

Meeting: ACAP Meeting  
Meeting Date: March 28, 2024  
Agenda Item: 5D

**PROGRAM MODIFICATION PROPOSAL FORM**

Name of Institution: **Clemson University**

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.): **Clemson University is requesting to reinstate two concentrations ( Family Nurse Practitioner-Primary Care and Adult/Gerontological Nurse Practitioner-Primary Care) to the Master of Science in Nursing (MS Nursing) degree that were terminated in 2021.**

Current Name of Program (include degree designation and all concentrations, options, and tracks):  
**MS Nursing (Concentrations: Nursing Education; Clinical Nurse Specialist-Adult/Gerontology; and Clinical Nurse Specialist-Maternal/Child/Adolescent)**

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):  
**MS Nursing (Concentrations: Nursing Education; Clinical Nurse Specialist-Adult/Gerontology; Clinical Nurse Specialist-Maternal/Child/Adolescent; Adult/Gerontological Nurse Practitioner-Primary Care; and Family Nurse Practitioner-Primary Care)**

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.)

Does the program currently qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
- No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
- No

Proposed Date of Implementation: **August 2024**

CIP Code: **51.3808 [no change]**

Current delivery site(s) and modes:

**Delivery Sites: Clemson University Main Campus (50104); University Center of Greenville (UCG) (70034); and Prisma Health (FKA Greenville Health System) (70169)**  
**Mode: Traditional Face-to-Face**

Proposed delivery site(s) and modes:

**Delivery Sites: Clemson University Main Campus (50104); University Center of Greenville (UCG) (70034); and Prisma Health (FKA Greenville Health System) (70169); *Blended Distance Education (85500)***  
**Mode: Traditional Face-to-Face; *Blended/Hybrid (25-49% and 50% or more online)***

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Program Contact Information (name, title, telephone number, and email address):  
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Institutional Approvals and Dates of Approval:  
**University Curriculum Committee: November 10, 2023**  
**Provost: December 18, 2023**  
**Board of Trustees: October 5, 2023**

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### **Background Information**

*Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.*

#### Description of Proposed Modification and Structure

The COVID-19 pandemic has placed downward pressure on graduate nursing program enrollment at the national level. In 2019, the National Organization of Nurse Practitioner Faculties published a position statement that all entry-level practitioners and administrator education programs would shift from the MS to the DNP (Doctor of Nursing Practice) by 2025. Most graduate nursing students now work full-time, and because COVID-19 significantly increased workloads, shorter educational paths than a DNP are preferred. Duke University, Emory University, Vanderbilt University, and the University of Alabama still offer Master's options in addition to their D.N.P. programs. The Medical University of South Carolina is in the process of reopening its Master's Nurse Practitioner concentrations for similar reasons as Clemson University.

Subsequently, the American Association of Colleges of Nursing (AACN) published a position statement reaffirming its support of master's degrees in nursing; that statement includes support for the former Clemson MS Nursing concentrations that were terminated in 2021. Clemson University intends to maintain the original concentration curricula and offer hybrid modality to further benefit working professionals. Re-opening the concentrations would provide students with the opportunity to have another avenue of entry into clinical practice to meet professional and clinical needs and current trends.

Since the MS Nurse Practitioner concentrations were fully functioning previously, no changes are proposed to the curriculum, the 46-47 credit hour degree requirements, or plans of study.

The MS Nursing will be retaining the CNS-Maternal/Child/Adolescent and CNS-Adult/Gerontology concentrations at the current time. These tracks build toward advanced nursing knowledge in selected practice and role areas. Theory, research, and practice are emphasized to enable graduates to participate in the development of nursing knowledge and contribute to the advancement of the nursing profession.

#### Target Audience

The MS in Nursing program builds upon the first professional nursing degree and provides graduates with the ability to integrate advanced knowledge from the BS nursing degree into specialized areas of advanced practice through the acquisition of advanced knowledge, skills and roles. MS students develop critical thinking, an enhanced knowledge base and hone skills through didactic content, inter-professional education and clinical training in Primary Care/specialty practices, and simulation. Theory, research and role development enable graduates to participate in the development of nursing knowledge and contribute to the advancement of the nursing profession. MS graduates are prepared for national board certification examinations in a specialty option(s). The MS Program is accredited by the Collegiate Commission on Nursing Education (CCNE) 2020-2030 and the program is approved by the SC Board of Nursing.

