employment amounts, projected employment amounts, and percent change in employment for nursing related careers. The United States Department of Labor projects that these related careers will experience an average increase of 21.5% in employment opportunities (638,800 jobs). Links to PDFs below provide more details about each occupation's employment rates.

Table 1

Modified Projection Data from the National Employment Matrix, 2008 to 2018

Occupational Title	Employment, 2008	Projected Employment, 2018	Change, 2008-18		Detailed Statistics	
			Number	Percent		
Health Educators	66,200	78,200	12,000	18.1%	[PDF]	[XLS]
Medical and Health Services Managers	283,500	328,800	45,300	16.0%	[PDF]	[XLS]
Registered Nurses	2,618,700	3,200,200	581,500	22.2%	[PDF]	[XLS]
Total	2,968,400	3,607,200	638,800	21.5%		

Source: Occupational Outlook Handbook 2010-11

Georgia Labor Demand and Wages

Current wages for occupations in which graduates with a DNP related degree could work were extracted from the *2011 Georgia Wage Survey*, published by the Georgia Department of Labor, and are displayed in Table 2. Wages for the South Georgia area are typically less than the Georgia average.

Table 2

Georgia Statewide Wage Survey (October 2011)

Occupation	Entry Wage (\$) Per Hour	Average Wage (\$) Per Hour	Median Wage (\$) Per Hour	Middle Range	
				25 th %	75 th %
Health Educators	20.15	34.27	32.17	24.38	45.85
Medical and Health Service Managers	26.21	41.61	36.91	29.67	46.43
Registered Nurses	23.07	30.07	29.85	25.15	34.70
Average	23.14	35.32	32.98	26.40	42.33

Source: Georgia Department of Labor, 2011.

Meet the demand for increased graduate offerings at Valdosta State University

As a regional university in South Georgia, VSU continues to expand its programmatic outreach, to provide access to professionally-oriented doctoral programs at VSU, to exercise a leadership role in meeting the needs of the region and to applied research. VSU develops and offers programs by distance learning and at off-site locations throughout the region. Other institutions within the University System of Georgia and neighboring institutions which offer the DNP degree are a considerable distance from Valdosta and do not meet the demands identified in our needs assessment for not only electronic access but also face-to-face interaction with faculty in academic programs. Georgia Southern University (Statesboro) is 167 miles from Valdosta and Georgia College & State University (Macon) is 152 miles from Valdosta. Neighboring institutions which offer the DNP are in Florida: Florida State University (Tallahassee) 90 miles from Valdosta and the University of Florida (Gainesville) 114 miles from Valdosta. By offering the DNP in the hybrid format, VSU enables students to attend classes and interact with expert clinicians who model the professional standards of the advanced practice nurse.

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

Based on consumer preferences, the DNP will be delivered using the weekend-college schedule which is a hybrid or Web-enhanced format with select courses online. The proposed courses will be delivered using on campus face-to-face class time as well as online instruction through a learning management system (LMS). Online courses will be evaluated using the Quality Matters Rubric (QM) to ensure that students' achieve the desired learning outcomes. Advantages to this course delivery method include increased access and convenience with online content and role socialization during classroom meetings. VSU nursing faculty have completed training and are qualified to evaluate online courses using the QM rubric. Nursing faculty serve

on the technology committees for the CON as well as for VSU. These faculty members provide training, direction, and guidance to the campus community and beyond in the effective use of technology for online instruction. The learning department offers training services to faculty which includes workshops, individual instruction, brown bag sessions, and conferences to ensure that faculty are proficient in teaching in the online environment.

d. Prioritization within the institution's strategic plan

The DNP program fits within VSU's Strategic Planning Goals, 2011-2016.

Goal 1: (recruit and retain high quality students and provide opportunities leading to academic, professional, and social success) Strategy B (develop degree programs in high need/emerging disciplines) directly supporting institutional objectives. The DNP program will enhance the educational opportunities in VSU's service area and will assist the economic development of the area. The DNP program will address the need for professional workforce development in the area of primary healthcare. The DNP at VSU will provide rural South Georgia a new opportunity in higher education, expanding VSU's commitment to improve higher educational opportunities and thereby the quality of life in its 41 county service area. This service area includes counties that do not compare favorably with the remainder of Georgia's counties or with the state as a whole on any key demographic variables related to education, employment, and self-sufficiency.

VSU is positioned to provide the educational resources required for academic success for the citizens of our region, meeting their documented needs and preferences for regionally-situated access to graduate programs in the health professions

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

The establishment of a DNP program is consistent with the core characteristics of a regional university within the University System of Georgia. This 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 a commitment to scholarly work, reflecting institutional strength and regional need.

The proposed DNP program aligns with and promotes the mission of VSU by providing an advanced nursing degree to graduates of masters programs who seek to meet the requirements for a doctoral degree. The DNP represents the preferred educational preparation of advanced practice nurses. The core of advanced practice nursing includes advanced assessment, advanced pathophysiology, pharmacology, interpretation of diagnostic tests and the management of disease along with, what is the heart and soul of nursing; health promotion for both healthy persons and those dealing with chronic illnesses. Healthcare provider shortages within the state of Georgia as well as nationally illustrate a distinct need for the DNP degree at VSU. Advanced practice nurses must be prepared to assume high-level roles in health promotion and disease management based on the most recent scientific knowledge in the fields of health behavior change, the behavioral sciences, exercise physiology, nutrition, medical anthropology, and nursing science. Factors impacting the successful development of the DNP include rapid expansion of knowledge underlying clinical practice, increased complexity of patient care, concerns about quality of care and patient safety, and shortages of nursing professionals who demand higher levels of preparation for interdisciplinary care. VSU has sufficient academic and scholarly resources for the establishment of this doctoral program.

The AACN is the national voice for America's baccalaureate and higher degree nursing education. The vision of AACN is to prepare all advanced practice nurses at the doctoral level

by the year 2015. This educational mandate has as its goal the production of the most competent nursing clinicians possible to meet the nation's healthcare needs. AACN has always advocated that education makes a difference in clinical practice, and this mandate for change is supported by the research findings documented in the IOM "The Future of Nursing: Leading Change, Advancing Health", October 2010. The IOM has recommended that the number of nurses with doctorates double by 2020. Currently 72% of schools with advanced practice nursing programs are either offering or planning to offer the DNP (AACN 2009 annual survey). An accreditation process exists to assess and affirm the quality of DNP programs and essential curricular requirements have been prescribed by the profession providing substantial and sufficient guidelines for the development of the DNP at VSU. Significant resources such as toolkits, best practices, and templates exist to guide the development of the DNP program, providing evidence of a strong nation-wide discipline specific support system of the DNP as educational standard for advanced practice nursing.

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

In order to meet the institutional mission, the CON must provide nursing education to meet the needs of current and future students of VSU. The proposed DNP program addresses need for increased numbers of primary healthcare providers for rural Southern Georgia consistent with contemporary professional standards. At the time of this proposal, three USG institutions and two private institutions offer the DNP. Ideally, all programs within the state preparing nurse practitioners should house the DNP.

Table 3

Georgia Institutions Offering a Doctor of Nursing Practice

Type of Degree	Major	Institution
Public Institutions		
Doctor of Nursing Practice	Nursing	Georgia College and State University
Doctor of Nursing Practice	Nursing	Georgia Health Sciences University
Doctor of Nursing Practice	Nursing	Georgia Southern University
Private Institutions		
Doctor of Nursing Practice	Nursing	Brenau University
Doctor of Nursing Practice	Nursing	Mercer University

Source: USG Degrees and Majors (2011) at:

https://app.usg.edu/dmafinal/dma_text_search.show_results_screen?p_search_value=Doctor+of+Nursing+Practice

In addition to the USG institutions listed in Table 3, three neighboring institutions award related degrees: the University of Florida (Gainesville), 114 miles away from Valdosta; Florida State University (Tallahassee), 90 miles from Valdosta; and the University of North Florida (Jacksonville), 125 miles from Valdosta.

Table 4 reveals that four of the 35 USG institutions (11.4%) currently offer a DNP degree program. The most recent enrollment in these programs, from Fall 2008, places USG enrollment at 65 graduate nursing students. From Fall 2006 to Fall 2008, the USG programs have enrolled a total of 155 students, averaging approximately 52 students per year. USG Degrees Conferred by Program and Year

Table 5 shows the number of degrees conferred by program and fiscal year. Of the four USG institutions, only Georgia Health Sciences University has conferred a total of 72 degrees over the past five fiscal years, averaging 18 per year since FY2007. The number of degrees conferred has experienced a 44.4% increase since FY2007. Based on the degrees conferred trend, one could forecast 19 degrees conferred for FY2011.

Over the past three years, the related programs have seen a 91.2% increase in student enrollment. Based on the enrollment trend over the three fall terms, one could forecast the USG enrollment of these programs to be approximately 180 students. Due to small numbers in the fall enrollment of the past three years, this projection may be high.

Table 4

USG Enrollment in Doctor of Nursing Practice Programs, Fall 2004-Fall 2008

DNP Programs	Enrollment					Average
	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	
Georgia Health Sciences University	N/A	N/A	34	56	53	48
Georgia Southern University	N/A	N/A	N/A	N/A	12	12
Total	N/A	N/A	34	56	65	52

Note: Kennesaw State University and Georgia College & State University programs did not have any data from Fall 2004-Fall 2008. Source: USG Five-Year Enrollment Trends 2004-2008.

Table 5

USG Degrees Conferred for Doctor of Nursing Practice Programs by Year, FY2006-FY2010

DNP Program	CIP: 51.3808*					Average
	FY2006	FY2007	FY2008	FY2009	FY2010	
Georgia Health Sciences University	N/A	9	27	23	13	18
Total	N/A	9	27	23	13	18

**This CIP was changed from 51.1608 to 51.3808 in 2010. Note: Georgia Southern University, Kennesaw State University, and Georgia College & State University did not have DNP degrees conferred from FY2006-FY2010. Source: USG Degrees Conferred Report, FY2006-FY2010.*

Potential Candidates

Based on enrollment projections for advanced practice nursing indicated in Table 6, *Master's Degrees in a Nursing Related Field Conferred Throughout USG, Fall 2006-2010*, a minimum of 80 DNP placements a year is needed to appropriately prepare graduates for practice consistent with professional expectations. VSU CON has experienced a steady increase in MSN

enrollments in the NP track over the past four years, indicating significant growth among our students, as well as other programs in the state, for access to the DNP.

In our conversations with prospective DNP students in South Georgia and among current DNP students enrolled in current programs, **students express a strong desire to have a program in South Georgia that meets their needs for personal contact, weekend scheduling to avoid conflicts with current employment responsibilities, and consistent contact with primary health care providers in their own region. The current programs in our region do not meet these needs.**

Over the past five fiscal years, a total of 993 degrees have been conferred, averaging approximately 199 per year. The number of bachelor and master's degrees conferred has experienced a 44.4% increase since FY2006. Based on the degrees conferred trend, one could forecast approximately 329 master's degrees conferred in FY2011. If these students were to continue their education, they could be potential students for the DNP program if offered at VSU.

Table 6

Master's Degrees in a Nursing Related Field Conferred Throughout USG, Fall 2006-Fall 2010

Program	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	Total	Average
Family Practice Nurse Practitioner	72	63	91	80	96	402	80
Nursing Administration	9	5	19	80	2	40	8
Registered Nurse Training	81	83	121	130	136	551	110
Grand Total	162	151	231	215	234	993	199

Source: USG Degrees Conferred Report, FY2006-2010.

Prospective Students

Table 7 shows the results of the needs assessment of prospective DNP applicants among our currently enrolled master's students which indicates strong support of the proposed DNP. Of

the 42 graduates students enrolled in 2011, eight (8) students have definite plans to enroll in a DNP program at VSU if approved, and 48% of the students (20/42) indicate they anticipate enrolling in a DNP program within the next five years. Forty-four percent (4 out of 9) new applicants to the NP program indicate a strong desire to enroll in the DNP. Among the BSN graduates surveyed in 2011, 85% indicate they will be enrolled in graduate programs leading to the DNP within the next five years. Eighty percent of those respondents indicated they are considering continuing their education at VSU.

Table 7

Selected Responses of Interviews with Currently Enrolled and New Applicant NP Students

Question	Number	Percent
MSN: I am strongly interested in pursuing the DNP within the next five years.	20/42	48%
MSN-NP: I will definitely enroll in a DNP program if offered at VSU	8/27	31%
MSN: I am applying to the VSU NP program with the intent of eventually completing the DNP	4/9	44%
BSN: I plan to be enrolled in graduate study within five years.	76/89	90%
BSN: I plan to pursue the DNP within five years.	65/76	85%
BSN: I prefer to continue my nursing education at VSU	52/65	80%

Potential Careers and Occupations

Students who graduate with a DNP are prepared to assume scholarly practice positions as advanced practice nurses in primary health care and in acute care settings, healthcare administrators, nursing educators, and clinical health educators. DNP graduates are expected to significantly impact health policy development, public health, and professional regulatory systems through their roles in advanced practice (AACN, 2004; AACN, 2006; Carlson, 2007).

Additional preparation is needed for advanced practice nursing so that future graduates will meet national and state educational and credentialing expectations. DNP graduates--prepared as expert clinicians, policy makers, administrators, and teachers--will assist in the

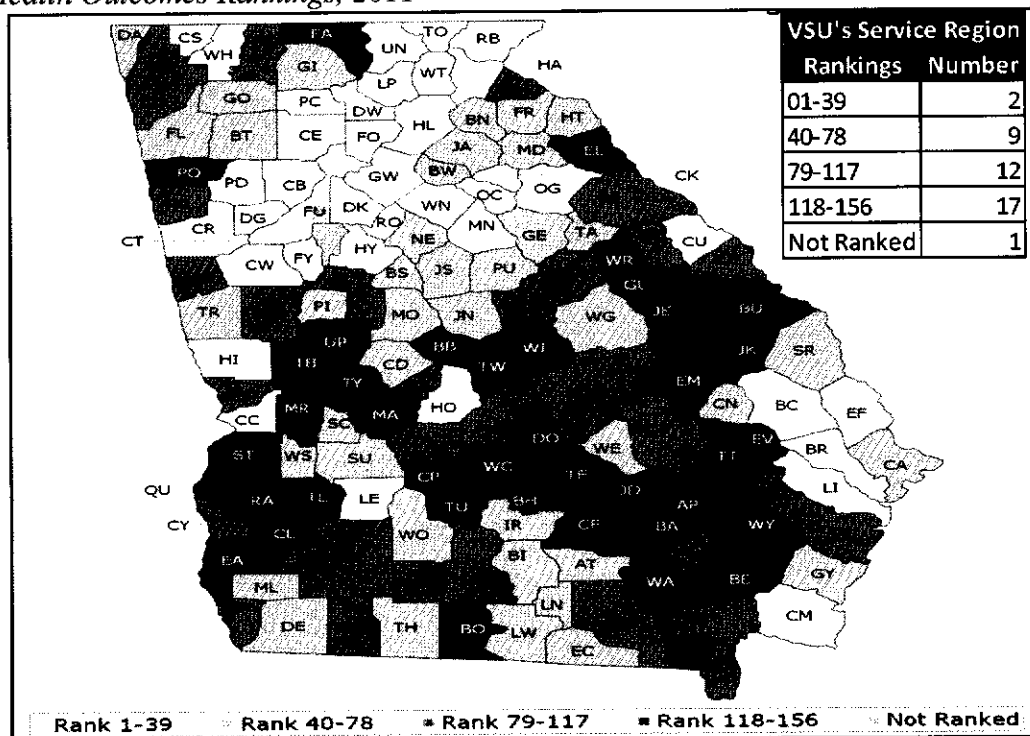
education and clinical training of new nurses and the professional development of registered nurses in nursing schools, hospitals, and community agencies. Given VSU's proximity to Florida and Alabama, nurses seeking the practice doctorate from South Georgia may elect to seek education in one of those states, which could potentially impact the number of healthcare professionals within South Georgia as graduates are recruited in those states for employment.

