

Substantive Change Cover Sheet

Regardless of which program(s) are affected by the substantive change, please identify all baccalaureate, master's, Doctor of Nursing Practice, and post-graduate APRN certificate tracks offered by the nursing unit. For each track, list current enrollment data. The institution may add or delete rows in the following tables as necessary.

Baccalaureate Program

The institution does not offer a baccalaureate degree program in nursing.
Only include nursing students (not pre-nursing students).

Track(s)	Year Track Became Operational	# Students Enrolled	Locations/Campuses Offered
Generic/Traditional/Pre-licensure	1983	224	Milledgeville
RN-BSN/Post-licensure		0	On-Line
Second Career/Fast Track/Accelerated			
Other (specify):			

Master's Program

The institution does not offer a master's degree program in nursing.

Track(s)	Year Track Became Operational	# Students Enrolled	Locations/Campuses Offered
Track Name: FNP	1986	88	On-Line
Track Name: PMHNP	2016	34	On-Line
Track Name: NE	2014	5	On-Line
Track Name: WHNP	2019	13	On-Line
Track Name: NM	2020	7	On-Line

Doctor of Nursing Practice Program

The institution does not offer a Doctor of Nursing Practice program.

Track(s)	Year Track Became Operational	# Students Enrolled	Locations/Campuses Offered
Track Name: Postmaster's DNP	2012	32	On-Line
Track Name:			
Track Name:			

Post-Graduate APRN Certificate

The institution does not offer a post-graduate APRN certificate program.

Track(s)	Year Track Became Operational	# Students Enrolled	Locations/Campuses Offered
Track Name: FNP	2014	6	On-Line
Track Name: PMHNP	2016	13	On-Line
Track Name: NE	2014	1	On-Line
Track Name: WHNP	2019	0	On-Line
Track Name: NM	2020	0	On-Line

Please note: This cover sheet cannot be used for the submission of self-study documents or continuous improvement progress reports.

In compliance with CCNE Substantive Change Policy, Georgia College School of Nursing is notifying CCNE of the following substantive changes relating to a change in program tracks/concentrations.

These changes were made with the full support and approval of the Nursing Faculty Organization (NFO) and the College of Health Sciences (CoHS) and Georgia College & State University. All changes were submitted through GC approval processes and reviewed and approved by the University System of Georgia as informational items of change.

In reviewing the substantive change template, the following information is provided as additional clarification.

1. There has been no change in program mission or goals.
2. There has been no change in legal status, control, or ownership.
3. There has been no reduction of resources.
4. There has been no change in status with Georgia Board of Nursing or regulatory agency.
5. **There has been a change in status** with institutional and/or **nursing accrediting agency**. The addition of a midwifery concentration under the existing MSN degree has required a self-study and pre-accreditation site visit from the **Accreditation Commission for Midwifery Education (ACME)**. The documentation of this visit and the results of the visit will be discussed in this report. Georgia College School of Nursing MSN-NM concentration and post master certification NM program has been granted **pre-accreditation status** from ACME as of February 19, 2020. The enrollment of the first cohort was in summer 2020.
6. **There has been a change in program tracks/concentrations.**
 - a. **Suspension of admissions and deactivation of RN-BSN program** *secondary to declining enrollment and need to utilize resources for other more vibrant programs. Effective Spring 2020.*
 - b. The **addition of two concentrations** within the existing MSN degree.
 - i. *Women's Health Nurse Practitioner*
 1. *Approval University of Georgia Effective Summer 2019*
 - ii. *Nurse Midwifery*
 1. *Approval University of Georgia Effective Summer 2019*
 2. *Pre-Accreditation Approval from the **Accreditation Commission for Midwifery Education (ACME)** to become operational Summer 2020*
 - c. The **addition of two concentrations** with the existing post-graduate APRN Certificate program.
 - i. *Women's Health Nurse Practitioner Effective Summer 2019*
 - ii. *Nurse Midwifery Summer 2020*
7. *There been no addition or closure of a nursing program (Degree/Certificate).*
8. *There has been no change in method or location change.*
9. *There has been no change in Chief Nurse Administrator.*
10. *There has been no change in faculty composition and/or size.*
11. *There has been a change in student enrollment. This change is a direct result of the deactivation of the RN-BSN program (decrease in enrollment) and the addition of the two concentrations within the MSN (increase in enrollment).*
12. *There has been no change in teaching affiliations.*
13. *There has been no major curricular revision(s) to the existing nursing programs. The curricular changes were only related to the additions of course for the new concentrations.*
14. *There has been no change in student achievement.*

Change in Program Tracks/Concentrations

Suspension of Admissions or Track/Concentration Closure

If the program is closing the only track offered within a degree or certificate program, please refer to the information regarding program closure on the following page.

1. Provide a rationale for the suspension of admissions or program closure.

The deactivation of the RN-BSN/Post-licensure program came after a prolonged period of low-productivity and viability. The graduation rate for the RN-BSN program had been noted as being below the benchmark (10 graduates per AY) for University of Georgia viable programs since AY 2014. Additional recruitment efforts and meetings with area stake holders and School of Nursing Advisory Board members during AY 2015 to 2016 discussed opportunities for collaborations. No significant admissions or interested resulted from these efforts.

A SON RN-BSN Ad Hoc Committee evaluated and examined historical data related to the RN-BSN program during the AY 2016 to 2017. Refer to minutes in Appendix I. They strategized opportunities to grow the program and to address the need for BSN prepared nursing in our community and within rural Georgia. Demand for the fully online RN-BSN had fluctuated. This program had competition from numerous USG programs along with proprietary programs from across the United States. Data from fall enrollment snapshots reflects the following: 2012 (12 students), 2013 (26 students), 2014 (24 students), 2015 (9 students), 2016 (4 students), 2017 (9 students), 2018 (4 students), and 2019 (6 students).

2. Provide the effective date of suspension of admissions or program closure.

Degrees Conferred:

Data reflects the following # of degrees conferred: 2012 (21 students), 2013 (15 students), 2014 (16 students), 2015 (26 students), 2016 (11 Students) 2017 (9 students), 2018 (5 students) and 2019 (4 students). During 2018, plans were underway to expand the MSN concentrations and it was determined to seek clarification from administration and USG as to if the RN-BSN program should be considered for deactivation.

- It was determined that enrollment would be paused in 2019 and a teach out plan for remaining students would be developed. In September 2019, the official deactivation process was begun and that information was sent to the USG for information. (Appendix I)
- The teach out plan was completed in 2020 and the last remaining students in the program were awarded their degree. There were 5 students who had applied to GC and were in the process of completing their core. These students were notified and assisted to find other programs.

3. Document how, if at all, the change affects the program's compliance with CCNE accreditation standards.

The deactivation of the RN-BSN post-licensure program is not anticipated to have any implications for the program's compliance with CCNE accreditation standards.

4. Discuss how the program will address potential impact on all existing CCNE accredited nursing degree and/or certificate program(s), with respect to budgetary, physical, and faculty resources.

The potential impact of the deactivation of the RN-BSN program is anticipated to be position in terms of decreasing the FTE requirement of faculty for a low-producing program. The RN-BSN required that two to three RN-BSN courses be offered each semester which equated to an average of 0.67 FTE to maintain this program. The low number of students that were enrolled did not significantly contribute to the credit hours generated by the SON or the revenue produced from tuition. This was a fully-online program, so no impact is anticipated on physical resources.

Development of a New Track or Concentration.

1. Provide an overview of the change.

The SON proposed to the University System of Georgia the addition of two concentrations: Women's Health Nurse Practitioner and Nurse Midwifery under the current Master of Science in Nursing (MSN) major beginning potentially in the summer semester 2019/2020. The goal of this concentration is to increase the number of primary, reproductive, gynecologic, and obstetric health care providers for women in the state of Georgia, particularly in rural communities. This is directly related to the mission and vision of Georgia College and the SON. This program utilizes core courses from the existing MSN concentrations as well as major support courses including NRS 5480 Advanced Assessment, NRS 6300 Advanced Physiology and Pathophysiology, and NRS 5800 Applied Pharmacology. The concentrations required the addition of six new courses that provide the didactic and clinical requirements for accreditation and for students to sit for the certification exam for Nurse Midwifery (CNM) through the American College of Nurse Midwifery (ACNM) or the certification exam for Women's Health Nurse Practitioner through National Certification Corporation (NCC). Five of these new courses will also be utilized in the proposed Women's Health Nurse Practitioner Concentration.

Rationale for the proposal and new concentrations: It is estimated that 1 million mothers per year do not receive adequate prenatal care. The American Congress of Obstetricians and Gynecologists (ACOG) has reported that nearly 50% of all U.S. counties do not have obstetrical care providers. In Georgia, there are 79 counties without an OB/GYN provider. At times, a single provider is covering up to eight counties or over 2500 square miles. In 2014 it was reported that 7.8% of live births in GA were to women receiving late or no prenatal care. This was up from 7.4% in 2013, and 6.9% in 2012. America's health rankings indicate that of the 50 states, Georgia ranks 44th in women's health, and 48th in infant health. This gap in quality care is partially due to a national shortage of providers of primary, reproductive, gynecologic, and obstetric health care for women. Due to a decline in the number of graduates from OB/GYN medical residency programs, a 25% shortage of women's health care providers is predicted by the year 2030. The American College of Nurse Midwives (ACNM) reported that graduates from midwifery education programs increased by 50% from 2010 to 2014 but continued growth is projected.

