



October 14, 2009

Gerald Baldasty, Vice Provost and Dean, The Graduate School
James Antony, Associate Dean, The Graduate School
University of Washington
Box 353770
Seattle, WA 98195-3770

Dear Dean Baldasty and Associate Dean Antony:

Thank you for arranging and for giving us the opportunity to respond to the April 22, 2009 report of the University of Washington Graduate School Five-Year Review of the Graduate Certificate Program in Advanced Practice Nursing (GCPAPN). We are grateful for the care, attention, and thorough review provided by Donna Hathaway, Professor and Dean, College of Nursing at the University of Tennessee, and Fred Connell, Associate Dean and Professor, University of Washington, School of Public Health. In this response to the report, we would like to correct factual errors as well as provide updates and respond to the recommendations of the reviewers.

Correction of Factual Error

In the second paragraph of the Background section on page 2, the report states:

Presently, there are ten pathways in the GCPAPN. Each of the new pathways must conform to the standards and processes outlined in the School of Nursing Academic Services Memorandum #23, "Faculty Review of New and Revised Curricular Offerings and Training Grants." [<http://www.son.washington.edu/faculty/support/teaching-supports/23-New-Curr-or-Trng-Grnts.doc>]

In truth, each new pathway must be approved through the rigorous steps outlined in Memorandum 37: Revising & Proposing Sub-Categories of the Graduate Certificate Program (see <http://www.son.washington.edu/faculty/support/37asmemoranda.asp>). With this information, it is hoped that the reviewers as well as the Graduate School and University will fully understand that the process for review and approval of new sub-categories is meticulous, emphasizing prioritization and circumspection in decision making.

Update in GCPAPN following Review Team Visit

Change in Admission Requirements. In 2006, the School began to require a DNP for admission to the advanced practice sub-categories of GCPAPN:

- Adult Psych Mental Health NP
- Adult Clinical Nurse Specialist

- Nurse Midwifery
- Adult Nurse Practitioner

This change in admission criteria, as noted by the GCPAPN review team, complicated the already complex menu of graduate programs at the School. In Spring Quarter, 2009, due to the School's decision to re-open advanced practice specialties at the MN level (rather than transitioning them to DNP-only), faculty voted that a DNP was no longer required for admission to the advanced practice sub-categories of the GCPAPN. Thus, some of the complexity observed in the GCPAPN has been eased and with it, an increased demand and accessibility is anticipated. It is hoped that in this way, students interested in graduate specialty learning can continue to enhance their marketability and credibility through this transcribed program.

Response to Recommendations

1. Complexity, Organization, and Coordination.

The sub-categories of the GCPAPN, as many offerings in the School's graduate programs, indeed reflect trends and the interest of the School's community of interest. The array of GCPAPN offerings will be reviewed as a part of the School's upcoming strategic planning process in order to enhance the organization and coordination of existing sub-categories with other academic offerings in the School.

2. Cost.

This recommendation is well taken, as the School has engaged for the first time in a cost analysis of each of its graduate programs, not only the GCPAPN. This cost analysis will include instructional and administrative costs. Once it is available, this cost information will be considered as a part of the School's strategic planning process (as noted in #1 above), with particular attention to a) need, b) potential for generating revenue in response to national need, and c) sustainability.

GCPAPN students enroll only in either: a) courses funded privately and designed specifically for the GCPAPN sub-category, or b) courses already offered to students in existing graduate programs. Existing courses in which GCPAPN students enroll are subjected to the School's minimum enrollment policy: at least 10 students (classroom) or eight students (clinical) are required in order for any state-funded course to be offered. Regardless of the type of student registered, no course is offered unless it meets these minimum enrollment standards. Therefore, the number of GCPAPN students in a particular GCPAPN sub-category has no impact on the cost of offering courses in the School. On the contrary, students in GCPAPN frequently take courses that, without their enrollment, might not be offered.

3. Needs Assessment.

The School is in agreement with the importance of regular assessment of needs, and has collaborated with WSU and UWEO to survey employers of nurses and nurses in the state every five years as part of its process of continuous quality improvement. These data are used by coordinating committees and PIs in the School to plan and improve programs, and to acquire

funding for new initiatives, including some of the sub-categories of the GCPAPN. The School will engage in this survey process again in the 2009-2010 year.

4. Setting the Bar.

An academic impact statement is indeed required as a part of the School's review and approval process outlined in Memorandum 37. See the 'Justification of New & Revised Programs Form', included below. Note that this impact statement must include a description of 'human, financial, and physical resources' as well as 'overlap with existing programs'. The School uses these statements in its decision-making process regarding the possibility of additional pathways, and will use them in its upcoming strategic planning process as well. Part of that planning process must consider the fact that any reorganization, consolidation, or elimination of a GCPAPN sub-category would initiate the University's RCEP procedures.

5. Self Sustaining Model.

The School agrees with the reviewers' recommendation and has, since the review, already moved one of its graduate offerings to a fee-based model. In that process, the School learned that changing to a fee-based funding source greatly increases the complexity of program offerings. Although the GCPAPN is also being considered for a similar change in funding, it is becoming clear that doing so will increase the complexity of an already complex program, and result in no increase in revenue. Thus, as the reviewers note, a fee-based model may not be an appropriate opportunity. We will be investigating this option further in the coming months.

6. Review Cycle.

The School is in 100% agreement with a 10-year review cycle for the GCPAPN.

Thank you again for the opportunity to receive the input of the reviewers.

Sincerely yours,



Marla E. Salmon, ScD, RN, FAAN
The Robert G. and Jean A. Reid Endowed Dean in Nursing
Professor, Psychosocial & Community Health
Professor, Global Health

Justification of New & Revised Programs Form

Faculty Member Making Proposal: _____

Title of Proposal: _____

Proposal Deadline: _____

1. Attach or describe the specific aims of the proposal.
2. As precisely as possible, describe the extent to which the proposed curricular offerings:
 - a) Are congruent with the philosophy, mission, and goal statements of the School of Nursing.
 - b) Are justified as relevant to the perspectives, existing offerings, and directions of the department or degree program.
 - c) Serve societal need.
 - d) Have the needed human, **financial**, and physical resources for development, implementation, and evaluation. List faculty and their projected involvement.
 - e) Overlap with existing programs. Attach statements from representatives of each SoN campus/program addressing the potential impact of the proposal.
 - f) What is the target student group? Describe the type and number of students who are expected to participate in this proposal. Address the availability of a student pool and fit with target enrollment allocations.
 - g) Utilize partnerships with other departments (within or outside the School of Nursing) and community agencies.
3. Does the proposal include new or revised courses? ____ no ____ yes*
*If yes, please follow the instructions in Academic Services Memorandum 38: New and Revised Courses.

Director of Nursing, UW Bothell

Date

Director of Nursing, UW Tacoma

Date

Associate Dean of Academic Services, UW Seattle

Date

Chair, Coordinating Committee

Date