New Program Proposal
Doctor of Nursing Practice
Clemson University

Summary

Clemson University requests approval to offer a program leading to the Doctor of Nursing Practice, to be implemented in the Summer of 2021 through blended course delivery. The following chart outlines the stages of approval for the proposed program. The Committee on Academic Affairs and Licensing (CAAL) voted unanimously to recommend approval of the proposal. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	1/29/21	Not Applicable
ACAP Consideration	3/25/21	The Clemson University representative presented the Doctor of Nursing Practice (D.N.P.) proposal, verifying the first four concentrations would be offered through blended learning. The D.N.P. is an existing program at the institution. However, the substantive proposed changes require full consideration. The changes will align the nursing program with new national standards of nursing practitioner programs moving from the master to doctoral levels. Furthermore, the program would lead to certification for students on certain tracks. The only new clinical placements would be for a new pediatric nurse practitioner track, and they have local providers in the Prisma Healthcare system to accommodate the students. The program uses reallocated resources from the current MS program that is being phased out. The new net expenses are for marketing and advertising.
		Staff thank representatives for the proposal and explanation. The Medical University of South Carolina representative commend Clemson for the clarification of the course delivery methods for the specific concentrations. The Francis Marion University representative cited offering a similar program, which the Clemson representative agreed to include in the updated version.
		After remaining discussion, ACAP voted unanimously to recommend approval of the program proposal.
Responses received	3/26/21	The institution provided a revised proposal with updates of similar programs.
CAAL Consideration	5/13/21	The Clemson University representative shared that the extant program aligns their nursing program portfolio with new national standards. They believe that there will be minimal need for new clinical sites, and they have commitments for site providers to accommodate any new additions.
		The CAAL members shared concerns about the increased educational requirements mandated by the accreditor. They asked representatives for their perspectives with the increased

Stages of Consideration	Date	Comments
		standard from the accreditor. Specifically, did institutional representatives believe the changes were hindering access to the field of study. Representatives stated that they do support the changes to the level of degree required in this field of study. Additionally, academic and practice organizations in nursing support the changes. The representatives stated the program entry standards will remain the same as they have been with the previous master's degree option. Therefore, the institution believes there will be no harm in student access. The changes will allow for more nurses to be faculty in nursing programs and more nurses to be placed in chronic care facilities. Commissioners thank the representatives for their response and previous written statements. With no remaining discussion, CAAL voted unanimously to approve the program proposal.

Review

Committee consideration included discussion on changes in accreditations for the program. Institutional representatives satisfactorily addressed committee inquiries.

Recommendation

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Doctor of Nursing Practice at Clemson University to be implemented in Summer 2021.

Clemson University Graduate Student and Program Data

Graduate In-State/Out-of-State Enrollment, Fall 2018	2,195 (41.56%) / 3,087 (58.44%)
Number of Approved Programs in 10 Yrs. (FY 2010- 2019)	40
Number of Terminated Programs in 10 Yrs. (FY 2010- 2019)	16

Industry related Occupational Wages and Projections in South Carolina, 2018 – 2028*

Occupational Field [1]	2019 Median Income [2]	2018-2028 Estimated Employment [3]	2018-2028 Projected Employment	Total 2018-2028 Employment Change	2018-2028 Annual Avg. Percent Change	Total Percent Change
Education, Training, and Library	$59,946	114,175	120,195	6,020	0.52%	5.27%

[1] "Occupational Field" represents the closest related occupation category that includes the occupations aligned with the program proposal.
[2] SC Department of Employment & Workforce (DEW), Labor Market Information. (2020). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2019 [Data file]. Retrieved from https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1.
[3] SC Department of Employment & Workforce (DEW), Labor Market Information. (2020). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2018-2028 [Data file]. Retrieved from https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1
[4] Total median income for the following categories is adjusted to accommodate occupations with missing median income data.
* Data downloaded December 18, 2020; Most recent data available.

NEW PROGRAM PROPOSAL FORM

Name of Institution: **Clemson University**

Name of Program (include degree designation and all concentrations, options, or tracks):
Doctor of Nursing Practice (DNP) Nursing Practice (adding 4 concentrations: Family Nurse Practitioner – Primary Care; Adult-Gerontology Nurse Practitioner – Primary Care; Pediatric Nurse Practitioner – Primary Care; and Health Systems Leadership concentrations to the extant Doctor of Nursing Practice program curriculum, which we wish to retain as a fifth concentration named Post-Masters DNP). *The first 4 concentrations would be offered via blended/hybrid delivery only; the Post-Master's DNP concentration is offered 100% online.*

Program Designation:

☐ Associate's Degree   ☐ Master's Degree

☐ Bachelor's Degree: 4 Year   ☐ Specialist

☐ Bachelor's Degree: 5 Year   ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

☒ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

☐ Yes

☒ No

Proposed Date of Implementation: **Summer 2021**

CIP Code: **513818**

Delivery Site(s): **Online Degree Programs (85750)**

Delivery Mode:

☐ Traditional/face-to-face   ☒ Distance Education
*select if less than 25% online

☒ 100% online *Post-Master's DNP concentration*

☒ Blended/hybrid (50% or more online) *Other 4 concentrations*

☐ Blended/hybrid (25-49% online)

☐ Other distance education (explain if selected)

Program Contact Information (name, title, telephone number, and email address):
**Dr. Kathleen Valentine; Director, School of Nursing, 864.656.9569; klvalen@clemson.edu
Jeremy King, Associate Provost for Institutional Effectiveness; 864.934.3554;
jking2@clemson.edu**

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):
**Curriculum Committee approval: 13 November 2020
Provost approval: 17 November 2020
Board of Trustees approval: 9 October 2020**

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The proposed program modification aligns our graduate nursing program portfolio with the position statement by the National Organization of Nurse Practitioners and the national trend that all entry-level nurse practitioner and administration programs shift from the masters level to the Doctor of Nursing Practice (DNP) terminal degree level by 2025. This initiative is further supported by American Association of Colleges of Nursing, the national voice for baccalaureate and graduate nursing education.