Women's Health Nurse Practitioners and Nurse midwives are educated to provide primary health care services for women from adolescence beyond menopause. These services include primary care, gynecologic and family planning services, preconception care, care during pregnancy, childbirth and the postpartum period, and care of the normal newborn during the first 28 days of life. As advanced practice registered nurses with a graduate education (Masters level), these individuals may work in hospitals, health centers, private practices, birth centers, or homes; and are clinically prepared to meet the needs of this vulnerable population. Recipients of care by nurse midwives in the U.S. report high levels of satisfaction with excellent patient outcomes and lower costs.

The impact of an affordable online concentration in nurse midwifery provided by an established graduate program will be far reaching. In its 2015 white paper, the American College of Nurse Midwives (ACNM) vowed to strengthen the quality, capacity, affordability and accessibility of midwifery education programs and to increase the number and diversity of the midwifery workforce. Students in undergraduate nursing programs consistently verbalize interest in graduate programs in nurse midwifery and the desire to return to Georgia College. Despite this information, there is currently one Nurse Midwifery program in the state of Georgia. It is offered through a private institution unaffiliated with the University System of Georgia (USG) making it cost prohibitive for many.

2. Discuss the timeline for implementation.

Concentration	Approval GC	Approval USG	Approval ACME	Cohort Enrolled
WHNP	September 14, 2018	January 11, 2019	N/A	5/2019
WHNP Postmasters	September 14, 2018	January 11, 2019	N/A	5/2019

CNM	September 14, 2018	January 11, 2019	2/26/2020	5/2020
CNM Postmasters	September 14, 2018	January 11, 2019	2/26/2020	5/2020

3. Discuss expectations (e.g. enrollments, program length, graduation).

The new midwifery focus will utilize core courses from the existing MSN concentrations as well as major support courses including NRS 5480 Advanced Assessment, NRS 6300 Advanced Physiology and Pathophysiology, and NRS 5800 Applied Pharmacology. The concentration will require the addition of 7 new courses that will provide the didactic and clinical requirements for students to sit for the Certified Nurse Midwifery (CNM) exam. Four of the new courses will be offered concurrently to students completing the existing Women’s Health Nurse Practitioner (WHNP) concentration and the NM concentration, while 2 additional courses will be specific to the Nurse Midwife students. Our existing MSN programs have strong support and an excellent track record of attracting students because of our record of student retention and certification pass rates as documented on the Institutional Research Office webpage for [Performance on External Examinations Report](#).

Currently there are two faculty members who are certified Nurse Midwives and are qualified to teach these courses and provide program oversight (Dr. Deborah MacMillan and Dr. Monica Ketchie). Based on interest from the community as well as Georgia College BSN students and Alumni it is anticipated that the inaugural cohort will have approximately 8-12 students. Because certifying bodies allow a 1:6 faculty student ratio in graduate clinical courses, no additional nurse midwifery faculty would be immediately required for the 2019-2020 academic year. However, faculty teaching within this concentration will leave gaps in other concentrations in the nursing curriculum. Further faculty may be needed to fill the gap. A 5-10% growth per year is expected until maximum capacity of approximately 18 students is obtained for the entire Nurse Midwifery / Women’s Health Nurse Practitioner Programs. It is anticipated an addition of one faculty line for the 2020-2021 academic year would be required to meet this projected growth. Any additional faculty member would teach across the curriculum in the BSN and other MSN and DNP courses

The program length is a six-semester full-time program for the MSN – NM and MSN WHNP. The postmaster’s certificate program for each varies in length depending factors such as if students holds APRN certification already in another concentration and core courses completed in their previous MSN degree.

The Master of Science in Nursing degree will be awarded and will appear on the student diploma. The academic transcript will show the degree earned, Master of Science in Nursing, and the concentration, Nurse Midwifery or Women’s Health Nurse Practitioner. The name of the degree is found on the GC SON program website. The name of the degree and concentration will also be included in the 2019 – 2020 and 2020-2021 Graduate Nursing Catalog.

[Post-Master Certificates](#). Georgia College School of Nursing offers a number of options for Master of Science in Nursing (MSN) prepared nurses who are seeking to certification as a Family Nurse Practitioner, Nurse Educator or a Psychiatric Mental Health Nurse Practitioner.

For students who already hold an MSN, DNP, or Ph.D. in Nursing degree but are not board certified APRNs and are missing the “3 Ps” (physical assessment, pathophysiology, pharmacology), the course requirements can take up to two years to complete for a total of 31 credit hours.

For students who hold an APRN license and are board certified in a specialty area, an individualized program of study will be developed by the program coordinator in the School of Nursing after determining equivalency of courses. Students submit all course syllabi for review. A possible plan of study ranges from 11 to 21 credit hours. Eleven credit hours is the minimum number required by GC to obtain the post-master certificate.

[View the GC SON website](#)
[View the Graduate Catalog](#)

4. Demonstrate compliance with Key elements II-A, II-B, II-C, and II-E (CCNE Standards, 2018).

Element IIA. Fiscal resources are sufficient to enable to the program to fulfill its mission, goals, and expected outcomes, Adequacy of fiscal resources is reviewed periodically, and resources are modified as needed.

The Women’s Health Nurse Practitioner and Midwifery programs will have sufficient fiscal resources to ensure that programs objectives can be met.

There is full financial support for the preaccreditation, accreditation, and ongoing operational phases of the MSN-WHNP and NM and post-master certification WHNP and NM program. The MSN-WHNP and NM and certification program will be fully supported within the operating budget of the GC SON, and oversight of funds will be performed by the Program Coordinators in collaboration with the Director of the SON. The cost of preaccreditation and accreditation are provided by the office of academic affairs. The SON operational budget received approval for one additional Assistant Professor tenure track line with a focus in Women’s Health and Midwifery for the academic year 2019 -2020. During this academic year this faculty will work with the WHNP and NM Program Coordinators and Director of SON to fully operationalize the curriculum and secure clinical placement sites and Memorandum of Understandings with facilities. Significant financial investment has already been expended to expand the infrastructure, staff and equipment at the Simulation and Translational Research Center that focuses on skills acquisition and verification of core competencies for midwifery.

Additional support comes from of HRSA Award No. 2 T94HP309080300 Grant No. T94HP30908 with a Budget Period of 07/01/2019 to 06/30/2013. Improving Georgia’s Health - Addressing the Healthcare Needs of Georgia’s Rural and Medically Underserved Areas a four-year Advanced Nursing Education Workforce (ANEW) Grant from the Health Resources Service Agency (HRSA of the Department of Health and Human Services in the amount of \$3.7 million was awarded to Dr. Sallie Coke the Assistant Director of Graduate Nursing and the Program Coordinator for the Family Nurse Practitioner program. The new grant will help educate and train nurse practitioners to work in rural areas of Georgia. Georgia College was the only school in the State of Georgia to receive funding for all 7 possible years of this HRSA ANEW grant program. As author and principal investigator of this highly impactful rural health program, Dr. Coke’s leadership in the federally funded program has brought GC external awards totaling \$4,246,865. Permission was just received to include the Women’s Health Nurse Practitioner students in this award and, if approved to begin the midwifery program, Dr. Coke plans to explore if these students can included. If not this midwifery will be added to the next grant application.

The Women’s Health Nurse Practitioner and Nurse Midwifery Program Coordinators will work closely with Director Deborah MacMillan and Dean Sheri Noviello and have input into the budget process and financial planning to ensure ongoing program resources. The GC budget process continues to highly prioritize academic planning and allocation of resources strategically to ensure meeting their goals. The annual budget is prepared to support stated goals and objectives for the academic year, available for discussion and review by faculty, and approved by the University System of Georgia Board or Regents. All schools and colleges in the university follow the same process for budget preparation and review. In preparing the budget, Dean Noviello meets with school directors and department chairs after they have met with their program coordinators to assess resource needs for the following fiscal year, and submits a proposed budget to the Senior Academic Vice President and Provost. There is a university wide open budget review that is presented by the President of the University, Dr. Steve Dorman that everyone is encouraged to attend.

Graduate program enrollment has gradually increased over the past three years and operating and faculty resources have increased accordingly. The Dean has received full support for budget requests, including a number of faculty and staff positions for each of the three years. The operating and personnel budgets of the GC SON are evidence of the university’s support through allocation of adequate fiscal resources as noted in the table below:

BUDGET CATEGORIES	FY2018	FY2019	FY2020
Operating	\$49,421	\$66,598	\$74,077
Personnel	\$2,400,256	\$2,427,844	\$2,790,197
Travel	\$4,465	\$8,440	\$9,316
Professional Development	\$50,020	\$51,759	Not yet budgeted
Total	\$2,504,162	\$2,554,641	\$2,873,590

Key Elements II-B. Physical resources and clinical sites enable the program to fulfill its mission and expected outcomes. Adequacy of physical resources and clinical sites is reviewed periodically, and resources are modified as needed.

