

**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 (DNP) to be implemented in January 2017. The proposed program is to be offered through online instruction. The following chart outlines the stages of approval for the proposal; the Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

Stages of Consideration	Date	Comments
Program Planning Summary Received	2/15/14	Not Applicable
ACAP Consideration of Program Planning Summary via Electronic Review	3/30/14	<p>ACAP members stated that both MUSC and USC offer DNP programs; however, duplication of this degree is neither unwarranted nor uncommon as it is now the professional standard for the highest clinical degree in nursing. ACAP members stated that the proposed program fits with the needs associated with health care reform as well as the shortage of primary care providers and nurse educators in the state.</p> <p>Commission staff recommend that Clemson collaborate with MUSC and USC to the extent possible to offer the proposed program by jointly delivering coursework or sharing supervisory responsibility for students completing clinical practice hours.</p>
Program Proposal Received	4/1/16	Not Applicable
ACAP Consideration	5/19/16	<p>Representatives from Clemson explained the need for the proposed program and discussed the nursing faculty shortage in the state. In response to a question from ACAP, the representative also described the similarities to and differences from the programs offered by USC and MUSC. The representative also emphasized that because Clemson's proposed program only offers a post-MSN entry point as opposed to both USC and MUSC, which offer post-BSN entry points, the clinical requirements of the proposed program differ. This difference should mitigate the competition for clinical placements.</p> <p>The representative also responded to a question from the staff about facilities, stating that the new facilities on the Greenville Hospital System campus will be completed in 2018. The BSN</p>

Stages of Consideration	Date	Comments
		<p>program, not the proposed DNP program, will pay for the cost of those facilities because the facilities needs of the proposed program are small given that it is offered online.</p> <p>ACAP members voted to approve the program proposal.</p>
<p>Comments and suggestions from CHE staff sent to the institution</p>	<p>7/1/16</p>	<p>Staff requested the proposal be revised to:</p> <ul style="list-style-type: none"> • Use 513818 as the CIP Code. • Provide program objectives in addition to the student learning outcomes. • Provide data about the shortage of nursing faculty in SC. • Include both public and independent institutions in the list of similar programs. • Include the explanation provided at the ACAP meeting that while both USC and MUSC offer the DNP, there should not be much competition between the programs for clinical placements. • Provide the plan and timeline for developing new courses. • Include information about the Student Services Coordinator in the faculty/administrative personnel changes section. • Include a statement about whether library resources are adequate to support the proposed program. • Provide the expected timeline to complete the facilities on the Greenville Hospital System campus as well as additional assurances that the facilities are adequate to support instruction (e.g., floorplans, classroom capacity to satisfy enrollment by course sections, etc.). • Include the explanation provided at ACAP about the Greenville Hospital System campus facilities being paid for by the BSN program. • Review the cost chart for accuracy.
<p>Revised Program Proposal Received</p>	<p>7/20/16</p>	<p>The revised proposal satisfactorily addressed the requested revisions.</p>

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing approve the program leading to the Doctor of Nursing Practice to be implemented in January 2017.

Name of Institution

Clemson University

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

Doctor of Nursing Practice
Advanced Practice Nurse (Nurse Practitioner & Clinical Nurse Specialist)

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 – Doctor of Nursing Practice (DNP)

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

- Yes
 No

Proposed Date of Implementation

Upon approval – January 2017

CIP Code

513818

Delivery Site(s)

Online delivery with 5/6 days of immersion experiences for orientation and annual translational research symposium
The immersion experiences will be at the main campus of Clemson University and/or at the University Center of Greenville (UCG) and/or Academic Health Center Campus at 701 Grove Rd. in Greenville, SC

Delivery Mode

- Traditional/face-to-face* Distance Education
*select if less than 50% online 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: 4/22/2013
College: 5/9/2013
Board of Trustees: 2/7/2014
School of Nursing Curriculum Committee: 10/7/2015
HEHD College Curriculum Committee: 10/19/2015
University Curriculum Committee: 12/11/2015

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

Clemson University School of Nursing (CU SON) is proposing a Doctor of Nursing Practice (DNP) as an online post master's degree program focused on evidence-based practice, leadership, health care policy and advocacy, inter-professional collaboration, and expert clinical, advanced nursing practice. The 35 credit hour program will allow the current master's nursing program advanced practice nursing (APN) specialty options - nurse practitioner (NP) and clinical nurse specialist (CNS) - to transition to the doctoral level when the recommendation for DNP preparation as the entry level for advanced nursing practice becomes a requirement. The program will initially be offered for part-time enrollment (average of 6 credit hours/semester) over six semesters, including two summers. Full-time enrollment will be considered in the future based on applicant interest. Online delivery of the DNP program will meet the needs of working APNs by allowing them to maintain their current employment. All course work will be provided in an online format. Students will spend up to 5/6 days a year during the summer for short-term, intense on-campus immersion experiences for a program orientation and translational research symposia (a maximum of three summer sessions is expected). The DNP will prepare APNs at the highest level of practice for leadership roles applying and translating research into practice with the goal of producing expert clinical leaders for positions in practice. DNP prepared nurses will positively impact healthcare systems and the health and well-being of the citizens of South Carolina (SC) and beyond.

This program was reviewed by ACAP in February 2015 and remains active until 2/15/17. At that time we received a summary of comments at that time. At that time the following comments were sent from ACAP:

“Both MUSC and USC offer DNP programs. However, according to ACAP members, duplication of this degree is neither unwarranted nor uncommon, as it is now the professional standard for the highest clinical degree in nursing. ACAP members stated that the proposed program fits with the needs associated with health care reform, as well as the shortage of primary care providers and nurse educators in the state.”