Health Data for VSU's 41 County Service Region

Table 8 shows the 2011 Health Outcomes rankings for the 159 counties in Georgia according *County Health Rankings*. Approximately 717% (29 counties) of the counties within VSU's 41 county service region are ranked 79th or higher, which indicates the overall poor general health of the citizens in South Georgia. Two South Georgia counties, Lee and Camden, are exceptions, which are ranked between 1-39.

Table 8

State Health Outcomes Rankings, 2011



Source: County Health Rankings, 2011.

Table 9 shows the health issues for VSU's service region for 2011. The majority of the counties within VSU's service region are ranked 79th or higher for both the Health Behaviors and Clinical Care health factors (53.7% for both factors). Most important within the Clinical Care factor, 44% (18 counties) are ranked in the lowest rankings for the Quality of Care provided.

Table 9

VSU's 41 County Service Region Health Factors Data for Selected Chronic Illnesses, 2011

Health Factors	Health Issues	Rankings					Total Counties
		01-39	40-78	79-117	118-156	Not Ranked	
Health Behaviors	Smoking	8	21	1	10	1	41
	Diet and Exercise	3	10	11	16	1	41
	Alcohol Use	10	10	8	12	1	41
	Unsafe Sex	3	5	13	19	1	41
	Average	6	12	8	14	1	41
Clinical Care	Access to Care	11	11	12	6	1	41
	Quality of Care	8	6	8	18	1	41
	Average	10	9	10	12	1	41

Source: *County Health Rankings, 2011.*

Table 10 displays the number of counties within VSU's 41 county services region reporting factors contributing to chronic illness; additionally, the table displays the average percent of the population affected by the factors. Obesity is one of the leading factors contributing to chronic illness within the VSU service region. As of 2011, an average of 30.9% of the VSU service region's population is classified as obese.

Table 10

Number of Counties Reporting and the Average Percent of Population with Factors that Contribute to Chronic Illness, 2011

	Smokers	Obese	Excessive Drinking	Uninsured
Average Percent	22.1%	30.9%	9.2%	22.5%
Number of Counties Reporting	25	41	33	41

Source: *County Health Rankings, 2011*

Table 11 shows the VSU service region's population per one primary care provider. According to *County Health Rankings* (2011), Atkinson, Baker, Echols, Quitman, and Wilcox counties have no primary care providers. Of the 41 counties, 51% (21 counties) have a ratio of 585 to 1,671 people per primary care physician. The graduates of the VSU NP track have remained in the service area to practice after graduation and most of these graduates are providing care to underserved populations in rural South Georgia.

Table 11

VSU's Service Region Population Primary Care Provider Ratio, 2011

Population	Number
585 - 1,143	11
1,144 - 1,671	10
1,672 - 2,622	9
2,623 -10,268	6

Note: Five counties within VSU's service region did not report any primary care providers.
 Source: *County Health Rankings, 2011.*

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

Personnel

VSU has developed resources to meet the needs of a DNP program through the establishment of faculty credentials, clinical partnerships, and practice models appropriate for clinical immersion experiences of our DNP students. Table 12 lists a summary of graduate faculty members in VSU's CON. VSU has a rich diversity of academic preparation among the faculty designated to teach in the DNP program. Their credentials come from varied institutions, including Arizona State University, Georgia State University, Columbia University, Nova

Southeastern University, and Texas Woman's University. Faculty members specifically prepared in DNP programs from the University of Massachusetts, the University of Florida, Georgia Southern University, and Georgia Health Sciences University have been identified to provide leadership for DNP coursework. A total of six faculty members are currently credentialed as nurse practitioners; we anticipate two additional faculty will be credentialed as nurse practitioners by 2013.

The current emphasis on scholarship productivity and faculty practice is reflected in close workload management and access to Faculty Scholarship funding for reassigned time for research and other scholarship. A successful faculty search in 2011 has resulted in the expectation that all faculty vacancies will be filled by August 2012, thus decreasing the requirement for faculty overload assignment and reallocation of resources to support the DNP program.

Through grant funding and funding from the Graduate School, the CON staffing has expanded. In 2010 five additional graduate assistants have been assigned to specific research and grant activities, supporting the work of graduate faculty to develop and implement the DNP program.

Table 12

Summary of Credentials of Graduate Faculty

Name	Degree/Credentials	Institution for Highest Degree	Notes*
Denise Atkinson	MSN, FNP-BS	Albany State University	Enrolled in post masters Psychiatric/Mental Health NP program
Melissa Benton	PhD, GCNS-BC, FACSM	University of Arizona	
Bonni Cohen	MSN, ANP-BC, CNS, FNP-BC, CHFNP	University of Massachusetts	Enrolled in DNP program

Name	Degree/Credentials	Institution for Highest Degree	Notes*
Brenda Dyal	DNP, FNP-BC	University of Florida	
Myron Faircloth	DNP, FNP-BC	Georgia Southern University	
Linda Floyd	EdD, CNL	Georgia State University	Enrolled in post doctoral NP program
Anita Hufft	PhD	Texas Woman's University	Advanced Practice Forensic Nurse
James Humphrey	PhD, CNS, CNL	Georgia State University	
Selen Lauterbach	EdD, MSPH	Columbia University	
Michelle Ritter	MSN, FNP	Georgia Health Sciences University	Enrolled in DNP program
Maura Schlairet	EdD, CNL	Valdosta State University	Enrolled in post doctoral Bioethics & Health Policy MA
Maria Whyte	DHSC, ARNP	Nova Southeastern University	

*reflects current institution if enrolled in DNP or other graduate coursework

The DNP program is designed for both the full time student and the working professional, requiring a part-time plan of study. The classes will be held in the weekend college format, which provides for traditional academic face-to-face combined with Learning Management System-based online learning. Currently, six graduate nursing faculty members are advanced practice nurses and are in faculty practice sites and clinical practice where DNP students can observe the competencies and clinical skills necessary for the advanced practice nurse. In addition, another nurse practitioner faculty member is prepared to assume graduate clinical teaching assignments, if needed.

Building on the existing graduate curriculum, which is delivered in hybrid format, all faculty members have experience teaching online. Sufficient resources within the CON and throughout the campus are available to support the development and delivery of DNP coursework. VSU has served as a leader in the state in developing quality online graduate level

programs, the use of Prior Learning Assessment to accelerate the progress of qualified students, and face-to-face graduate pedagogies.

Clinical Practicum Resources

VSU CON has clinical contracts with 18 dedicated clinical sites which include primary practice, specialties, as well as hospitals (see Table 13). There are 37 healthcare providers who practice at these sites and precept our students (see Table 14). These clinical settings provide consistent, quality opportunities for modeling and practice of the leadership and clinical skills required to improve healthcare outcomes at the individual and aggregate levels.

Table 13

Type and Number of Clinical Sites

Type of Clinical Site	Number of Sites
Primary Care	13
Dermatology	1
Cardiology	1
Women's Health	1
General Hospital Emergency Rooms	2
Total number of clinical sites	18

Table 14

Type and Number of Clinical Preceptors

Type of Provider (Preceptors)	Number of Providers
Nurse Practitioner	23
Physician	11
Physician Assistant	3
Total number of preceptors	37

Library

The Odum Library contains the nursing collections of the University.

In recent years the Odum Library has expanded its size and added new features including an Internet Café, an auditorium, computer labs, classrooms, and a new archives section. The library is designed to facilitate research and study with open stacks and assistance from reference librarians.

The Odum Library contains many resources for successful delivery of our hybrid/online program. The library provides resources for on-campus and online students. From embedded librarians to the library collection, the University provides a variety research and academic materials to support student success.

The course-embedded librarian allows an instructor and student to work directly with a specific librarian to support the research need of the students. The instructor-provided link on the Web course page allows for student access the librarian directly. The instructor works with this librarian to provide background on the types of resources and specific research needs for the course and assists with strengths and weakness assessment of the holdings specific for the nursing department has been identified as an especially significant resource for the development of evidence-based clinical projects for clinical practica.

The library collection contains over 482,000 print volumes, 1,100,808 units of microprint, and over 96,000 government documents. The library houses subscription to nearly 3,000 print periodicals. Electronic subscriptions and databases are maintained locally and in Georgia Library Learning Online (GALILEO). Complete details on Library collections and holdings can be access at the following:

Odum Library: <http://books.valdosta.edu/>

VSU Fact Books: <http://www.valdsota.edu/sra/publications/index.htm>

VSU programs receive an annual budget from the library of over \$21,000, based on enrollment numbers. The Odum Library allocation to the CON is currently \$25,650; a request will be submitted for an increase in library allocation to support the DNP program in order to obtain access to research databases and access to selected clinical publications such as the *Cochrane Review*, *NP Practice Management*, *Nurse Practitioners Prescribing Reference Journal*, and the *Journal of the American Medical Association*. In addition, the VSU budgetary process provides opportunities for the submission of strategic initiatives focusing on specific budgetary resources for academic programs.

The HUB, a faculty resource located in Odum library, is a valuable resource for all faculty members. It provides the University with a clearinghouse for collegial, professional development of teaching and learning. It is a location and a method of developing and testing instructional materials and disseminating success and best practice. The HUB Learning Cooperative is defined as "*an autonomous association of persons united voluntarily to meet their common educational, social and cultural needs and goals through a jointly-owned and democratically-controlled enterprise.*"

Physical Space

Our current facility, Martin Hall, is outdated but provides sufficient space and physical resources to implement the DNP program. The weekend college schedule for graduate coursework expands the utilization of space for seminar, and the current graduate research space is adequate to support doctoral students.

The Board of Regents approved planning for the construction of a new Health Sciences/Business Administration Complex, to be built on the north campus, across from the South Georgia Medical Center. If approved by the state legislature in 2012, construction would

begin as early as 2013. The entire VSU campus has grown about 3% each year for the past six years and this growth is a significant source of sustained funding and academic vitality.

Budgeting Process at Valdosta State University

The academic unit budgets are issued at the beginning of each fiscal year and reflect the operating and personnel resources approved by the University's Planning and Budget Process. The development of the VSU budget begins with an enrollment analysis facilitated by Strategic Research and Analysis (SRA) in collaboration with Admissions and Academic Affairs. This analysis includes elements such as historic enrollment trends, acceptances, total number of available beds in student housing, number of housing applications, number of students attending orientation sessions, and ultimately the number of registered students. This enrollment estimate serves as the foundation for the budget amounts calculated in each fund below. Once the revenue budget is established, Budget Services makes recommendations regarding anticipated continuing expenditures against this revenue, including items such as state-mandated budget reductions, increases to minimum wage requirements, and increases in health contributions. The remaining revenue is allocated to several funds, based on processes described in further detail in this document.

The budget process at VSU goes beyond the base operating budgets to include a variety of funding pools designed to meet our instructional and scholarly mission. Budget Services recommends to the Planning and Budget Council allocation of those monies to various funding "pools" based on a variety of data-driven factors. These pools are separate line items in the Education and General budget, and are subject to open budget processes.

Strategic Focus Pool – The majority of resources allocated within the Education and General Fund enable the University to meet its routine operating demands in order to fulfill the

academic mission. However, even in challenging fiscal times, forward-thinking institutions provide opportunities for new program development and innovative endeavors. The Strategic Focus pool is designed to foster growth that is specifically targeted towards one or more areas the university community has identified as key priorities (recruitment, retention, scholarship, financial resources, and new academic initiatives). The DNP Program Proposal for funding to support library acquisitions, additional FTE in second year, and reinstatement of the Assistant Dean position will be requested through the Strategic Focus 2013 application process, consistent with the mission of VSU and the expectation for growth in professional doctoral programs. ***Other special funding pools*** will be accessed through budget proposal to support graduate stipends (3 per year), to attract and retain increased graduate student enrollment. ***Faculty Personnel Funding*** allocates proportion of new tuition revenues from the Education and General fund to Academic Affairs specifically to meet instructional personnel needs. This funding will be accessed to support the appointment of part time clinical faculty in order to reassign current graduate faculty, who usually teach across programs, to the DNP program.

The Division of Information Technology (DIT) provides support to the University's mission of teaching and learning, research, and service by expanding access to a sound, secure, and sustainable technology infrastructure in terms of business intelligence, instructional technology, information systems, networking, and client support. The DIT is responsive the needs of the CON maintaining our smart classrooms, regularly replacing or renewing faculty and staff computers on a three-four year rotation, and helping us manage the technology interface. Advanced software required for the DNP program will be funded through the CON technology budget, with revenues migrating from selected masters level allocations as other tracks (maternal child, adult health generalist, nursing administration, and care manager) are

retired. Members of the IT staff serve on the Technology Advisory Committee of the CON, assisting in the development of a strategic plan for technology, developing cost/benefit analyses of technology purchases, and recommending better ways to use the technology available to us on the VSU campus. As members of our IT Advisory Committee they have been part of the planning for resources for the DNP program.

The **Distance Learning Department** provides support for all Learning Management System (LMS) users, faculty support in design, development, and implementation of online and hybrid courses, professional development for faculty and staff in LMS and distance learning technologies, development of training materials, and assistance to faculty and staff.

Capital Expenditures at Program Start-up and when the Program Undergoes its First Comprehensive Review.

The substantive change report must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. The substantive change report is submitted by the chief nurse administrator and must document the nature and scope of the substantive change. The report also must document how, if at all, the change affects the program's compliance with the accreditation standards. The fee to add a new program level applies to any program that holds accreditation by CCNE (e.g., baccalaureate), and adds a new program level (e.g., master's or DNP). CCNE invoices for the new program fee in advance of the on-site evaluation (CCNE, 2011).

5. Curriculum: List the entire course of study required and recommended to complete the degree program. Provide a sample program of study that would be followed by a representative student.

The DNP program was developed to meet the goals of educating nurses for advanced practice consistent with contemporary professional expectations, to provide a high level of education with emphasis on interdisciplinary partnerships with other healthcare professionals and leadership in the healthcare arena. A review of doctoral programs in Georgia and across the United States revealed that most programs were offered in formats reflecting recommendations by AACN (2006) for program length. The DNP program at VSU is designed to be completed in 7 to 8 semesters of part time study, with students taking 6 credit hours per semester with the exception of semester 1- when students take 4 credit hours of course work. Table 15 illustrates a sample program of study that would be followed by the first cohort.