This proposal accomplishes the transition of the Family Nurse Practitioner, Adult-Geriatric Nurse Practitioner, and Nursing Administration (rebranded as Health Systems Leadership) concentrations from our extant MS Nursing program to our extant DNP program. Additionally, we are adding a new Pediatric Nurse Practitioner – Primary Care concentration. These concentrations will be offered via blended/hybrid delivery.

The current DNP program curriculum will be retained and offered 100% online in a fifth Post-Masters DNP concentration. In addition to recent graduates from baccalaureate or master's nursing programs, the target audience for the DNP includes practicing registered nurses holding a bachelor's degree in nursing who are seeking to expand their role/responsibilities within the acute care and community-based settings.

The School of Nursing has been monitoring national trends of programs shifting from MS-prepared nurse practitioners and health system administrators to the DNP-prepared level. Comparison of two similarly-ranked land-grant institutions demonstrates the transition from the MS to the terminal degree level for nurse practitioners and health system administrators. The proposed changes would bring Clemson in line with other nursing institutions and prepare future nurse practitioners to meet certification requirements as well as provide health system administrators with greater marketability for senior leadership positions.

Students in each of the four new concentration are required to complete 74 credit hours, including a final project commensurate with the expectations of doctoral-level education. We will retain the current part-time, 6-semester, 35 credit hour DNP program of study via a Post-Masters DNP concentration. This program modification aligns with the Clemson*FORWARD* strategic plan to expand doctoral level education and opportunities to serve communities in the State by improving the health of SC residents through access to care.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

The transition from a master's to doctoral level advanced practice nurse program aligns with the position statement by the National Organization of Nurse Practitioner Faculties (NONPF) and American Nurses Credentialing Center (ANCC). To support the inclusion of what we anticipated to be lower-enrollment Pedicatric Nurse Practitioner and Health Systems Leadership concentrations, a survey of undergraduate, pre-licensure students was conducted during the fall of 2019. Of the 147 respondents, 18% wanted to pursue the Pediatric Nurse Practitioner – Primary Care concentration and 6% wanted the Health Systems Leadership concentration. We are projecting Summer 2021 as the first academic term enrollment period for this modification of the DNP degree.

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.
N/A

Employment Opportunities

| Occupation | State | | National | | Data Type and Source |
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Medical and Hlth Svc Managers (SOCS 11-9111)	6770 (year 2028)	10 yr growth of 17.1%	555,500 (year 2029) 2019 median annual salary $100,980	10 yr growth of 31.5%	BLS Occupations with the most job growth* ProjectionsCentral
Nurse Practitioner (SOCS 29-1171)	2940	10 yr growth of 25.6%	322,000 (year 2029) 2019 median annual salary $109,820	10 yr growth of 52.4%	BLS Occupations with the most job growth* ProjectionsCentral

*State projections in BLS framework are from ProjectionsCentral:
https://www.projectionscentral.com/Projections/LongTerm
*BLS Occupations with the most job growth URL:
https://www.bls.gov/emp/tables/occupations-most-job-growth.htm

Supporting Evidence of Anticipated Employment Opportunities
Provide supporting evidence of anticipated employment opportunities for graduates.

We have also employed the Chmura Economics JobsEQ® Real Time Intelligence analytics suite to examine SC job posting history and SC-based degree award gaps associated with SOCS2018-coded positions that are associated with the DNP program CIP code in the Chmura CIP2020-SOCS2018 crosswalk. There are two significant findings of particular note:

1. The annual award gap between SC-based degrees awarded in the DNP CIP code and those needed to fill the associated SOCS2018 positions in SC totals to an annual deficit of 175 degrees at the doctoral and masters level.
2. Online daily job postings for those positions in SC number 15-20 per day, and have stayed at the same level throughout calendar year 2020 compared to calendar year 2019, indicating no deleterious effects on labor market demand from COVID19.

51.3818 - Nursing Practice, DNP

Award Gaps

Award Gaps show the difference between the number of post-secondary certificates or degrees awarded and the occupation demand in South Carolina. Negative values represent the gap, or shortage, of degrees being awarded to meet the demand for the occupations selected. Positive values represent a surplus of awards, meaning that the number of awards awarded are greater than the target range of demand.

Source: JobsEQ®
Data as of the 2018-2019 academic year, related occupation data as of 2020Q3.
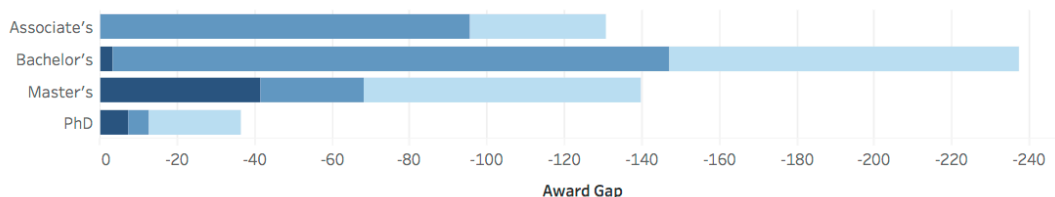
Daily Online Job Posts for Associated Occupations

- Region: South Carolina
- All associated occupations listed above
- Education Level: Doctoral or professional degree or master's degree

☐ Jan 14, 2019 to Jan 20, 2020	■ Jan 13, 2020 to Jan 18, 2021
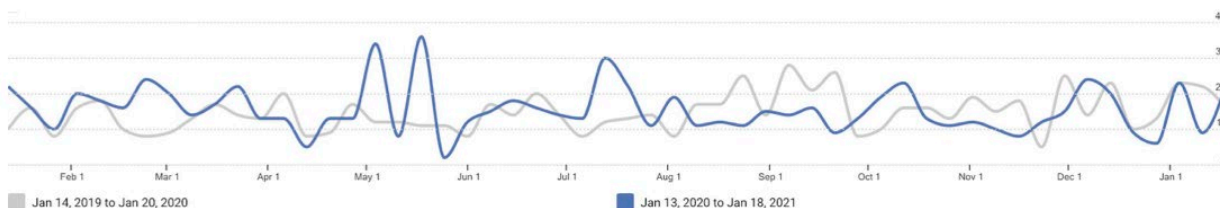
Description of the Program

The DNP is a clinical doctorate (or practice doctorate) that requires at least 1,000 hours of clinical experience. The current program structure and curriculum as a six-semester, 35 credit hour, part-time program is being maintained in a Post-Masters DNP concentration.   The addition of the Family Nurse Practitioner – Primary Care, Adult-Geriatric Nurse Practitioner – Primary Care, Pediatric Nurse Practitioner – Primary Care, and Health Systems Leadership concentrations to the Doctorate of Nursing Practice (DNP) concentrations degree will be offered as 74 credit hour, nine-semester, full-time plans of study.   Students accepted into the program begin the course work during the summer semester, year 1, as a single cohort and progress accordingly.