Clemson University provides MS clinical experiences in a variety of facilities that are sufficient, appropriate to the educational level of the students, and available to achieve the program's mission, goals, and expected outcomes. The School of Nursing has a Graduate Clinical Coordinator to network and develop new clinical partners and find clinical placements for students. MS nurse practitioner students are placed with certified nurse practitioners, certified nurse midwives, and physician preceptors in private practices and in health system-owned practices across the Upstate South Carolina, other South Carolina counties, and occasional sites in North Carolina and Georgia. Clinical sites for graduate students are selected according to their area of specialization. A 2017-2019 Greenville Health Authority grant for \$400,000 provided tuition for ten full-time nurse practitioner students, from under-represented nursing groups, for practice focusing on diverse, underserved, and rural populations in Greenville County. A 2019 HRSA grant for \$2.76 million will provide tuition and expenses for 26 full-time and 10 part-time nurse practitioner students over a four-year period. Over 50 clinical preceptor sites, across Upstate South Carolina – Anderson, Greenville, Oconee, Pickens, Spartanburg, and Laurens counties – are utilized for clinical experiences by graduate nursing students. All

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MS students have had sufficient clinical sites to fulfill their clinical hours without interruption of their progression towards graduation, including during the height of the COVID pandemic.

Alignment with Institutional Mission and Strategic Plan

The MS Nursing program aligns with the University’s Clemson Elevate strategic plan in serving the public good by focusing on SC and national priorities such as health, community health promotion and prevention, and quality patient care to engage individuals, families, communities, and populations in optimizing physical and mental health.

**Assessment of Need**

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

Clemson University is seeking to provide master’s nursing students with avenues of entry into advanced clinical practice that will meet professional and clinical needs, current trends, and align with the commitment of our accrediting body in support of the Master’s-level nursing preparation. This is accomplished via re-opening the Nurse Practitioner concentrations. Recent reports highlight the skyrocketing demand for nurse practitioners throughout the country. At the federal level, the Bureau of Labor Statistics reported that nurse practitioners continue to be the fastest-growing occupation in the US with an increase of 46% by 2031 with 112,000 additional positions.

Along with CCNE, the accrediting body of AACN, we continue to see the value of the DNP as an entry into advanced nursing practice: however, the master’s degree as an entry-point is also needed. Although there has been an upward trend in the number of DNP programs and graduates nationally, most advanced practice preparation remains at the master’s level. According to national trends and recently published data, employers still struggle to understand the difference between Master’s and DNP preparation and the roles that graduates at these two degree levels best fill. Those who seek DNPs do so for professional growth, not for a particular position or job requirement, and see no change in responsibilities or salary. The majority of DNP graduates work in academic settings. Employers and graduates see no difference in clinical skills and how graduates provide patient care between Master’s and DNP preparation. The competencies that prepare Nurse Practitioners for practice are the same between the degrees and there is currently no mandate from the national nurse practitioner certifying bodies to change certification requirements for boards (AACN, 2022).

In July 2022, the AACN published a position statement/white paper reaffirming their support of master’s degrees in nursing, specifically stating, “AACN supports the master’s degree in nursing and will continue to provide support and guidance to faculty, students, and administrators affiliated with these programs. Supporting the master’s degree is core to advancing AACN’s mission....AACN is committed to helping these programs sustain the master’s degree as an integral option for preparing nurses to practice across settings” (AACN, 2022).

**Transfer and Articulation**

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

The program does not have any special articulation agreements.