Table 15

Sample Program of Study

Semester/Year	Course Number/Title	Credit Hour	Clinical Hour
Fall 2012	NURS 9011 Biostatistics	3	0
	NURS 9100 DNP Foundations Seminar	1	0
	Total Semester Hours	4	0
Spring 2013	NURS 9200 Advanced Applications of Evidence-Based Practice	3	0
	NURS 9110 Principles of Epidemiology	3	0
	Total Semester Hours	6	0
Summer 2013	NURS 9210 Leadership & Role Development in Practice	3	0
	NURS 9120 Policy, Finance & Health Systems	3	0
	Total Hours Semester	6	0
Fall 2013	NURS 9130 Informatics for Advanced Practice Nursing	3	0
	NURS 9220 Population Health for Advanced Practice Nursing	3	0
	Total Hours Semester	6	0
Spring 2014	NURS 9XXX Nursing Elective 1	3	0
	NURS 9230 Health Ethics	3	0
	Total Hours Semester	6	0
	OR		
	NURS 9XXX Nursing Elective 1	3	0
	NURS 9230 Health Ethics	3	0
NURS 9400 DNP Clinical Project 1	3	0	
Total Hours Semester	9	0	

Semester/Year	Course Number/Title	Credit Hour	Clinical Hour
Summer 2014	NURS 9XXX Nursing Elective II	3	0
	NURS 9400 DNP Clinical Project I	3	0
	OR		
	NURS 9XXX Nursing Elective II	3	0
	NURS 9410 DNP Clinical Project II	3	150
	Total Hours Semester	6	150
Fall 2014	NURS 9300 DNP Residency I	3	180
	NURS 9410 DNP Clinical Project II	3	150
	Total Hours Semester	6	330
	OR		
	NURS 9300 DNP Residency I	3	180
NURS 9310 DNP Residency II	3	180	
	Total Hours Semester	6	360
Spring 2015	NURS 9310 DNP Residency II	3	180
	Graduation 1st Cohort		
	Total semester credits/clinical hours	3	180
	TOTAL PROGRAM CREDIT HOURS/CLINICAL HOURS	43	510

Sample Plan of Study illustrates both options- these include program completion in 7 or 8 semesters of continuous course work.

Recommendations for post BSN DNP programs are three calendar years, or 36 months of full-time study including summers, or four years on a traditional academic calendar. Post-masters DNP programs require a minimum of 12 months of full-time, post-master's study to acquire the additional doctoral level competencies. The DNP will culminate with an Evidence-Based Clinical Project related to the student's clinical immersion experience. To meet the rigors of a clinical doctoral degree the following courses are proposed:

a. Clearly differentiate which courses exist and which are newly developed courses.

Course Name	Credit Hours	Existing or Newly Developed
NURS 9011 Biostatistics	3	New
NURS 9100 DNP Foundations Seminar	1	New
NURS 9110 Principles of Epidemiology	3	New
NURS 9120 Policy, Finance & Health Systems	3	New
NURS 9130 Informatics for Advanced Practice Nursing	3	New
NURS 9200 Advanced Applications of Evidence-Based Practice	3	New
NURS 9210 Leadership and Role Development in Practice	3	New

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Course Name	Credit Hours	Existing or Newly Developed
NURS 9220 Population Health for Advanced Practice Nursing	3	New
NURS 9230 Health Ethics	3	New
Electives	6	Existing
NURS 9300 DNP Residency I	3	New
NURS 9310 DNP Residency II	3	New
NURS 9400 DNP Clinical Project I	3	New
NURS 9410 DNP Clinical Project II	3	New
Total	43	

b. Append course descriptions for all courses (existing and new courses). Course descriptions are included in Table 16: *Relationships Among DNP Courses, AACN DNP Essentials (2006) and VSU DNP Program Outcomes.*

c. When describing required or elective courses, list all course prerequisites.

Course prerequisites are identified on each course syllabus. All course syllabi are included in Appendix A.

d. Provide documentation that all courses in the proposed curriculum have met all institutional requirements for approval.

All new courses have been approved by the CON and the University's Graduate Executive Committees. Final approval of all new courses and addition to the catalog is pending new program approval by the Board of Regents. Request for new course forms are included in the supporting documentation along with individual syllabus.

e. Append materials available from national accrediting agencies or professional organizations as they relate to curriculum standards for the proposed program.

Links to the *American Association of Colleges of Nursing Essentials (2006)*; the *Commission on Collegiate Nursing Education Standards for the Accreditation of Baccalaureate and Graduate*

Degree Nursing Programs (2009) and the National Organization of Nurse Practitioner Faculties Competencies for Nurse Practitioners (2011).

<http://www.aacn.nche.edu/ccne-accreditation/standards09.pdf>

<http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf>

<http://www.nonpf.com/associations/10789/files/IntegratedNPCoreCompsFINALApril2011.pdf>

f. Indicate ways in which the proposed program is consistent with national standards.

The DNP courses presented in this proposal have been developed using the AACN DNP Essentials (2006) document as evidenced on Table 16.

Table 16

Relationships among DNP Courses, AACN DNP Essentials (2006) and VSU DNP Program Outcomes.

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
NURS 9011 Biostatistics	Survey of data and data types as a foundation for the scholarship of application, analysis and interpretation of data to solve practice problems and improve population health. Analysis of health data is applied to evaluation of practice outcomes and the development of practice guidelines.	III. Clinical scholarship and Analytical Methods for EBP	<ol style="list-style-type: none"> 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.

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
			<ol style="list-style-type: none"> 3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations. 4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes. 5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations.
NURS 9100 DNP Foundations Seminar	Theoretical underpinnings for the foundation of the Doctor of Nursing Practice role, including developing solutions regarding access to healthcare and equality issues.	<ol style="list-style-type: none"> I. Scientific underpinning II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking III. Clinical scholarship and Analytical Methods for EBP IV. Information Systems/Technology and Patient Care 	<ol style="list-style-type: none"> 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

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
		Technology V. Health Care Policy for Advocacy in Health Care VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice	leadership role in development, evaluation and management of health care systems, resulting in improved quality of care. 3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations. 4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes. 5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations. 6. Educate others about health disparities, cultural diversity and access

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
			<p>to quality care.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.</p> <p>9. Implement the advanced practice nursing role according to national standards.</p>
NURS 9110 Principles of Epidemiology	Application of public health models to the analysis of data to inform clinical practice in health care	III. Clinical scholarship and Analytical Methods for EBP IV. Information Systems/Technology and Patient Care Technology V. Health Care Policy for Advocacy in Health Care VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice	<p>1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP.</p> <p>2. Integrate principles of systems theory, to demonstrate the leadership role in development, evaluation and management of health care systems, resulting in</p>

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
			<p>improved quality of care.</p> <p>3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.</p> <p>9. Implement the advanced practice nursing role according to national standards.</p>
NURS 9120 Policy, Finance and Health Systems	Interrelationships among finance, policy development, health systems organization, and	I. Scientific underpinning III. Clinical scholarship and Analytical Methods for EBP	1. Critique and synthesize scientific, ethical, philosophical and historical

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
	health outcomes at the local, regional, state, and national levels to inform DNP practice.	II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking IV. Information Systems/Technology and Patient Care Technology V. Health Care Policy for Advocacy in Health Care VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice	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 the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations. 4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes. 5. Evaluate, influence and develop health policy at all levels to impact

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
			<p>healthcare for individuals and populations.</p> <ol style="list-style-type: none"> 6. Educate others about health disparities, cultural diversity and access to quality care. 7. Advocate for social justice, equity, and ethical policies in all health care arenas. 8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems. 9. Implement the advanced practice nursing role according to national standards.
NURS 9130 Informatics for Advanced Practice Nursing	Application of information theory and computer technology skills directed towards improving the organization and delivery of healthcare to multicultural populations. This	<p>III. Clinical scholarship and Analytical Methods for EBP</p> <p>IV. Information Systems/Technology and Patient Care Technology</p> <p>V. Health Care Policy for Advocacy in Health Care</p>	<ol style="list-style-type: none"> 1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP 2. Integrate principles

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
	course uses technology for optimizing collection, verification, and utilization of data that relate to generating knowledge for best practice.	VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice	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 the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations. 4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes. 7. Advocate for social justice, equity, and ethical policies in all health care arenas.
NURS 9200 Advanced Applications of Evidence-	Knowledge and resources to develop and implement evidence-based	I. Scientific underpinning III. Clinical scholarship and Analytical Methods	1. Critique and synthesize scientific, ethical, philosophical and

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
Based Practice	clinical and administrative programs in nursing and health care delivery systems. Emphasis is on the evaluation of outcomes of practice, practice patterns, and systems of care.	for EBP V. Health Care Policy for Advocacy in Health Care VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice	<p>historical frameworks and theories to develop and implement the role of the DNP.</p> <ol style="list-style-type: none"> 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 the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations. 4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes. 5. Evaluate, influence and develop health policy at all levels

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
			<p>to impact healthcare for individuals and populations.</p> <ol style="list-style-type: none"> 6. Educate others about health disparities, cultural diversity and access to quality care. 7. Advocate for social justice, equity, and ethical policies in all health care arenas. 8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems. 9. Implement the advanced practice nursing role according to national standards.
NURS 9230 Health Ethics	Application of ethical theories and rational decision-making in health care.	II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking IV. Information Systems/Technology and Patient Care Technology V. Health Care Policy for Advocacy in Health	<ol style="list-style-type: none"> 1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP 2. Integrate principles

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
		Care VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health	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 the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations. 6. Educate others about health disparities, cultural diversity and access to quality care. 7. Advocate for social justice, equity, and ethical policies in all health care arenas.
NURS 9210 Leadership and Role Development in Advanced Practice Nursing	Application of leadership and management theories to the development of the DNP role. Focus is on entrepreneurship, change and interprofessional collaboration.	I. Scientific underpinning II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking III. Clinical scholarship and Analytical Methods for EBP	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,

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
			<p>to demonstrate the leadership role in development, evaluation and management of health care systems, resulting in improved quality of care.</p> <p>3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.</p> <p>9. Implement the advanced practice nursing role according to national standards.</p>
NURS 9220 Population Health for	Principles of disease management, chronic care management,	VI. Interprofessional Collaboration VII. Clinical Prevention	1. Critique and synthesize scientific, ethical,

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
Advanced Practice Nursing	quality, safety, and health policy to improve population health.	and Population Health VIII. Advanced Nursing Practice	<p>philosophical and historical frameworks and theories to develop and implement the role of the DNP</p> <ol style="list-style-type: none"> 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 the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations. 4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes. 5. Evaluate, influence and develop health

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
			<p>policy at all levels to impact healthcare for individuals and populations.</p> <ol style="list-style-type: none"> 6. Educate others about health disparities, cultural diversity and access to quality care. 7. Advocate for social justice, equity, and ethical policies in all health care arenas. 8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems. 9. Implement the advanced practice nursing role according to national standards.

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
NURS 9300 DNP Residency I	Application of design, delivery, and evaluation of comprehensive, evidenced-based care to individuals, aggregates, and populations in an intense practice immersion.	I. Scientific underpinning II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking III. Clinical scholarship and Analytical Methods for EBP IV. Information Systems/Technology and Patient Care Technology V. Health Care Policy for Advocacy in Health Care VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice	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 the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations. 4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
			<p>outcomes.</p> <ol style="list-style-type: none"> 5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations. 6. Educate others about health disparities, cultural diversity and access to quality care. 7. Advocate for social justice, equity, and ethical policies in all health care arenas. 8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems. 9. Implement the advanced practice nursing role according to national standard
NURS 9310 DNP Residency II	Application of practice to improve health care outcomes. Supervised clinical experience integrates the role of the DNP	I. Scientific underpinning II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking	1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
	<p>into clinical practice using leadership, consultation, advocacy, and interdisciplinary collaboration. Clinical learning is directed at strategies to improve the safety and quality of health care for diverse populations.</p>	<p>III. Clinical scholarship and Analytical Methods for EBP IV. Information Systems/Technology and Patient Care Technology V. Health Care Policy for Advocacy in Health Care VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice</p>	<p>theories to develop and implement the role of the DNP</p> <ol style="list-style-type: none"> 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 the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations. 4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes. 5. Evaluate, influence and develop health policy at all levels to impact healthcare for

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
			<p>individuals and populations.</p> <ol style="list-style-type: none"> 6. Educate others about health disparities, cultural diversity and access to quality care. 7. Advocate for social justice, equity, and ethical policies in all health care arenas. 8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems. 9. Implement the advanced practice nursing role according to national standards.
NURS 9400 DNP Clinical Project I	Development of the proposal for the DNP capstone project. This project should demonstrate the student's ability to appraise and translate theory and evidence into practice as well as to demonstrate ability to lead and practice at the highest	<ol style="list-style-type: none"> I. Scientific underpinning II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking III. Clinical scholarship and Analytical Methods for EBP IV. Information Systems/Technology and Patient Care 	<ol style="list-style-type: none"> 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

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
	level of professional, clinical practice.	Technology V. Health Care Policy for Advocacy in Health Care VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice	leadership role in development, evaluation and management of health care systems, resulting in improved quality of care. 3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations. 4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes. 5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations. 6. Educate others about health disparities, cultural diversity and access

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
			<p>to quality care.</p> <ol style="list-style-type: none"> 7. Advocate for social justice, equity, and ethical policies in all health care arenas. 8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems. 9. Implement the advanced practice nursing role according to national standards.
NURS 9410 DNP Clinical Project II	Focus on implementation, evaluation and dissemination of the DNP capstone project. This is a systematic investigation of a clinical question which demonstrates the student's ability to appraise and translate theory and evidence into practice and to demonstrate ability to lead and practice at the highest level of professional,	I. Scientific underpinning II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking III. Clinical scholarship and Analytical Methods for EBP IV. Information Systems/Technology and Patient Care Technology V. Health Care Policy for Advocacy in Health Care VI. Interprofessional Collaboration	<ol style="list-style-type: none"> 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

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
	clinical practice.	<p>VII. Clinical Prevention and Population Health</p> <p>VIII. Advanced Nursing Practice</p>	<p>improved quality of care.</p> <p>3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.</p> <p>5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations.</p> <p>6. Educate others about health disparities, cultural diversity and access to quality care.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p>

Course Number and Title	Course Description	AACN Essential	VSU DNP Program Outcome
			8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems. 9. Implement the advanced practice nursing role according to national standards.

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

Capstone Project

Doctoral students are required to complete an advanced practice project. The DNP project produces a tangible and deliverable academic product derived from the practice immersion experience and reviewed and evaluated by an academic committee. The final DNP product documents outcomes of the student's educational experiences, provides a measurable medium for evaluating the immersion experience, and summarizes the student's growth in knowledge and expertise, serving as a foundation for future clinical scholarship. Resources for immersion experiences and the capstone project are identified in the document, **Clinical**

Practicum Resources, above. Residency requirements and progression policies are consistent with those of the Graduate School.

h. Indicate the adequacy of foundation course offerings to support the new program.

The master's level adult gerontology nurse practitioner curriculum was revised in 2010, and then reviewed and approved by CCNE during a site visit in April 2011. All NP graduates have passed the certification exam and have found employment. The nurse practitioner curriculum is the foundation for the post-masters DNP reflected in this proposal.

6. Admissions criteria.

This DNP proposal reflects the post-masters coursework required to meet the expectations for the practice-focused doctoral program designed to prepare experts in specialized advanced nursing practice. Students desiring to enter the program who have not previously earned the master's degree and certification as an adult/gerontology nurse practitioner or Family Nurse Practitioner must complete that coursework and be certified prior to acceptance in the DNP program.

The focus on clinical practice builds upon the foundation of the Advanced Practice Registered Nurse (APRN) role. This proposed program at VSU is directed toward Adult Health Gerontology Nurse Practitioner (AHGNP) and Family Nurse Practitioners (FNP). All applicants' prior course work (including documented academic clinical hours and post-graduate practice experience) will be reviewed by a DNP Admissions Committee. The DNP Admissions Committee will review DNP portfolios and applications.