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2020/21	0	13	0	13	19	28
2021/22	0	28	0	28	20	40
2022/23	0	40	0	40	21	57
2023/24	0	57	0	57	22	60
2024/25	0	60	0	60	23	63

Explain how the enrollment projections were calculated.
The enrollment projections were calculated from historical enrollment data from the University's ADMIT system and its Factbook. Year 1 enrollment is based off of students currently enrolled in the extant MS Nursing concentrations and post-master's DNP, with anticipated enrollment in the new concentrations starting in the summer term. The program anticipates reaching a sustainable enrollment figure of approximately 57 students by Year 4. In the near-term following that, enrollment might be expected to increase by no more than a modest 3% per year.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

☒Yes

☐No

The Post-Masters DNP Concentration has the following admissions requirements:
1. Bachelor's degree in Nursing from a nationally accredited program

2. Master's degree in Nursing from a nationally accredited program
3. Cumulative (All college credits) and masters of nursing GPA of 3.25 or higher - applicants who attended a program with mostly or all pass/fail grades will not be considered competitive
4. Three letters of recommendation from masters or doctorally prepared individuals
5. Unencumbered, active Advanced Practice Registered Nurse (APRN – NP or CNS) license throughout the duration of the program for state in which DNP Project will be completed
6. Current NP/CNS national certification in specialty area (throughout duration of program)
7. Graduate course in statistics

The other concentrations, which would typically attract baccalaureate-holding students directly, have the following additional admissions requirements:
1. Baccalaureate degree in nursing from an accredited nursing program
2. Cumulative/Nursing GPA of 3.25 or higher
3. Three letters of recommendation from masters or doctorally prepared individuals
4. Licensure to practice nursing in the state of SC and states in which student will be completing clinical hours
5. Minimum of 600-plus hours of nursing practice within the previous 12 months

Curriculum

The curriculum for the 5 concentrations is listed below and on pages 6-7.

1. Current Doctor of Nursing Practice Curriculum— (maintained as Post-Masters DNP concentration) *100% online*

Curriculum by Year					
Post-Master's DNP Curriculum Part Time Plan of Study - Year 1					
Fall		**Spring**		**Summer**	
Course	**Credits**	**Course**	**Credits**	**Course**	**Credits**
NURS 9010 DNP Role, Theory & Philosophy	3	NURS 9040 DNP Leadership in Healthcare Systems	3	NURS 9070 DNP Healthcare Economics & Finance	3
NURS 9020 DNP Clinical Epidemiology & Biostatistics	3	NURS 9050 DNP Health Informatics	3	NURS 9080 DNP Genomics, Ethics & Health Policy	3
Total Semester Hours	**6**	**Total Semester Hours**	**6**	**Total Semester Hours**	**6**
Post-Master's DNP Curriculum Part Time Plan of Study - Year 2					
Fall		**Spring**		**Summer**	
Course	**Credits**				
NURS 9030 DNP Evidence Integration	3	NURS 9060 DNP Outcomes Management	3	NURS 9110 DNP Practice Integration Project III	4
NURS 9090 DNP Practice Integration Project I	3	NURS 9100 DNP Practice Integration Project II	4		
Total Semester Hours	**6**	**Total Semester Hours**	**7**	**Total Semester Hours**	**4**

- There are 35 total credit hours in the program.
- Additional project hours may be required as all DNP graduates must complete a minimum of 1,000 hours of practice post-baccalaureate hours, including precepted practicum hours earned from the/an MS Nursing Program.

2a. Core Courses required of Family Nurse Practitioner—Primary Care, Adult-Gerontology Nurse Practitioner – Primary Care; Pediatric Nurse Practitioner – Primary Care; and Health Systems Leadership concentrations (50 credit hours) *Blended/hybrid delivery*

Core courses (All tracks)	Credits	Clinical Hrs/Ratio
NURS 8010: Advanced Family & Community Nursing	3 (3,0)	
NURS 8050: Advanced Pharmacology	3 (3,0)	
NURS 8060/8061: Advanced Assessment	3 (2,3)	45 (1:15)
NURS 8090: Pathophysiology for Advanced Nursing	3 (3,0)	
NURS 8070: Nurse Research Design & Methods	3 (3,0)	
NURS 9270: Healthcare Economics, Finance, & Policy*	3 (3,0)	
NURS 9210: DNP Role, Theory & Philosophy of Science*	3 (3,0)	
NURS 9020: DN Clinical Epidemiology & Biostatistics	3 (3,0)	
NURS 9030: DNP Evidence Integration	3 (3,0)	
NURS 9040: DNP Leadership in Healthcare Systems	3 (3,0)	
NURS 9050: DNP Health Informatics	3 (3,0)	
NURS 9060: DNP Outcomes Management	3 (3,0)	
NURS 9080: DNP Genomics, Ethics & Health Policy	3 (3,0)	
NURS 9090: DNP Project I	3 (0,3)	100 (1:50)
NURS 9100: DNP Project II	4 (0,4)	200 (1:50)
NURS 9110: DNP Project III	4 (0,4)	200 (1:50)
TOTAL	50 hours	

*Modified/New Courses

2b. Specific Concentration Curricula/Courses for Family Nurse Practictioner—Primary Care, Adult-Gerontology Nurse Practitioner – Primary Care; Pediatric Nurse Practitioner – Primary Care; and Health Systems Leadership concentrations (each 24 credit hours) *Blended/hybrid delivery*