During this academic year the WHNP and NM Program Coordinators will work with and Director of SON to fully operationalize the curriculum and secure clinical placement sites and Memorandum of Understandings with facilities. Significant financial investment has already been expended to expand the infrastructure, staff and equipment at the Simulation and Translational Research Center that focuses on skills acquisition and verification of core competencies for midwifery.

Key Elements II-C. Academic support services are sufficient to meet program and student needs and are evaluated on a regular basis.

Ongoing development and annual evaluation of the program's resources, facilities, and services.

Students are surveyed about the GC SON resources, facilities, and services during Survey September every three years. This is a snapshot of not only the student's perspective about the program; but also, faculty and stake holders. Survey September will be completed during September 2019 and the results will be analyzed and presented to the NFO and specific committees for incorporation into our Educational Effectiveness Plan. Each cohort of MSN students elects a student representative who is invited to attend or submit a report to the Graduate Nursing Committee at their regular meetings. This provides an opportunity for students to participate in this process on an ongoing basis while they are in the program.

The GC SON Advisory Board meets twice a year and is actively involved with the ongoing development and evaluation of our GC SON programs. GC SON Advisory Board is made up of 26 members. They work directly with SON faculty to help transform and plan the baccalaureate, masters and doctoral programs by providing a unique perspective on opportunities to infused liberal arts foundation and current best practices into the curriculum and helping to guide the establishment of the Simulation and Translational Research Center.

Within the organizational structure, the Director of the SON has overall responsibility and accountability for the financial stability of the school. With input from faculty and staff, she prepares and defends annual budget requests to the Dean of the CoHS and Academic Vice President & Provost. The University budget process continues to highly prioritize academic planning and allocation of essential resources. The annual budget is prepared to support stated goals and objectives for the academic year, available for discussion and review by the faculty, and approved by the Board of Regents. All schools and colleges in the University follow the same process for budget preparation and review.

Each year, the GC SON Director solicits input from the Assistant Directors, and Program Coordinators to determine budget needs for the following fiscal year. In turn, these academic leaders meet with respective faculty to determine whether current resources are adequate and what further resources will be needed. These requests are communicated to the Dean of CoHS who prepares the budget and submits it to the Academic Vice President & Provost. This same process will be followed to ensure adequate MSN-NM and MSN-WHNP programs resources. The Director has received full support for budget requests, which has included one additional faculty position each year for the past two years and two faculty positions for the current academic year, commensurate with increasing enrollment. The operating and personnel budgets of the GC SON are evidence of the University's support through allocation of adequate fiscal resources.

Key Element II-E Faculty

Appendix II includes the table with a description of the MSN-NM and MSN WHNP Core faculty, faculty teaching the program (program faculty) and Nurse Midwifery specific course and clinical faculty. Core faculty are defined as members of the SON faculty with the Graduate Nursing Committee determine academic policies/procedures and adopt changes to the graduate curriculum for all graduate courses and academic programs to achieve program outcomes and evaluate program effectiveness. The membership of the Graduate Nursing

Committee consists of the Assistant Director of Graduate Nursing, program coordinators, plus two additional full-time faculty with Graduate Faculty Status appointed by the Director of the SON.

Midwifery program faculty are certified by ACNM, the American Midwifery Certification Board (AMCB), or another appropriate credentialing body for faculty who are not midwives.

Credentialing information for Core Faculty and Midwifery Program Faculty, including certification information and Curriculum Vitae have been verified. AMCB certification has been verified for all midwives who are midwifery program faculty.

Have education credentials appropriate to the level at which they teach, with a minimum of a master's degree, and meet the academic institution's requirements for faculty. If a faculty member possesses less than these qualifications, that individual must be responsible to a qualified faculty member.

All GC SON faculty members hold a minimum of a master's degree in nursing and teach in their area of expertise. All tenured faculty members hold doctorates. The GC SON conforms to the SACS faculty requirements and the Georgia Board of Nursing. Faculty who supervise APRN students are encouraged and supported to maintain a current active clinical practice – this is supported by The National Organization of Nurse Practitioner Faculties guidelines for evaluation of programs.

Have preparation for teaching commensurate with the teaching assignment, e.g. didactic classroom, mixed medium and distance delivery and/or clinical teaching.

All GC SON faculty are prepared by their educational background and experiences to provide instruction in both online and face-to-face didactic classes as well as in the clinical environment. Faculty are assigned a SON faculty mentor for the first year they are employed and teach at GC. In addition to the one-on-one faculty mentoring within the SON, the [Center for Teaching and Learning](#) (CTL) strives to foster academic excellence by supporting and advancing collaborative, innovative and engaged evidence-based teaching/learning experiences in and beyond the classroom. CTL offers many opportunities to faculty for professional development and certifications. Some specific examples are new faculty orientation program are in Exhibit C.3.d. Quality Matters Training, and a series of online and [face-to-face classroom and online teaching resources](#). GeorgiaVIEW (Brightspace by D2L) is GC's Learning Management System. The GeorgiaVIEW course sites allow anytime, anywhere access to course materials, syllabi, quizzes, discussions, assignments, grades, etc. As the administrative home for GeorgiaVIEW, The Center for Teaching & Learning (CTL) provides both technical and pedagogical support to instructors using GeorgiaVIEW. CTL is also available to faculty if they have a technical question on GeorgiaVIEW or if they need support with specific tools or resources to achieve their teaching goals.

GC SON faculty are supported in efforts for excellence in teaching/learning with opportunities to receive both Faculty Research Grants and also Scholarship of Teaching and Learning (SoTL) Grants. These funding opportunities are offered twice a year and a number of GC SON faculty have applied for and received these grants.

B.4. Have competence commensurate with the teaching assignment.

The individual clinical experience of GC SON core faculty provides a strong basis of skills that will ensure the development and maintenance of a rigorous program of study for the WHNP and NM concentrations. These core and support courses are already a part of GC SON established MSN program which has a demonstrated record of excellence for the FNP, PMHNP, and NE programs. Faculty who teach in the graduate nursing program are awarded graduate faculty status according to the university policy that review faculty's teaching experience in the graduate program, certifications and CV.

GC was ranked No. 28 in regional universities south and the graduate nursing program was ranked No. 30 in Best Online Graduate Nursing Programs by [U.S. News and World Reports](#). Dr. Leslie Moore received the 2017 Jane Van de Verde Nurse Educator Award from the Georgia Association for Nursing Education Association and the GC Teaching Excellence Award in 2018. Dr. Josie Doss received the CoHS Excellence in Scholarship and Creative Endeavors Award in 2018.

Core faculty are midwives in the MSN-NM all practice clinically, and teach according to their area of expertise, based on the areas in which they work. Dr. Monica Ketchie a certified nurse midwife tenure-track faculty has current expertise in antepartum, intrapartum, and gynecological care. Dr. Laura McKay is a certified nurse

midwife and Family Nurse Practitioner who is a part-time lecture in the SON. She maintains an active practice in the Savannah area running a mobile clinic. Dr. Deborah MacMillan is a certified nurse midwife and tenure track faculty with expertise in antepartum, intrapartum, and gynecological care. As Director of the SON, Dr. MacMillan no longer maintains a full-scope midwifery practice, but continues to provide gynecological care at a free-clinic as a volunteer on a regular basis. All nurse midwifery faculty are qualified to teach in the core courses as well as within specific NW courses. An assistant professor tenure track line has been approved for the SON that will focus on the midwifery program and a search will begin to fill that position permanently in spring 2020. That person will have a WHNP certification to ensure compliance with that certification needs.

All GC SON faculty are evaluated annually consistent with University guidelines and the SON Education Effectiveness Plan (see Exhibit I.B.4.a), developed and approved by all faculty in fall of 2018. Faculty outcomes included benchmarked goals detailed in the SON Educational Effectiveness Plan. Faculty outcomes related to teaching effectiveness are evaluated using the University Student Rating of Instruction Results (SRIS) system. Additional outcomes are based on benchmarks for maintenance of national certification requirements, scholarship and service to the School, University, and Profession. Results of faculty achievement of outcomes are used by the Director as performance indicators for the yearly review. Student evaluations from a confidential survey (SRIS) (see Exhibit II.B.4.a), narrative student comments, and student ratings relate to meeting course objectives, provide feedback for evaluation teaching and setting goals for improvement.

5. Provide evidence of approvals from other regulatory bodies (institutional, state, regional, etc.)

The institution has legal authority to offer the Women’s Health Nurse Practitioner and Midwifery program and to award the degree/certificate to which it leads.

The Board of Regents of the University System of Georgia was created in 1931 as a part of a reorganization of Georgia’s state government. With this act, public higher education in Georgia was unified for the first time under a single governing and management authority. GC is part of the University System of Georgia. The University System of Georgia (USG) is a part of the community in each of Georgia’s 159 counties and provides services across the state. The USG is composed of 26 higher education institutions including four research universities, four comprehensive universities, nine state universities and nine state colleges.

