

PROGRAM MODIFICATION PROPOSAL

Name of Institution

Francis Marion University

Name of Program (include concentrations, options, and tracks)

Doctor of Nursing Practice (DNP)

- BSN to DNP (Family Nurse Practitioner)
- BSN to DNP (Psychiatric-Mental Health Nurse Practitioner)
- MSN to DNP

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 qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- ☐ Yes
☒ No

Proposed Date of Implementation

CIP Code

August 22, 2023

51.3818

Delivery Site(s)

85500 (BSN to DNP tracks)
85750 (MSN to DNP tracks)

Delivery Mode

- | | |
|---|--|
| ☐ Traditional/face-to-face*
*select if less than 50% online | ☒ Distance Education |
| | ☒ 100% online |
| | ☒ Blended (more than 50% online) |
| | ☐ Other distance education |

Program Contact Information (name, title, telephone number, and email address)

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Institutional Approvals and Dates of Approval

Department of Nursing – December 16, 2022
Graduate Council – January 24, 2023
Faculty Senate – February 7, 2023 (anticipated)
Full Faculty – February 21, 2023 (anticipated)
Provost – February 21, 2023 (anticipated)
President – February 21, 2023 (anticipated)

Background Information

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

The Department of Nursing is proposing changes to the Doctor of Nursing Practice program tracks (BSN-Family Nurse Practitioner/DNP, BSN-Psychiatric-Mental Health Nurse Practitioner/DNP, and MSN-DNP). Both BSN-DNP tracks are proposing to eliminate the Internship courses, which were part of the original curricula, designed to mirror the MSN Nurse Practitioner programs. These Internship courses will be replaced by a series of three residency courses, which will be sequenced the final three semesters of the program, to follow population-specific clinical courses. These new residency courses will include clinical hour requirements that will ensure that students complete their doctoral level education with a minimum of 1000 clinical hours. Additionally, the PMHNP track is introducing two new courses that are relevant for students within that track, including a course that provides detailed information on the neuroscience of psychiatric disorders and a course focused on psychopharmacology.

With the above described elimination of courses, addition of courses, and movement of credits, the BSN-Family Nurse Practitioner track will remain at their current 70 total program credits. In order to incorporate the two new PMHNP-specific courses into the BSN-Psychiatric-Mental Health Nurse Practitioner track, the total programs credits will increase from 70 to 72 hours.

The MSN-DNP track is proposing to add a series of three residency courses by removing the clinical hours from existing courses and placing them into these standalone clinical-based residency courses. As a result of removing these clinical hours from existing courses, the credit hours for these courses have been reduced to create the new residency courses, without an overall increase in the total program credit hours.

Part of the mission at Francis Marion University is to serve the Pee Dee region and the state of South Carolina. A large percentage of students enrolled in the BSN-DNP Nurse Practitioner programs at FMU live in the Pee Dee region and upon graduation, continue to live and work within this medically underserved area. In modifying and updating these program tracks, the Department of Nursing is ensuring that graduates will continue to receive an excellent

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education from an accredited program, as well as continue to meet requirements for certification necessary to practice in their nurse practitioner specialties.

The addition of the residency courses in the BSN-DNP curricula allow both tracks to sequence clinical-based courses during the final three semesters. This permits these courses to serve as final practicums in which students are able to synthesize their learning and prepare for their transition to practice. These courses will also serve to prepare students for their certification exam and the licensing process. An added benefit of adding the residency courses to the MSN-DNP curriculum and removing these clinical hours from other courses is that the clinical hour requirement per semester is more balanced. This is particularly important to students who are working full-time as Nurse Practitioners.

List the objectives of the modified program. (1500 characters)

The objectives of the changes being made to the BSN-Family Nurse Practitioner/DNP, BSN-Psychiatric-Mental Health Nurse Practitioner/DNP, and MSN-DNP tracks include:

- Modify the current curricula to address changes and trends occurring in nursing education;
- Reframe how the curricula are designed in order to remain compliant with the new Standards for Quality Nurse Practitioner Education 6th Edition (National Task Force on Quality Nurse Practitioner Education, 2022);
- Plan for anticipated changes to accreditation standards (Commission on Collegiate Nursing Education [CCNE] as a result of the new Essentials: Core Competencies for Professional Nursing Education (American Association of Colleges of Nursing [AACN], 2021) and Standards for Quality Nurse Practitioner Education 6th Edition (National Task Force on Quality Nurse Practitioner Education [NTF], 2022); and
- Design a plan of study for each track that is balanced and seamless, particularly for students enrolled and working full-time.

To sum up the modifications proposed, the intent is to delete/add/modify courses to meet the new AACN Essentials and NTF Standards, while also anticipating changes from CCNE and the certifying agencies, while minimizing credit-hour changes. These modifications will also better organize the clinical component of these tracks so that students are better prepared for their transition into practice.