Post-Master's DNP Admission criteria include the following:

- 1) Master's degree in the proposed field of study (MSN) from a CCNE or NLNAC accredited program;

- 2) Minimum graduate GPA of 3.0 (on a 4.0 scale);
- 3) Minimum acceptable scores on either the Graduate Record Examination (GRE) or Miller Analogies Test (MAT):
 - a) GRE
 - i) Verbal – 400 (before August 1, 2011) or 146 (if taken after August 1, 2011)
 - ii) Analytical – 3.5
 - b) MAT - 400
- 4) Current license/ approval to practice as an Advanced Practice Registered Nurse in the state of Georgia, along with documentation of national certification as an AGNP or FNP;
- 5) Documentation of current malpractice insurance of \$1,000,000/\$3,000,000;
- 6) American Heart Association Healthcare Provider BLS certification;
- 7) VSU medical form;
- 8) DNP application portfolio to include the following:
 - a) Essay (Statement of Goals) (double-spaced, 1,500 word limit, using APA guidelines) describing the following:
 - i) Academic expectations of the program.
 - ii) The DNP effect on the student's future career.
 - iii) The experiences (clinical, educational, or leadership) that have best prepared the student for doctoral study.
 - iv) Future goals (where do students see themselves five years post-graduation).
 - v) The most difficult issues facing students in the DNP program and how they plan to handle them?
 - b) Four Letters of Recommendation, two in each area: academic and clinical

- c) Resume/Curriculum Vitae to include the following:
 - i) Research experience
 - ii) Publications (identify refereed)
 - iii) Professional presentations (identify refereed)
 - iv) Community service projects

- 9) International applicants must meet all admission criteria and documentation requirements as defined by the University; however, additional documentation may be required. Please review the information below for specific information and guidelines.
 - a) Test of English as a Foreign Language (TOEFL) Exam. The TOEFL exam is required for applicants whose first language is not English based on country of citizenship. International applicants whose first language is not English but who have earned a bachelor's degree or higher from a U.S. institution may be exempt from the TOEFL exam.

 - b) Professionals holding a clear and valid nursing license in the state of Georgia whose visas prohibit enrollment in graduate programs must submit the Certificate of Finances. The Certificate of Finance is required of any applicant requiring a student visa to enter or remain in the United States to complete his or her studies. This document is considered a part of the application for admission, and applications will not be reviewed without this document. Applicants who do not require an I-20 student visa to complete their studies are exempt from this requirement.

 - c) Evaluation of International Transcripts - Applicants who have completed coursework at an institution outside of the United States must submit a course-by-course evaluation of the coursework. This transcript evaluation must be completed by an international

education credentials evaluation service, such as Josef Silny, ECE, etc. The transcript evaluation does not replace the transcript requirement. Official transcripts are still required.

10) Successful interview with the DNP Admissions Committee.

11) Complete submission of documentation:

- a) Graduate School Admission Application
- b) Graduate Nursing Program Admission Application.

Transfer credit: A maximum of 6 credit hours will be accepted in transfer from another accredited higher education institution. Transfer credit is not automatic and is evaluated after admission to the program. All credit hours accepted as transfer credit must be reviewed and approved by an advisor. Transfer credit must satisfy requirements for courses taught in the College of Nursing Graduate Program (e.g., minimum grade of B), be consistent with the student's approved program of study, and be from a regionally accredited college or university. Faculty members retain the right to determine course equivalency to meet program requirements and thus be accepted for transfer. Thesis and dissertation credits cannot be transferred. The student must provide documentation in support of equivalence, such as a course syllabus, transcript, term paper, and /or instructor documentation. Equivalence is determined by the Program Coordinator or Dean.

Course Time Limits: There is a seven-year time limit on graduate credit. If a DNP student does not complete the degree in seven years, the student may have to retake some classes that were taken at the beginning of graduate studies.

Grades: Students in DNP coursework must maintain a 3.0 average (B or better) in coursework to proceed in the doctoral program and be eligible to graduate. Grades in all courses applied toward

the doctorate must be B or better. Students will become academically ineligible when any of the following occur in course work of an approved program of study: 1) a grade of D, F, or WF in any course; 2) a grade of C in any two courses; or 3) the minimum 3.0 average is not achieved within the minimum number of semester hours required for the degree.

Faculty Advisor: Each student will be assigned a faculty advisor upon admission. The role of the faculty advisor is to mentor the student, provide advice and academic support as needed, monitor progress, and to be available for assistance as appropriate. The faculty advisor will advise the student with regard to electives and modifications to the program of study, which must be approved by the Graduate Program Coordinator to verify that desired course offerings are available in the sequence desired to ensure timely completion of all course work.

7. Availability of assistantships

Assistantships are available through the Graduate School from several funding sources. The CON has received 3 Graduate Student Strategic Assistantship (GSSA) awards from the Graduate School. The GSSA awards are VSU's most prestigious graduate assistantships and provide students with the opportunity to engage in professionally relevant activity under the mentorship of a faculty member. The awards carry a stipend of \$10,000 (\$4,000 fall, \$4,000 spring, \$2,000 summer) and a tuition waiver. Additional graduate assistantships will be funded through available grant indirect funds.

8. Student learning outcomes and other outcomes of the proposed program.

In accordance with *AACN Essentials of Doctoral Education for Advanced Nursing Practice* (2006), the DNP graduate will be able to:

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 the literature; design, implement, and evaluate evidence-based practices that result in safe and effective clinical outcomes for individuals and populations.
4. Use information systems and patient care technologies, applying ethical, regulatory, and legal principles to transform patient care and healthcare systems to maximize healthcare outcomes.
5. Evaluate, influence, and develop health policy at all levels to impact healthcare for individuals and populations.
6. Educate others about health disparities, cultural diversity, and access to quality care.
7. Advocate for social justice, equity, and ethical policies in all healthcare arenas.
8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex healthcare delivery systems.
9. Implement the advanced practice nursing role according to national standards.

9. Administration of the program:

- a. Indicate where the program will be housed within the academic units of the institution.

The DNP program will be housed in the CON at VSU.

- b. Describe the administration of the program inclusive of coordination and responsibility.

The DNP program will be managed by the Associate Dean for Graduate Programs, Research and Evaluation in collaboration with the Graduate Coordinator. The Associate Dean,

the Graduate Coordinator, along with selected DNP faculty, will serve as the coordinating committee for the DNP.

10. Waiver to Degree-Credit Hour (if applicable): If the program exceeds the total credit hours normally associated with similar programs offered both within and outside of the system, provide the institution's rationale for increased credit hour requirements.

No waiver is requested.

11. Accreditation: Describe disciplinary accreditation requirements associated with the program (if applicable).

VSU CON programs are accredited through the Commission on Collegiate Nursing Education (CCNE) which is "an autonomous accrediting agency, contributing to the improvement of the public's health. The Commission ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing".

The policy regarding substantive change notifications can be found in the *CCNE Accreditation Procedures for Accreditation Baccalaureate & Graduate Degree Nursing Programs (Amended April 2009)*, and is as follows:

Irrespective of required annual reports, continuous improvement progress reports, or other reports, the program is required to notify CCNE of any substantive change affecting the nursing program. Substantive changes include, but are not limited to:

- change in degree offerings, program options, and track offerings (including the development, suspension or closing of a track);
- the addition of a new nursing degree (e.g., a master's degree), when another nursing degree (e.g., a baccalaureate degree) is accredited by CCNE

The substantive change report must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change. The substantive change report is submitted by the chief nurse administrator and must document the nature and scope of the substantive change. The report also must document how, if at all, the change affects the program's compliance with the accreditation standards. Continued accreditation of the program is contingent upon the chief nurse administrator's apprising CCNE of substantive changes in a timely manner. The chief nurse administrator is encouraged to contact CCNE staff if there is a question about whether a particular change constitutes a substantive change.

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

Table 17 illustrates projected enrollment for the program for the first 3 years of implementation. The first cohort will be capped at 5 students; subsequent years the number of students per semester will be capped at 10.

Table 17

Projected 3 year enrollment

Enrollment at the Start of the Semester				
August 2012 Cohort #1	August 2013 Cohort #2	August 2014 Cohort #3	August 2015 Cohort #4	August 2016 Cohort #5
5	5	5		
	10	10	10	
		10	10	10
			10	10
				10

Projected enrollments for part-time study are cohort-based. A new cohort of five students will be admitted the first two years of the program, after which a maximum of 10 students will be admitted each August and graduate after seven semesters of course work. A maximum of 30 students will be enrolled at any one time after the fourth year.

13. Faculty

a. Provide an inventory of faculty directly involved with the administration of the program.

Table 18 provides information about the nursing faculty directly involved in the administration of the DNP program. Faculty members teaching in the DNP program include those faculty members with VSU Graduate Faculty Status who have graduate teaching experience in advanced practice nursing and doctoral nursing education, those with the DNP degree, those with NP certification and another terminal degree, and those faculty members who are enrolled in DNP programs and completed a minimum of 18 credit hours post masters in their DNP coursework.

Table 18

Nursing Faculty Involved with DNP Program

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Current Workload
Hufft, Anita	Professor	PhD	BSN, MN, PhD	Nursing	3 instructional 9 administration
Dyal, Brenda	Assistant Professor	DNP	DNP MSN BSN	Nursing	9 instructional 3 faculty practice
Faircloth, John Myron	Instructor	DNP	DNP MSN BSN	Nursing	12 instructional
Whyte, Maria	Assistant Professor	DHSc	DHSs MSN BSN AND	Nursing	3 Graduate Coordinator 6 faculty practice 3 instructional

Faculty Name	Rank	Highest Degree	Degrees Earned	Academic Discipline	Current Workload
Cohen, Bonni	Instructor	MSN	MSN BSN ADN	Nursing	9 Instructional 3 NP coordinator
<p>Explanation of how workload will be impacted by the new program: Current teaching assignments by the DNP faculty will be covered by part-time clinical faculty and existing faculty. Current assignments represent work overload necessitated by vacant positions that are currently being filled. Once these positions are filled, course reassignments will cover the DNP program coursework through the first two years of program growth. We anticipate 6-8 students per year the first two years of program implementation. If enrollment expands to 10-12 students per year the College of Nursing will be in position to document tuition revenues consistent with need for an additional FTE.</p>					
<p>Expected responsibilities in the program: Faculty members teaching in the DNP program will have instructional duties and serve on Capstone Projects as both Chair and committee members. Expected committee work will include instruction, mentoring, guidance, and feedback. Faculty will be expected to be in attendance for scheduled synchronous meetings and events. The program coordinator will provide advisement for all applicants through acceptance into the DNP program and assign them to faculty advisors.</p>					

Total Number of Faculty: 25

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

No new positions are required to begin the DNP program.

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

AACN provided a short list of names of qualified potential external reviewers. Additional Schools of Nursing were contacted for recommendations of potential reviewers.

Recommendations were provided based on the criteria of: 1) school type; 2) program type; 3) location (if possible).

Potential External Reviewers:

Dr. Lynn Babington
Associate Professor, Northeastern University
l.babington@neu.edu
617-373-4603

Dr. Patricia Burns
Professor (Former Dean), University of South Florida
pburns@health.usf.edu
813-974-7863

Dr. Sheila Haas
Professor, Niehoff School of Nursing, Loyola University, Chicago
shaas@luc.edu
773-508-3303

Dr. Jo Snider
Associate Professor, Department Chair, Health Care Environments and Systems
University of Florida, College of Nursing
smidemj@ufl.edu
352-273-6359

Dr. Marcia Stanhope
Professor, University of Kentucky
marcia.stanhope@uky.edu
859-257-9335

15. Fiscal, Facilities, Enrollment Impact, and Estimated Budget

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.

Qualified faculty members have been selected from the VSU CON to administer the DNP program. Each faculty carries the equivalent of 12 credit hours, consisting of teaching, administrative reassigned time, faculty practice, and scholarly reassigned time. No faculty will be required to work overload. It is anticipated that during the initial two years of the DNP program implementation there will be no requirement for additional FTE. Once the enrollment exceeds 20 students, an additional FTE will be required.

	First Year FY	Second Year FY	Third Year FY	Fourth Year FY
I. ENROLLMENT PROJECTIONS				
Student Majors	5	15	25	30
Shifted from other programs	0	0	0	0
New to the institution	5	10	10	10
Total Majors	5	15	25	30
Course Sections Satisfying Program Requirements				
Previously existing	1	6	12	14
New	5	6	2	0
Total Program Course Sections				
Credit Hours Generated by Those Courses				
Existing enrollments	0	80	210	240
New enrollments	80	180	160	160
Total Credit Hours	80	260	370	400
DEGREES AWARDED	0	0	5	10

	First Year FY	Second Year FY	Third Year FY	Fourth Year FY
II. EXPENDITURES	EFT Dollars	EFT Dollars	EFT Dollars	EFT Dollars
Personnel – reassigned or existing positions (figures in red indicate reassignment within current work plan – no additional funding needed)				
Faculty FTE	1.3 \$104,000	2.0 \$160,000	2.0 \$160,000	2.0 \$160,000
Part-time Faculty	0	0	0	0
Graduate Student Strategic Assistantship	3 \$30,000	3 \$30,000	3 \$30,000	3 \$30,000
Graduate Assistants	1 \$12,000	1 \$12,000	1 \$12,000	1 \$12,000
Administrators	.25 FTE \$20,000	.25 FTE \$20,000	.25 FTE \$20,000	.25 FTE \$20,000
Support Staff	.25 FTE \$10,000	.25 FTE \$10,000	.25 FTE \$10,000	.25 FTE \$10,000
Fringe Benefits	\$42,880	\$60,800	\$60,800	\$60,800
Other Personnel Costs	0	0	0	0
Total Existing Personnel Costs	\$188,880	\$262,800	\$262,800	\$262,800
Personnel – new positions (12 month)				
Faculty	0	0	(1 FTE) \$80,000	0
Part-time Faculty(2,500 X 12 sections year)	0	\$30,000	0	0
Graduate Assistants	0	(1) \$12,000	(1) \$12,000	0
Administrators	0	(.50 FTE) \$40,000	0	0
Support Staff	0	0	0	0
Fringe Benefits	0	\$12,800	\$25,600	0
Other personnel costs	0			
Total New Personnel Costs	0	\$94,800	\$117,600	0
Start-up Costs (one-time expenses)				
Library/learning resources	1500	1500	1500	1500
Equipment	2000	2000	2000	2000
Other	3000	3000	3000	3000
Physical Facilities: construction or major renovation				
Total One-time Costs	6500	6500	6500	6500
Operating Costs (recurring costs – base budget)				
Supplies/Expenses				

	First Year FY	Second Year FY	Third Year FY	Fourth Year FY
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 (total credit hours)				
New Tuition	17,360	54,250	80,290	84,630
Federal funds				
Other grants				
Student fees	14,325	42,975	62,075	66,850
Other				
New state allocation requested for budget hearing	0	0	0	0
Nature of Funds				
Base budget				
One-time funds				
GRAND TOTAL REVENUES	\$31,685	\$97,225	\$142,365	\$151,480

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.

The needs assessment clearly identifies the need for advanced practice nurses in primary health care of adults. In addition, the need for doctorally prepared advanced practice nurses in

nurse practitioner and other advanced practice roles has been mandated by the discipline, as documented in statements by the AACN.

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.

The VSU CON has sufficient numbers of faculty prepared to deliver the DNP. Two faculty have experience teaching at the doctoral level. Four faculty have served on external doctoral dissertation committees and two faculty currently have DNP degrees themselves. An additional three faculty are currently enrolled in DNP programs and will be available to collaborate in the clinical capstone projects of DNP students. Two faculty (Ms. Ritter and Ms. Atkinson) are positioned to assume masters level NP coursework teaching responsibilities, freeing other faculty to teach DNP coursework. The primary source of FTE to support the initiation of the DNP program will be based on reassignment of faculty from BSN coursework. Part-time clinical faculty will be targeted to assume teaching responsibilities.