GC received approval and has legal authority from the University System of Georgia for the MSN-WHNP and MSN-NM and postmaster’s certificate in WHNP and NM. Appendix III.

[View the USG website.](#)

The Women’s Health Nurse Practitioner and Midwifery program will reside within or will be affiliated with an institution that will be currently accredited by an agency recognized by the United States Department of Education, or it will meet ACME’s policy requirements for institutions based outside the United States. Appendix IV.

The MSN-WHNP and MSN-NM will be an academic program offered through the SON at GC. Program admissions will be administered through the Graduate Admissions office of GC. GC is fully accredited by the Southern Association of Colleges and Schools (SACS- COC). GC is a Level V university which is able to offer baccalaureate degrees, masters of science degrees, an education specialist degree and doctoral degrees.

[View the SACS-COC website.](#)

The undergraduate programs of GC SON are approved by the Georgia Board of Nursing. The current BSN, MSN, and DNP GC programs are accredited by the Commission on Collegiate Nursing Education (CCNE).

[View the CCNE website.](#)

6. Provide an overview of curriculum (includes evidence that has been developed using appropriate professional nursing standards and guidelines).

The curriculum will be designed to achieve the stated objectives/outcomes of the WHNP and NM concentrations.

GC WHNP and NM curricula was developed with guidance from ACNM Core Competencies for Basic Midwifery Practice and AWHONN and NONPF Population Focused Women’s Health/Gender Competencies outlining specific individual and aggregate student outcomes. The curricula plan, and sequencing of courses was developed by Dr. Monica Ketchie and Dr. Deborah MacMillan with input and feedback from the SON Graduate Committee. The SON Graduate Committee is a standing committee within the NFO and is comprised of SON faculty with Graduate Faculty status. Responsibility for development of or changes to MSN curriculum lies within the Graduate Committee before a formal motion is brought to the NFO. Copies of full-time programs of study for WHNP and NM can be found in the Appendix V and Appendix VI.

MSN Program Outcomes	Selected Example of WHNP and MSN Midwifery Course outcomes
Integrate liberal arts foundation with scholarly inquiry and client values as a basis for problem solving.	<p>NRS 7310: (Outcome # 5) Collaborate with members of the health care team in developing, implementing and evaluating a clinical plan of care for women and refer when indicated.</p> <p>NRS 7340: (Outcome 5) Collaborate with members of the health care team in developing, implementing and evaluating a clinical plan of care for women, newborns, and families and refer when indicated</p>
Demonstrate leadership in the advanced specialty role through legal and ethical decision-making, accountability, and a commitment to quality improvement and safety.	<p>NRS 7300: (Outcome 6). Analyze physiologic and psychologic adaptations and clinical treatment options when caring for women from adolescence through menopause.</p> <p>NRS 7330:(Outcome #3) Articulate the independent and collaborative roles of the women’s health advanced practice nurse in providing postpartum and primary care.</p>
Demonstrate informatics and healthcare technology competencies to enhance outcomes for clients and populations.	<p>NRS 7300 :(Outcome 3) Integrate assessment findings, diagnostic methods, and treatment modalities (pharmacology, alternative therapy etc.) in managing the gynecologic care of women.</p> <p>NRS 7310:(Outcome #3) Integrate assessment findings, diagnostic methods, and treatment modalities (pharmacology, alternative therapy etc.) in managing the antepartum care of women</p>
Advocate for ethical policies that promote access, equity, quality, and cost effectiveness.	<p>NRS 7320 (Outcome 1) Explore special topics related to cultural, environmental, political, and socioeconomic factors that affect the delivery of health care to women in the U.S and abroad.</p> <p>NRS 7320 (Outcome 2) Explore special topics related to sexuality, violence, global issues, complementary health, and health related barriers to care as they relate to women and families</p>
Collaborate within nursing and interprofessional teams to improve client and population health.	<p>NRS 7340: (Outcome 5) Collaborate with members of the health care team in developing, implementing and evaluating a clinical plan of care for women, newborns, and families and refer when indicated.</p> <p>NRS 7310: Outcome 5) Collaborate with members of the health care team in developing, implementing and evaluating a clinical plan of care for women and refer when indicated.</p>
Demonstrate the competencies associated with a nursing specialty role.	NRS 7500 (Outcome 6) Demonstrate the competencies associated with the graduate nursing specialty role

The curriculum will be consistent with the ACNM Core Competencies for Basic Midwifery Practice and Population Focused Women’s Health Practice.

The table below illustrates the location of *Competencies for Basic Midwifery*. The curriculum has been developed using the *ACNM Core Competencies*, *NONPF Population Focused Women’s Health/Gender Competencies* and the *Competencies for the Master’s Level entry into Midwifery Education*. Each core competency will be integrated into course objectives, assignments, readings, assessments, and learning activities. Syllabi have been evaluated for presence of the competencies, and all syllabi in the GC SON Midwifery program have been mapped to the Core Competences.

Clear evidence of this mapping can be found in tables through the course outcomes and assignments. If deficiencies in meeting any of the competencies are identified during the course evaluation process, faculty will inform the Program Coordinator and, through the Graduate Committee, revisions will be made.

Master’s Level Midwifery Competency Master’s Level WHNP Competency	GC Midwifery Curricular Courses
Evaluate and apply expert clinical knowledge into best practice models utilizing relevant data to analyze WHNP & Midwifery outcomes.	NRS 7300 Women’s Health 1 NRS 7310 Women’s Health 2 NRS 7320 Unique Women’s Health Issues NRS 7330 Women’s Health 3 NRS 7340 Midwifery NRS 7500 Women’s Health Residency
Identify gaps between evidence and practice and consider potential solutions for bridging gaps.	NRS 7300 Women’s Health 1 NRS 7310 Women’s Health 2 NRS 7320 Unique Women’s Health Issues NRS 7330 Women’s Health 3 NRS 7340 Midwifery NRS 7500 Women’s Health Residency
Evaluate and utilize research to provide high quality, evidence- based health care, initiate change, and improve WHNP & Midwifery practice for women and newborns.	NRS 7300 Women’s Health 1 NRS 7310 Women’s Health 2 NRS 7320 Unique Women’s Health Issues NRS 7330 Women’s Health 3 NRS 7340 Midwifery NRS 7500 Women’s Health Residency
Analyze the process for health policy development, influential factors, and the impact of policy on clinical practice.	NRS 5500 Perspectives f Advance Nursing Practice NRS 7320 Unique Women’s Health Issues
Participate as an effective team member to enhance team function and promote positive change in the health care of women and newborns.	NRS 7300 Women’s Health 1 NRS 7310 Women’s Health 2 NRS 7320 Unique Women’s Health Issues NRS 7330 Women’s Health 3 NRS 7340 Midwifery NRS 7500 Women’s Health Residency
Identify theories relevant to WHNP & NM practice or scholarship.	NRS 7300 Women’s Health 1 NRS 7310 Women’s Health 2 NRS 7320 Unique Women’s Health Issues NRS 7330 Women’s Health 3 NRS 7340 Midwifery NRS 7500 Women’s Health Residency
Utilize information systems and other technologies to improve the quality and safety of health care for women and newborns.	NRS 7300 Women’s Health 1 NRS 7310 Women’s Health 2 NRS 7320 Unique Women’s Health Issues NRS 7330 Women’s Health 3 NRS 7340 Midwifery

	NRSG 7500 Women's Health Residency
Evaluate health care finance and identify appropriate use of resources for management of a health care practice.	NRSG 7300 Women's Health 1 NRSG 7310 Women's Health 2 NRSG 7320 Unique Women's Health Issues NRSG 7330 Women's Health 3 NRSG 7340 Midwifery NRSG 7500 Women's Health Residency
Explore potential areas of interest in women/s health & midwifery scholarship.	NRSG 7500 Women's Health Residency

The curricular content includes the most up-to-date evidence base for WHNP & NM practice and will be congruent with ACNM Standards for the Practice of Midwifery and other practice documents such as *NONPF Population Focused Women's Health/Gender Competencies*.

The WHNP & NM curriculum content was developed by Dr. Monica Ketchie, DNP, CNM, who maintains active clinical practice in gynecology, antepartum, and intrapartum settings. The foundational core MSN courses have each been developed by subject experts and are taught by content experts. Midwifery courses will incorporate the latest evidence-based practice from ACNM documents, such as clinical bulletins, position statements, and the Journal of Midwifery and Women's Health (JMWH) research articles. Students will be encouraged to become student members of the ACNM and utilize the resources on the ACNM website and in the JMWH. All midwifery courses, clinical and didactic, will therefore be congruent with the ACNM Standards for the Practice of Midwifery and knowledge. WHNP students will be encourage to become student members of the Association of Women's Health, Obstetric and Neonatal Nurses (AWHONN) and other gender specific organizations like The North American Menopause Society. Application of all of these standards is evident in the courses as seen in the table below.