Family Nurse Practitioner—Primary Care Concentration	Credits	Clinical Hrs/Ratio
NURS 8190/8191: Developing Family	4 (2,6)	90 (1:15)
NURS 8200/8201: Child and Adolescent	4 (2,6)	90 (1:15)
NURS 8210/8211: Adult Nursing	4 (2,6)	90 (1:15)
NURS 8220/8221: Gerontology Nursing	4 (2,6)	90 (1:15)
NURS 8180: Developing Family in Primary	2 (2,0)	
NURS 8230: NP Practicum I	3 (0,9)	135 (1:15)
NURS 8240: NP Practicum II	3 (0,9)	135 (1:15)
TOTAL	24	

Adult-Gerontology Nurse Practitioner—Primary Care Concentration	Credits	Clinical Hrs/Ratio
NURS 8820/8821: Primary Care for Elders	4 (2,6)	90 (1:15)
NURS 8840/8841: Mental Health and Illness of Adults	4 (2,6)	90 (1:15)
NURS 8210/8211: Adult Nursing	4 (2,6)	90 (1:15)
NURS 8220/8221: Gerontology Nursing	4 (2,6)	90 (1:15)
NURS 8180: Developing Families	2 (2,0)	
NURS 8230: NP Practicum I	3 (0,9)	135 (1:15)
NURS 8240: NP Practicum II	3 (0,9)	135 (1:15)

	TOTAL	24	

Pediatric Nurse Practitioner—Primary Care Concentration	Credits	Clinical Hrs/Ratio
NURS 8610/8611: Pediatric Health Promotion*	4 (2,6)	90 (1:15)
NURS 8840/8841: Mental Health and Illness of Adults	4 (2,6)	90 (1:15)
NURS 8620/8621: Course Common Illness in Children and Adolescents*	4 (2,6)	90 (1:15)
NURS 8630/8631: Chronic Illness in Infants, Children, Adolescents*	4 (2,6)	90 (1:15)
NURS 8180: Developing Family in Primary	2 (2,0)	
NURS 8230: NP Practicum I	3 (0,9)	135 (1:15)
NURS 8240: NP Practicum II	3 (0,9)	135 (1:15)
TOTAL	24	

*Modified/New Courses

Health Systems Leadership Concentration	Credits	Clinical Hrs/Ratio
NURS 8260/8261: Quality Outcomes Mgmt in Healthcare	4 (3,3)	45 (1:15)
NURS 8460: Healthcare Financial Management	3 (3,0)	
NURS 8740: Theoretical Basis of Organizational Behavior and Change*	3 (3,0)	
NURS 9730/9731 Assessment and Collaboration with Communities and Systems*	4 (2,2)	100 (1:50)
NURS 8760: DNP Environmental Influences for Aggregate & Global Health Planning*	3 (3,0)	
NURS 9740: Field Experience I	4 (0,4)	200 (1:50)
NURS 9750: Field Experience II	3 (0,3)	150 (1:50)
TOTAL	24	

*Modified/New Courses

Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
NURS 8480 Health Care Policy and Economics	NURS 8610/8611: Pediatric Health Promotion	NURS 9270 Healthcare Economics, Finance, & Policy (previous NURS 8480 & 9070)
NURS 9070 DNP Health Care Economics and Finance	NURS 8620/8621: Course Common Illness in Children and Adolescents	NURS 9210 DNP Role, Theory & Philosophy of Science (previous NURS 8040 & 9010)
NURS 8040 Knowledge Development in Advanced Nursing.	NURS 8630/8631: Chronic Illness in Infants/Children/Adolescents	
NURS 9010 DNP Role, Theory and Philosophy.	NURS 9740: HSL Health Systems Leadership Field Experience I	
	NURS 9730/9731: HSL Assessment and Collaboration with Communities and Systems	
	NURS 8760: HSL Environmental Influences for Aggregate & Global Health Planning	
	NURS 8740: HSL Theoretical Basis of Organizational Behavior and Change	
	NURS 9750 HSL Health Systems Leadership Field Experience II	
	NURS 8760: DNP Environmental Influences for Aggregate & Global Health Planning	
	NURS 9270 Healthcare Economics, Finance, & Policy	
	NURS 9210 DNP Role, Theory & Philosophy of Science	

New Courses
List and provide course descriptions for new courses.

NURS 8610/8611: PNP Pediatric Health Promotion	Advanced nursing roles and functions applied to health assessment, diagnosis and collaborative management of newborns, infants, children, adolescents, young adults during the course of growth and development. Use critical thinking skills, synthesis and application of evidence-based research in the promotion of wellness, prevention of illness or injury and promote continuity of family centered care.
NURS 8620/8621: PNP Course Common Illness in Children and Adolescents	Advanced nursing roles and functions applied to health assessment, diagnosis and collaborative management of newborns, infants, children, adolescents, young adults with common or potential health problems. Use critical thinking skills, synthesis and application of

	evidence-based research to manage common pediatric illnesses and promote continuity of family centered care.
NURS 8630/8631: PNP Chronic Illness in Infants/Children/Adolescents	Advanced nursing roles and functions applied to health assessment, diagnosis and collaborative management of newborns, infants, children, adolescents, young adults with chronic illness or potential chronic health problems. Use critical thinking skills, synthesis and application of evidence-based research to manage common pediatric illnesses and promote continuity of family centered care.
NURS 8740: HSL Theoretical Basis of Organizational Behavior and Change	This course promotes the use of organizational sciences as a basis for health systems leadership. The student is required to apply these theories in developing organizational change scenarios to improve patient and healthcare outcomes. Students will develop multiple theory-based strategies for generating and sustaining changes that promote enhanced effectiveness, safety, accessibility, and satisfaction in health care organizations. These strategies must address organizational structure, dynamics, and processes of change in the context of culturally sensitive nursing practice.
NURS 9730/9731: HSL Assessment and Collaboration with Communities and Systems	This course challenges the student to integrate techniques of community assessment and principles of collaboration to develop strategic operational or evaluation plans based on objective comprehensive assessments. Concepts related to a broad spectrum of communities are included with respect to health systems. Emphasis is placed on the evaluation and included with respect to health systems.
NURS 8760: HSL DNP Environmental Influences for Aggregate & Global Health Planning	This course integrates environmental health influences to facilitate planning for healthcare related interventions and programs for advanced nursing practice. Current issues relate to population health, cultural issues, environmental data and policy are included with respect to health systems and international health programs.
NURS 9740: HSL Field Experience I	This course consists of guided practice to apply advanced nursing knowledge in health systems leadership and advanced practice roles. Students engage with a mentor and faculty to learn about topics of health system leadership, specifically in strengthening leadership, business, and operations skills appropriate to the setting. The focus of this experience is quality improvement, application of rapid cycle change, and assessing organizational culture and patient-centered care.
NURS 9750: HSL Field Experience II	This course continues expansion of guided practice in health systems leadership and advanced practice roles. Students engage with a mentor and faculty to learn about topics of health system leadership and policies appropriate to the setting and across organizations and agencies. As a policy activist, students will demonstrate expertise in clinical judgment and systems thinking, by leading a focused system change, policy development, grant proposal or presentation at a national meeting.

