BACCALAUREATE AND MASTER'S DEGREES

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

REVISED FORMAL PROPOSAL

Institution: Macon State College

1. Program Description and Objectives:

a) Objectives of Program:

b. Needs the program will meet

The College proposes to offer the Adult/Gerontology Primary Care Nurse Practitioner (A/GNP) Masters of Science in Nursing beginning in fall 2013 in response to the needs of its service district and the state. There are no advanced practice graduate nursing programs in the

> Demand for geriatric nurses is accelerating along with the nation's changing demographics. With baby boomers approaching their retirement years, the number of Americans age 55 and older will soar from 60 million (21 percent of the population) to more than 107 million (31 percent) by 2030, according to the National Council on Aging in Washington, D.C. (Kreimer, S., June 11, 2010, p. 1).

Only three percent of all advanced practice nurses are certified in geriatric care (ANA credentialing center, 2002). An additional critical need is for faculty who are experts in the field of aging. "We are faced with a severe shortage of Ph.D. prepared faculty who can teach gerontological nursing and conduct the research needed to establish best practices in the care of older adults. To meet this shortage, our brightest nurses must be supported in becoming gerontological nursing leaders early in their careers" (OHSU, **http://www.edu/xd/education/schools/school-of-nursing**, accessed September 13, 2011). Registered Nurses with graduate level education and specialized knowledge and skills in care for the older adult are needed in outpatient clinics, community centers and homes as well as acute care settings. Assisting the older adult to live independently is the goal. Care of the aging involves attention to functional status that supports the management of acute and chronic illnesses. Nurses are uniquely qualified to fulfill these needs.

Nationally, nursing programs are responding to this need by adding more geriatric content to their curricula and increasing graduate exposure to health care issues of the aging in a variety of care settings. The growth in home care services will provide Geriatric Nurses with outstanding employment opportunities in the future (Department of Labor, 2011). Older adults have complex, multisystem issues that have occurred ov-2(m)4(r)ml4(oc)-116(y)-5(t)-6(14(cu0(ge)4(r-5(u. s)-15a-1

selected disciplines. As noted above, this proposal will necessitate a SACS substantive change report and an expansion of the mission and programs offered by MSC. The A/GNP degree will be among the first master's degrees offered on the campus and will enable students with baccalaureate degrees in nursing to select a graduate program in high demand nationally, regionally and statewide and in Central Georgia. This Master's proposal will offer a graduate degree that leads to a rewarding career, one that will enhance the economic and cultural vitality of Central Georgia and the state.

This Master's Degree program builds upon the highly respected prelicensure nursing and RN to BSN programs offered at the college. It is also strategically linked to the regional needs for health care of an aging citizenry delivered in a variety of settings. In addition, the focus on health promotion and disease prevention for all adults and especially the vulnerable aging population will benefit the entire region and the state.

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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

Laboratories

The Advanced Health Assessment course will require practice in a clinical laboratory. Space in the School of Nursing is adequate to support this demand. Two fully equipped (10 bed) clinical labs are available. A fully equipped clinical simulation lab is also available for student use to monitor, record and critique student performance.

Equipment

Additional equipment including ten new diagnostic kits ($4,000) for advanced health assessment and clinical practicums will be provided to students (oto-opthalmascope sets). Faculty will be provided a lap top ($3,000 each) for classroom and teaching and to support the online teaching tools, Evirx and Project Nurse. The following technology is also required for full implementation of this software:

Camtasia Studio/Snagit Bundle (Screen Capture/Recording and Editing Software) - $199 (academic pricing). A license for each MSN program faculty will be needed.
Camcorders –tripods available for students to "check out" as well as for faculty to use; Three Sony Handycam - @$250 each

Supplies and Expenses

The faculty assigned to teach in the new MSN degree program are currently teaching in the BSN program in the School of Nursing & Health Sciences. Therefore, no additional supplies such as office equipment, desktop computers, or furniture are anticipated. Travel to clinical sites for student supervision is expected to be minimal as the Evirx enables faculty to critique clinical experiences from the secure website.

Capital Expenditures

No capital expenditures are anticipated.

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

a. Clearly differentiate which courses exist and which are newly developed courses. Include the course titles as well as acronyms and credit hour requirements associated with each course.

All courses are new. Core courses are designed to be used with any subsequent graduate programs established in nursing. The Core Courses included Theory, Research, Pathophysiology, Advanced Physical Assessment, Professional Roles, Issues and Pharmacology.

Table 3: MSN A/GNP Curriculum Plan

Year I		
Fall	Spring	Summer
NURS 5103 Health Assessment for Advanced Practice (3) NURS 5104 Advanced Practice Nursing Roles (3)	NURS 5101 Advanced Pathophysiology (3) NURS 5100 Theoretical Foundations of Advanced Practice Nursing(3)	NURS 5300 Adult/Gerontology Primary Health Care 1 (4)

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

To be completed by February 2012.