NONPF Population Focused Women's Health/Gender	ACNM Standards of Midwifery Practice	GC WHNP & Midwifery Program Curricular Content
Integrates research, theory, and evidence-based practice knowledge to develop clinical approaches that address women's responses to physical and mental health and illness across the lifespan	Standard 1 Midwifery care is provided by qualified practitioners.	NRSG 5500 Perspectives of Advanced Nursing Practice NRSG 7500 Women's Health/Midwifery Residency
Advocates for health care policies and research that support accessible, equitable, affordable, safe and effective health care for women both locally and globally	Standard 2 Midwifery care occurs in a safe environment within the context of the family, community and a system of health care.	NRSG 7300 Women's Health 1 NRSG 7310 Women's Health 2 NRSG 7320 Unique Women's Health Issues NRSG 7330 Women's Health 3 NRSG 7340 Midwifery NRSG 7500 Women's Health/Midwifery Residency
Demonstrates knowledge of legal/ethical issues and regulatory agencies relevant to gender specific issues. Recognizes the unique ethical dilemmas in women's health care.	Standard 3 Midwifery care supports individual rights and self-determination within boundaries of safety	NRSG 5500 Perspectives of Advanced Nursing Practice NRSG 7300 Women's Health 1 NRSG 7310 Women's Health 2 NRSG 7320 Unique Women's Health Issues NRSG 7330 Women's Health 3 NRSG 7340 Midwifery NRSG 7500 Women's Health/Midwifery Residency
Integrates best evidence into practice incorporating client values and clinical judgment	Standard 4 Midwifery care is comprised of knowledge, skills, and judgements that foster the delivery of safe,	NRSG 7300 Women's Health 1 NRSG 7310 Women's Health 2 NRSG 7320 Unique Women's Health Issues NRSG 7330 Women's Health 3

	satisfying, and culturally competent care.	NRSG 7340 Midwifery NRSG 7500 Women's Health/Midwifery Residency
Integrates of gender-specific evidence into practice	Standard 5 Midwifery care is based upon knowledge, skills, and judgements which are reflected in written practice guidelines and are used to guide the scope of midwifery care and services provided to clients.	NRSG 5500 Perspectives of Advanced Nursing Practice NRSG 7300 Women's Health 1 NRSG 7310 Women's Health 2 NRSG 7320 Unique Women's Health Issues NRSG 7330 Women's Health 3 NRSG 7340 Midwifery NRSG 7500 Women's Health/Midwifery Residency
Uses health information and technology tools in providing care for women across the lifespan to communicate, manage knowledge, improve access, mitigate error, and to support clinical decision making locally and globally.	Standard 6 Midwifery care is documented in a format that is accessible and complete.	NRSG 7300 Women's Health 1 NRSG 7310 Women's Health 2 NRSG 7320 Unique Women's Health Issues NRSG 7330 Women's Health 3 NRSG 7340 Midwifery NRSG 7500 Women's Health/Midwifery Residency
Evaluates gender-specific interventions and outcomes. Advocates for health care policies and research that support accessible, equitable, affordable, safe and effective health care for women both locally and globally	Standard 7 Midwifery care is evaluated according to an established program for quality management that includes a plan to identify and resolve problems.	NRSG 7300 Women's Health 1 NRSG 7310 Women's Health 2 NRSG 7320 Unique Women's Health Issues NRSG 7330 Women's Health 3 NRSG 7340 Midwifery NRSG 7500 Women's Health/Midwifery Residency
Provides counseling, management, and/or referral based on identified healthcare risk factors.	Standard 8 Midwifery practice may be expanded beyond the ACNM core competencies to incorporate new procedures that improve care for women and their families.	NRSG 7500 Women's Health/Midwifery Residency

7. Discuss method of delivery and location.

The new concentrations will be delivery in a fully online format which is consistent with all of the other MSN concentrations that GC offers. Students are required to complete all clinical hours within the state of Georgia. Immersion experiences and required face to face assessment are completed on the Georgia College campus in Milledgeville.

8. Document how, if at all, the changes affects the program's compliance with CCNE accreditation standards.

The addition of the WHNP and NW concentrations and post masters certificates is not anticipated to have any implications for the program's compliance with CCNE accreditation standards. The same process will implementation, review, and continuous improvement will be utilized. These are concentrations under already existing MSN degree that has a record of excellent achievement of student outcomes.

9. Discuss how the program will address potential impact on all existing CCNE accredited nursing degree and/or certificate program(s), with respect to budgetary, physical, and faculty resources. The program should also address impact on the availability of clinical site placements if applicable.

Budgetary: Strong financial support has been evidenced for these new concentrations and discussed earlier in this document under Key Element II-A. It is anticipated that these will be high demand concentrations that will produce tuition revenue for the SON.

Physical Resources: Additional resources have already been allocated for these new concentrations. This was discussed under Key Element II-B.

Faculty Resources: Additional resources have already been allocated for these new concentrations. This was discussed under Key Element II-E.

Clinical Sites: Strong support has been received from community partners in the clinical setting, and additional women’s health clinical partnerships have being arranged to foster student clinical learning experiences. Contracts are currently being obtained in preparation for clinical experiences. A range of practice models, including full scope midwifery practices, full scope obstetric and midwifery group practices, and gynecology only practices will be available for clinical experiences. Presently GC places over 30 FNP students yearly in Women’s Health sites. These sites have active contracts and are potential ongoing sites for future women’s health and midwifery students.

During the summer of 2020, the GC SON Midwifery program plans to admit 6 students. Clinical sites will increase in number as enrollment increases every year for a total of 24 students across 2 years in the program to ensure adequate clinical placements for all students.

	Year 1 (2020)	Year 2 (2021)	Year 3 (2022)	Year 4 (2023)
# students/ cohort	6 / cohort 1	6 / cohort 1 9 / cohort 2	9 / cohort 2 12 / cohort 3	12 / cohort 3 12 / cohort 4

Potential WHNP & Nurse Midwifery clinical sites were reviewed April – September 2019, and others continue to be considered by the GC faculty. Discussion has begun with sites where students have completed women’s health experiences for our family nurse practitioner. Thirty-two students were placed throughout the state in the fall of 2019 completing 90 hours each. The number of clinical sites will continue to grow with enrollment.



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Rebecca Corvey, Ed.D.
Associate Vice Chancellor for Academic Affairs
270 Washington St. SW
Atlanta, Georgia 30334

Phone: 404-962-3146
Fax: 404-962-3196
Email:rebecca.corvey@usg.edu

MEMORANDUM

DATE: June 3, 2020
TO: Dr. Costas Spirou
Provost and Vice President for Academic Affairs
Georgia College & State University
FROM: Dr. Rebecca Corvey
Associate Vice Chancellor for Academic Affairs
University System of Georgia
RE: Deactivation of a Major/Program

The office of Academic Affairs is in receipt of Georgia College and State University’s notification to deactivate a major/program. The USG Office of Academic Affairs has reviewed and cataloged your request and the DMA will be adjusted to reflect the changes. Georgia College and State University’s request is duly noted effective June 3, 2020.

Institutions are encouraged to review the BOR Faculty Handbook, Policy 2.3.3, for guidelines related to Deactivation and Termination of Academic Programs. It is the responsibility of each institution to monitor student enrollment and to report to the office of Academic Affairs at the point the institution decides to terminate a program currently on deactivation status.

Deactivation- Georgia College and State University

Name of Degree	Major	CIP	Degree Level	Date Requested for Deactivation
Bachelor of Arts in Economics	Economics	52.061	B	08/19/2019
Master of Arts in Art Therapy	Art Therapy	51.2301	M	01/06/2020
RN-BSN	Nursing	51.3801	B	01/06/2020

Please note that institutions should make their updates in Banner from existing program and course CIP codes to the new 2020 CIP codes after the completion of their Academic Data Collection 2020-4 Spring End- Of- Term submission and accompanying certification letter but before the start of the ADC 2021-1 Summer Mid Term (MT) collection June 15, 2020. The system office will be applying program changes to the Degrees and Majors Authorized system during that same window.