**Description of the Program**

Projected Enrollment- Detailed Model												
Year	Fall Headcount				Spring Headcount				Summer Headcount			
	New	Continuing	Lost	Graduate	New	Continuing	Lost	Graduate	New	Continuing	Lost	Graduate
2024/25	8	0	0	0	2	8	1	0	0	9	1	0

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2025/26	13	8	0	0	2	21	0	0	0	23	0	0
2026/27	20	23	1	8	4	34	0	2	0	36	0	0
2027/28	22	36	1	13	5	44	2	4	0	43	0	0
2028/29	22	43	2	20	5	43	1	5	0	42	0	0

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2024/25	8	8	2	10	0	9
2025/26	13	21	2	23	0	23
2026/27	20	43	4	38	0	36
2027/28	22	58	5	49	0	43
2028/29	22	65	5	48	0	42

*Explain how the enrollment projections were calculated.*

When these concentrations were fully functioning prior to closure, historical enrollment hovered between 100 and 120 students for the program across all concentrations. Since that time, and post COVID, national nursing program enrollment has trended downward. In spite of this trend, according to national survey data recently published by the AACN, the Nurse Practitioner concentration was the fastest growing area of study in terms of master's enrollment, with an increase of 15% since 2017. Despite these positive supports, it will likely take time to build the program back up. By the time the two concentrations come back online, in 2024/25, all current students will have completed the program via the teach-out plan approved for the historical closure. Thus, there will be no "Continuing" students in fall 2024. The reactivated concentrations will essentially start over from an enrollment perspective.

The enrollment projection is for the program as a whole. Students will typically enroll in the fall and graduate in the fall. They are enrolled throughout the year. Students are expected to take approximately 7 semesters to finish the program. Enrollment is expected to continue to grow after the fifth year. At the current time, the program anticipates a being able to support a maximum of 120 students.

Following approval, the MS in Nursing will have five total concentrations. They are listed below along with the expected percentage of enrollment they will comprise once fully operational:

- CNS-Maternal/Child/Adolescent - 0%
- CNS-Adult/Gerontology - 0%
- Nursing Education - 2%
- Family Nurse Practitioner Primary Care - 85%
- Adult/Gerontological Nurse Practitioner Primary Care - 13%

At the current time, the program is discussing the viability and need for the CNS-Maternal/Child/Adolescent and CNS-Adult/Gerontology concentrations, which is why there is no projected enrollment. If a decision is made to terminate these concentrations, Clemson will follow the proper procedures.

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**Curriculum**

*Attach a curriculum sheet identifying the courses required for the program.*

**Adult/Gerontological Nurse Practitioner Primary Care Curriculum**

NURS 8010: Advanced Family and Community Nursing	3cr
NURS 8040: Knowledge Development in Advanced Nursing	2cr
NURS 8050: Pharmacotherapeutics for Advanced Nursing	3cr
NURS 8060/8061: Advanced Assessment for Nursing	3cr
NURS 8070: Nursing Research Design and Methods	3cr
NURS 8080: Nursing Research Statistical Analysis	2cr
NURS 8090: Pathophysiology for Advanced Nursing	3cr
NURS 8180: Women’s Health in Primary Care 2(2,0) or NURS 8310: Clinical Research	3cr
NURS 8210/8211: Adult Nursing	4cr
NURS 8220/8221: Gerontology Nursing	4cr
NURS 8230: Nurse Practitioner Clinical Practicum I	3cr
NURS 8240: Nurse Practitioner Clinical Practicum II	3cr
NURS 8480: Health Care Policy and Economics	3cr
NURS 8820/8821: Primary Care of Elders	4cr
NURS 8840/8841: Mental Health and Illness of Adults	4cr

**Family Nurse Practitioner Primary Care Curriculum**

NURS 8010: Advanced Family and Community Nursing	3cr
NURS 8040: Knowledge Development in Advanced Nursing	2cr
NURS 8050: Pharmacotherapeutics for Advanced Nursing	3cr
NURS 8060/8061: Advanced Assessment for Nursing	3cr
NURS 8070: Nursing Research Design and Methods	3cr
NURS 8080: Nursing Research Statistical Analysis	2cr
NURS 8090: Pathophysiology for Advanced Nursing	3cr
NURS 8190/8191: Women’s Health Nursing	4cr
NURS 8200/8201: Child and Adolescent Nursing	4cr
NURS 8210/8211: Adult Nursing	4cr
NURS 8220/8221: Gerontology Nursing	4cr
NURS 8230: Nurse Practitioner Clinical Practicum I	3cr
NURS 8240: Nurse Practitioner Clinical Practicum II	3cr
NURS 8480: Health Care Policy and Economics	3cr
NURS 8850: Mental Health in Primary Care 2(2,0) or NURS 8310: Clinical Research	3cr

**Curriculum Changes**

<b>Courses Eliminated from Program</b>	<b>Courses Added to Program</b>	<b>Core Courses Modified</b>
N/A	N/A	N/A

No changes are being made to the curriculum.