All post-Master's applicants for Clemson University's DNP program will be required to be engaged in practice. As part of the application process, each applicant will provide a letter of support from their practice site/healthcare institution for their applied clinical hours. As applicants are already practicing and working in these sites, there would not be competition for clinical placements. Both MUSC and USC have programs designed for entry at the post – baccalaureate level as well as the post MSN.

List the program objectives. (2000 characters)

DNP Program outcomes and objectives include:

1. To provide a nursing education at the highest level of scientific knowledge and practice expertise to address current and emerging healthcare needs and quality outcomes within complex healthcare environments..
2. To deliver a curriculum that is based on relevant professional nursing standards and measurable DNP Essential knowledge and skills.
3. To analyze student achievement through student admission, progression, retention, graduation and employment.
4. To advance the understanding and application of nursing practice through graduate studies and research.
5. To collect and analyze data on student admissions and progression to graduation including, but not limited to student achievements after graduation as seen in Alumni Survey data at one and three-year post-graduation.
6. To work with the CUSON Community Advisory Board, composed of leaders in healthcare, practice partners, and educational partners and representatives of communities of interest group in identifying changes in the profession and workforce standards and requirements.

Building upon master's education in nursing and based upon the foundation of the American Association of Colleges of Nursing DNP Essentials (AACN, 2006), at the conclusion of this program DNP Program graduates will be able to:

1. Demonstrate relationship centered nursing leadership to improve the health care, health status, and health outcomes of individuals, families, communities and populations while addressing health disparities.
2. Integrate biopsychosocial, cultural, organizational/systems, informatics, ethical and legal knowledge with nursing science as a foundation for expert clinical nursing practice in a specific nursing clinical specialization.
3. Engage in interprofessional, collaborative partnerships to frame problems, design and implement evidence-based interventions and evaluate outcomes.
4. 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.
5. Transform practice through knowledge reflection, knowledge-based resources, information technology/informatics, strategic resource management and evidence based practice research/action inquiry.
6. Translate knowledge for application in the delivery of advanced nursing practice and nursing administration/health leadership.
7. Implement changes based on evaluation of health systems, health policy, and nursing science in response to social, political, economic and ethical issues.
8. 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.

Assessment of Need

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

CUSON developed the DNP to provide nursing education at the highest level of scientific knowledge and practice expertise to address current and emerging healthcare needs and quality outcomes within complex healthcare environments (Institute of Medicine, 2010). Following other health professions, Nursing is moving toward a transition to the DNP to produce the most competent nursing clinicians possible to meet healthcare needs. "Practice focused doctoral programs prepare graduates for the highest level of nursing practice beyond the initial preparation in the discipline" (AACN, 2004). IOM (2010) called for the doubling of nurses with doctorates by 2020. DNP programs have grown from 20 in 2006 to 264 in 2014 with 18,352 students (AACN, 2014).

The Office of Healthcare Workforce Research for Nursing reports only 0.6% of RNS in SC hold doctoral degrees (2015). According to the Bureau of Labor Statistics, APN demand is expected to grow by 31% through 2022, much faster than other professions (AACN, 2015). SC ranks 42 in health indicators, particularly in underserved and rural areas (UHF, 2015). With 1,260 NPs in SC, hospital CNOs cite an increased demand for NPs especially in primary and transitional care, and for nurse managers (2015). CUSON MS program, approved in 1994, graduates 30+ APNs yearly. An online interest survey has been conducted through the SON website in 2013. Of the 63 respondents, all were SC residents. Most were NPs (98%) and interested in pursuing a DNP (66%) within the next five years (72%).

CUSON receives almost daily calls and email inquiries about a DNP program as professional credentialing standards are increasing to meet the demands of an increasing complex healthcare environment, and public expectations of quality and safety. DNP graduates also contribute to alleviating the nursing faculty shortage in SC and nationally (AACN, 2015).

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

The DNP program is designed for professional nurses with an earned master's degrees in nursing and engaged in advanced practice nursing. NPs and CNSs provide direct care or management of individual patients or management of care populations and the provision of indirect care such as nursing administration, executive leadership, health policy, informatics, and population health. Clemson's MS nursing program was approved in 1994 and graduated an approximately 30 NPs yearly since 2000. Since the first 20 programs opened in 2006, DNP programs and enrollment have expanded rapidly. In 2014, there were 264 programs with 18,352 students and 3,065 graduates. At the time of the survey, 60 additional programs were in development (AACN, 2015). A Rand Corporation study, *The DNP by 2015*, found the majority of schools/colleges of nursing with Advanced Practice Registered Nurse (APRN) programs offered or were planning to offer a DNP post-BS and/or post-MS (2014). The report cited near universal agreement among the nation's academic leaders about the value of the DNP and student demand is strong. Employment opportunities remain strong for DNP graduates as these graduates possess needed advanced competencies for increasingly complex practice and leadership roles; to improve nursing practice and patient outcomes; and to strengthen practice and health care delivery. With the rising demand for primary care, largely due to aging and population growth, a shortage of 20,400 primary care physicians is expected in 2020 (USDHHS, 2013). SC hospital CNOs cite an increased demand for NPs especially in primary and transitional care, and for nurse managers (2015). Collaborative partnership between CU, as an academic institution of higher learning, and practice, Greenville Health System Academic Health Center and other healthcare partners, provide opportunities for interprofessional education and future employment. A post-master's DNP Program will optimally position CUSON to transition the current MS advanced practice nurse (APN) nurse practitioner and clinical nurse specialist to the DNP when the 2015 recommendation for the DNP as the entry level for APN practice becomes a requirement. Holding a terminal clinical practice degree, DNPs increase the potential supply of faculty for practice instruction, an important effort in addressing the nursing faculty shortage in SC and nationally. DNP graduates also hold key leadership roles in healthcare institutions/systems.