NURS 8760: HSL Environmental Influences for Aggregate & Global Health Planning	This course integrates environmental health influences to facilitate planning for healthcare related interventions and programs for advanced nursing practice. Current issues relate to population health, cultural issues, environmental data and policy are included with respect to health systems and international health programs.
NURS 9270 Healthcare Economics, Finance, & Policy	Analyzes and synthesizes the reciprocal relationship among client, community, health care system, socio-cultural and economic variables, and policy-making. Analyzes healthcare economic trends, reimbursement issues and funding sources. Applies key principles and methods of financial analysis, which include budgeting and cost analysis. Theory and application are integrated and aimed at preparing DNP graduates for leadership roles.
NURS 9210 DNP Role, Theory & Philosophy of Science	This course examines the historical development of the role of the DNP prepared nurse leader. The application of philosophy of science, historical, and theoretical underpinnings of the advanced nursing practice (ANP) role and the advanced practice nursing (APN) nurse practitioner role are presented. Nursing theories and concepts, integration of knowledge from biological and social sciences; leadership expectations and translation of knowledge are applied to improve practice outcomes.

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
DNP Family Nurse Pracitioner/Adult Geriatrics Nurse Practitioner/Nurse Executive Leadership	75	USC Columbia	This institution offers a post baccalaureate prepared nurse enrollment into the Doctor of Nursing Practice (DNP) with tracks of Family Nurse Practitioner, Adult-Gerontology Nurse Practitioner, and Nurse Executive Leadership. The program of study requires 75 hours of coursework and is offered through an online platform.	USC does not offer a DNP in Pediatric Nurse Practitioner. The USC program starts in the fall versus summer.
DNP Family Nurse Pracitioner/Adult Geriatrics Nurse Practitioner/Pediatric Nurse Practitioner	75	Medical University of South Carolina	This institution offers a post baccalaureate prepared nurse enrollment into the Doctor of Nursing Practice (DNP) with tracks of Family Nurse Practitioner, Adult-Gerontology Nurse Practitioner, and Pediatric Nurse Practitioner. The program of study requires 75 hours of coursework and is offered through an online platform.	MUSC does not offer a DNP in Health Systems Leadership. Their term start is in the fall versus summer. Clemson has one less credit hour requirement.
DNP Nursing Practice	70	Francis Marion University	This institution offers a pre-licensure enrollment into the Doctor of Nursing Practice (DNP) with tracks of Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner. The program requires 70 hours of coursework and is offered through a hybrid platform.	Francis Marion University does not offer a DNP in Adult-Gerontology Nurse Practitioner nor Health Systems Leadership. Their term start is in the fall versus summer.

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Clinical Assistant Professor #1 Full Time	N9030 Evidence Integration N8230 NP Practicum I/II N8060/8061 Assessment N8010 Advance Family	Doctorate of Nursing Practice (DNP) University of Alabama	20 years nursing experience 17 years DNP practice
Clinical Assistant Professor #2 Full Time	N9040 Leadership in Health Systems N9090 DNP Project I N8610/8611 Pediatric Health Promotion	DNP Clemson University	25 years nursing experience APRN, PNP
Clinical Assistant Professor #3 Full Time	N9060 Outcomes Mgt. N9210 DNP Role/Theory	DNP Radford University	33 years nursing experience Director, Clinical Learning Research Center Certified Nurse Educator
Professor #1 Full Time	N8010 Advance Family N9030 Evidence Integration	PhD Nursing Science University of South Carolina	43 years nursing experience Certified Nurse Educator
Professor #2 Full Time	N9100/N9110 DNP Project II & III N9210 DNP Role/Theory N9060 Outcomes Mgt.	PhD Nursing University of South Carolina	39 years nursing experience Director or Graduate Programs Certificate Women's Studies
Professor #3 Full Time	N9020 Clinical Epidemiology & Stats	PhD Biostatistics Medical University of South Carolina	Alumni Distinguished Professor Director, Center for Research on Health Disparities
Professor #4 Full Time	N9740/9741 Field Exp I N9040 Leadership in Health Systems	PhD Nursing Emory University MBA Business Administration Bowling Green State University	Associate Director of Research Certificate Women's Studies APRN, A-GNP, FNP
Professor #5 Full Time	N9730/9731 Assessment & Collaboration	PhD Program Evaluation/Health Administration	Chief Academic Nursing Officer 25 years in nursing leadership