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

The CON has made a transition to the focus on the scholarship of practice, as demonstrated by the revisions to the promotion and tenure criteria and the adoption of a strong statement identifying exemplars for scholarship of practice. The DNP program capstone project is a foundation for collaborative scholarship among faculty and students. In addition, graduate faculty are active in programs of scholarship and are required to publish at least one peer reviewed manuscript per year. Faculty scholarship is also grounded in faculty practice, in which

faculty scholar-practitioners participate in program evaluation, clinical trials, clinical case studies and the review, development and evaluation of clinical guidelines.

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.

Current collaborative strategies have not been effective in transitioning, recruiting or enrolling DNP students. The needs assessment clearly demonstrates the need for a program at VSU in which students participate in face-to-face instruction.

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.

VSU CON has successfully delivered nursing education since 1968. Our programs have been accredited and approved by the Georgia Board of Nursing.

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

Our current commitment to the BSN will be sustained and, if a new building is approved that allows for expansion of our physical resources, it is anticipated that the BSN Second Degree program will be expanded. Our graduate programs will focus on the preparation of Clinical Nurse Leaders at the master's level and NPs at the master's and doctoral levels. In addition, we are committed to the development of selected certificate programs in nursing education, psychiatric/mental health, and other areas of high demand.

Facilities Information for New Academic Programs

Proposed Location for the Program: _____

Floor area required for the program (gross and net square feet): _____

Type of spaces required:

- Number of classrooms _____
- Number of labs _____
- Number of offices _____
- Other spaces _____

Place an "X" beside the appropriate selection:

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

_____ Existing facility will require modification (area square footage):

Projected renovation cost:

Estimated relocation cost:

Total funding required:

Source of Funding:

_____ 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.

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.

References

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- Valdosta State University Office of Strategic Research and Analysis. Information for the College of Nursing Regarding an Addition of the Doctor of Nursing Practice Degree (2011).

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FEB 23 2012

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW PROGRAM

Valdosta State University

The Formal Proposal must be approved at all levels of faculty governance (department, college or division, Graduate Executive, Academic Committee, Faculty Senate) before being submitted to the University System of Georgia.

Proposed Effective Date: Fall 2012

Degree and Program Name:
DNP and Doctor of Nursing Practice

Requirements: (attach new or revised course proposals separately) see attached: 13 new course syllabi along with request for new course forms for each

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field Based upon recommendations made to nursing education at a national level, education programs should transition from master's education to doctoral education for advanced practice nurses by 2015 (AACN, 2006). DNP programs will eventually replace MSN programs in the education of advanced-practice nurses. Therefore, doctoral education is expected to be the only pathway through which to educate future advanced practice nurses.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other The DNP prepares nurses for the highest level of professional practice in the profession of nursing. It is similar to the professional doctorates in medicine (MD), dentistry (DDS), pharmacy (PharmD), and physical therapy (DPT). The National Academy of Sciences report titled Advancing the Nation's Health Needs: NIH Research Training Programs (2005) notes the need for the nursing profession to develop a "non-research clinical doctorate" to prepare expert practitioners who can also serve as clinical faculty. The Institute of Medicine (IOM) and the Robert Wood Johnson Foundation (RWJF) formed a committee with the purpose of producing a report that would make recommendations for an action-oriented blueprint for the future of nursing (IOM, 2010). The joint committee's report The Future of Nursing: Leading Change, Advancing Health, recommends that nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression (IOM, 2010).

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes

(tests, portfolios, specific assignments, etc.) Per program evaluation plan: Analysis of quantitative data (Student course grades, standardized tests, samples of instrumentation used for evaluation of student performance, progression data, retention data every semester.

Assessment Plan for the proposed program:

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. electronic SOIs, student, employer and alumni surveys as per CON program evaluation plan

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Per program evaluation plan: Analysis of quantitative data (Student course grades, standardized tests, samples of instrumentation used for evaluation of student performance, progression data, retention data every semester. Certification and job placement data of graduates, along with employer satisfaction.

Date that formal proposal was submitted to the University System of Georgia (formal proposal form available at http://www.usg.edu/academic_programs/new_programs/)

Approvals:

Dept. Head:	<i>Maria Wynn</i>	Date:	<i>2/23/12</i>
College/Division Exec. Comm.:	<i>Melissa Becton</i>	Date:	<i>2/23/12</i>
Dean/Director:	<i>Al Duff</i>	Date:	<i>2/23/12</i>
Graduate Exec. Comm.: (for graduate program)	<i>Al Duff</i>	Date:	<i>2-24-2012</i>
Graduate Dean (for graduate program):	<i>Al Duff</i>	Date:	<i>2-24-2012</i>
Academic Committee:		Date:	

Form last updated: January 21, 2010

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 02/14/2012 (mm/dd/yyyy)

Department Initiating Request:
College of Nursing

Faculty Member Requesting:
Dr. Brenda Dyal

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 9011

Proposed New Course Title:
Biostatistics
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Biostatistics

Semester/Year to be Effective:
Fall/2012

Estimated Frequency of Course Offering:
Yearly

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Survey of data and data types as a foundation for the scholarship of application, analysis and interpretation of data to solve practice problems and improve population health. Analysis of health data is applied to evaluation of practice outcomes and the development of practice guidelines.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Based upon the American Association of Colleges of Nursing DNP Essentials (AACN) (2006), the graduate of the VSU DNP program will be able to use analytical methods to critically appraise the literature and design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.

Adopting current best practice(s) in field: Based upon recommendations made to nursing education at a national level, education programs should transition from master's education to doctoral education for advanced practice nurses by 2015 (AACN, 2004).

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI, employer and alumni survey per CON program evaluation plan.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Per program evaluation plan: Analysis of quantitative data (Student course grades, standardized tests, samples of instrumentation used for evaluation of student performance, progression data, retention data every semester.

Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Marie Whyte</i>	Date: <i>2/23/12</i>
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: <i>2/23/12</i>
Dean/Director:	<i>[Signature]</i>	Date: <i>2/23/12</i>
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i>	Date: <i>2-24-2012</i>
Graduate Dean: (for graduate course):	<i>[Signature]</i>	Date: <i>2-24-2012</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM
COURSE SYLLABUS**

COURSE NUMBER NURS 9011

COURSE TITLE Biostatistics

COURSE CREDITS 3-0-3

CONTACT HOURS Week End College
Hybrid Delivery

PLACEMENT IN THE CURRICULUM

PREREQUISITES AND/OR CO-REQUISITES: Acceptance as Doctoral Student at VSU or with Permission of Graduate Coordinator

COURSE DESCRIPTION

Survey of data and data types as a foundation for the scholarship of application, analysis and interpretation of data to solve practice problems and improve population health. Analysis of health data is applied to evaluation of practice outcomes and the development of practice guidelines.

COURSE FACULTY Anita G. Hufft PhD, RN
ahufft@valdosta.edu
Martin Hall, Room 224
(229) 333-5959 – office

COURSE OBJECTIVES: Upon completion of the course the learner will be able to:

Course Objectives:	DNP Program Outcome to which the objective relates	AACN DNP Essentials to which the objective relate
1. identify and format appropriate data to generate evidence for nursing practice;	3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations. 4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care	I. Scientific underpinning II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking III. Clinical scholarship and Analytical Methods for EBP IV. Information Systems/Technology

Reviewed 2/9/12 BDyal; MWhyte

	and healthcare systems to maximize healthcare outcomes.	and Patient Care Technology V. Health Care Policy for Advocacy in Health Care VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice
2. design databases that generate meaningful evidence for nursing practice;	3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.	I. Scientific underpinning II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking IV. Information Systems/Technology and Patient Care Technology V. Health Care Policy for Advocacy in Health Care VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice
3. analyze and interpret data from practice as a source of evidence for best practices;	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 the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations. 4. Use information systems and	I. Scientific underpinning II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking III. Clinical scholarship and Analytical Methods for EBP IV. Information Systems/Technology and Patient Care Technology V. Health Care Policy

	<p>patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.</p> <p>5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations.</p>	<p>for Advocacy in Health Care</p> <p>VI. Interprofessional Collaboration</p> <p>VII. Clinical Prevention and Population Health</p> <p>VIII. Advanced Nursing Practice</p>
<p>4. predict and analyze outcomes, examining patterns of population behavior</p>	<p>1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.</p> <p>5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations.</p>	<p>I. Scientific underpinning</p> <p>II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking</p> <p>III. Clinical scholarship and Analytical Methods for EBP</p> <p>IV. Information Systems/Technology and Patient Care Technology</p> <p>V. Health Care Policy for Advocacy in Health Care</p> <p>VI. Interprofessional Collaboration</p> <p>VII. Clinical Prevention and Population Health</p> <p>VIII. Advanced Nursing Practice</p>

Evaluation: Course grade will be based upon the following:

Component	% Grade
Critical Question Set 1	10%
Test 1	20%
Critical Question Set 2	20%
Test 2	20%
Population Data Analysis Paper	20%
Submission of online course evaluation and self evaluation	10%

Recommended Textbooks and references:

Reviewed 2/9/12 BDyal; MWhyte

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, DC: Author.

Course Expectations:

This course has been designed with the learning needs of the students as the priority for decisions regarding assignments, scheduling and evaluation strategies. A variety of student activities are used to present opportunities for students to achieve learning objectives and to demonstrate competency related to those objectives. Students are encouraged to participate actively in online discussions, asking questions and probing faculty and fellow students for intellectual responses supporting the acquisition of knowledge. Critical Question sets may be completed with consultation from other students, but each student is responsible for the knowledge and competencies embedded in each question set.

Please note: This course focuses on knowledge of biostatistics and probability theory as applied to analysis of quantitative data as evidence for nursing practice. This course is based on learning outcomes attained in master's level nursing research and statistics coursework, expanding on the concepts of measurement, data collection strategies, and data analysis. Students will be expected to supplement required readings with published quantitative nursing research literature and other published resources on biostatistics and epidemiology.

The average graduate student will earn a "B" in this course and will demonstrate acquisition of essential knowledge and abilities required to pass this course through attendance at the on campus seminars, completion of all required assignments, participation in class discussions, both on campus and online, and achievement of a "B" average on all written work.

The excellent student will earn an "A" in this course and evidence superior performance and application through active involvement in seminars, active interaction in online assignments, and completion of all required assignments on time. Evidence of outstanding performance includes articulation of theoretical knowledge at a high level, acquisition of literature and other resources outside of the minimum required assignments, and ability to stimulate class discussion, both on campus and online, beyond the minimal requirements assigned. The "A" student will demonstrate excellent communication skills, and seek out learning opportunities beyond the minimal expectations identified in the syllabus.

- Each student is required to complete an online evaluation of the course and to submit a self evaluation; these are expected components of the course. The faculty will provide feedback summarizing the student evaluations of the course along with how recommended changes will be incorporated in the course. **Your ideas, suggestions and observations are very important!!!**
- Unless otherwise instructed, all assignments are expected to be the individual work of the student. Students are referred to the policy on Academic Dishonesty, located in the Graduate Catalog, available online. Any student who is determined by a faculty member to be cheating or plagiarizing, either on examination or assignments, will have the work confiscated and given a zero grade. Academic misconduct extends to those who give inappropriate assistance as well as those who accept it. Academic misconduct may be grounds for dismissal from the nursing program.

- All students have the right to a teaching/learning environment that fosters intellectual growth and professional socialization. Respect for students includes listening to students, valuing what students have to say, prioritizing student needs and focusing on student preferences. This faculty wants your input and ideas about how to make this course a satisfying and productive experience for you! Do not hesitate to offer the instructor suggestions for improving your learning experience.

Bibliography used in the preparation of this course:

- Abraham, I.L., Nadzam, D.M. & Fitzpatrick, J.J. (1989). *Statistics and quantitative methods in nursing*. Philadelphia: WB Saunders.
- Dempsey, P.A. & Dempsey, A.D. (1992). *Nursing research with basic statistical applications* (3rd ed.). Boston: Jones and Bartlett.
- Doran, D.M. (Ed.) (2011). *Nursing outcomes: The state of the science*. Sudbury, MA: Jones & Barlett.
- Mertler, C.A. & Vannatta, R.A. (2002). *Advanced and multivariate statistical methods: Practical application and interpretation* (2nd ed.). Los Angeles, CA: Pycszak Publishing.
- Munro, B.H. & Page, E.B. (1993). *Statistical methods for health care research*. Philadelphia: JB Lippincott.
- Pycszak, F. (1989). *Statistics with a sense of humor: Workbook and Guide*. Los Angeles: Pycszak Publishing.
- Pycszak, F. (1995). *Making sense of statistics: A conceptual overview*. Los Angeles: Pycszak Publishing.
- Terry, A.J. (2012). *Clinical research for the doctor of nursing practice*. Sudbury, MA: Jones & Bartlett.
- Valanis, B. (1999). *Epidemiology in health care* (3rd ed.). Stamford, CT: Appleton & Lange.
- Wassertheil-Smoller, S. (2004). *Biostatistics and epidemiology* (2nd ed.). New York: Springer-Verlag.

ADA STATEMENT: Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

HIPAA STATEMENT: The Health Insurance Portability and Accountability Act of 1996 (HIPAA) requires health care providers to abide by the regulations for privacy and confidentiality of protected health information and covers all individually identifiable health information whether the information is electronic, paper or spoken. All students are provided HIPAA guidelines and instructions for conduct regarding protection of patient/client information in each course and are responsible for implementing HIPAA standards and procedures as specified in each clinical setting in which the student is placed. Violation of HIPAA may result in dismissal from the nursing program.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/14/2012 (mm/dd/yyyy)

Department Initiating Request:

College of Nursing

Faculty Member Requesting:

Dr. Brenda Dyal

Proposed New Course Prefix & Number:

(See course description abbreviations in the catalog for approved prefixes)

NURS 9100

Proposed New Course Title:

DNP Foundations Seminar

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

DNP Foundations

Semester/Year to be Effective:

Fall/2012

Estimated Frequency of Course Offering:

Once per year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 1

Lab Hours: 0

Credit Hours: 1

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Theoretical underpinnings for the foundation of the Doctor of Nursing Practice role, including developing solutions regarding access to healthcare and equality issues.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: Based upon the AACN DNP Essentials, the VSU DNP graduate will be able to: Select and evaluate complex practice approaches--based on theoretical, ethical, and scientific knowledge--to develop and evolve the role of the DNP.

Adopting current best practice(s) in field: Based upon recommendations made to nursing education at a national level, education programs should transition from master's education to doctoral education for advanced practice nurses by 2015 (AACN, 2004).

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI, employer, and alumni survey per CON program evaluation plan
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Per program evaluation plan: Analysis of quantitative data (Student course grades, standardized tests, samples of instrumentation used for evaluation of student performance, progression data, retention data every semester.
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Maia Whya</i>	Date: <i>2/23/12</i>
College/Division Exec. Comm.:	<i>Melissa Bato</i>	Date: <i>2/23/12</i>
Dean/Director:	<i>Al Huff</i>	Date: <i>2/23/12</i>
Graduate Exec. Comm.: (for graduate course):	<i>Al Huff</i>	Date: <i>2-24-2012</i>
Graduate Dean: (for graduate course):	<i>Al Huff</i>	Date: <i>2-24-2012</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM
COURSE SYLLABUS**

COURSE NUMBER NURS 9100

COURSE TITLE DNP Foundations Seminar

COURSE CREDITS 1-0-1

CONTACT HOURS Week End College
Hybrid Delivery

PLACEMENT IN THE CURRICULUM

PREREQUISITES AND/OR CO-REQUISITES: Acceptance as Doctoral Student at VSU or with Permission of Graduate Coordinator

COURSE DESCRIPTION

Theoretical underpinnings for the foundation of the Doctor of Nursing Practice role, including developing solutions regarding access to healthcare and equality issues.