In the AACN Special Survey on Vacant Faculty Positions for Academic Year 2015-2016, 429 of 741 member schools, with vacant budgeted positions, reported full-time vacancies and another 130 programs, without budgeted positions, reported the need for additional faculty to provide classroom and clinical instruction. This need was second highest in the South for both public and private institutions.

At the April 19, 2016 meeting of the SC Nursing Program Deans and Directors, those present reported the need for qualified nursing faculty, with preference noted for PhD or DNP preparation. Nursing faculty position postings were noted on 100% of a random sample of SC college/university nursing program websites.

According to The Hospital Nursing Workforce Analysis South Carolina: 2015, the demand for RNs (preference to those with BSN to meet the 80% by 2020 IOM Recommendation) continues to be high due to the demand for healthcare services, the US aging population, and to replace temporary/traveling RNs. SC Chief Nursing officers also reported needs for additional nurse educators, nurse practitioners and other advanced practice nurses, clinical nurse leaders, and nurse administrators (Lacey, 2015).

On July 18, 2016, of the thirty associate degree, baccalaureate degree and graduate nursing programs listed on the South Carolina Board of Nursing website, twenty-four have posted opening for full-time and/or part-time nursing faculty. Of these, the number of positions posted ranged from one to six. Some programs listed Nursing faculty openings, but did not specify the number of open positions. Based on the information available these websites, there are currently 37 full-time and/or part-time nursing faculty positions open in SC.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?

Yes

No

If yes, explain. (500 characters)

N/A

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Doctor of Nursing Practice	University of South Carolina	<p>USC & Clemson: Both are public universities and accredited by Commission on Collegiate on Nursing Education (CCNE). Post MSN DNP is a practice-focused clinical doctoral program for APNs with full-time and part-time study available. APN options: Family and Adult/Gerontology. DNP Program is delivered online with a mandatory new student orientation. A minimum of 1,000 practicum hours is required, including precepted practicum hours earned from the MSN degree.</p>	<p>USC: The program offers post-BSN (Family NP, 75 credit hours), Master's and post-MSN (33 credit hours) DNP program entry for APNs. Additional APN options: Psychiatric Mental Health and Adult/Gerontology Acute Care. The program is offered full-time and part-time. Post-BSN NP students will be required to travel to USC or Columbia area at least two times per clinical course with NP faculty. Additional check offs may be required to demonstrate mastery. Nurse Executive Leadership option is also available post-BSN (60 credit hours) and post-MSN (33 credit hours). There will be selective intensive days of Nurse Executive Leadership training as scheduled. Clemson The proposed DNP program is post-MSN for APNs. The program is 35 credit hours of part-time study (six semesters) with the potential for future full-time study. Travel to campus also includes presentation of the DNP Project proposal and the final poster presentation. Genomics is included in the ethics and health policy course. Practicum hours are completed during the Practice Integration Project courses. DNP students may elect to take nursing education courses.</p>
Doctor of Nursing Practice	Medical University of South Carolina	<p>MUSC & Clemson: Both are public universities and accredited by Commission on Collegiate on Nursing Education (CCNE). Post-MSN DNP is a practice-focused clinical doctoral program with full-time and part-time study available. APN options: Family and Adult/Gerontology. Both DNP Programs are delivered online. Travel to campus includes a required orientation, and presentation of the DNP project proposal and the final presentation. A minimum of 1,000 practicum hours is required, including precepted practicum hours earned from the MSN degree. DNP students may elect to take nursing education courses.</p>	<p>MUSC: Offers post-BSN DNP Program for Adult/Gerontology, Pediatric, Family and Psychiatric Mental Health NPs in three years of full-time and four years of part-time study (75 sem hrs). Post BSN students will be required to travel to MUSC during NRDNP 856, 864, 865, and 866 classes. Practicum hours are completed in the Residency courses. Nurse Executive Post BSN (59 cr hrs) and post MSN (48 cr hrs). Clemson: The proposed DNP program is post-MSN for APNs. The program is 35 credit hours of part-time study (six semesters) with potential for future full-time study. Genomics is included in the ethics and health policy course. Practicum hours are completed during the Practice Integration Project courses.</p>