		Cornell University	
Associate Professor #1 Full Time	N8220/8221 Gerontology N9270 Policy & Finance N8820 Primary Care	PhD Nursing Research Georgia State University	17 years nursing experience 7 years nursing research APRN, AGPCNP, GNP
Associate Professor #2 Full Time	N8050 Pharmacology N8210/8211 Adult N9270 Policy & Finance N9050 Health Informatics	PhD Nursing Research University of South Carolina	28 years nursing experience 11 years nursing research APRN, FNP, ACHPN
Associate Professor #3 Full Time	N8200/8201 Child & Adolescent N8610/8611 Pediatric Health Promotion N8630/8631 Chronic Illness in Infant/Child	PhD Healthcare Genetics Clemson University	35 years nursing experience 7 years nursing research APRN, PPCNP, IBCLC
Associate Professor #4 Full Time	N9080 Genomics, Ethics & Health Policy	PhD Nursing Washington State University	20 years nursing experience 10 years nursing research APRN, FNP
Associate Professor #5 Full Time	N9050 Health Informatics	PhD Nursing Research University of Texas Postdoc Knowledge Engineering University of Utah	45 years nursing research Joint appointment with Human-Centered Computing (HCC), Division in the School of Computing
Associate Professor #6 Full Time - JD	N9080 Genomics, Ethics & Health Policy	PhD Nursing University of Rochester	33 years nursing experience 11 years nursing research APRN, PNP
Assistant Professor #1 Full Time	N8060/N8061 Advanced Assessment N9210 DNP Role/Theory N8210/8211 Adult N8230 NP Practicum I/II	PhD Nursing Science Medical University of South Carolina	21 years nursing experience APRN, FNP
Assistant Professor #2 Full Time	N8200 Child & Adolescent N8070 Nursing Research N8620/8621 Common Illness in Children	PhD Nursing Florida State University	35 years nursing experience APRN, PNP
Assistant Professor #3 Full Time	N8190/N8191 Developing Family N8070 Nursing Research	PhD Nursing Mercer	22 years nursing experience 5 years nursing research APRN, WHNP
Assistant	N8190/N8191	PhD Nursing Science	21 years nursing experience

Professor #4 Full Time	Developing Family N8180 Family in Primary N8010 Advance Family N8230/N8240 NP Practicum I/II	University of South Carolina	9 years nursing research APRN, FNP
Assistant Professor #5 Full Time	N8070 Nursing Research N8090 Pathophysiology	PhD Nursing Atlantic University	20 years nursing experience
Assistant Professor #6 Full Time	N8070 Nursing Research	PhD Nursing University of Massachusetts	36 years nursing experience
Lecturer #1 Full Time	N8840/8841 Mental Health N8220/8221 Gerontology N8850 Mental Health N8230/8240 NP Practicum I/II	Doctorate of Nursing Practice Clemson University	15 years beside experience APRN, FNP Post Masters NP
Lecturer #2 Full Time	Practicum I/II N8220/8221 Gerontology N8190/N8191 Developing Family N8210/8211 Adult	MS Nursing Clemson University	13 years nursing experience
Lecturer #3 Full Time	N8230/N8240 NP Practicum I/II N8050 Pharmacology N8200/8201 Child & Adolescent	MS Nursing Clemson University	29 years nursing experience
Lecture #4 Part Time	N8260/8261 Quality Outcomes N8740 Theoretical Basis of Org Behavior N8760 Environmental Influences	MS in Nursing Clemson University	15 years nursing experience
Lecture #5 Part Time	N8460 Healthcare Finance N9750/9751 Field Exp II N8230/N8240 NP Practicum I/II	DNP Clemson University	23 years nursing experience APRN, FNP

Instructor #1 Full Time	N8090 Pathophysiology	PhD Healthcare Genetics Clemson University	10 years nursing experience

Total FTE needed to support the proposed program:
Faculty: 26
Staff: 2
Administration: 2

Faculty, Staff, and Administrative Personnel
Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

Current faculty, staff, and administrative personnel supporting the current DNP program and the extant concentrations in the MS program (concentrations undergoing closure) will be sufficient to meet the needs of the modified DNP program.

Resources

Library and Learning Resources
Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

The Clemson University Libraries' resources required for the proposed program are already in place and available online; therefore, there is no need for additional library resources. All major journals in the discipline are available online or through open access. The Clemson University Libraries hold more than 1.8 million items including books, periodicals, electronic resources, digital media collections, government publications and patents, musical recordings, maps and microforms. Over 4,000 print journal titles, 49,000 e-journals, 170,000 e-books, and 480 online databases are available. Cooper Library is linked electronically to the On-line Computer Library Center Inc. and *WorldCat* database providing access to more 71,000 libraries worldwide for interlibrary loan services. The PASCAL and Kudzu Consortium(s) provide access to 12 million volumes held by academic libraries in SC and 30 million volumes by 17 southeastern universities.

Students request journal articles through interlibrary loan and are emailed in 2-3 days. Reference librarians assist students by telephone, text, instant message and in-person consultation 79 hours per week and the College of Behavioral, Health, and Social Science and the School of Nursing have dedicated research librarians. In addition to annual expenditures, current Library policy allocates additional funds for the exclusive purchase of materials for newly approved programs, if needed. Prioritizing funds for electronic resources, CU demonstrates a commitment to online educational programs and no new funding is required to support the library and learning resources.

My Library Account: Students enrolled in off-campus, distance education, and online programs can log in to their My Library Account to search the Clemson Libraries catalog and request the delivery of print books. In addition to print books, Clemson affiliates have access to 458,239 electronic books via individual subscriptions, aggregator databases, and consortial agreements.

Books and Articles not owned by Clemson University Libraries: Students may use the PASCAL Delivers service to borrow books from any college or university in South Carolina. Requests are made through the Clemson University Libraries home page and delivered to a participating library. Students can borrow up to 25 books for six weeks, with an additional three-week renewal period.

If a book is not owned by the Clemson University Library and is not available via PASCAL Delivers, students may directly request the item from the Reference Librarian. Approved books will be rush ordered/cataloged and sent to the requesting patron, who will be responsible for returning them to Cooper Library (via either mail or return to a PASCAL Delivers library.)

Articles owned by Clemson University Libraries: Students requiring articles from print journals owned by the Library may request a scanned copy via http://www.clemson.edu/culib/forms/secure/ill/emp/dd-rp.php. Articles not available from Clemson University Libraries: Students also have free access to interlibrary loan to request copies of articles from journals not available at Clemson. Students must create an account prior to borrowing via the following website: http://libguides.clemson.edu/ill.

*Reference Assistance***:** Students encountering difficulties finding resource materials may contact the Reference Librarian, who will respond to requests often immediately or within 24 hours. Students also have access to the *Ask a Librarian* service to request immediate assistance via phone/chat /text/ or email during normal Reference Desk hours.