**New Courses**

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*List and provide course descriptions for new courses.*

There are no new courses being created.

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**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	Institution	Similarities	Differences
Master of Science in Nursing	University of South Carolina	<p><b>Similar Courses:</b>            Adv Physical Assessment, Adv. Pharmacology/Pharmacotherapeutics, Adv. Pathophysiology, Theory, Advanced Family &amp; Community, Statistics, Adv. Research and an NP Practicum.</p>	<p>All classes are delivered online.</p> <p>No Adult Gerontology Primary Care NP concentration</p> <p><u>FNP concentration:</u> is 47 credit hours, fully online curriculum with 672 direct clinical hours. They also offer several distinct courses including, but not limited to:</p> <ul style="list-style-type: none"> <li>- Application of Basic Statistics for Nursing Practice and Service Management;</li> <li>- Family Nurse Practitioner Legal, Ethical and Role Transition, Diagnostic; Interpretation and Therapeutic Modalities; and</li> <li>- Acute Problems of Adults/Gerontology and Women’s Health in Primary Care.</li> </ul> <p>Nurse Practitioner students are also required to travel to USC or Columbia area at least two times per clinical course with Nurse Practitioner faculty. Additional check offs may be required to demonstrate mastery.</p> <p><u>Other MSN Concentrations:</u> Master’s Entry to Practice (MEPN), Psychiatric Mental Health Nurse Practitioner and Adult/Gerontology Acute Care Nurse Practitioner, Healthcare Leadership, Nursing Education, Nursing Informatics, Nursing Educator.</p>



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<p>Master of Science in Nursing</p>	<p>Medical University of South Carolina</p>	<p>Reopening MS NP program with target enrollment Fall 2024.  <u>Similar courses:</u> Adv. Physical Assessment/Adv Clinical Assessment &amp; Reasoning, Adv. Pharmacotherapeutics, Adv. Pathophysiology and an NP/Role Practicum.</p>	<p><b>MUSC:</b> Only offers Master's FNP or AGNP as an opt-out of their DNP program if students don't want to finish. Reopening MS NP program with target enrollment Fall 2024.</p> <p><u>Offer 2 or 3 year plans of study for Master's NP Curriculum</u> is 60 credit hours with 810 clinical hours. Unique courses: Scientific Underpinnings for Practice, Applied Epidemiology &amp; Biostatistics in Health Care, Informatics in Health Care Delivery, Evidence-Based Practice, Quality and Safety, Frameworks for Leadership &amp; Interprofessional Collaboration, Advanced Health Policy &amp; Advocacy, Applied Health Care Economics &amp; Finance, Advanced Care Management I, II &amp; III (180 cl hrs each).</p> <p><u>Other MSN Specialty NP Option(s):</u> Pediatric Nurse Practitioner, and Psychiatric Mental Health.      Classes are delivered online.</p>
<p>Master of Science in Nursing</p>	<p>Francis Marion University</p>	<p><u>Similar courses:</u> Adv. Physical Assessment, Adv. Pharmacology/ Pharmacotherapeutics,, Adv. Pathophysiology, Theory, Statistics/Biostatics, Adv. Research, FNP Clinical Courses – Women's Health, Infant/Child &amp; Adolescent, Adult and Geriatric/Gerontology.</p> <p>Full-time and part-time plans of study available.</p>	<p><b>FM:</b> <u>FNP concentration</u> is 55 credit hours with 500+ clinical hours. Clinical management courses vary from 45-135 cl hrs. Unique courses: Health Policy &amp; Leadership, Patient Education &amp; Advocacy, Population Health &amp; Epidemiology, Health Systems &amp; Risk Management, and Clinical Decision Making &amp; Ethics. Internship I &amp; II. Classes are delivered mostly online with some in-person meetings.</p>