Cc: Donnell Francis, RPA
Monique Hudson

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www.usg.edu

Appendix II

Appendix II B Table II B

Faculty as Detailed in Criterion II B

Faculty Name Surname, First Name	Category Core or Midwifery Faculty	Type of Specialty Certification or Specific Expertise if Core Faculty	Highest Earned Degree	Faculty Appointment (e.g. Associate Professor)
Monica Ketchie	Midwifery Faculty	CNM/ANP	DNP	Assistant Professor
To be hired	Midwifery Faculty	CNM	MSN	Assistant Professor
Laura McKay	Midwifery Faculty	CNM/FNP	DNP	Lecturer
Deborah MacMillan	Midwifery Faculty	CNM	PhD.	Professor
Sallie Coke	Core Faculty	FNP/PNP/PMHC	PhD.	Professor
Sandra Copeland	Core Faculty	FNP/CNS	DNP	Lecturer
Glynnis Haley	Core Faculty	FNP	DNP	Assistant Professor
Leslie Moore	Core Faculty	Research/MBA	PhD.	Professor
Carol Sapp	Core Faculty	Community	PhD.	Associate Professor
Sheryl Winn	Core Faculty	ANP	DNP	Associate Professor

Name of Institution: **Georgia College & State University**

Specific Title or Name of Midwifery Program/Programs: **Georgia College School of Nursing-Nurse Midwifery**

Appendix II.C.2

TABLE II C 2

Proposed Faculty who will Provide Clinical Supervision as Detailed in Criterion II C2

Faculty by Name and Credential (Surname first)	Clinical Site in Which Faculty Teach	Type of Clinical Area (e.g. AP)
Monica Ketchie, DNP, CNM, ANP	Piedmont Athens Midwifery & Women's Health Practice	Full Scope Midwifery
To be hired	Pending	Full Scope Midwifery
Laura McKay, DNP, CNM, FNP	Curtis V. Cooper Savannah	AP, WH, & Primary Care
Deborah MacMillan, Ph.D., CNM	Macon Volunteer Clinic	WH & Primary Care
Anthonia Anukam, DNP, CNM	Piedmont Athens Midwifery & Women's Health Practice	Full Scope Midwifery
Jeri Willeby, MSN, CNM	Midwives of Macon	Full Scope Midwifery
Jennifer Byrd, MSN, FNP	Women's Care Center, P.C./Milledgeville	AP, WH, PP
Jessica Hudson, MSN, FNP	Women's Care Center, P.C./Milledgeville	AP, WH, PP

Appendix II C.1 Table II.C.1 Courses with ACNM Core Competency Content and Course Faculty

Midwifery Course #	Course Title	Date/Semester	Course Faculty
NRSG 7300/Lab	Women's Health I (2-9-5)	2020/Spring	Monica Ketchie
NRSG 7310/Lab	Women's Health II (2-9-5)	2020/Summer	Monica Ketchie
NRSG 7320	Unique Women's Health Issues (1-0-1)	2020/Summer	Deborah MacMillan
NRSG 7330/Lab	Women's Health III (2-9-5)	2020/Fall	Monica Ketchie
NRSG 7340/Lab	Midwifery (2-9-5)	2020/Fall	Monica Ketchie
NRSG 7600/Lab	NM Practicum (1-15-6)	2021/Spring	Monica Ketchie
Core Courses #	Course Title		Course Faculty
NRSG 5600	Healthcare Research & Statistical Analysis	2019 Fall	Leslie Moore
NRSG 6110	Ensuring Healthcare Safety and Quality	2020 Spring	Leslie Moore
NRSG 6410	Nursing Theory: Principals & Applications	2019 Fall	Carol Sapp
Foundational Course #	Course Title		Course Faculty
NRSG 5500	Perspectives of Advance Nursing Practice	2019/Summer	Deborah MacMillan
NRSG 5480	Advanced Nursing Assessment	2019/Summer	Sheryl Winn/Glynnis Haley
NRSG 6300	Advanced Physiology & Pathophysiology	2019/Fall	Glynnis Haley/ Sandra Copeland
NRSG 5800	Applied Pharmacology	2020/Spring	Sallie Coke/ Laura McKay

Appendix III



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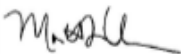
Dr. Martha L. Venn, Ph.D.
Vice Chancellor For Academic Affairs
Office Of Academic Affairs
270 Washington Street, S.W.
Atlanta, Georgia 30334

Phone: 404-962-3097
Fax: 404-962-3196
email: Martha.Venn@usg.edu

MEMORANDUM

DATE: January 11, 2019

TO: Dr. Kelli Brown, Provost
Georgia College and State University

FROM: Dr. Marti Venn 

RE: Concentration Notifications

Thank you for notifying our office of the following new concentrations that Georgia College and State University will be offering two new concentrations in the Master of Science in Nursing

- Women's Health Nurse Practitioner
- Nurse Midwifery

This letter confirms the above notification.

Cc: Dr. Costas Spirou
Ms. Tiffany Bell

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**BOARD OF REGENTS OF
THE UNIVERSITY SYSTEM OF GEORGIA**

Dr. Martha L. Venn, Ph.D.
Vice Chancellor For Academic Affairs
Office Of Academic Affairs
270 Washington Street, S.W.
Atlanta, Georgia 30334

Phone: 404-962-3097
Fax: 404-962-3196
email: Martha.Venn@usg.edu

MEMORANDUM

DATE: January 11, 2019

TO: Dr. Kelli Brown, Provost
Georgia College and State University

FROM: Dr. Marti Venn

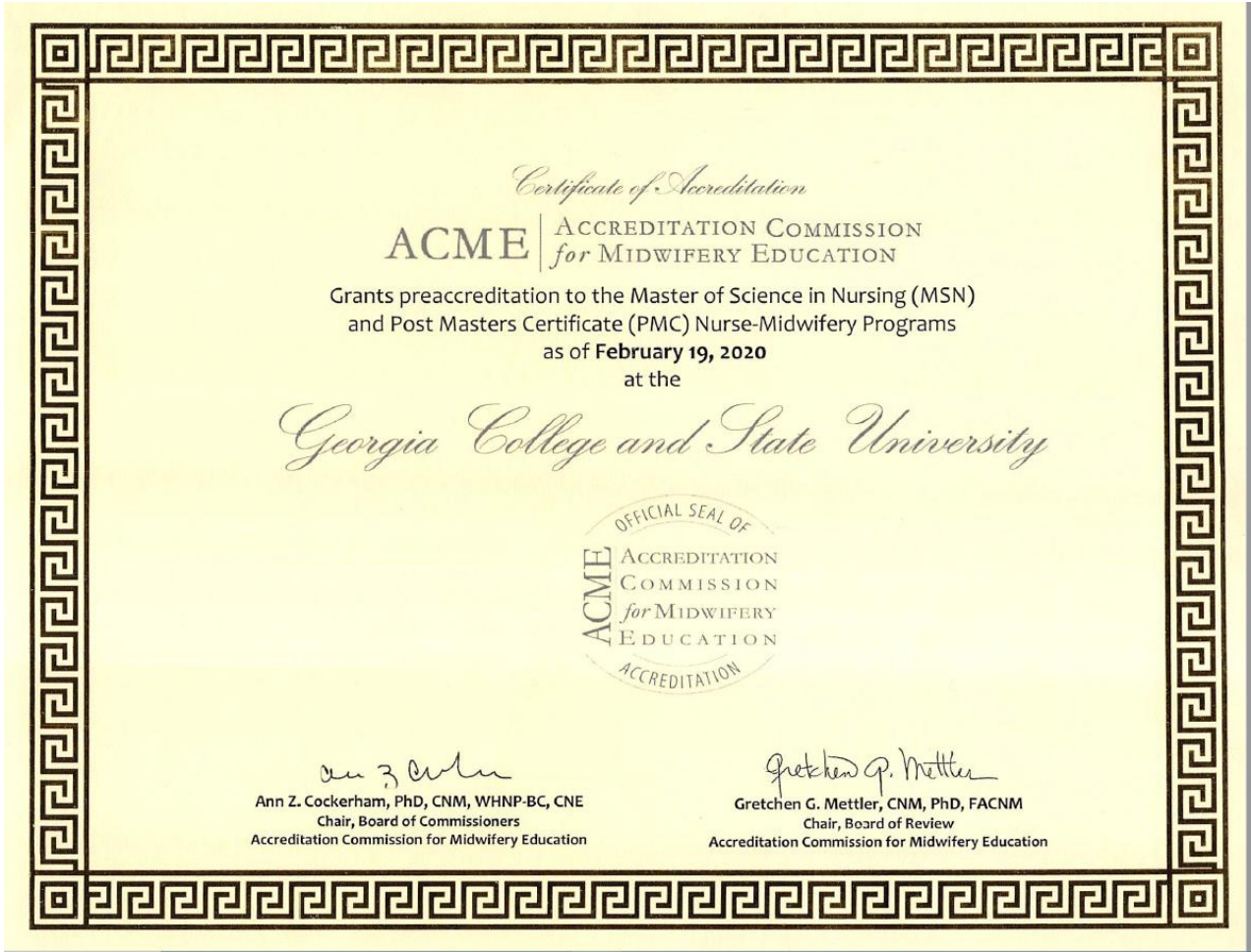
RE: CERT Notifications

Thank you for notifying our office of the following new certificates that Georgia College and State University will be offering:

- CERM (Post MSN) Nurse Midwifery CIP Code: 51.3801
- CERM (Post MSN) Women's Health Nurse Practitioner CIP Code: 51.3801

This letter confirms the above notification.

Cc: Dr. Costas Spirou
Ms. Tiffany Bell
Ms. Jeniffer Postell



ACME | ACCREDITATION COMMISSION for MIDWIFERY EDUCATION

8403 Colesville Road • Suite 1550 • Silver Spring, MD 20910 • 240-485-1802 • acme@acnm.org • www.midwife.org/acme

VIA EMAIL

Steve.dorman@gcsu.edu

June 17, 2020

Steve Dorman, PhD
President
Georgia College and State University
231 W Hancock St
Milledgeville, GA 31061

Dear President Dorman,

The Board of Review (BOR) of the Accreditation Commission for Midwifery Education (ACME) met on June 9, 2020. The BOR reviewed the Mandatory Progress Report (MPR) that was submitted on April 30, 2020 to address specific criteria that were not fully met in the pre-accreditation report for the Georgia College and State University Master of Science in Nurse-Midwifery program and the post master's certificate.