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Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable. (1500 characters)

These program/track modifications are necessary in order to continue meeting the standards for nursing education, particularly nurse practitioner education. Numerous changes have occurred in nursing education over the past two years. The American Association of Colleges of Nursing [AACN] (2021) released the new Essentials: Core Competencies for Professional Nursing Education. As an AACN member school, the nursing programs at FMU utilize the Essentials as a framework for preparing our students for the discipline of nursing. In the past, there were three versions of the Essentials specific to baccalaureate, master's, and doctoral nursing education. The two areas of the new Essentials that most significantly impact the FMU graduate programs are (1) the movement toward competency-based education and (2) the combination of the master's and doctoral Essentials into one framework of advanced-level nursing education.

The modifications to these tracks were designed to facilitate the program tracks moving toward competency-based education and to further facilitate the evaluation of competency attainment within the courses in the curriculum. Additionally, AACN in the new Essentials requires immersion experiences in advanced nursing programs. The addition of the new residency courses during the final three semesters allows students to focus on advanced roles or specialty areas as part of the immersion experiences.

Lastly, the addition of these residency courses provides a much more organized, seamless plan of study. This is extremely important when the majority of students enrolled wish to pursue full-time study while also working full-time. Facilitating a direct path to graduation for these students only serves to increase the pipeline of advanced care providers entering the workforce, especially in the medically underserved areas of the Pee Dee.

Will the proposed modification impact any existing programs and services at the institution?

☐ Yes

☒ No

If yes, explain. (1000 characters)

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List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Nursing: Family Nurse Practitioner, DNP (BSN to DNP)	Anderson University	BSN-DNP	• 73-74 credits; FMU 70 credits • 3 residency courses • Students required to come to first residency and last residency
Doctor of Nursing Practice - Psychiatric Mental Health Nurse Practitioner (BSN to DNP)	Anderson University	BSN-DNP	• 75 credits; FMU 72 credits • On campus 2-3 days each semester
Nursing - Advanced Practice (DNP) (for Nurse Practitioners, Clinical Nurse Specialists, Nurse Midwife and Certified Registered Nurse Anesthetists)	Anderson University	MSN-DNP	• 39 credit hours; FMU 30 credits • In person 2-3 days each semester • Students required to come to first residency and last residency
Bachelor of Science in Nursing - Doctor of Nursing Practice	Clemson University	BSN-DNP	• 74 credits: FMU 70 credits
Master of Science in Nursing - Doctor of Nursing Practice	Clemson University	MSN-DNP	• 35 credits; FMU 30 credits • 2 days a year during the Summer for an on-campus immersion experience

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Bachelor of Science in Nursing – Doctor of Nursing Practice (BSN to DNP)	Medical University of South Carolina	BSN-DNP	• 76 credit hours: FMU 70/72 credits • Multiple DNP tracks • Primarily online with on-campus, intensives required with clinical specialty courses
Master of Science – Doctor of Nursing Practice (Post-Master's)	Medical University of South Carolina	MSN-DNP	• 38 credit hours: FMU 30 credits
Bachelor of Science in Nursing - Doctor of Nursing Practice (BSN to DNP)	University of South Carolina	BSN-DNP	• 73 to 74 credit hours dependent upon program track: FMU 70/72 credits • Required to have 2400 work hours within past 24 months
Master of Science in Nursing - Doctor of Nursing Practice (Post Master's Students)	University of South Carolina	MSN-DNP	• 33 credits; FMU 30 credits • Offers no concentration for APRN students

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Description of the Program

Projected New Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours

No new enrollment is anticipated. The proposed modifications are in response to new AACN and NTF Nursing education standards.

Curriculum

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

Curriculum Changes

Note: Complete this table only if there are changes to the curriculum.

Courses Eliminated from Program	Courses Added to Program
BSN-FNP/DNP	
APRN 705 Internship I	DNP 810 BSN-FNP/DNP Residency I
APRN 706 Internship II	DNP 811 BSN-FNP/DNP Residency II
APRN 707 Clinical Decision-making and Ethics	DNP 812 BSN-FNP/DNP Residency III
BSN-PMHNP/DNP	
APRN 707 Clinical Decision-making and Ethics	APRN 609 Neuroscience of Psychiatric Disorders
APRN 722 Psychiatric and Mental Health Nursing Internship I	APRN 610 Evidence-Based Psychopharmacology of the Advanced Practice Nurse
APRN 723 Psychiatric and Mental Health Nursing Internship II	DNP 813 BSN-PMHNP/DNP Residency I
	DNP 814 BSN-PMHNP/DNP Residency II
	DNP 815 BSN-PMHNP/DNP Residency III
MSN-DNP	
	DNP 816 MSN-DNP Residency I
	DNP 817 MSN-DNP Residency II
	DNP 818 MSN-DNP Residency III

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Faculty

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program modification. (1000 characters)

The modifications proposed for the BSN-Family Nurse Practitioner/DNP, BSN-Psychiatric-Mental Health Nurse Practitioner/DNP, and MSN-DNP program tracks will not result in any increase in faculty workload, nor require additional numbers of faculty and/or staff. Both the BSN-FNP/DNP and MSN-DNP tracks will remain at the same number of credits (70 and 30, respectively) pre- and post- modifications. Although the BSN-PMHNP/DNP curriculum increased by 2 credits, this will not require additional faculty or increased workload because of the related changes occurring to the Master's level courses as well.