Student Support Services
Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

Because of the online modality of the DNP program, we note that all Clemson student support services are available online with virtual meetings and access as needed. In addition to library and learning resources, a number of academic and student support services are available online to all graduate students at Clemson University:

- **Clemson Online -** Clemson Online staff ensure that all online students have access to the same resources and support that a Clemson education comprises for students enrolled in programs having in-person modalities. Clemson University is devoted to ensuring an innovative and substantive educational experience for all students.

- **Clemson Computing and Information Technology (CCIT) -** Provides a leading-edge integrated information environment integral to learning and research. Graduate students may (but are not limited to) take advantage of services such as Clemson email account, emergency text messages, mobile guidebooks, video conferencing, web development, and data storage. Help services are available via phone, email, or online chat.

- **Student Accessibility Services –** Graduate Students may register with Student Accessibility Services to use services such as academic access letters, assistive technology, communication services, test proctoring center and electronic textbooks.

- **Center for Career and Professional Development –** Clemson University is dedicated to engaging students in career development that will empower them to successfully pursue their educational and professional goals. Services provided by the career center include career workshops, resume writing, career development, job search assistance, and networking.

- **Legal Assistance -** All Clemson students are eligible to receive one legal aid voucher per semester. Each voucher entitles the student to one-half hour consultation with a lawyer off campus.

- **GRAD 360°-** A professional development program affiliated with The Graduate School that provides students with a structured way to develop and track their proficiency in the academic, personal, and professional focus areas known as "The Tiger 9": career development; personal health, wellness and financial literacy; research and innovation; professionalism and ethics; leadership and management; teamwork and collaboration; teaching and learning; oral, written and intercultural communication; and social and global responsibility.   Each student's

development program can be tailored to meet their unique needs and interests. Students can identify their skills, interests, and values throughout their Clemson experience; engage their advisors in holistic advising and mentoring; acquire and develop specific skills necessary for postgraduate professional practice; and track their transformation by recording their experience in an online portfolio.

- **International Services –** The Office of Global Engagement's International Services area works with incoming international students to provide valuable information, service and advice to meet their unique needs. International Services is a valuable resource for international students' immigration, employment, and support needs, and works to create a welcoming, positive environment for Clemson's international student population to help them meet their academic and research goals while making sure their personal goals are taken into consideration.

- **Counseling and Psychological Services (CAPS) -** Counseling and Psychological Services (CAPS), the mental health unit of Student Health Services, offers a wide array of services along a continuum of intensity for various psychological issues.

- **Graduate Student Life –** Operating under the Division of Student Affairs, this is a central body that collaborates with the Graduate School and Graduate Student Government to enhance the overall graduate student life experience.

- **Clemson University Writing Center –** The goal of the writing center is to help all members of the Clemson community become more confident and effective writers.

- **The Harvey and Lucinda Gantt Multicultural Center -** The Harvey and Lucinda Gantt Multicultural Center is committed to creating diverse learning environments that enhance the intercultural competence of our students. The center supports and advocates for the needs of all students, challenges students to think critically about themselves and their communities, provides engaging experiential learning opportunities and empowers students to be positive change agents.

Physical Resources/Facilities
Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

The School of Nursing facilities on the Clemson main campus and at the dedicated School of Nursing facility on the Prisma Health campus are sufficient to support the program—indeed, they are currently supporting the extant DNP program and the MS Nursing program housing the concentrations being moved into the DNP program.

Equipment
Identify new instructional equipment needed for the proposed program.

We anticipate that no new equipment is needed for the modified DNP program.

Impact on Existing Programs
Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☒Yes

☐No

The four new concentrations being added to the DNP program represent an effective transition of these from the MS Nursing program. We therefore expect enrollment in MS Nursing program to decline—at least in the short-term—do to the effective movement of these concentrations to the DNP program.

Financial Support

Sources of Financing for the Program by Year												
	1st		2nd		3rd		4th		5th		Grand Total	
Category	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	$273,762	$273,762	$521,864	$521,864	$767,266	$767,266	$1,031,388	$1,031,388	$1,117,515	$1,117,515	$3,711,795	$3,711,795
Program-Specific Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special State Appropriation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Reallocation of Existing Funds	$340,500	$340,500	$351,724	$351,724	$363,345	$363,345	$375,380	$375,380	$387,844	$387,844	$1,818,792	$1,818,792
Federal, Grant, or Other Funding	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total	**$614,262**	**$614,262**	**$873,587**	**$873,587**	**$1,130,611**	**$1,130,611**	**$1,406,768**	**$1,406,768**	**$1,505,359**	**$1,505,359**	**$5,530,588**	**$5,530,588**

Estimated Costs Associated with Implementing the Program by Year												
	1st		2nd		3rd		4th		5th		Grand Total	
Category	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	$340,500	$340,500	$351,724	$351,724	$363,345	$363,345	$375,380	$375,380	$387,844	$387,844	$1,818,792	$1,818,792
Facilities, Equipment, Supplies, and Materials	$5,250	$5,250	$5,355	$5,355	$5,462	$5,462	$5,571	$5,571	$5,683	$5,683	$27,321	$27,321
Library Resources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other (specify)	$54,752	$54,752	$104,373	$104,373	$153,453	$153,453	$206,278	$206,278	$223,503	$223,503	$742,359	$742,359
Total	**$400,502**	**$400,502**	**$461,451**	**$461,451**	**$522,260**	**$522,260**	**$587,229**	**$587,229**	**$617,030**	**$617,030**	**$2,588,472**	**$2,588,472**
Net Total	**$213,760**	**$213,760**	**$412,136**	**$412,136**	**$608,351**	**$608,351**	**$819,539**	**$819,539**	**$888,330**	**$888,330**	**$2,942,115**	**$2,942,115**

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

Tuition funding is calculated using Online Tier 3 Graduate tuition at $681 per credit hour, which increases at 3% per annum. Reallocation of Existing Funds represents extant sunk resources associated with extant faculty workload covering courses in the curriculum at $10K per course. Tuition Funding and Reallocation of Existing Funds are the only resources necessary to support the program and its expenses.