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			<u>Other MSN Specialty Option(s):</u> Nurse Educator and Psychiatric Mental Health.
Master of Science in Nursing	Lander University	<b>LU &amp; CU:</b> Both are public universities and accredited by Commission on Collegiate on Nursing Education (CCNE). Full-time and part-time plans of study available.	<b>LU:</b> Master of Science in Nursing (MSN). Does not offer NP concentrations.  <u>MSN Specialty option:</u> Clinical Nurse Leader (CNAL).
Master of Science in Nursing	Anderson University	<b>AU &amp; CU:</b> Both are CCNE accredited. Both have MS FNP concentrations	<b>AU:</b> Private university; All classes offered online ; does not offer Master's Primary Care AGNP concentration  <b>AU:</b> FNP curriculum is 48 credit hours with 500+ clinical hours.
Master of Science	USC-Upstate	<b>Upstate &amp; CU:</b> Both CCNE accredited	<b>Upstate:</b> Master of Science in Nursing (MSN). Does not offer NP concentrations  <u>MSN Specialty options:</u> Nursing Education, Nursing Leadership, and Clinical Nurse Leader (CNL).  Programs delivered online
Master of Science	Claflin University	<b>Claflin &amp; CU:</b> Both are CCNE accredited. Both have MS FNP concentrations	<b>Claflin:</b> Master of Science in Nursing (MSN). Offers only one NP concentration, the Family Nurse Practitioner option.

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			<p><u>MSN Specialty options:</u> Nursing Leadership (36 credit hours) and Family Nurse Practitioner (47 credit hours).</p> <p>Programs delivered asynchronously online. FNP students are required to participate in an on-campus clinical intensive one week per semester.</p>
Master of Science	Charleston Southern University	<p><b>Charleston Southern &amp; CU:</b> Both are accredited. CU is CCNE accredited. Charleston Southern is accredited by ACEN</p>	<p><b>Charleston Southern:</b> Master of Science in Nursing (MSN). Does not offer NP concentrations</p> <p><u>MSN Specialty options:</u> Nursing leadership and healthcare administration; and Nursing Education</p> <p>5-week intensive classes</p>
Master of Science	Coker University	<p><b>Coker &amp; CU:</b> Both offer MSN programs</p>	<p><b>CU:</b> fully accredited by CCNE</p> <p><b>Coker:</b> Not fully accredited, pursuing pre-accreditation candidacy status from NLN CNEA</p> <p>Master of Science in Nursing (MSN). Does not offer NP concentrations</p> <p><u>MSN Specialty options:</u> Nursing leadership, Nursing Education, RN-to-MSN bridge</p> <p>Online 6-week courses</p>

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### **Faculty**

*State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.*

No new faculty, staff, or administrative personnel are needed to implement the re-opened concentrations. All personnel were retained with the recent closure.

### **Resources**

*Identify new library, instructional equipment and facilities needed to support the modified program.*

**Library Resources:** None

**Equipment:** None

**Facilities:** None

### **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

Re-opening the Master's FNP and the AGNP Primary Care concentrations could potentially impact enrollment in the post-baccalaureate DNP (BS-DNP) FNP and AGNP concentrations. However, national survey data and current enrollment within the University's BS-DNP program suggests that there are different drivers for seeking advanced education at the master's vs. the doctoral levels that are distinct. We do not anticipate major changes in BS-DNP enrollment. The master's nurse practitioner and BS-DNP nurse practitioner programs have unique courses but share the same clinical management courses. An additional potential impact is an increased number of students taking clinical management courses. We have the capacity within our facilities and among our faculty to accommodate increased enrollment in clinical management courses.