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

Please see **Appendix C** for national accrediting agency information. The National League for Nursing Accrediting Commission (NLNAC) will accredit the program. The Hartford Institute for Geriatric Nursing and the American Association of Colleges of Nursing established com

8. A current GRE score to be forwarded directly to the college; A GRE score of 1000 (combined Verbal & Quantitative) and a Writing Analysis score of 3.5 is preferred
9. A grade of "C" or better in the following undergraduate nursing courses:
    a. Statistics
    b. Nursing Research
    c. Undergraduate Health/Physical Assessment Skill
10. Computer literacy and strong written and verbal skills are expected

7. Availability of assistantships (if applicable).

Each academic year of the program, Macon State College will offer a number of graduate assistantships. These positions provide the graduate student an opportunity to receive tuition remission and a small stipend. The focus of the position can be teaching, research or other applicable program needs such as advanced training using the software systems integral to the Master's program. This advanced training will enable the assistant to provide mentoring to fellow graduate students. To apply for these positions, a student must be admitted to the program, complete the applicable materials and submit a personal statement with a rationale of why the assistantship is needed and would enhance their graduate study. All applicants will be interviewed and once accepted will work 20 hours a week in the department of nursing or one of the programs in the School of Nursing and Health Sciences. A faculty mentor/supervisor will

All faculty will participate in the on-site and online training for software used to administer and

14. 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 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 of the institution's projections with regard to anticipated EFT, head count, student enrollment, estimated expenditures, and projected revenues.

Budget Narrative:

A survey of regional Universities supporting master's degrees in nursing suggests that enrollment will average 20 students each year. The budget projects a new enrollment each year of 20 students and accounts for an anticipated 10% attrition rate in each class. Therefore first year enrollment is calculated as 20 new students, and second year enrollment would roll 18 students from year one with the addition of 20 new students, maintaining a fairly constant enrollment of 38 students annually.

The Adult/Gerontology Primary Care Nurse Practitioner MSN degree program will be delivered using a hybrid format. Regular tuition rates will apply. Review of state tuition rates for MSN
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Table 6: Student Enrollment and Progression

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	First Year FY 14	Second Year FY15	Third Year FY16	Fourth Year FY
EXPENDITURES (Continued)				
Personnel – new positions				
Faculty				
Part-time Faculty				
Graduate Assistants				
Administrators				

Appendix A
Academic Affairs Approval

Appendix B Course Descriptions

NURS 5102 Pharmacology for Advanced Practice (3 credit hours) Newly Developed

This course will focus on classifications of pharmacologic agents as well as herbal and natural

3. Incorporate comprehensive teaching about wellness promotion and health maintenance into primary care
4. Communicate findings independently in a cohesive and logical manner
5. Base practice on evidence
6. Explain the process of effective change within the healthcare system.
7. Critique the role of the adult/gerontology primary care nurse practitioner

TOTAL **41-46**

Table 8: Adult-Gerontology Primary Care NP Competencies

AACN, March 2010

Domains and Core Competencies of Nurse Practitioner Practice	N 5100 Theory	N 5101 Patho	N 5102 Phar	N 5103 Health Assessment	N 5104 Roles	N 5105 EVP	N 5106 Issues	N 5240 H Prom	N 5241 EBP	N 5242 Women	N 5301 Primary	N 5302 Geron	N 5303 Practicum

Appendix C: Accreditation Standards

Adult-Gerontology Primary Care Nurse Practitioner Competencies
AACN, March 2010

used clinical settings be sought. Practice experiences should focus on the full spectrum of adult-older adult care and should provide the student with the opportunity to focus on the differing and unique developmental, life stage needs that impact a patient's care across the entire adult age spectrum. Practice experiences may include a variety of experiences (e.g., virtual experiences, case studies, and simulation experiences) to enhance the student's preparation with these competencies. In addition, preceptors and faculty with responsibility for oversight of these clinical and practice experiences should represent broad-based and varied expertise to ensure that the NP graduate is prepared to provide care to the entire adult-older adult age spectrum and across the wellness-illness continuum.

ADULT-GERONTOLOGY PRIMARY CARE NURSE PRACTITIONER COMPETENCIES

These are entry-level competencies for all adult-gerontology primary care nurse practitioners. These adult-gerontology population-focused competencies build on the graduate and APRN core competencies, and NP core competencies. Significant overlap in the acute care and primary care NP competencies does exist; however, the practice of the

NLNAC Standards and Criteria MASTER'S and POST-MASTER'S CERTIFICATE

STANDARD 1

Mission and Administrative Capacity

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

1.1 The mission/philosophy and outcomes of the nursing education unit are congruent with those of the governing organization.

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

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

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

1.5 The nursing education unit is administered by a doctorally prepared nurse who has authority and responsibility over the unit and advocates for equity between the unit and other institutional units.

1.6 Nursing program coordinators and lead faculty for program tracks are academically qualified, meet national guideline criteria, and have authority and responsibility over the program/track.