The following specific criteria were addressed and met in the MPR report:

Criteria IV.E.1. (MET): The curriculum will be consistent with the ACNM Core Competencies for Basic Midwifery Practice.

The MPR contains a complete mapping of the full curriculum including MSN core courses to the Core Competencies for Basic Midwifery Practice. A Core Competencies Table that shows the entire curriculum, Masters core courses as well as Midwifery courses was provided. Syllabi were provided for the additional courses used in the complete Core Competencies Table.

The MPR addresses that NRSG 5500 provides content for Midwifery Core Competencies number II.2 and II.3. MPR and table identified where Hallmarks of Midwifery and the history of midwifery content it taught.

Criteria IV.E.2 (MET) The curricular content includes the most up-to-date evidence base for midwifery practice and will be congruent with ACNM Standards for the Practice of Midwifery and other practice documents.

A revised Table IV.E.2 was submitted in the MPR which fully demonstrates which courses meet the ACNM Standards, especially Standards 5 through 8 and eliminated duplication.

Criteria V.A.1. (MET) Adequate number of qualified faculty.

The PAR information did not explain the process for determining adequacy of faculty number nor a plan to address this problem if the number of faculty are found to be lacking. This is a concern especially if there is rapid growth in student enrollment in the program. The MPR provided a complete description of how the program will determine adequacy of faculty number and what the process will be to address the problem if the program determines the number of faculty is lacking.

The PAR was unclear if midwifery faculty would be teaching in other programs. Clarification was requested about midwifery faculty course responsibilities in addition to the NMW program.

The MPR stated midwifery faculty will be primarily teaching within the midwifery concentration and some of the courses may also have Women's Health Nurse Practitioner students; however, as more faculty are added the midwifery faculty may also teach outside of the midwifery concentration to meet the course workload requirements.

Criteria V. A.2. (MET) Adequate number of staff for secretarial, technical and student support.

The PAR did not explain the process for determining adequacy of staff and the plan to address adequate staffing if the program should find the number and type of staff are lacking. The MPR provided a description of how the program will determine adequacy of staff and what the process will be to address the problem if the program determines the number and type of staff needs to increase.

Additionally, the following criteria were met but required attention:

Criteria III. A The institution will have admission criteria and policies, including a nondiscrimination policy, which will be publicly available.

The non-discrimination statement link listed in the PAR was for employees (Section 8 of Policy Manual). The reviewers found the non-discrimination statement regarding students in the Graduate Catalog 2019-2020 at <http://catalog.gcsu.edu/en/2019-2020/Graduate-Catalog/Academic-Policies/Non-Discrimination>. The SON Policy #3001 gives detail of admission, progression and dismissal. It does not have language about non-discrimination.

The BOR highly recommended a handbook for the nurse-midwifery program and post master's certificate and to include the correct non-discrimination statement. As well the MSN handbook needs to include the correct URL. In addition, the BOR requested where non-discrimination statements can be found in the SON admission policies.

2: ACME

The MPR provided a link to the current graduate college non-discrimination statement and states it is included in the student handbook. The GC School of Nursing Policy 3001 link (https://drive.google.com/file/d/16pPZYK4AftLOG_5O0dfQaxCTiqKZPFXP/view) to the actual policy was included in Appendix 2 of MPR; however, the policy found at this link is not updated to include the non-discrimination paragraph. The BOR advises that the formal Policy link needs to also reflect the update. We hope to see an updated link in the Annual Monitoring Report for 2020.

Criteria III. F. 3. Clearly defined mechanisms for consideration of grievances, complaints or appeals.

The link provided in the PAR was a Grievance Policy for employees not students. The correct link is in the Graduate Catalog 2019-2020 <http://catalog.gcsu.edu/2019-2020/Graduate-Catalog/Academic-Policies/Appeal-Process/Procedures-for-an-Academic-Grievance-Or-Appeal>. Non-academic grievances are here: <http://catalog.gcsu.edu/2018-2019/Graduate-Catalog/Academic-Policies/Non-Academic-Grievances-or-Appeals-Process>. The MSN Handbook states the policy is followed from the Graduate Catalog.

When the BOR advised the development of a nurse-midwifery handbook, we requested including the correct URL.

The Student Handbook in the MPR appendix has the link to the 2013-2014 Graduate Catalog section for grievances. Please update Student Handbook links to the most current graduate catalog. As noted above, the BOR did find the grievance sections in the 2019-2020 Graduate Catalog. We hope to be directed to the correct link in the Annual Monitoring Report for 2020.

Criteria IV. A. 1. a. The curriculum is based on three distinct statements which provide the foundation for the development, implementation and evaluation of the curriculum. They are 1) a statement of philosophy, 2) a statement of purpose/mission, and 3) a statement of objectives/outcomes. Criteria Instructions: In the PAR or in the appendices to the PAR, provide each of the three statements of midwifery program philosophy, purpose/mission, and outcomes/objectives.

The PAR provided only the alignment of GC Nurse-Midwifery Program Philosophy and ACNM philosophy in table format. The BOR advised including the nurse-midwifery philosophy on the website, in the proposed Nurse-Midwifery student handbook and in promotional materials for the Nurse-Midwifery program and post master's certificate.

The MPR notes the philosophies have been placed on GC SON webpage and included in the student handbook. The MPR does not note whether these have been included or if there are plans to include these statements in promotional materials. We hope you will do so and once it is done, show an updated copy in the Annual Monitoring Report for 2020.

3: ACME

Thank you for your submission of the MPR. All required updates to criteria have been met. If you have any questions please notify Gretchen Mettler, CNM ACME BOR Chair (ggm@case.edu) (216) 798-1255). We are very excited to see a program increasing access to midwifery education in the Southeastern United States. We wish you health and safety as you embark on the opening of the Georgia College Midwifery Concentration.

Sincerely,



Gretchen G. Mettler, Ph.D., CNM, FACNM
Chair, ACME Board of Review
ggm@case.edu

Cc:

Costas Spirou, PhD, Interim Provost and Vice President for Academic Affairs

costas.spirou@gcsu.edu

Sandra Gangstead, PhD, Interim Associate Provost and Director of the Graduate School

Sandra.gangstead@gcsu.edu

Sheri Noviello, PhD, RN Dean & Professor, College of Health Science sheri.noviello@gcsu.edu

Deborah MacMillan, PhD, CNM, RN, Director and Professor School of Nursing

Debby.macmillan@GC.edu

Monica Ketchie, DNP, CNM, ANP, Assistant Professor, School of Nursing, WHNP and

Midwifery Program Coordinator monica.ketchie@gcsu.edu

Anne Z. Cockerham, PhD, CNM, WHNP-BC, CNE, FACNM, ACME Chair, Board of

Commissioners anne.cockerham@frontier.edu

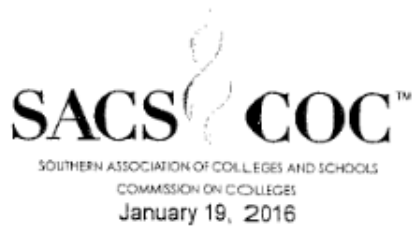
Maryann Long, PhD, CNM, FACNM, Site Visit Coordinator, Board of

Commissioners maryann.long@gmail.com

Angela Smith, ACME Executive Director asmith@acnm.org

4: ACME

Appendix IV



Dr. Steve M. Dorman
President
Georgia College and State University
Campus Box 20
Milledgeville, GA 31061

Dear Dr. Dorman:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges during its meeting held on December 6, 2015:

The SACSCOC Board of Trustees reviewed a First Monitoring Report following action on reaffirmation in December 2014. No additional report was requested.

We appreciate your continued support of the activities of SACS Commission on Colleges. If you have questions, please contact the staff member assigned to your institution.

Sincerely,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.
President

BSW:sf

cc: Dr. Larry L. Earvin



January 13, 2015

Dr. Steve M. Dorman
President
Georgia College and State University
Campus Box 20
Milledgeville, GA 31061

Dear Dr. Dorman:

The following action regarding your institution was taken by the Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges during its meeting held on December 7, 2014:

The SACSCOC Board of Trustees reaffirmed accreditation with a request for a Monitoring Report due **September 8, 2015**. Your institution's next reaffirmation will take place in 2024 unless otherwise notified. The Monitoring Report should address the visiting committee's recommendation applicable to the following referenced standard of the *Principles of Accreditation*:

CS 3.3.2 (Quality enhancement), Recommendation 5

This standard expects an institution to develop a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement.

The institution did not provide sufficient evidence that it has identified appropriate measures and targets for goals two (develop mutually-beneficial collaborations) and four (sustain a culture of engaged learning) of the QEP.

Please submit to your Commission staff member, preferably by email, a **one-page** executive summary of your institution's Quality Enhancement Plan. The summary is due **February 16, 2015**, and should include on the same page the following information: (1) the title of your Quality Enhancement Plan, (2) your institution's name, and (3) the name, title, and email address of an individual who can be contacted regarding its development or implementation. This summary will be posted to the Commission's website as a resource for other institutions undergoing the reaffirmation process.