As noted in the curriculum section, several courses were deleted, while new courses were added and credits moved between courses, with the goal of keeping the overall program credit totals unchanged (minus BSN-PMHNP/DNP). The new residency courses are simply removing clinical credits from existing courses and separating them into standalone courses, both of which (existing didactic with clinical courses vs standalone clinical courses only) have associated faculty workload.

In sum, no increase in faculty workload, nor need for increased faculty and/or staff will result from these program track modifications.

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Resources

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

The first cohort of MSN-DNP students matriculated in 2018 followed by the BSN-DNP students in 2019. As a 100% online program, the MSN-DNP track does not require physical space; other University resources are available through online access or appointments. The BSN-DNP track is hybrid, with students sharing space and integrated into courses with students enrolled in the MSN Family Nurse Practitioner and Psychiatric-Mental Health Nurse Practitioner program tracks. The Carter Center for Health Sciences, opened in 2016, provides a newer building with sufficient space for instructional classrooms, student study rooms, and faculty offices. A state-of-the-art simulation laboratory, debriefing rooms, skills laboratory, and objective structured clinical examination (OSCE) rooms provide adequate space for student learning. The current physical facilities provide enough space to allow for continued growth within the Doctoral programs.

Equipment is sufficient in number to serve the students enrolled in the BSN-DNP program tracks. No additional equipment needs are anticipated as a result of these curricular modifications.

University resources, such as the library, Counseling and Testing Center, and The Writing Center are adequate to serve the students enrolled in the Doctoral program tracks. No increased needs have been identified as a result of these curricular changes.

In sum, since the BSN-DNP program tracks are well established as hybrid-delivery programs and the MSN-DNP program track as fully online, no additional resource requirements have been identified as a result of the proposed curricular modifications,

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Financial Support ***

Estimated New Costs by Year						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0
Other*	0	0	0	0	0	0
Total	0	0	0	0	0	0
Sources of Financing						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Tuition Funding						
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
Total						
Net Total (i.e., Sources of Financing Minus Estimated New Costs)						

*** There are no new costs associated with these modifications.

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Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

NA – No new costs are associated with these modifications.

Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

☐ Yes

☒ No

If yes, explain. (1000 characters)

Program evaluation will remain the same with FMU evaluating the program outcomes outlined by the Commission on Collegiate Nursing Education (CCNE) for accreditation compliance. Program outcomes include: (1) program completion rates, (2) certification exam pass rates, and (3) employment rates. Additionally, faculty and other outcomes designated by the program (graduate satisfaction, employment in the Pee Dee, and employment in South Carolina) are evaluated.

Although program evaluation will not change, evaluation of student learning will be modified as the program moves toward competency-based education. Methods of evaluation within courses will change to demonstrate attainment of competencies throughout the program of study.

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Will the proposed modification affect or result in program-specific accreditation?

☒ Yes

☐ No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

The Doctoral degree program tracks are accredited by the Commission on Collegiate Nursing Education (CCNE) through June 30, 2025. The next onsite evaluation is scheduled to take place in the fall of 2024. CCNE identifies major curricular revisions as a substantive change, so a Substantive Change Notification will be required. Substantive changes must be reported no earlier than 90 days prior to implementation, but no later than 90 days after implementation. Based on the plan to implement the curricular changes on August 22, 2023, the timeline for submitting the report will fall between June 1, 2023 and October 31, 2023. The Substantive Change Notification will be reviewed by the Substantive Change Review Committee (SCRC) with final approval and/or recommendations coming from the CCNE Board.

Will the proposed modification affect or lead to licensure or certification?

☒ Yes

☐ No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

The modifications being proposed are to ensure that the program tracks continue to meet the requirements set forth by the accrediting and certifying bodies. Graduates of the BSN-FNP/DNP track can achieve certification through either the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). Graduates of the BSN-PMHNP/DNP track can achieve certification through ANCC. At this time, both BSN-DNP program tracks at FMU meet the eligibility requirements for graduates to obtain certification.

Since students enrolled in the two BSN-DNP tracks complete over 1000 direct patient care clinical hours, they will continue to meet the eligibility requirements for certification. Since students enrolled in the MSN-DNP track are nurse practitioners, they are already certified, and thus there is no concern related to hours attainment for certification.

Teacher or School Professional Preparation Programs

Is the proposed modified program a teacher or school professional preparation program?

☐ Yes

☒ No

If yes, complete the following components.

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Area of Certification

Attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.