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**Financial Support**

<b>Estimated Sources of Financing for the New Costs</b>						
<b>Category</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>Grand Total</b>
Tuition Funding	\$137,313	\$344,824	\$631,594	\$839,368	\$895,269	\$2,848,367
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0
Special State Appropriation	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds	\$203,250	\$209,387	\$215,712	\$222,234	\$228,957	\$1,079,540
Federal, Grant or Other Funding	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL</b>	<b>\$340,563</b>	<b>\$554,211</b>	<b>\$847,306</b>	<b>\$1,061,602</b>	<b>\$1,124,226</b>	<b>\$3,927,907</b>
<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1st</b>	<b>2nd</b>	<b>3rd</b>	<b>4th</b>	<b>5th</b>	<b>Grand Total</b>
Program Administration, and Faculty/Staff Salaries	\$203,250	\$209,387	\$215,712	\$222,234	\$228,957	\$1,079,540
Facilities, Equipment, Supplies, and Materials	\$11,000	\$11,220	\$11,444	\$11,673	\$11,907	\$57,244
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0
Other (Administrative Overhead)	\$27,463	\$68,965	\$126,319	\$167,874	\$179,054	\$569,673
<b>TOTAL</b>	<b>\$241,713</b>	<b>\$289,571</b>	<b>\$353,476</b>	<b>\$401,781</b>	<b>\$419,917</b>	<b>\$1,706,457</b>
<b>Net Total</b> (Sources of Financing Minus Estimated Costs)	<b>\$98,850</b>	<b>\$264,639</b>	<b>\$493,830</b>	<b>\$659,821</b>	<b>\$704,308</b>	<b>\$2,221,449</b>

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**Budget Justification**

*Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.*

The MS in Nursing will be funded and supported by existing resources within the College of Behavioral, Social and Health Sciences, and by tuition revenue. Tuition is calculated using Graduate Tier 1 tuition at \$804 per credit hour. Reallocation of Existing Funds represents the existing instructional, non-instructional staff, and operational resources within the budget that had not been reduced upon the recent closure of the two concentrations, as the program retained the remaining concentrations as well as its baccalaureate and doctoral programs. Program Administration and Faculty and Staff Salary represents the existing instructional costs associated with the program. Facilities, Equipment, Supplies, and Materials includes marketing and advertising costs at \$10K per year, as well as miscellaneous administrative supplies. Administrative Overhead is 20% of tuition revenue. There are no other expenses associated with the program modification. The program is expected to generate a net of \$704K by Year 5 at the projected enrollment. There are no additional impacts on tuition rates, services, or facilities.

**Evaluation and Assessment**

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Prepare graduate nursing students from diverse backgrounds for advanced nursing practice as nurse practitioners and for advanced nursing as nurse educators.	All students will be involved in diverse clinical experiences through the outreach clinics to under-served populations.	All students will participate in performing sports physicals at least once during the curriculum. Faculty will evaluate proficiency of student performance using a grading rubric.
To develop innovative nurse leaders who engage in diverse service learning experiences to promote health and quality of life for individuals and communities regionally, nationally and globally.	The nursing graduate program (MS) will prepare graduates to synthesize and utilize evidenced-based research to guide advanced nursing practice.	Site Visit Faculty rate students on following scale: 1) 4 points-Excellent or exceeding expectations for this level student (Demonstrates growing ability to analyze the clinical situation in the light of previous clinical experience and didactic knowledge. Assessment skills are smooth and sure. Able to interpret assessment results/data and plan management of care. Meets expectations for progression.) 2) 3 points-Good or appropriate for this level student (Demonstrates some ability to integrate didactic content with clinical experience. Assessment skills reveal correct technique, but may be slow or uneven, requires additional experience and supervision. Meets expectations for progression.) 3) 2 points-Needs some improvement (May know important related content but has not had opportunity to apply. Needs to be

		<p>observed and/or closely supervised. Assessment skills may be tentative or may need correction. Meets minimum expectations for progression but must show improvement to a minimum of "Good" by completion of the course.)</p> <p>4) 1 point-Poor performance (Does not understand practice parameters, unable to define health issues and concerns/unsafe practices. Does not meet expectations for progression.)</p> <p>5) NA-Not observed. There was not an opportunity to observe or verbally challenge the student with this competency.</p>
	<p>Students will demonstrate the ability to communicate both written and orally appropriately to the field of Nursing.</p>	<p>In the final semester of the students' plan of study, MS graduates are required to pass a Final Oral Examination. Students are given 2 questions in each of 3 categories (research, theory, practice/policy). The students are given 72 hours to answer 1 question in each category and to develop an electronic presentation. Students are graded on a scale of 0 (No Credit) to 5 (Excellent). There is a possible overall score of 60 points. Total scores of 39 or less require students to repeat Final Oral Examination.</p>