Doctor of Nursing Practice	Anderson University	<p>AU & Clemson: The DNP a practice-focused clinical doctoral program with full-time and part-time study available. A minimum of 1,000 practicum hours is required, including precepted practicum hours earned from the MSN degree. Coursework in: Informatics, Evidence-based Practice, Statistics and Epidemiology, Healthcare Policy, Quality and Safety, Organizational & Systems Leadership. A DNP Project is required.</p>	<p>AU: Is a private university. The campus based program has a proposed launch date of Fall 2016 and is pending approval by the Southern Association of Colleges and Schools Commission on Colleges. Offers RN-DNP and BSN-DNP for Family Nurse NPs, Psychiatric Mental Health NPs and Executive Leadership. RN-DNP and BSN-DNP options are available for Family (73 hours) and Psychiatric-Mental Health (75 hours) Nurse Practitioner options. Additional coursework is required and Faith in Learning Seminars. FNP Coursework includes: APRN procedures, Adv Pathophysiology, Adv Pharmacology, Adv Physical Assessment, Primary Care over the Lifespan, FNP Clinical hours (500) and Care of Special Populations. The MSN-DNP is 39 hours. Coursework: Scientific Underpinnings for Nursing Practice, DNP Residency I, II & III, Interprofessional Collaboration, and Applied Informatics and Change Systems. Psychiatric Mental Health coursework includes: Advanced Assessment, Processes in Mental Health, Psychopharmacological Therapies Across the Lifespan, and Management of the Complex Client. The Executive Leadership option is 71 hours with an RN-DNP or BSN-DNP entry and 42 hours for MSN-DNP entry. Courses will include: Management Thought & Application, Healthcare Finance & Economics, Public Health in Disaster Management, and Healthcare Policy and Structure.</p> <p>Clemson: Is a public university accredited by Commission on Collegiate on Nursing Education (CCNE). The proposed DNP program is post-MSN for APNs. It is offered online with immersion experiences. The program is 35 credit hours of part-time study (six semesters) with potential for future full-time study. Courses in: DNP Role, Theory and Philosophy, Outcomes Management and Genomics, Ethics, and Health Policy. Applied practice hours are completed during the Practice Integration Project courses. Travel to campus includes a required orientation, and presentation of the DNP project proposal and the final presentation.</p>
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<p>Doctor of Nursing Practice</p>	<p>South University</p>	<p>SU & Clemson: The DNP a practice-focused clinical doctoral program with full-time and part-time study available. A minimum of 1,000 practicum hours is required, including precepted practicum hours earned from the MSN degree. Both DNP Programs are Post-MSN for APNs. Coursework in: Evidence-based Practice, Statistics/Biostatistics and Epidemiology, Quality and Safety, Organizational & Systems Leadership. A DNP Project is required.</p>	<p>SU: Is a private university. SU has applied for CCNE accreditation and has a visit scheduled. The DNP program is offered online and is designed to take 21 months to complete [excluding an additional specialty option]. The program is 52 credit hours and up to 82 credit hours if additional specialization is sought. DNP Clinical Field Placement coursework is utilized to document up to the required 1000 clinical hours. Courses in: Clinical Prevention and Population Health and Financial Management & Resource Utilization. Eight credit hours of program electives are required [select from list of 29 courses]. DNP Administrator and Leadership specializations are offered with 16 credit hours in each area. There are four Capstone courses (4 credit hours). Clemson: Is a public university accredited by Commission on Collegiate on Nursing Education (CCNE). The DNP program is offered online with immersion experiences. The program is 35 credit hours of part-time study (six semesters) with potential for future full-time study. Courses in: DNP Role, Theory and Philosophy, Informatics, Outcomes Management, and Genomics, Ethics, and Health Policy. Applied practice hours are completed during the three Practice Integration Project courses (10 credit hours). Travel to campus includes a required orientation, and presentation of the DNP project proposal and the final presentation.</p>
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Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-2017	19	114	19	114	19	114
2017-2018	43	258	43	277	43	220
2018-2019	48	288	48	312	48	240
2019-2020	48	288	48	312	48	240
2020-2021	48	288	48	312	48	240

- The above calculations are based upon part-time enrollment in the post-master's DNP enrollment. CU will offer DNP courses on a part-time basis only for the first cohort. Based on CU MS program data, attrition is expected to be low (1-2 students per cohort). We expect 19 students in the first cohort and then 24 new students in each of the following cohorts.

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

Yes

No

If yes, explain. (1000 characters)

Additional DNP Program admission criteria include:

- BS and MS degrees in nursing;
- MS Nursing GPA of 3.0 or higher;
- Unencumbered Registered Nurse license in the state in which practice will occur;
- Criminal Background Check – with no findings;
- Current NP/CNS national certification – ANCC, AANP or other national certification;
- Documentation by the school/college of nursing of clinical practice hours in the MS nursing program;
- Transcripts from all post-secondary educational programs;
- Graduate course in statistics;
- Personal statement – background and goals;
- Two letters of recommendation addressing academic ability and practice knowledge/skills; and
- Letter of support from practice or healthcare institution/system for DNP Project.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

N/A

Curriculum

Post-Master's DNP FULL TIME Curriculum Plan by Year (12 months)					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Fall		Spring		Summer	
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
NURS 9030 DNP Evidence Integration	3	NURS 9060 DNP Outcomes Management	4	NURS 9110 DNP Practice Integration Project III	4
NURS 9090 DNP Practice Integration Project I	3	NURS 9100 DNP Practice Integration Project II	3		
Total Semester Hours	12	Total Semester Hours	13	Total Semester Hours	10

Post-Master's DNP Curriculum Part Time Plan of Study -					
Fall	Credit Hours	Spring	Credit Hours	Summer	Credit Hours
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

Fall	Credit Hours	Spring	Credit Hours	Summer	Credit Hours
NURS 9030 DNP Evidence Integration	3	NURS 9060 DNP Outcomes Management	4	NURS 9110 DNP Practice Integration Project III	4
NURS 9090 DNP Practice Integration Project I	3	NURS 9100 DNP Practice Integration Project II	3		
Total Semester Hours	6	Total Semester Hours	7	Total Semester Hours	4

Total Credit Hours Required

35

Course Descriptions for New Courses

All new courses needed for the degree program have been approved by the Department, College and University curriculum committees as required for the approval of a new degree program (12/11/2015). The courses will be implemented as noted in the schedule of courses above.