COURSE FACULTY

Dr. J. Myron Faircloth, DNP, F.N.P-BC, Instructor
Martin Hall 200
jfaircloth@valdosta.edu
229-333-7301
Office hours for visits, calls, or e-mail are posted weekly

COURSE OBJECTIVES: Upon completion of the course the learner will be able to:

Course Objective	DNP Program Outcome to which the objective relates	AACN DNP Essentials to which the objective relates
1. Delineate the DNP scope of practice	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	I. Scientific underpinning II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking III. Clinical scholarship and Analytical Methods for EBP IV. Information Systems/Technology and Patient Care Technology V. Health Care Policy for

Reviewed 2/9/12 BDyal

	<p>critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.</p> <p>5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations.</p> <p>6. Educate others about health disparities, cultural diversity and access to quality care.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.</p> <p>9. Implement the advanced practice nursing role according to national standards</p>	<p>Advocacy in Health Care VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice</p>
<p>2. Advocate the benefits of a practice-focused doctorate</p>	<p>1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.</p>	<p>I. Scientific underpinning II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking IV. Information Systems/Technology and Patient Care Technology V. Health Care Policy for Advocacy in Health Care VI. Interprofessional Collaboration VII. Clinical Prevention</p>

	9. Implement the advanced practice nursing role according to national standards	and Population Health VIII. Advanced Nursing Practice
3. Evaluate factors impacting access to quality health care.	<p>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.</p> <p>3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.</p> <p>5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations.</p> <p>6. Educate others about health disparities, cultural diversity and access to quality care.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.</p> <p>9. Implement the advanced practice nursing role according to national standards</p>	<p>I. Scientific underpinning</p> <p>II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking</p> <p>III. Clinical scholarship and Analytical Methods for EBP</p> <p>IV. Information Systems/Technology and Patient Care Technology</p> <p>V. Health Care Policy for Advocacy in Health Care</p> <p>VI. Interprofessional Collaboration</p> <p>VII. Clinical Prevention and Population Health</p> <p>VIII. Advanced Nursing Practice</p>
4. Analyze role of technology, organizational	2. Integrate principles of systems theory, to demonstrate the leadership role in development,	<p>I. Scientific underpinning</p> <p>II. Organizational and Systems Leadership for</p>

<p>leadership, health policy development, and scholarship in the DNP prepared APRN</p>	<p>evaluation and management of health care systems, resulting in improved quality of care.</p> <p>3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.</p> <p>5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.</p> <p>9. Implement the advanced practice nursing role according to national standards</p>	<p>Quality Improvement and Systems Thinking</p> <p>III. Clinical scholarship and Analytical Methods for EBP</p> <p>IV. Information Systems/Technology and Patient Care Technology</p> <p>V. Health Care Policy for Advocacy in Health Care</p> <p>VI. Interprofessional Collaboration</p> <p>VII. Clinical Prevention and Population Health</p> <p>VIII. Advanced Nursing Practice</p>
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TOPICAL OUTLINE

1. Influencing factors of the clinical doctorate
2. The application of the DNP essentials into the clinical role.
3. The personal leadership and scholarship in the DNP role.
4. DNP Theoretical foundations
5. Evidence based practice in the DNP role.
6. Healthcare policy and politics in the health care setting and access to services
7. Emerging health issues and marketing of the DNP role
8. DNP professional expectations

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/14/2012 (mm/dd/yyyy)

Department Initiating Request:

College of Nursing

Faculty Member Requesting:

Dr. Brenda Dyal

Proposed New Course Prefix & Number:

(See course description abbreviations in the catalog for approved prefixes)

NURS 9110

Proposed New Course Title:

Principles of Epidemiology

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Principles of Epidemiology

Semester/Year to be Effective:

Fall/2012

Estimated Frequency of Course Offering:

Once Yearly

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Application of public health models to the analysis of data to inform clinical practice in health care

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: The VSU DNP graduate will be able to use analytical methods to critically appraise the literature and design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Based upon recommendations made to nursing education at a national level, education programs should transition from master's education to doctoral education for advanced practice nurses by 2015 (AACN, 2004).

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI, employer and alumni survey per CON program evaluation plan
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Per program evaluation plan: Analysis of quantitative data (Student course grades, standardized tests, samples of instrumentation used for evaluation of student performance, progression data, retention data every semester.
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Maia Why</i>	Date: <i>2/23/12</i>
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: <i>2/23/12</i>
Dean/Director:	<i>[Signature]</i>	Date: <i>2/23/12</i>
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i>	Date: <i>2-24-2012</i>
Graduate Dean: (for graduate course):	<i>[Signature]</i>	Date: <i>2-24-2012</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM
COURSE SYLLABUS**

COURSE NUMBER: 9110

COURSE TITLE: Principles of Epidemiology

COURSE CREDITS: 3-0-3

CONTACT HOURS: Weekend College Format
Hybrid delivery

PLACEMENT IN THE CURRICULUM

PREREQUISITES AND/OR CO-REQUISITES: Acceptance as Doctoral Student at VSU or with Permission of Graduate Coordinator

COURSE DESCRIPTION

Application of public health models to the analysis of data to inform clinical practice in health care.

COURSE FACULTY

**Maria D Whyte DHSc, FNP-BC
Martin Hall Rm 214
Administrative Suite
Office 229-333-5960
Office hours by Appointment
mwhyte@valdosta.edu**

COURSE OBJECTIVES

Upon completion of the course the learner will be able to:

Course Objective	DNP Program Outcome to which the objective relates	AACN DNP Essentials to which the objective relates
1. Describe key features and applications of descriptive and analytic epidemiology for DNP practice	1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP 3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.	II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking III. Clinical scholarship and Analytical Methods for EBP VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing

Reviewed 2/9/12 BDyal

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Course Objective	DNP Program Outcome to which the objective relates	AACN DNP Essentials to which the objective relates
2. Critique epidemiological research in terms of the appropriate use and interpretation of the methods and findings; cross-sectional, cohort, case-control, and intervention studies.	1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP 3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations. 9. Implement the advanced practice nursing role according to national standards.	Practice III. Clinical scholarship and Analytical Methods for EBP IV. Information Systems/Technology and Patient Care Technology VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice
3. Interpret epidemiological methods and findings to propose evidence-based population based care	1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP 3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations. 7. Advocate for social justice, equity, and ethical policies in all health care arenas. 9. Implement the advanced practice nursing role according to national standards.	III. Clinical scholarship and Analytical Methods for EBP IV. Information Systems/Technology and Patient Care Technology VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice
4. Use epidemiological data and findings to inform health policy and recommend changes in population health	1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP 7. Advocate for social justice, equity, and ethical policies in all health care arenas. 8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery	III. Clinical scholarship and Analytical Methods for EBP IV. Information Systems/Technology and Patient Care Technology V. Health Care Policy for Advocacy in Health Care VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice

Course Objective	DNP Program Outcome to which the objective relates	AACN DNP Essentials to which the objective relates
	systems. 9. Implement the advanced practice nursing role according to national standards.	
5. Apply principles of epidemiology, change theory and interprofessional communication to improve healthcare outcomes for populations	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 the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.	III. Clinical scholarship and Analytical Methods for EBP IV. Information Systems/Technology and Patient Care Technology V. Health Care Policy for Advocacy in Health Care VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice

TOPICAL OUTLINE

- I. History of Epidemiology
- II. Disease Transmission and Study of Disease
- III. Epidemiological Models
- IV. Measurement of Disease Occurrence
 - A. Calculate and interpret mean, median, mode, ranges, variance, standard deviation, and confidence interval.
 - B. Calculate and interpret ratios, proportions, incidence rates, mortality rates, prevalence, and years of potential life lost.
 - C. Prepare and apply tables, graphs, and charts such as arithmetic-scale line, scatter diagram, pie chart, and box plot.
- V. Validity and Reliability of Diagnostic and Screening Tests
- VI. Natural History of Disease and Quantification of Prognosis
- VII. Randomized Trials for the Selection of Evidence-based Interventions
- VIII. Cohort Studies to Determine Etiology and Risk Factors for Disease
- IX. Case Control and Cross-Sectional Studies to Determine Etiology and Risk Factors for Disease
- X. Estimation of Risk: Absolute and Relative, Odds Ratios, and Attributable Risk
- XI. Establishment of Association and Causation
- XII. Genetic and Environmental Factors
- XIII. Application of Epidemiology in Health Services Evaluation
- XIV. Application of Epidemiology in the Development of Evidence-based Public Policy and Culturally Relevant Community Interventions
 - A. Describe the processes, uses, and evaluation of public health surveillance.
 - B. Describe the steps of an outbreak investigation.

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/14/2012 (mm/dd/yyyy)

Department Initiating Request:
College of Nursing

Faculty Member Requesting:
Dr. Brenda Dyal

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 9120

Proposed New Course Title:
Policy, Finance & Health Systems

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Policy, Finance & Health Sys

Semester/Year to be Effective:
Fall 2012

Estimated Frequency of Course Offering:
Once Yearly

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Interrelationships among finance, policy development, health systems organization, and health outcomes at the local, regional, state, and national levels to inform DNP practice.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: The DNP program at VSU will prepare graduates with the ability, and the knowledge, experience, and role socialization needed to enter the nursing workforce and design, influence, and implement health care policies that frame healthcare financing, practice regulation, access, safety, quality, and efficacy as well as to develop, implement, and evaluate clinical prevention and population health (AACN, 2006; IOM, 2001).

Adopting current best practice(s) in field: Based upon recommendations made to nursing education at a national level, education programs should transition from master's education to doctoral education for advanced practice nurses by 2015 (AACN, 2004).

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI, employer and alumni survey per CON program evaluation plan

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Per program evaluation plan: Analysis of quantitative data (Student course grades, standardized tests, samples of instrumentation used for evaluation of student performance, progression data, retention data every semester.

Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Maria Whyte</i>	Date: <i>2/23/12</i>
College/Division Exec. Comm.:	<i>[Signature]</i>	Date: <i>2/23/12</i>
Dean/Director:	<i>At Nuff</i>	Date: <i>2/23/12</i>
Graduate Exec. Comm.: (for graduate course):	<i>[Signature]</i>	Date: <i>2-24-2012</i>
Graduate Dean: (for graduate course):	<i>[Signature]</i>	Date: <i>2-24-2012</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM
COURSE SYLLABUS**

COURSE NUMBER NURS 9120

COURSE TITLE Policy, Finance and Health Systems

COURSE CREDITS 3-0-3

CONTACT HOURS Weekend College
Hybrid Course

PLACEMENT IN THE CURRICULUM

PREREQUISITES AND/OR CO-REQUISITES: Acceptance as Doctoral Student at VSU or with Permission of Graduate Coordinator

COURSE DESCRIPTION

Interrelationships among finance, policy development, health systems organization, and health outcomes at the local, regional, state, and national levels to inform DNP practice.

COURSE FACULTY Dr. J. Myron Faircloth, DNP, F.N.P-BC, Instructor
Martin Hall 200
jfaircloth@valdosta.edu
229-333-7301
Office hours for visits, calls, or e-mail are posted weekly

COURSE OBJECTIVES: Upon completion of the course the learner will be able to:

Course Objective	DNP Program Outcome to which the objective relates	AACN DNP Essentials to which the objective relates
1. Analyze the impact of economic factors on the development of local, state, and national health policy	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 the literature;	I. Scientific underpinning II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking III. Clinical scholarship and Analytical Methods for EBP IV. Information Systems/Technology and Patient Care Technology V. Health Care Policy for Advocacy in Health Care VI. Interprofessional

Reviewed 2/9/12 BDyal

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	<p>design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.</p> <p>5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations.</p> <p>6. Educate others about health disparities, cultural diversity and access to quality care.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.</p> <p>9. Implement the advanced practice nursing role according to national standards</p>	<p>Collaboration</p> <p>VII. Clinical Prevention and Population Health</p> <p>VIII. Advanced Nursing Practice</p>
<p>2. Discuss the social and legislative outcomes of health care policy in the United States.</p>	<p>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.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.</p>	<p>I. Scientific underpinning</p> <p>II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking</p> <p>III. Clinical scholarship and Analytical Methods for EBP</p> <p>IV. Information Systems/Technology and Patient Care Technology</p> <p>V. Health Care Policy for Advocacy in Health Care</p> <p>VI. Interprofessional</p>

	<p>5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations.</p> <p>6. Educate others about health disparities, cultural diversity and access to quality care.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.</p> <p>9. Implement the advanced practice nursing role according to national standards</p>	<p>Collaboration</p> <p>VII. Clinical Prevention and Population Health</p> <p>VIII. Advanced Nursing Practice</p>
<p>3. Analyze the cost/benefit ratio in healthcare delivery systems.</p>	<p>3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.</p> <p>5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations.</p> <p>6. Educate others about health disparities, cultural diversity and access to quality care.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p> <p>8. Demonstrate leadership</p>	<p>II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking</p> <p>III. Clinical scholarship and Analytical Methods for EBP</p> <p>IV. Information Systems/Technology and Patient Care Technology</p> <p>VI. Interprofessional Collaboration</p> <p>VII. Clinical Prevention and Population Health</p> <p>VIII. Advanced Nursing Practice</p>

	<p>skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.</p> <p>9. Implement the advanced practice nursing role according to national standards</p>	
<p>4. Evaluate and Utilize financial models in the budgeting process</p>	<p>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.</p> <p>3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.</p> <p>5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations.</p> <p>6. Educate others about health disparities, cultural diversity and access to quality care.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication,</p>	<p>I. Scientific underpinning III. Clinical scholarship and Analytical Methods for EBP V. Health Care Policy for Advocacy in Health Care VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice</p>

	<p>enhance patient outcomes, and create change in complex health care delivery systems.</p> <p>9. Implement the advanced practice nursing role according to national standards</p>	
<p>5. Discuss conflicts of interest in the delivery, policy and economics of health care</p>	<p>1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP.</p> <p>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.</p> <p>3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.</p> <p>5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations.</p> <p>6. Educate others about health disparities, cultural diversity and access to quality care.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication,</p>	<p>I. Scientific underpinning</p> <p>II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking</p> <p>V. Health Care Policy for Advocacy in Health Care</p> <p>VI. Interprofessional Collaboration</p> <p>VII. Clinical Prevention and Population Health</p> <p>VIII. Advanced Nursing Practice</p>

	<p>enhance patient outcomes, and create change in complex health care delivery systems.</p> <p>9. Implement the advanced practice nursing role according to national standards</p>	
<p>6. Evaluate the role of the DNP in health policy affecting communities and the profession.</p>	<p>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.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.</p> <p>5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations.</p> <p>6. Educate others about health disparities, cultural diversity and access to quality care.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.</p> <p>9. Implement the advanced practice nursing role according to national standards</p>	<p>II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking</p> <p>III. Clinical scholarship and Analytical Methods for EBP</p> <p>V. Health Care Policy for Advocacy in Health Care</p> <p>VI. Interprofessional Collaboration</p> <p>VII. Clinical Prevention and Population Health</p> <p>VIII. Advanced Nursing Practice</p>

TOPICAL OUTLINE

1. Health policy, issues and trends
2. Local state and federal legislative and regulatory processes
3. Medicare, Medicaid, private insurance, and managed care organizations
4. Financing of health care and the allocation of resources

Reviewed 2/9/12 BDyal

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5. Finance and policy issues special populations health issues

Reviewed 2/9/12 BDyal

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/14/2012 (mm/dd/yyyy)

Department Initiating Request:
College of Nursing

Faculty Member Requesting:
Dr. Brenda Dyal

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 9130

Proposed New Course Title:
Informatics for Advanced Practice Nursing

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Informatics Advanced Practice

Semester/Year to be Effective:
Fall/2012

Estimated Frequency of Course Offering:
Once Yearly

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Application of information theory and computer technology skills directed towards improving the organization and delivery of healthcare to multicultural populations. This course uses technology for optimizing collection, verification, and utilization of data that relate to generating knowledge for best practice.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: The VSU DNP graduate will be able to use information systems and patient care technologies-- applying ethical, regulatory, and legal principles--to transform patient care and healthcare systems to maximize healthcare outcomes.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Based upon recommendations made to nursing education at a national level, education programs should transition from master's education to doctoral education for advanced practice nurses by 2015 (AACN, 2004).