In accordance with Clemson University policy, all academic degree programs conduct annual self-assessments and performance reviews of program outcomes and student learning objectives. Findings are reviewed by the Department Chair and Graduate Program committee to ensure program quality. Findings are also shared through University's assessment data collection mechanism so that appropriate assessment coordinators at the College and University levels are apprised of results. The assessment data will be used to ensure we are meeting the program objectives and student learning outcomes. While the Office of Institutional Effectiveness utilizes several forms of graduates' employment outcomes past graduation (e.g., US Census Bureau's PSEO, US ED College Scorecard), we will also be conducting a series of surveys (ie. Exit, alumni, employer, etc.) to track the employment of our students after their graduation; additionally the University is currently engaged in an RFP process seeking data analytics tools for tracking alumni outcomes.

*Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain.*

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- Yes  
 No

*Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.*

- Yes  
 No

*Will the proposed modification affect or 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.*

To prepare for national certification, advanced practice nursing students take four specialty courses and a nurse practitioner practicum (two courses), depending upon the concentration. Additionally, as part of advanced pharmacology, advanced assessment, pathophysiology, and all clinical courses, advanced practice nursing students are required to complete instructor-designated test questions that simulate certification exams on the Rosh Review online platform. Students are also required to complete predictor tests on this platform, which shows individualized areas for improvement to better prepare them for certification exams. Through the Rosh Review platform, students in their final semester have access to over 3,000 certification practice questions according to their specialty areas. Students are not required to complete and/or pass the certification exam prior to program completion.

The master's program is benchmarked against national accreditation criteria (CCNE), the AACN Essentials, the National Taskforce Core Role Competencies, and national nurse practitioner certification examination pass rates and not peer schools.

- CCNE: <https://www.aacnnursing.org/CCNE>
- AACN Essentials: The Essentials: Core Competencies for Professional Nursing Education. <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>
- National Taskforce on Quality Nurse Practitioner Education Standards for Quality Nurse Practitioner Education (6th ed.) [https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/2022/ntfs\\_/ntfs\\_final.pdf](https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/2022/ntfs_/ntfs_final.pdf)
- NONPF Core Competencies: [https://www.nonpf.org/page/NP\\_Role\\_Core\\_Competencies](https://www.nonpf.org/page/NP_Role_Core_Competencies)
- National Certification Examination:
  - AANP: <https://www.aanpcert.org/certifications>
  - ANCC: <https://www.nursingworld.org/our-certifications/family-nurse-practitioner/>



Meeting: ACAP Meeting  
Meeting Date: March 28, 2024  
Agenda Item: 5D

Students select one of two national certification examinations given by the American Academy of Nurse Practitioners (AANP) or the American Nurses Credentialing Center (AACN). A passing score indicates that graduates meet entry-level competencies reflective of nurse practitioner knowledge and expertise for either Adult-Gerontology Nurse Practitioner or Family Nurse Practitioner. The combined National Nurse Practice certification pass rates for the University's master's graduates was 92% in 2022. National certification exam pass rates are tracked annually and documented for University and departmental-level tracking and evaluation. The combined National Nurse Practice certification pass rates for the University's master's graduates was 92% in 2022. Students take these exams following graduation. National certification scores are only reported to CUSON in aggregate, therefore students who are unsuccessful would have to contact the program and self-disclose their results. Those who have been unsuccessful and have chosen to share their results have been offered guidance on how to approach studying and preparing for future attempts.

Graduate students' professional development is enhanced through faculty-student networking, engagement in professional organizations, collaboration with clinical partners (e.g., Prisma Health, Greenwood Genetic Center, Bon Secours St. Francis Health System, and Anderson Cancer Research Center) on education, research, scholarship, and service activities.

Building upon over 50 years of collaboration, the University's School of Nursing has been engaged in a preferred educational relationship with Prisma Health since 2016. The School of Nursing also has collaborative relationships with other Upstate South Carolina healthcare systems, e.g., AnMed Health, Bon Secours St. Francis Health System and Spartanburg Regional Healthcare System.

Clemson University School of Nursing and the University of South Carolina School of Medicine Greenville are joined by a two-story connector fostering interprofessional education, collaboration, research and scholarship, and career opportunities, including an inaugural Graduate Nursing Student Career Fair that began in 2023.

*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