Course Name	Description
NURS 9010 DNP Role, Theory & Philosophy	This course examines the role of the DNP and the philosophical, historical, and theoretical underpinnings of the discipline through analysis of nursing theories and concepts including integration of knowledge from biological and social sciences; role development; and translation of knowledge into the practice.
NURS 9020 DNP Clinical Epidemiology & Biostatistics	This course is designed to build upon principles learned in introductory epidemiology and statistical courses in an applied clinical setting. Analytical techniques used to analyze and interpret data for advanced nursing, emphasizing clinical applications of epidemiological, biostatistical concepts.
NURS 9030 DNP Evidence Integration	This course focuses on the process of literature analysis and synthesis with the goal of analyzing, integrating and applying the evidence into practice. Students will formulate recommendations for practice and identify strengths and weaknesses of the evidence, as well as learn how to critically appraise existing practice guidelines and other forms of evidence. Principles of scientific inquiry, quantitative and qualitative research methods and research ethics will be explored in the context of clinically relevant research.
NURS 9040 DNP Leadership in Healthcare Systems	Examines transformational leadership in complex health care organizations. Emphasis on complexity, leadership principles, context, culture, assessment of strengths and opportunities, strategic planning, and leading change.
NURS 9050 DNP Health Informatics	Core concepts of health informatics, with a focus on the nature, acquisition and analysis of clinical data management of nursing information to support clinical and administrative decision-making, will be explored. The basic principles of informatics that govern communication systems, clinical decisions, information retrieval, telemedicine, bioinformatics and evidence-based practice will be examined. Emphasis is placed in becoming knowledgeable and competent with available resources to manage data relationship to patient care and patient outcomes.
NURS 9060 DNP Outcomes Management	Examines the science of systems improvement including the models, methods, and tools of process improvement applied to healthcare. Emphasis is on designing outcomes and evidence-based safe and efficient processes and workflows to achieve customer satisfaction and targeted outcomes. Practicum with quality experts permits guided application of classroom content.
NURS 9070 DNP Healthcare Economics & Finance	Analysis of healthcare economic trends, diverse factors which influence production and distribution of health services, reimbursement issues and funding sources. Application of key principles and methods of financial analysis, which include cost analysis, and budgeting and cost analysis. Theory and application are integrated and aimed at preparing for leadership in the DNP role.

NURS 9080 DNP Genomics, Ethics & Health Policy	Analysis of relationships among political climate, policy design, and government action as related to ethical, legal and social issues surrounding availability of genetic information. Examination of ethical perspectives and outcomes on health policies relating to genomic issues plus contemplated actions based on emerging diagnostic technologies.
NURS 9090 DNP Practice Integration Project I	A practice emersion experience that enables synthesis literature and knowledge from nursing and other sciences. In this course the DNP student will complete the first phase of the Practice Integration Project: Literature search, synthesis of literature, and development of the Practice Integration Plan.
NURS 9100 DNP Practice Integration Project II	A practice emersion experience that enables student to obtain Institutional Review Board approval and allows implementation and data collection for the Practice Integration Project. In this course the DNP student will complete the second phase of the Practice Integration Project: Institutional Review Board approval, implementation, and data collection.
NURS 9110 DNP Practice Integration Project III	A practice emersion experience that enables student to evaluate collected data to identify the impact on healthcare outcomes from the Practice Integration Project. In this course the DNP student will complete the final phase of the Practice Integration Project: evaluation and dissemination of findings.

As requested by the CHE Staff:

DNP Course	DNP Course Title	Course Approval	Proposed 1 st Offering Based on Implementation of the Curriculum
NURS 9010	DNP Role, Theory & Philosophy	12/11/2015	Fall 2017
NURS 9020	DNP Clinical Epidemiology & Biostatistics	12/11/2015	Fall 2017
NURS 9040	DNP Leadership in Healthcare Systems	12/11/2015	Spring 2018
NURS 9050	DNP Health Informatics	12/11/2015	Spring 2018
NURS 9070	DNP Healthcare Economics & Finance	12/11/2015	Summer 2018
NURS 9080	DNP Genomics, Ethics & Health Policy	12/11/2015	Summer 2018
NURS 9030	DNP Evidence Integration	12/11/2015	Fall 2018
NURS 9060	DNP Outcomes Management	12/11/2015	Spring 2019
NURS 9090	DNP Practice Integration Project I	12/11/2015	Fall 2018
NURS 9100	DNP Practice Integration Project II	12/11/2015	Spring 2019
NURS 9110	DNP Practice Integration Project I	12/11/2015	Summer 2019

Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Associate Professor #1 Graduate Program Coordinator	Full-time	Fall Semester I NURS 9010 DNP Role, Theory & Philosophy (3 credit hrs)	BS, Nursing, Armstrong Atlantic State University 1998. MSN, Nursing, Georgia Southern University 2001. PhD, Nursing, University of South Carolina 2005.	Graduate Program Coordinator; workload will be adjusted to accommodate the 50% workload to provide oversight for this program
Professor #1	Full-time	Fall Semester I NURS 9020 DNP Clinical Epidemiology & Biostatistics (3 credit hrs)	BS, Physics Engineering, College of Charleston 1984. BS, Engineering Analysis, Clemson University 1986. PhD, Biostatistics, Medical University of South Carolina 1994.	
Professor #2	Full-time	Fall Semester II NURS 9090 Practice Integration Project I (3 credit hrs) Spring Semester I NURS 9040 DNP Leadership in Healthcare Systems (3 credit hrs) NURS 9100 Practice Integration Project II (3 credit hrs) Summer Semester I NURS 9070 DNP Economics & Finance (3 credit hrs) Summer Semester II NURS 9110 Practice Integration Project III (4 credit hrs)	BSN, Nursing, Emory University 1974. MN, Community Health Nursing, University of South Carolina 1979. PhD, Nursing, University of Maryland 1989.	
Associate Professor #2	Full-time	Fall Semester II NURS 9030 DNP Evidence Integration (3 credit hrs) Spring Semester II NURS 9060 DNP Outcomes Management (4 credit hrs)	BS, Nursing, Clemson University 1997. MS, Nursing, University of Texas 2001. PhD, Nursing, University of South Carolina 2009.	
Associate Professor #3	Full-time	Spring Semester I NURS 9050 DNP Health Informatics (3 credit hrs)	BSN, Nursing, Medical University of South Carolina 1978. MSN, Medical Surgical, University of Texas 1981.	

			PhD, Nursing Research, University of Texas 1985.	
Assistant Professor #1	Full-time	Summer Semester I NURS 9080 DNP Genomics, Ethics & Health Policy (3 credit hrs)	BSN, Nursing, University of Iowa 1977. MS, Nursing, Clemson University 1997. PhD, Healthcare Genetics, Clemson University 2014.	
DNP Senior Lecturer #1	Full-time	Co-teaches with tenure-track faculty. Fall Semester II NURS 9090 Practice Integration Project I (3 credit hrs) Spring Semester II NURS 9100 Practice Integration Project II (3 credit hrs) Summer Semester II NURS 9110 Practice Integration Project III (4 credit hrs) Spring Semester II NURS 9060 DNP Outcomes Management (4 credit hrs)	BS, Nursing, Clemson University 1999. MS, Nursing, Clemson University 2003.	
DNP Lecturer #2	Full-time	Co-teaches with tenure track faculty. Fall Semester I NURS 9010 DNP Role, Theory & Philosophy (3 credit hrs) Fall Semester II NURS 9030 DNP Evidence Integration (3 credit hrs) Fall Semester II NURS 9090 Practice Integration Project I (3 credit hrs) Spring Semester II NURS 9100 Practice Integration Project II (3 credit hrs) Summer Semester II NURS 9110 Practice Integration Project III (4 credit hrs)	BSN, Nursing, Radford University 1979. MN, Nursing, University of South Carolina 1983. DNP, Nursing, Radford University 2012.	
DNP Student Services Coordinator	Part-time with the potential to increase to full-time	Student Services Coordinator will provide staff support for the program, including information about the program and student support for admissions, progression and graduation.	Master's Degree in Student Affairs/Educational Counseling/related field	DNP Student Services Coordinator will initially be a part-time position with expansion to full-time depending upon enrollment.

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	Staff	Administration
2.75 FTE	0.5 increasing to 1.0 FTE	0.50 FTE

Faculty /Administrative Personnel Changes

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

Graduate Program Coordinator (GPC) will have responsibility for the DNP Program oversight. This will be 0.5 FTE. GPC is currently responsible for the MS nursing program, all specialty options. With the GPC providing oversight for the DNP Program, CUSON will be optimally positioned to transition current MS nurse practitioner and clinical nurse specialist options to the DNP should the 2015 recommendation as the entry level for practice become a requirement.

Total FTE needed to deliver this program is 2.75. There are sufficient numbers of faculty members in the CUSON to meet the needs of this program with no new faculty hires. Faculty members for the DNP Program currently teach full-time in the BS and MS Nursing Programs. Their workloads will be adjusted accordingly to add DNP courses to the workload using the National Organization of Nurse Practitioner Faculties White Paper - Nurse Practitioner Faculty Workload 2015.

A new staff line for a Student Services Coordinator (SSC) will provide staff support for the program and students at SON. The Student Services Coordinator reports to the SON Director and works with the GPC and faculty. SSC FTE is 0.5 FTE in Year 1, increasing to 1.0 FTE in Year 2 and beyond.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

CU Libraries hold 1.8 million items-books, periodicals, electronic resources, etc. Over 4,000 print journal titles, 49,000 e-journals (998 nursing and healthcare), 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. PASCAL and Kudzu Consortium provide access to 12 million volumes held by academic libraries in SC and 30 million volumes by 17 SE 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 SON has a dedicated research librarian. In addition to annual expenditures, current Library policy allocates additional funds for the exclusive purchase of materials for newly approved doctoral programs. 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.