All institutions are requested to submit an "Impact Report of the Quality Enhancement Plan on Student Learning" as part of their "Fifth-Year Interim Report" due five years before their next reaffirmation review. Institutions will be notified 11 months in advance by the President of the Commission regarding its specific due date. Directions for completion of the report will be included with the notification.

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www.sacscoc.org



Dr. Steve M. Dorman
January 13, 2015
Page Two

Guidelines for the monitoring report are enclosed. Because it is essential that institutions follow these guidelines, **please make certain that those responsible for preparing the report receive the document. If there are any questions about the format, contact the Commission staff member assigned to your institution.** When submitting your report, please send **four copies** to your Commission staff member.

Please note that Federal regulations and Commission policy stipulate that an institution must demonstrate compliance with all requirements and standards of the *Principles of Accreditation* within two years following SACSCOC Board of Trustees' initial action on the institution. At the end of that two-year period, if the institution does not comply with all standards and requirements of the *Principles*, representatives from the institution may be required to appear before the Board, or one of its standing committees, to answer questions as to why the institution should not be removed from membership. If the Board of Trustees determines good cause at that time and the institution has not been on Probation for both years during the two-year monitoring period, the Board may extend the period for coming into compliance for a minimum of six months and a maximum of two years and must place the institution on Probation. An institution may be on Probation for a maximum of two years. If the Board does not determine good cause or if the institution does not come into compliance within two years while on Probation, the institution must be removed from membership. (See enclosed Commission policy "Sanctions, Denial of Reaffirmation, and Removal from Membership.")

We appreciate your continued support of the activities of SACS Commission on Colleges. If you have questions, please contact the Commission staff member assigned to your institution.

Sincerely,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.
President

BSW:sf

Enclosures

cc: Dr. Robin W. Hoffman

Appendix V

**Georgia College School of Nursing Master of Science in Nursing
Women's Health Nurse Practitioner
Full-Time Program of Study—6 Semesters**

<p>By typing my name in this highlighted section, I agree that:</p> <ul style="list-style-type: none"> This serves as my electronic signature for my program of study (POS). I have reviewed and understand my POS and agree to follow it. If a change is needed, I am also agreeing to contact my advisor for a revised POS. 	<p>Student Signature: Date:</p>
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Course Number and Title		Contact Hours	Clinical Hours	Year/Semester
YEAR ONE				
Semester 1 (Summer)				
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2	0	Summer
NRSG 5600	Healthcare Research & Statistical Analysis	3-0-3	0	Summer
Semester 2 (Fall)				
NRSG 5480/L	Advanced Nursing Assessment/Lab	2-3-3	45	Fall
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3	0	Fall
NRSG 6410	Nursing Theory: Principles & Applications	2-0-2	0	Fall
Semester 3 (Spring)				
NRSG 7300/L	Women's Health I	2-9-5	135	Spring
NRSG 5800	Applied Pharmacology	3-0-3	0	Spring
NRSG 6110	Ensuring Healthcare Safety and Quality	2-0-2	0	Spring
YEAR TWO				
Semester 4 (Summer)				
NRSG 7310/L	Women's Health II	2-9-5	135	Summer
NRSG 7320	Unique Women's Health Issues	1-0-1	0	Summer
Semester 5 (Fall)				
NRSG 7330/L	Women's Health III	2-9-5	135	Fall
Semester 6 (Spring)				
NRSG 7500/L	Women's Health Residency	1-15-6	225	Spring
TOTAL HOURS		40 credit hours	675 clinical hours	

Georgia College School of Nursing Master of Science in Nursing
Nurse Midwifery Program
Full-Time Program of Study—6 Semesters

<p>By typing my name in this highlighted section, I agree that:</p> <ul style="list-style-type: none"> • This serves as my electronic signature for my program of study (POS). • I have reviewed and understand my POS and agree to follow it. • If a change is needed, I am also agreeing to contact my advisor for a revised POS. 	<p>Student Signature: Date:</p>
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Course Number and Title		Contact Hours	Clinical Hours	Year/Semester
YEAR ONE				
Semester 1 (Summer)				
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2	0	Summer
NRSG 5600	Healthcare Research & Statistical Analysis	3-0-3	0	Summer
Semester 2 (Fall)				
NRSG 5480/L	Advanced Nursing Assessment/Lab	2-3-3	45	Fall
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3	0	Fall
NRSG 6410	Nursing Theory: Principles & Applications	2-0-2	0	Fall
Semester 3 (Spring)				
NRSG 7300/L	Women's Health I	2-9-5	135	Spring
NRSG 5800	Applied Pharmacology	3-0-3	0	Spring
NRSG 6110	Ensuring Healthcare Safety and Quality	2-0-2	0	Spring
YEAR TWO				
Semester 4 (Summer)				
NRSG 7310/L	Women's Health II	2-9-5	135	Summer
NRSG 7320	Unique Women's Health Issues	1-0-1	0	Summer
Semester 5 (Fall)				
NRSG 7330/L	Women's Health III	2-9-5	135	Fall
NRSG 7340/L	Midwifery	2-9-5	135	Fall
Semester 6 (Spring)				
NRSG 7500/L	Women's Health/Midwifery Residency	1-15-6	225	Spring
TOTAL HOURS		45 credit hours	810 clinical hours	

Georgia College School of Nursing Master of Science in Nursing
 Nurse Midwifery - Post Masters Certificate
 Full-Time Program of Study—6 Semesters

By typing my name in this highlighted section, I agree that: <ul style="list-style-type: none"> • This serves as my electronic signature for my program of study (POS). • I have reviewed and understand my POS and agree to follow it. • If a change is needed, I am also agreeing to contact my advisor for a revised POS. 	Student Signature: Date:
---	---

Course Number and Title		Contact Hours Clinical Hours	Semester/ Year If content previously covered at another University, indicate where, when, corresponding course number & grade earned.
YEAR ONE			
Semester 1 (Summer)			
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2	Summer
NRSG 5600	Healthcare Research & Statistical Analysis	Not required for Post MSN	
Semester 2 (Fall)			
NRSG 5480/L	Advanced Nursing Assessment/Lab	2-3-3 45 hours	Fall
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3	Fall
NRSG 6410	Nursing Theory: Principles & Applications	Not required for Post MSN	
Semester 3 (Spring)			
NRSG 7300/L	Women's Health I (Midwifery section)	2-9-5 135 hours	Spring
NRSG 5800	Applied Pharmacology	3-0-3	Spring
NRSG 6110	Ensuring Healthcare Safety and Quality	Not required for Post MSN	
YEAR TWO			
Semester 4 (Summer)			
NRSG 7310/L	Women's Health II (Midwifery Section)	2-9-5 135 hours	Summer
NRSG 7320	Unique Women's Health Issues	1-0-1	Summer
Semester 5 (Fall)			
NRSG 7330/L	Midwifery Primary and Postpartum Care	2-9-5 135 hours	Fall
NRSG 7340/L	Midwifery Intrapartum and Newborn Care	2-9-5 135 Hours	Fall

Semester 6 (Spring)			
NRS 7500/L	Midwifery Practicum	1-15-6 225 hours	Spring
TOTAL HOURS		38 credit hours	810 clinical hours



Georgia College School of Nursing Master of Science in Nursing
 Women's Health Nurse Practitioner
 Full-Time Program of Study—6 Semesters

By typing my name in this highlighted section, I agree that: <ul style="list-style-type: none"> • This serves as my electronic signature for my program of study (POS). • I have reviewed and understand my POS and agree to follow it. • If a change is needed, I am also agreeing to contact my advisor for a revised POS. 	Student Signature: Date:
---	---

Course Number and Title		Contact Hours Clinical Hours	Semester/ Year If content previously covered at another University, indicate where, when, corresponding course number & grade earned.
YEAR ONE			
Semester 1 (Summer)			
NRSG 5500	Perspectives of Advanced Nursing Practice	2-0-2	Summer
NRSG 5600	Healthcare Research & Statistical Analysis	Not required for Post MSN	
Semester 2 (Fall)			
NRSG 5480/L	Advanced Nursing Assessment/Lab	2-3-3 45 hours	Fall
NRSG 6300	Advanced Physiology & Pathophysiology	3-0-3	Fall
NRSG 6410	Nursing Theory: Principles & Applications	Not required for Post MSN	
Semester 3 (Spring)			
NRSG 7300/L	Women's Health I	2-9-5 135 hours	Spring
NRSG 5800	Applied Pharmacology	3-0-3	Spring
NRSG 6110	Ensuring Healthcare Safety and Quality	Not required for Post MSN	
YEAR TWO			
Semester 4 (Summer)			
NRSG 7310/L	Women's Health II	2-9-5 135 hours	Summer
NRSG 7320	Unique Women's Health Issues	1-0-1	Summer
Semester 5 (Fall)			
NRSG 7330/L	Women's Health III	2-9-5 135 hours	Fall
Semester 6 (Spring)			
NRSG 7500/L	Women's Health Residency	1-15-6 225 hours	Spring
TOTAL HOURS		33 credit hours	675 clinical hours