Program Administration and Faculty and Staff Salary (which includes funds for stipends for Graduate Teaching Assistants enrolled in the program) is supported by the Reallocation of Existing Funds. All new courses have already been developed. Facilities, Equipment, Supplies, and Materials comprises an annual marketig expense at $5K, increasing 2% per year. Administrative Overhead is calculated as 20% of Tuition Funding. Revenue from the net contribution will be reinvested back into the Doctorate of Nursing Practice program.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Demonstrate competence in a selected functional role of nurse practitioner or health system leader and relationship centered nursing leadership to improve the healthcare, health status, and health outcomes of individuals, families, communities and populations while addressing health disparities	Select and recommend health education, therapeutic procedures, interventions,and coordinate care of individuals from birth to death with inclusion of family members/caregiver providers. Examine and anazlye population assessment strategies that are used for health systems planning and operations evaluation.	Objective testing; Discussion Board posting; Case studies; Topical Papers; Clinical Simulation; Clinical hours with objective checkoff; Clinical Mentor evaluations; Field experience clinical logs; Podium presentations; Advanced Practice Nursing Portfolio; National Board Certification Exam.
Evaluate and apply research findings from nursing and related disciplines to an advanced nursing specialty	Critique components of the research process and apply research methodologies to scientific inquiry, clinical problems, and the development of nursing knowledge. Snythesize and demonstrate understanding of standards of practice for prescriptive authority as defined by legal guidelines and regulations for all age generations.	Group project – Advocacy Agenga Paper; Objective testing; Discussion Board posting; Case studies; Topical Papers; Clinical Simulation; Clinical hours with objective checkoff; Field experience clinical logs; Clinical Mentor evaluations; Podium presentations; Advanced Practice Nursing Portfolio; National Board Certification Exam.
Integrate advanced knowledge of biopsychosocial, cultural, organizational/systems, informatics, ethical and legal knowledge with nursing science as a foundation for expert clinical nursing practice or health system	Synthesize the role of the DNP role (FNP, A-GNP, PNP, or Health Systems Leader) in evaluating and disseminating an evidence-based integrative project aimed at solving a practice problem, improving	Group presentation; Objective testing; Discussion Board posting; Case studies; Topical Papers; Clinical Simulation; Clinical hours with objective checkoff; Clinical Mentor evaluations; Field experience

leader in a specific nursing clinical specialization	health, or educational or performance outcomes.	clinical logs; Podium presentations; Advanced Practice Nursing Portfolio; National Board Certification Exam.
Engage in interprofessional, collaborative partnerships to frame problems, design and implement evidence- based interventions and evaluate outcomes	Develop informational power and skills to advocate for policies that improve public health and nursing practice, education, or administration. Analyze health assessment methods, data sources, instruments, and reports for credibility and utility.	Objective testing; Discussion Board posting; Case studies; Topical Papers; Clinical Simulation; Clinical hours with objective checkoff; Clinical Mentor evaluations; Field experience clinical logs; Podium presentations; Advanced Practice Nursing Portfolio; National Board Certification Exam.
Formulate health promotion, disease prevention and treatment strategies that translate and integrate genetics/genomics, individual behaviors and lifestyle factors, family, community and culture, social and economic forces, and public and person health systems addressing access, quality and safety	Analyze disease processes that alter health across the life span, including genetics. Apply current research findings to the analysis of health alterations across the life span.	Pathophysiology tree; Objective testing; Discussion Board posting; Case studies; Topical Papers; Clinical Simulation; Clinical hours with objective checkoff; Clinical Mentor evaluations; Field experience clinical logs; Podium presentations; Advanced Practice Nursing Portfolio; National Board Certification Exam.
Transform practice through knowledge reflection, knowledge-based resources, information technology/informatics, strategic resource management and evidence-based practice research/action inquiry	Evaluate research designs for testing hypotheses, considering threats to internal and external validity.	Objective testing; Discussion Board posting; Case studies; Topical Papers; Clinical Simulation; Clinical hours with objective checkoff; Field experience clinical logs; Podium presentations; Advanced Practice Nursing Portfolio; National Board Certification Exam.
Translate knowledge for application in the delivery of advanced nursing practice and nursing health leadership	Critically analyze the role of collaboration and motivational concepts in collaboration for health systems innovations.	Objective testing; Discussion Board posting; Case studies; Topical Papers; Clinical Simulation; Clinical hours with objective checkoff; Field experience clinical logs; Podium presentations; Advanced Practice Nursing Portfolio; National Board Certification Exam.
Implement changes based on evaluation of health systems, health policy, and nursing science in response to social, political, economic and ethical issues	Identify the internal and external forces affecting the delivery of health services and the role of strategic planning. Analyze the ecology of health services organizations, key system dimensions, and	Objective testing; Discussion Board posting; Case studies; Topical Papers; Clinical Simulation; Clinical hours with objective checkoff; Field experience clinical logs; Podium presentations; Advanced Practice Nursing Portfolio;

	organizational structures. Examine leadership styles and the major associated theories.	National Board Certification Exam.
Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences	Recognize manifestations of selected disease processes in major body systems and analyze compensatory mechanisms to illness/injury across the life span.	Objective testing; Discussion Board posting; Case studies; Topical Papers; Clinical Simulation; Clinical hours with objective checkoff; Field experience clinical logs; Podium presentations; Advanced Practice Nursing Portfolio; National Board Certification Exam.
Contribute to the advancement of the nursing profession	Examine various paradigms that underlie nursing knowledge and discuss the relevance of nursing knowledge for the discipline of nursing. Evaluate the interface of nursing ways of knowing and the development and implementation of nursing science. Evaluate theories, conceptual frameworks and models for nursing practice and research.	Personal Philosophy paper; Nursing Theorist paper; Art Work of selected Nursing Theory; Objective testing; Discussion boards.

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☒Yes

☐No

These changes in our program of study will result in review of the curriculum by our accreditator, the Commission on Collegiate Nursing Education (CCNE). We are actively communicating with them regarding the proposal and working toward submission of the formal notification.

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

☒Yes

☐No

Explain how the program will prepare students for this licensure or certification.

The post-master's DNP and Health Systems Leadership concentrations are not associated with licensure or certification. However, certification is associated with the FNP, A-GNP, and PNP concentrations. The program courses are designed to fulfill the requirements set forth by American Association of Colleges of Nursing, Master's and DNP Essentials.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☐Yes
☒No

N/A