The current degrees in nursing taught at Clemson and at the UCG have been fully supported by the holdings and accessibility to appropriate library and learning resources. The CU Library resources are adequate to support the DNP Program.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

A new staff line for a Student Services Coordinator (SSC) will provide staff support for the program and students in SON. The position reports to the SON Director and works with the GPC and faculty. The SSC position is 0.5 FTE in Year 1, increasing to 1.0 FTE in Year 2 and beyond. Clemson Online will work with CUSON to develop and market the new program. CU online also works with faculty to deliver top-quality courses in an online format. CU Online provides support of faculty design, delivery, and evaluation of online courses and instructional materials. No new costs are associated with online delivery of this program.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

Anticipated instructional equipment needs are those required to operate an office and to deliver online courses and programs, e.g. laptop computers with cameras, headsets, printers/printing access, and a phone for the DNP Program Student Services Coordinator. CU and CU Online have committed resources for the development of online programs, such as the DNP, for instructional design and marketing support.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Current space allocated to CUSON at the University Center Greenville (UCG) will be sufficient to implement the program. DNP students will participate in immersion experiences during their program which will occur at UCG initially. Students participate in three immersion experiences: orientation to CU, DNP curriculum, technology, library resources, team building and leadership activities for student-student connections (2/3 days); DNP Project proposal presentation and translational research mentorship (2 day); and final DNP Project presentation (2 day).

Graduate Program and Student Services Coordinators will have offices at UCG. When the facilities for CUSON-Greenville are completed on the GHS campus, this program and administrative services will be relocated to that site. The current projections for building completion on the GHS campus are Fall 2018/Spring 2019. Floorplans are in development and include classroom capacity that will support programs offered by the CUSON. The scheduling process allows the DNP immersion experiences twice a year at both the UCG and/or GHS sites. No additional physical plant requirements will be needed.

The School of Nursing is responsible for the facility costs at the GHS, as it is currently for the UCG expenses. A portion of all student tuition (undergraduate and graduate) covers facility expenses. The GHS design recognizes that the largest group of students on-site will be undergraduate students; however, the space accommodates the use of the facility by all SON students (undergraduate generic BSN; BSN-Completion; Accelerated BSN; MS students; and DNP students).

Scheduling of graduate students in the facility when undergraduate students are in clinical experiences or during late afternoon and evening session, optimizes the space. For example, the DNP immersion experience will be scheduled during the summer semester when few BSN courses are taught. In addition, the need is for one or two classrooms, not laboratories.

Financial Support

Estimated Implementation Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	\$58,545	\$58,545	\$58,545	\$58,545	\$58,545	\$292,725
Faculty and Staff Salaries	\$267,462	\$798,439	\$822,392	\$838,840	\$838,840	\$3,565,973
Graduate Assistants	\$0	\$0	\$0	\$0	\$0	\$0
Equipment	\$10,000	\$0	\$10,000	\$5,000	\$5,000	\$30,000
Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$20,000	\$5,000	\$10,000	\$5,000	\$5,000	\$45,000
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0
Other* Travel/Start-Up	\$17,457	\$9034	\$9033	\$9,033	\$9,033	\$53,590
Total	\$373,464	\$871,018	\$909,970	\$916,418	\$916,418	\$3,987,288
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	\$373,464	\$798,439	\$909,970	\$916,418	\$916,418	\$3,914,709
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0
State Funding (i.e., Special State Appropriation)*	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds*	\$0	\$72,579	\$0	\$0	\$0	\$72,579
Federal Funding*	\$0	\$0	\$0	\$0	\$0	\$0
Other Funding*	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$373,464	\$871,018	\$909,970	\$916,418	\$916,418	\$3,987,288
Net Total (i.e., Estimated New Costs Minus Sources of Financing)	\$0	\$0	\$0	\$0	\$0	\$0

*Provide an explanation for these costs and sources of financing in the budget justification.

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.

There are facilities and library resources available to support the DNP Program. No new faculty or administrative staff will be needed, though as the program grows staff support will increase. A new Student Services Coordinator staff position will be assigned to support the program, beginning as part-time in Year 1 and increasing to full-time Year 2.

Total new costs for the first five years of the program are listed in the proposal as \$3,987,288, including equipment, supplies/materials, travel, and Year 1 start-up costs. There is a one-time reallocation of funds in Year 2 of \$72,579 to provide money to increase the staff member from part-time to full-time, and support a small portion of the administrator's salary. These funds are currently in the CU SON budget and an adjustment and reassignment of staff duties will be realigned as this program is implemented.

The first cohort of students will be planned for 19 students, increasing to 24 new students Year 02 and thereafter. Beginning in Year 3, 48 students will be enrolled part time (new and continuing graduate students). The tuition and fees will cover the expenses of the program. CU estimates revenues for the first five years to be \$3,987,288 based on student tuition and fees and the above mentioned one time reallocation of resources.

The data demonstrate that if CU meets the projected student enrollments and contain overhead costs, the program will be self-sustaining with revenues generated supporting the expenses. The university's office for online education has committed resources to helping the School of Nursing market the new program.

The facilities costs were shown on a recent BSN program modification. It is not included in this document because the cost of one or two classrooms is hard to break out of the overall facility cost for all of the CUSON students. This proposed program is limited to 24 new students a year, versus an enrollment of over 400 additional new undergraduate, nearly doubling undergraduate nursing at CUSON requiring new facilities.

It should be noted that the School of Nursing is responsible for the facility costs at the GHS, as it is currently for the UCG expenses. A portion of all student tuition (undergraduate and graduate) covers facility expenses. The GHS design recognizes that the largest group of students on-site will be undergraduate students; however, the space accommodates the use of the facility by all SON students (undergraduate generic BSN; BSN-Completion; Accelerated BSN; MS students; and DNP students).