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI, employer and alumni survey per CON program evaluation plan

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Per program evaluation plan: Analysis of quantitative data (Student course grades, standardized tests, samples of instrumentation used for evaluation of student performance, progression data, retention data every semester.

Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Mario Whya</i>	Date: <i>2/23/12</i>
College/Division Exec. Comm.:	<i>Melissa Berto</i>	Date: <i>2/23/12</i>
Dean/Director:	<i>Al Nufft</i>	Date: <i>2/23/12</i>
Graduate Exec. Comm.: (for graduate course):	<i>Al Nufft</i>	Date: <i>2/23/12</i>
Graduate Dean: (for graduate course):	<i>Al Nufft</i>	Date: <i>2-24-2012</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM
COURSE SYLLABUS**

COURSE NUMBER: NURS 9130

COURSE TITLE: Informatics for Advanced Practice Nursing

COURSE CREDITS: 3-0-3

CONTACT HOURS: Weekend College Format
Hybrid delivery

PLACEMENT IN THE CURRICULUM

PREREQUISITES AND/OR CO-REQUISITES: Acceptance as Doctoral Student at VSU or with Permission of Graduate Coordinator

COURSE DESCRIPTION

Application of information theory and computer technology skills directed towards improving the organization and delivery of healthcare to multicultural populations. This course uses technology for optimizing collection, verification, and utilization of data that relate to generating knowledge for best practice.

COURSE FACULTY

Bonni Cohen MSN, NP-C, CHFN
Martin Hall Rm 270
Office 229-333-7195
Office hours by Appointment
 bscohen@valdosta.edu

COURSE OBJECTIVES

Upon completion of the course the learner will be able to:

Course Objective	DNP Program Outcome to which the objective relates	AACN DNP Essentials to which the objective relates
1. Apply information theories and models to the process of improving access, cost and quality of healthcare	1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP. 4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient	III. Clinical scholarship and Analytical Methods for EBP VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice

Reviewed 2/9/12 BDyal

Course Objective	DNP Program Outcome to which the objective relates	AACN DNP Essentials to which the objective relates
	<p>care and healthcare systems to maximize healthcare outcomes.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p>	
<p>2. Utilize databases and informatics to generate evidence from practice and to retrieve and analyze data that can decrease the risk for health care disparities.</p>	<p>1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP.</p> <p>3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p>	<p>III. Clinical scholarship and Analytical Methods for EBP</p> <p>IV. Information Systems/Technology and Patient Care Technology</p> <p>VI. Interprofessional Collaboration</p> <p>VII. Clinical Prevention and Population Health</p> <p>VIII. Advanced Nursing Practice</p>
<p>3. Develop and evaluate technologies to disseminate consumer health information that is readable, relevant, and sensitive to diverse cultures</p>	<p>1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP.</p> <p>3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient</p>	<p>III. Clinical scholarship and Analytical Methods for EBP</p> <p>IV. Information Systems/Technology and Patient Care Technology</p> <p>VI. Interprofessional Collaboration</p> <p>VII. Clinical Prevention and Population Health</p> <p>VIII. Advanced Nursing Practice</p>

Course Objective	DNP Program Outcome to which the objective relates	AACN DNP Essentials to which the objective relates
	care and healthcare systems to maximize healthcare outcomes. 7. Advocate for social justice, equity, and ethical policies in all health care arenas.	
4. Advance the use of selected healthcare informatics technologies in the management of healthcare systems	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 the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations. 4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes. 7. Advocate for social justice, equity, and ethical policies in all health care arenas.	III. Clinical scholarship and Analytical Methods for EBP IV. Information Systems/Technology and Patient Care Technology V. Health Care Policy for Advocacy in Health Care VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice
5. Analyze the processes of securing patient privacy and confidentiality and system security related to the use of information, information technology, communication networks, and patient	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	III. Clinical scholarship and Analytical Methods for EBP IV. Information Systems/Technology and Patient Care Technology V. Health Care Policy for Advocacy in Health Care VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health

Course Objective	DNP Program Outcome to which the objective relates	AACN DNP Essentials to which the objective relates
care technology	<p>improved quality of care.</p> <p>3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p>	VIII. Advanced Nursing Practice

TOPICAL OUTLINE

- I. Health Systems Informatics: Costs and Barriers
- II. National Health Information Network (NHIN)- a New Challenge for Public Health in the 21st century
- III. Introduction to Information Science and Technology 1: Computers, Databases, and Information systems
- IV. Introduction to Information Science and Technology 2: Networks
- V. Introduction to Information Science and Technology 3: Standards
- VI. Introduction to Information Science and Technology 4: Information System Design
- VII. Clinical Information Systems: EMR, Prescribing, Monitoring Patient Access, Appointments and Follow-up

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/14/2012 (mm/dd/yyyy)

Department Initiating Request:
College of Nursing

Faculty Member Requesting:
Dr. Brenda Dyal

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 9200

Proposed New Course Title:
Advanced Applications of Evidence Based Practice

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Advanced Applications of EBP

Semester/Year to be Effective:
Fall/2012

Estimated Frequency of Course Offering:
Once Yearly

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Knowledge and resources to develop and implement evidence based clinical and administrative programs in nursing and health care delivery systems. Emphasis is on the evaluation of outcomes of practice, practice patterns, and systems of care.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: The VSU DNP graduate will be able to develop, implement, evaluate and disseminate findings from evidence-based practice and research to improve healthcare outcomes

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Based upon recommendations made to nursing education at a national level, education programs should transition from master's education to doctoral education for advanced practice nurses by 2015 (AACN, 2004).

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI, employer and alumni survey per CON program evaluation plan
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Per program evaluation plan: Analysis of quantitative data (Student course grades, standardized tests, samples of instrumentation used for evaluation of student performance, progression data, retention data every semester.
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>Marie Whyte</i>	Date: <i>2/23/12</i>
College/Division Exec. Comm.: <i>Melissa Butler</i>	Date: <i>2/23/12</i>
Dean/Director: <i>Al Susst</i>	Date: <i>2/23/12</i>
Graduate Exec. Comm.: (for graduate course): <i>Al Susst</i>	Date: <i>2-24-2012</i>
Graduate Dean: (for graduate course): <i>Al Susst</i>	Date: <i>2-24-2012</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM
COURSE SYLLABUS**

COURSE NUMBER 9200

COURSE TITLE Advanced Applications of Evidence Based Practice

COURSE CREDITS 3-0-3

CONTACT HOURS Weekend College
Hybrid delivery

PLACEMENT IN THE CURRICULUM:

PREREQUISITES: Accepted as Doctoral Student at VSU or with Permission of Graduate Coordinator

COURSE DESCRIPTION: Knowledge and resources to develop and implement evidence based clinical and administrative programs in nursing and health care delivery systems. Emphasis is on the evaluation of outcomes of practice, practice patterns, and systems of care.

COURSE FACULTY:

**Maria D Whyte DHSc, FNP-BC
Martin Hall Room 214
Administrative Suite
Office 229-333-5960
Office hours by Appointment
mwhyte@valdosta.edu**

COURSE OBJECTIVES:

Upon completion of the course the learner will be able to:

Course Objective	DNP Program Outcome to which the objective relates	AACN Essentials of DNP standard to which the objective relates
1. Use analytic methods for the appraisal of existing literature and other evidence to determine and implement evidence for practice.	1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP. 3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that	I. Scientific underpinning III. Clinical scholarship and Analytical Methods for EBP VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice

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	<p>result in safe and effective clinical outcomes for individuals and populations.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.</p>	
<p>2. Plan and execute processes to evaluate outcomes of practice, practice patterns, and systems of care within DNP practice settings, health care organizations, or communities</p>	<p>1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP.</p> <p>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.</p> <p>6. Educate others about health disparities, cultural diversity and access to quality care.</p> <p>9. Implement the advanced practice nursing role according to national standards.</p>	<p>I. Scientific underpinning</p> <p>III. Clinical scholarship and Analytical Methods for EBP</p> <p>VII. Clinical Prevention and Population Health</p> <p>VIII. Advanced Nursing Practice</p>
<p>3. Initiate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.</p>	<p>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.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p> <p>9. Implement the advanced practice nursing role according to national standards.</p>	<p>I. Scientific underpinning</p> <p>III. Clinical scholarship and Analytical Methods for EBP</p> <p>VII. Clinical Prevention and Population Health</p> <p>VIII. Advanced Nursing Practice</p>
<p>4. Apply resource findings to develop practice guidelines and improve practice and the practice environment.</p>	<p>1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP.</p> <p>2. Integrate principles of systems theory, to demonstrate the</p>	<p>I. Scientific underpinning</p> <p>III. Clinical scholarship and Analytical Methods for EBP</p> <p>VII. Clinical Prevention and Population Health</p> <p>VIII. Advanced Nursing Practice</p>

	<p>leadership role in development, evaluation and management of health care systems, resulting in improved quality of care.</p> <p>3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.</p> <p>6. Educate others about health disparities, cultural diversity and access to quality care.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p> <p>9. Implement the advanced practice nursing role according to national standards.</p>	
5. Use information technology and research methods to facilitate the research process.	<p>3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes</p>	<p>I. Scientific underpinning III. Clinical scholarship and Analytical Methods for EBP VI. Interprofessional Collaboration VII. Clinical Prevention and Population Health VIII. Advanced Nursing Practice</p>
Participate in collaborative knowledge-generating	2. Integrate principles of systems theory, to demonstrate the	<p>I. Scientific underpinning III. Clinical scholarship and</p>

<p>research.</p>	<p>leadership role in development, evaluation and management of health care systems, resulting in improved quality of care. 5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations. 8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems. 9. Implement the advanced practice nursing role according to national standards.</p>	<p>Analytical Methods for EBP VI. Interprofessional Collaboration VIII. Advanced Nursing Practice</p>
<p>6. Disseminate findings from evidence-based practice and research to improve healthcare outcomes</p>	<p>6. Educate others about health disparities, cultural diversity and access to quality care. 7. Advocate for social justice, equity, and ethical policies in all health care arenas. 8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems. 9. Implement the advanced practice nursing role according to national standards.</p>	<p>I. Scientific underpinning III. Clinical scholarship and Analytical Methods for EBP VI. Interprofessional Collaboration VIII. Advanced Nursing Practice</p>

TOPICAL OUTLINE

- I. Differences in expectations for the DNP in practicing EBP
- II. Philosophical and Theoretical Foundations for Evidence Based Practice
- III. Developing Evidence-Based Practice
- IV. Implementing Evidence-Based Practice
- V. Evaluating Evidence-Based Practice
- VI. Organization/Institution Theory and Models
- VII. Clinical Change

Reviewed 2/9/12 BDyal

VIII. Dissemination of Evidence-Based Practice

Reviewed 2/9/12 BDyal

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/14/2012 (mm/dd/yyyy)

Department Initiating Request:
College of Nursing

Faculty Member Requesting:
Dr. Brenda Dyal

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 9210

Proposed New Course Title:
Leadership and Role Development for
Advanced Practice Nursing

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Leadership & Role for APN

Semester/Year to be Effective:
Fall/2012

Estimated Frequency of Course Offering:
Once Yearly

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Application of leadership and management theories to the development of the DNP role. Focus is on entrepreneurship, change and interprofessional collaboration.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: The VSU DNP graduate will be able to demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex healthcare delivery systems.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Based upon recommendations made to nursing education at a national level, education programs should transition from master's education to doctoral education for advanced practice nurses by 2015 (AACN, 2004).

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI, employer and alumni survey per CON program evaluation plan.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Per program evaluation plan: Analysis of quantitative data (Student course grades, standardized tests, samples of instrumentation used for evaluation of student performance, progression data, retention data every semester.

Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Maia Whya</i>	Date: <i>2/24/12</i>
College/Division Exec. Comm.:	<i>Melissa Beets</i>	Date: <i>2/23/12</i>
Dean/Director:	<i>Al Huff</i>	Date: <i>2/23/12</i>
Graduate Exec. Comm.: (for graduate course):	<i>Al Huff</i>	Date: <i>2-24-2012</i>
Graduate Dean: (for graduate course):	<i>Al Huff</i>	Date: <i>2-24-2012</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM
COURSE SYLLABUS**

COURSE NUMBER NURS 9210

COURSE TITLE Leadership and Role Development for Advanced Practice Nursing

COURSE CREDITS 3-0-3

CONTACT HOURS Weekend college
Hybrid course

PLACEMENT IN THE CURRICULUM

PREREQUISITES AND/OR CO-REQUISITES: Acceptance as Doctoral Student at VSU or with Permission of Graduate Coordinator

COURSE DESCRIPTION

Application of leadership and management theories to the development of the DNP role. Focus is on entrepreneurship, change and interprofessional collaboration.

COURSE FACULTY Dr. J. Myron Faircloth, DNP, F.N.P-BC, Instructor
Martin Hall 200
jfaircloth@valdosta.edu
229-333-7301
Office hours for visits, calls, or e-mail are posted weekly

COURSE OBJECTIVES: Upon completion of the course the learner will be able to:

Course Objective	DNP Program Outcome to which the objective relates	AACN DNP Essentials to which the objective relates
1. Analyze leadership and management theories for application to advanced nursing practice.	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.	I. Scientific underpinning II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking III. Clinical scholarship and Analytical Methods for EBP VI. Interprofessional Collaboration VIII. Advanced Nursing Practice

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	<p>3 Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.</p> <p>9. Implement the advanced practice nursing role according to national standards.</p>	
<p>2. Incorporate assessment of leadership and management competencies in a personal plan for role development.</p>	<p>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.</p> <p>3 Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.</p> <p>9. Implement the advanced practice nursing role according to national standards.</p>	<p>I. Scientific underpinning</p> <p>II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking</p> <p>III. Clinical scholarship and Analytical Methods for EBP</p> <p>VI. Interprofessional Collaboration</p> <p>VIII. Advanced Nursing Practice</p>
<p>3. Incorporate principles of</p>	<p>2 Integrate principles of</p>	<p>I. Scientific underpinning</p>

<p>entrepreneurship to the development of models for autonomous advanced nursing practice.</p>	<p>systems theory, to demonstrate the leadership role in development, evaluation and management of health care systems, resulting in improved quality of care. 8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems. 9. Implement the advanced practice nursing role according to national standards.</p>	<p>II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking III. Clinical scholarship and Analytical Methods for EBP VI. Interprofessional Collaboration VIII. Advanced Nursing Practice</p>
<p>4. Employ a) strategic planning, b) communication to affect change, c) the application of critical business concepts and d) systematic project planning and implementation as the foundation for advanced nursing practice.</p>	<p>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 the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations. 8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex</p>	<p>I. Scientific underpinning II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking III. Clinical scholarship and Analytical Methods for EBP VI. Interprofessional Collaboration VIII. Advanced Nursing Practice</p>

	health care delivery systems. 9. Implement the advanced practice nursing role according to national standards.	
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TOPICAL OUTLINE

- I. Overview of leadership
 - a. Leadership theories
 - b. Characteristics of Leadership
 - c. Leadership styles
- II. Management principles
 - a. Planning
 - b. Organizing
 - c. Influencing
 - d. Controlling
- III. Leadership and the Professional Nursing Role
 - a. Transition and the place of nursing in contemporary health care delivery systems
 - b. Power and conflict
 - i. Sources of power and influence
 - ii. Functions and Goals of nursing power in health care
 - c. Outcomes of effective leadership
- IV. Role development in DNP nursing practice
 - a. Leader in care team
 - b. Leader in policy
 - c. Leader in community health advocacy
- V. Entrepreneurship and the advanced nursing role
 - a. Concepts of entrepreneurship
 - i. Opportunity
 - ii. Innovation
 - iii. Critical events in planning and execution
 - iv. Passion for a concept or goal
 - b. Entrepreneurial skills and nursing
 - i. Personal and professional goal setting
 - ii. Reflective practice and assessment of competencies
 - iii. Adapting the business plan to nursing ventures/meeting unmet health care

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/14/2012 (mm/dd/yyyy)

Department Initiating Request:
College of Nursing

Faculty Member Requesting:
Dr. Brenda Dyal

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 9220

Proposed New Course Title:
Population Health for Advanced Practice Nursing

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Population Health for APN

Semester/Year to be Effective:
Fall/2012

Estimated Frequency of Course Offering:
Once Yearly

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Principles of disease management, chronic care management, quality, safety, and health policy to improve population health.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: The VSU DNP graduate will be able to critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP; 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; use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations; and, use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Based upon recommendations made to nursing education at a national level, education programs should transition from master's education to doctoral education for advanced practice nurses by 2015 (AACN, 2004).

Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI, employer, and alumni survey per CON program evaluation plan.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Per program evaluation plan: Analysis of quantitative data (Student course grades, standardized tests, samples of instrumentation used for evaluation of student performance, progression data, retention data every semester.

Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Maria Whyte</i>	Date: 2/23/12
College/Division Exec. Comm.:	<i>Melissa Beets</i>	Date: 2/23/12
Dean/Director:	<i>Al Nugent</i>	Date: 2/23/12
Graduate Exec. Comm.: (for graduate course):	<i>Al Stull</i>	Date: 2-24-2012
Graduate Dean: (for graduate course):	<i>Al Stull</i>	Date: 2-24-2012
Academic Committee:		Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
DOCTOR IN NURSING PRACTICE PROGRAM
COURSE SYLLABUS**

COURSE NUMBER NURS 9220

COURSE TITLE Population Health for Advanced Practice Nursing

COURSE CREDITS 3-0-3

CONTACT HOURS 100% online course

PLACEMENT IN THE CURRICULUM

PREREQUISITES AND/OR CO-REQUISITES: Acceptance as Doctoral Student at VSU or with Permission of Graduate Coordinator

COURSE DESCRIPTION Principles of disease management, chronic care management, quality, safety, and health policy to improve population health.

COURSE FACULTY

Brenda Dyal, DNP, FNP-BC
Martin Hall, Room 260
Office 229-333-5394
Cell 386-688-2820
Office hours by appointment
bsdyal@valdosta.edu

COURSE OBJECTIVES

Upon completion of the course the learner will be able to:

Course Objective	DNP Program Outcome to which the objective relates	AACN DNP Essentials to which the objective relates
1. analyze appropriate scientific data for clinical prevention and population health;	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.	VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes VII: Clinical Prevention and Population Health for Improving the Nation's Health

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	<p>3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.</p>	
<p>2. synthesize concepts of health promotion, risk reduction, illness prevention, and cultural diversity and sensitivity;</p>	<p>1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.</p> <p>9. Implement the advanced practice nursing role according to national standards</p>	<p>VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p> <p>VII: Clinical Prevention and Population Health for Improving the Nation's Health</p>
<p>3. evaluate the links among practice, organizational, population, fiscal, and policy issues for achievement of health-related organizational or public policy goals;</p>	<p>1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP.</p> <p>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.</p> <p>3. Use analytical methods to</p>	<p>VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p> <p>VII: Clinical Prevention and Population Health for Improving the Nation's Health</p>

	<p>critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.</p>	
<p>4. define actual and emerging problems and plan the design, implementation and evaluation of aggregate level health interventions;</p>	<p>1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP.</p> <p>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.</p> <p>3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare</p>	<p>VII: Clinical Prevention and Population Health for Improving the Nation's Health</p> <p>VIII: Advanced Nursing Practice</p>

	<p>outcomes.</p> <p>5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations.</p> <p>6. Educate others about health disparities, cultural diversity and access to quality care.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.</p> <p>9. Implement the advanced practice nursing role according to national standards</p>	
<p>5. conduct comprehensive organizational, systems, and/or community assessments to identify aggregate health or system needs;</p>	<p>1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP.</p> <p>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.</p> <p>3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare</p>	<p>VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p> <p>VII: Clinical Prevention and Population Health for Improving the Nation's Health;</p> <p>VIII: Advanced Nursing Practice</p>

	<p>systems to maximize healthcare outcomes.</p> <p>5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.</p> <p>9. Implement the advanced practice nursing role according to national standards</p>	
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(AACN, 2006)

TOPICAL OUTLINE

- I Concepts of population health
 - a. Healthy People 2020
 - b. Population based care
 - c. Evidence-based clinical prevention and population health
 - d. Health behavior
 - e. Processes of behavior change
 - f. Interventions for clinical prevention and population health
 - g. Chronic care management
 - h. Health disparities
 - i. Cultural competency
 - j. The aging population
 - k. Health screening
 - l. Disease management
 - m. Health promotion
 - n. Illness prevention
 - o. Risk reduction
 - p. The interdisciplinary healthcare team
- II The science of population health
 - a. Strategies to improve population health
 - b. Translating best practices into clinical settings
 - c. Infectious diseases
 - d. Emergency/disaster preparedness
 - e. Quality and safety
 - i) healthcare delivery
 - ii) healthcare processes

Reviewed 2/9/12 BDyal

- III The business of population health
 - a. ROI of prevention vs sick care
 - i) employee wellness programs
 - ii) health benefits programs- the cost of occupational health
 - iii) identify the stakeholders for intra- and inter organizational population health
 - iv) identify the value of integrating health care services in the community, including worksites and health care institutions
- IV The politics of population health
 - a. Policy and regulation to advance the population health agenda
 - b. The economic imperative of health promotion
 - c. Making health policy to support chronic care management, quality and safety and public health
 - d. Ethical considerations of health policy
 - e. Health determinants that influence distribution of population health interventions

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/14/2012 (mm/dd/yyyy)

Department Initiating Request:
College of Nursing

Faculty Member Requesting:
Dr. Brenda Dyal

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 9230

Proposed New Course Title:
Health Ethics

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Health Ethics

Semester/Year to be Effective:
Fall/2012

Estimated Frequency of Course Offering:
Once Yearly

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Application of ethical theories and rational decision-making in health care.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: The VSU DNP graduate will be able to critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP; educate others about health disparities, cultural diversity and access to quality care; and, advocate for social justice, equity, and ethical policies in all health care arenas.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Based upon recommendations made to nursing education at a national level, education programs should transition from master's education to doctoral education for advanced practice nurses by 2015 (AACN, 2004).

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI, employer, and alumni survey per CON program evaluation plan
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Per program evaluation plan: Analysis of quantitative data (Student course grades, standardized tests, samples of instrumentation used for evaluation of student performance, progression data, retention data every semester.

Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Mario Whyga</i>	Date: <i>2/23/12</i>
College/Division Exec. Comm.:	<i>Melissa Berto</i>	Date: <i>2/23/12</i>
Dean/Director:	<i>Al Neuff</i>	Date: <i>2/23/12</i>
Graduate Exec. Comm.: (for graduate course):	<i>Al Neuff</i>	Date: <i>2/24/12</i>
Graduate Dean: (for graduate course):	<i>Al Neuff</i>	Date: <i>2-24-2012</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
DOCTOR IN NURSING PRACTICE PROGRAM
COURSE SYLLABUS**

COURSE NUMBER NURS 9230

COURSE TITLE Health Ethics

COURSE CREDITS 3-0-3

CONTACT HOURS Weekend College
Hybrid delivery

PLACEMENT IN THE CURRICULUM

PREREQUISITES AND/OR CO-REQUISITES: Acceptance as Doctoral Student at VSU or with Permission of Graduate Coordinator

COURSE DESCRIPTION Application of ethical theories and rational decision-making in health care.

COURSE FACULTY Brenda Dyal, DNP, FNP-BC
Martin Hall, Room 260
Office 229-333-5394
Cell 386-688-2820
Office hours by appointment
bsdyal@valdosta.edu

COURSE OBJECTIVES

Upon completion of the course the learner will be able to:

Course Objective	DNP Program Outcome to which the objective relates	AACN DNP Essentials to which the objective relates
1. distinguish moral, ethical, and legal foundations in the construction of logical arguments for healthcare decision making and policy	1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP. 6. Educate others about health disparities, cultural diversity and access to quality care. 7. Advocate for social justice, equity, and ethical policies in all health care arenas.	II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking V: Health Care Policy for Advocacy in Health Care VIII. Advanced Nursing Practice

Reviewed 2/9/12 BDyal

<p>2. evaluate ethical issues based on professional standards related to health policy decisions;</p>	<p>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. 6. Educate others about health disparities, cultural diversity and access to quality care. 7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p>	<p>II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking</p>
<p>3. evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research;</p>	<p>1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP. 6. Educate others about health disparities, cultural diversity and access to quality care. 7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p>	<p>II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking VI. Interprofessional Collaboration</p>
<p>4. analyze nursing and health related literature for ethical themes related to health and illness;</p>	<p>1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP. 6. Educate others about health disparities, cultural diversity and access to quality care. 7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p>	<p>V: Health Care Policy for Advocacy in Health Care</p>
<p>5. advocate for social justice, equity, and</p>	<p>1. Critique and synthesize scientific, ethical,</p>	<p>V: Health Care Policy for Advocacy in Health Care</p>

<p>ethical policies within all healthcare arenas;</p>	<p>philosophical and historical frameworks and theories to develop and implement the role of the DNP. 6. Educate others about health disparities, cultural diversity and access to quality care. 7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p>	<p>VI. Interprofessional Collaboration</p>
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(AACN, 2006)

TOPICAL OUTLINE

- I. Ethical theories and associated concepts
 - a) concepts
 - b) moral value judgments
 - c) moral rules or ideals
 - d) principals of biomedical ethics
 - e) deontology
 - f) utilitarianism
 - i. act
 - ii. rule
 - c) rights- duties and obligations in healthcare
 - d) casuist
 - e) virtue
- II. Ethical principles
 - a) autonomy
 - b) justice
 - c) beneficence
 - d) respect for autonomy
- III. Rational problem-solving and ethical issues
- IV. The patient-healthcare provider relationship
- V. Ethical principles and theories of genetics
- VI. Ethical principles and theories issues of:
 - a) reproduction,
 - b) death and dying,
 - c) public health
- VII. The community and the individual as moral agents
- VIII. Application of ethical theories and principles to current issues in healthcare

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 02/14/2012 (mm/dd/yyyy)

Department Initiating Request:

College of Nursing

Faculty Member Requesting:

Dr. Brenda Dyal

Proposed New Course Prefix & Number:

(See course description abbreviations in the catalog for approved prefixes)

NURS 9300

Proposed New Course Title:

DNP Residency I

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

DNP Residency I

Semester/Year to be Effective:

Fall/2012

Estimated Frequency of Course Offering:

Once Yearly

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 0

Lab Hours: 12

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Application of design, delivery, and evaluation of comprehensive, evidenced-based care to individuals, aggregates, and populations in an intense practice immersion.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes: The VSU DNP graduate will be able to demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex healthcare delivery systems, and implement the advanced practice nursing role according to national standards.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Based upon recommendations made to nursing education at a national level, education programs should transition from master's education to doctoral education for advanced practice nurses by 2015 (AACN, 2004).

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI, employer, and alumni survey per CON program evaluation plan.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Per program evaluation plan: Analysis of quantitative data (Student course grades, standardized tests, samples of instrumentation used for evaluation of student performance, progression data, retention data every semester.

Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>Mauro Whyte</i>	Date: <i>2/23/12</i>
College/Division Exec. Comm.: <i>Mauro Whyte</i>	Date: <i>2/23/12</i>
Dean/Director: <i>At Skiff</i>	Date: <i>2/23/12</i>
Graduate Exec. Comm.: (for graduate course): <i>Alf Mitchell</i>	Date: <i>2-24-2012</i>
Graduate Dean: (for graduate course): <i>Alf Mitchell</i>	Date: <i>2-24-2012</i>
Academic Committee:	Date:

Form last updated: January 6, 2010

**VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM
COURSE SYLLABUS**

COURSE NUMBER NURS 9300

COURSE TITLE DNP Residency I

COURSE CREDIT 0-12-3

CONTACT HOURS **180 hours of clinical**
Weekend College Format
Hybrid delivery

PLACEMENT IN CURRICULUM

PREREQUISITES: NURS 9011; NURS 9100; NURS 9110; NURS 9120; NURS 9130; NURS 9200; NURS 9210; NURS 9220; NURS 9230

COURSE DESCRIPTION Application of design, delivery, and evaluation of comprehensive, evidenced-based care to individuals, aggregates, and populations in an intense practice immersion.

FACULTY

Bonni Cohen MSN, ANP-BC, FNP-BC
Martin Hall, Room 270
Office 229-333-7195
Office hours by appointment
bscohen@valdosta.edu

COURSE OBJECTIVES

Upon completion of this course, the graduate student will be able to:

Course Objective	DNP Program Outcome to which the objective relates	AACN DNP Essentials to which the objective relates

<p>1. Use a scientific foundation and process of inquiry to evaluate the evidence base related to a clinical problem</p>	<p>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 the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations. 6. Educate others about health disparities, cultural diversity and access to quality care.</p>	<p>I. Scientific underpinning III. Clinical scholarship and Analytical Methods for EBP VIII. Advanced Nursing Practice</p>
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<p>2. Develop, implement and evaluate an evidence-based solution to an identified clinical problem</p>	<p>1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP.</p> <p>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.</p> <p>4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes.</p> <p>5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations.</p> <p>9. Implement the advanced practice nursing role according to national standards.</p>	<p>II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking</p> <p>III. Clinical scholarship and Analytical Methods for EBP</p> <p>VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</p> <p>VII. Clinical Prevention and Population Health</p> <p>VIII. Advanced Nursing Practice</p>
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<p>3. Provide leadership in system change required for a solution of a clinical problem(s)</p>	<p>1. Critique and synthesize scientific, ethical, philosophical and historical frameworks and theories to develop and implement the role of the DNP.</p> <p>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.</p> <p>5. Evaluate, influence and develop health policy at all levels to impact healthcare for individuals and populations.</p> <p>7. Advocate for social justice, equity, and ethical policies in all health care arenas.</p> <p>8. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.</p> <p>9. Implement the advanced practice nursing role according to national standards.</p>	<p>VI. Interprofessional Collaboration VIII. Advanced Nursing Practice</p>
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<p>4. Demonstrate advanced clinical competencies in a selected area of specialized practice</p>	<ol style="list-style-type: none"> 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 the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations. 4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to transform patient care and healthcare systems to maximize healthcare outcomes. 6. Educate others about health disparities, cultural diversity and access to quality care. 7. Advocate for social justice, equity, and ethical policies in all health care arenas. 9. Implement the advanced practice nursing role according to national standards. 	<ol style="list-style-type: none"> I. Scientific underpinning II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking VIII. Advanced Nursing Practice
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