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

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

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

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

STANDARD 2

Faculty and Staff

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

2.1 Faculty are academically and experientially qualified; the majority of faculty hold earned doctorates.

2.2 Faculty credentials reflect appropriate advanced practice certifications and expertise in their area(s) of teaching.

2.3 The number and utilization of faculty (full- and part-time) ensure that program outcomes are achieved.

2.4 Faculty (full- and part-time) performance reflects scholarship and evidence-based practice.

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

2.6 Systematic assessment of faculty (full- and part-time) performance demonstrates competencies that are consistent with program goals and outcomes.

2.7 Non-nurse faculty and staff performance is regularly reviewed in accordance with the policies of the governing organization.

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

2.8 Faculty (full- and part-time) engage in ongoing development and receive support in distance education modalities including instructional methods and evaluation.

STANDARD 3

Students

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

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

3.2 Student services are commensurate with the needs of students pursuing or completing the master's program or post-master's certificates, including those receiving instruction using alternative methods of delivery.

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

3.4

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

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

STANDARD 5

Resources

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

5.1 Fiscal resources are sufficient to ensure the achievement of the nursing education unit outcomes and commensurate with the resources of the governing organization.

5.2 Physical resources (classrooms, laboratories, offices, etc.) are sufficient to ensure the achievement of the nursing education unit outcomes and meet the needs of faculty, staff, and students.

5.3 Learning resources and technology are selected by the faculty and are comprehensive, current, and accessible to faculty and students, including those engaged in alternative methods of delivery.

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

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

STANDARD 6

Outcomes

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

6.1 Program assessment is ongoing and findings demonstrate the achievement of the student learning and program outcomes of the nursing education unit and NLNAC standards.

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

6.3 Evaluation findings are shared with communities of interest.

6.4 The program demonstrates evidence of achievement in meeting the following program outcomes:

- Performance on licensure exam
- Performance on certification exams
- Program completion
- Program satisfaction
- Professional/Job placement

6.4.1 For entry-level master's programs, the program licensure exam pass rates will be at or above the national mean.

6.4.2 Eighty percent of first-time candidates for certification exams will pass the exams.

6.4.3 Eighty percent of students will graduate from their program within 1½ times the length of the program.

6.4.4 Eighty percent of graduates and their employers will express satisfaction with the program.

6.4.5 Eighty percent of those seeking employment will be involved in role-related professional practice at one year post-graduation.

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

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

Appendix D Biographical Sketches

Darrell W. Thompson, RN, DNP, FNP-C, FNP, BC, ACNP

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Name: Monica R. Brown, MSN, RN-C, NP-C, FNP-BC
Title: Assistant Professor

Institution and Location	Degree	Year	Field of Study
Georgia State University – Atlanta, Ga.	PhD-S	Spring 2012	Nursing
Albany State University – Albany, Ga.	MSN	2001	Family Nurse Practitioner
Valdosta State University – Valdosta, Ga.			

Biographical Sketch

Name: Teresa Kochera MSN, RN, PCCN, CNL
Title: Associate Professor of Nursing

Institution and Location	Degree	Year	Field of Study
University of Phoenix, AZ.	MSN	2005	General Studies with an emphasis on leadership & c

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Name: Elizabeth F. Mistretta, PhD, RN
Title: Nursing Consultant
Institution and Location Degree

Name: Janet L. Andrews, PhD, WHNP
Title: Nursing Consultant & Professor, RN-MSN Coordinator, Research College of Nursing

Institution and Location	Degree	Year	Field of Study

Appendix E Letters of Support

October 24, 2011

Dr. Jeffrey Allbritten
President
Macon State College
100 College Station Dr.
Macon GA 31206

Dear Dr. Allbritten:

It is with great pleasure that the Nursing Department pledges support for the Macon State College proposal to begin a Master's in Nursing Degree program (Adult Health/Gerontology Nurse Practitioner) in the fall of 2013. The proximity of the College to our medical campus has created a natural synergistic relationship over the years and we welcome this opportunity to again partner with Macon State College on this important initiative. As a twice designated Magnet healthcare facility, The Medical Center of Central Georgia highly values the nursing education, research, evidenced based practice and strong commitment to both bedside and community care that we foresee as an outcome of the MSC proposed Masters in Nursing program and its quality graduates. These also further advances the Institute of Medicine report on the future of nursing, encouraging the increased education of nurses, and allowing nurses to function to the full extent of that education.

In supporting the proposed program, we are anticipating the opportunity to employ advanced practice nurses throughout our organization who possess a specialized body of knowledge and a high quality of practice skills for caring for the aging population.

The Nursing leadership team looks forward to working with the Dean of the School of Nursing & Health Sciences, and to continuing our strong relationship with the faculty at MSC. MCCG prides itself on being a "student friendly" organization for all of our affiliating schools. We anticipate the ability to accommodate these unique students within our setting.

If I can be of any further assistance to the Board of Regents in supporting MSC's proposed Masters Degree in Adult/Gerontological Nurse Practitioner Program please do not hesitate to contact me.
Sincerely,

Judy C. Paull DNP(c), NEA-BC
VP and CNO
Paull.judy@mccg.org
478-633-1412.