Scheduling of graduate students in the facility when undergraduate students are in clinical experiences or during late afternoon and evening session, optimizes the space. For example, the DNP immersion experience will be scheduled during the summer semester when few BSN courses are taught. In addition, the need is for one or two classrooms, not laboratories.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Building upon the MS in nursing, the DNP Program provides nursing education at the highest level of scientific knowledge and practice expertise to address current and emerging healthcare needs and quality outcomes within complex healthcare environments. DNP outcome criteria will be incorporated in the SON Evaluation Plan, led by the SON Evaluation Director working collaboratively with SON program leadership - Graduate Program Coordinator, Graduate Curriculum Committee, Graduate Program Committee, SON Executive Council and SON faculty. DNP Program evaluation is based upon the eight DNP Essentials, relevant professional standards and course/program outcomes. The SON has a variety of mechanisms to collect and analyze data on the DNP curriculum, students, alumni, and program outcomes.

DNP Program evaluation includes: student admission, progression, retention, and program completion. Curriculum evaluation begins with the crosswalk between program objectives, course objectives and the DNP Essentials to affirm content is covered in the curriculum and DNP Project. The DNP Portfolio documents achievement of the Essentials and program outcomes. Achievement of specialty competencies will be reflected in the DNP courses. Student course outcomes will be evaluated by faculty using reflective journaling, papers, individual and group projects, case studies, examinations/quizzes, discussion boards, etc. DNP courses and faculty are evaluated by students using the online CU Student Assessment of Instructor Evaluation. Effectiveness of DNP practicum experiences in meeting program objectives/competencies are assessed through evaluations by students (self), faculty and preceptors. Students complete evaluations on faculty, preceptors and sites.

A DNP Student Advisory Committee will be established to provide program feedback. At the end of program, the DNP Project, Portfolio and an exit survey will evaluate achievement of the DNP Essentials and DNP Program components.

The SON Community Advisory Board is composed of leaders in healthcare, practice partners, and educational partners and representatives of communities of interest. This group will also provide feedback, guidance and support for the DNP Program, students and graduates.

Alumni surveys at one and three-years post-graduation will evaluate satisfaction and achievements, e.g. presentations and/or publication of DNP Project, employment, active professionally and participate in mentoring, will be conducted at one and three years following graduation. Employer surveys on satisfaction and achievements of DNP graduates will be conducted at one and three years following graduation. Evaluation plan data will be utilized to continuously improve the quality of the DNP Program

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
<p>Student Learning outcomes are specified for each DNP course.</p> <p>Learning Outcome 1: Demonstrate relationship centered nursing leadership to improve the health care, health status, and health outcomes of individuals, families, communities and populations while addressing health disparities.</p>	<p>Relevant course evaluation activities Student, faculty & preceptor evaluations Practice Integration Project DNP Portfolio DNP Program Student Advisory Committee SON Community Advisory Committee DNP Exit Survey Responses 1 and 3 Year Alumni Surveys Employer Surveys</p>
<p>Student Learning outcomes are specified for each DNP course.</p> <p>Learning Outcome 2: Integrate biopsychosocial, cultural, organizational/ systems, informatics, ethical and legal knowledge with nursing science as a foundation for expert clinical nursing practice in a specific nursing clinical specialization.</p>	<p>Relevant course evaluation activities Student, faculty & preceptor evaluations Practice Integration Project DNP Portfolio DNP Program Student Advisory Committee SON Community Advisory Committee DNP Exit Survey Responses 1 and 3 Year Alumni Surveys Employer Surveys</p>
<p>Student Learning outcomes are specified for each DNP course.</p> <p>Learning Outcome 3: Engage in interprofessional, collaborative partnerships to frame problems, design and implement evidence-based interventions and evaluate outcomes.</p>	<p>Relevant course evaluation activities Student, faculty & preceptor evaluations Practice Integration Project DNP Portfolio DNP Program Student Advisory Committee SON Community Advisory Committee DNP Exit Survey Responses 1 and 3 Year Alumni Surveys Employer Surveys</p>

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
<p>Student Learning outcomes are specified for each DNP course.</p> <p>Learning Outcome 4: 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.</p>	<p>Relevant course evaluation activities Student, faculty & preceptor evaluations Practice Integration Project DNP Portfolio DNP Program Student Advisory Committee SON Community Advisory Committee DNP Exit Survey Responses 1 and 3 Year Alumni Surveys Employer Surveys</p>
<p>Student Learning outcomes are specified for each DNP course.</p> <p>Learning Outcome 5: Transform practice through knowledge reflection, knowledge-based resources, information technology/informatics, strategic resource management and evidence based practice research/action inquiry.</p>	<p>Relevant course evaluation activities Student, faculty & preceptor evaluations Practice Integration Project DNP Portfolio DNP Program Student Advisory Committee SON Community Advisory Committee DNP Exit Survey Responses 1 and 3 Year Alumni Surveys Employer Surveys</p>
<p>Student Learning outcomes are specified for each DNP course.</p> <p>Learning Outcome 6: Translate knowledge for application in the delivery of advanced nursing practice and nursing administration/health leadership.</p>	<p>Relevant course evaluation activities Student, faculty & preceptor evaluations Practice Integration Project DNP Portfolio DNP Program Student Advisory Committee SON Community Advisory Committee DNP Exit Survey Responses 1 and 3 Year Alumni Surveys Employer Surveys</p>

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
<p>Student Learning outcomes are specified for each DNP course.</p> <p>Learning Outcome 7: Implement changes based on evaluation of health systems, health policy, and nursing science in response to social, political, economic and ethical issues.</p>	<p>Relevant course evaluation activities Student, faculty & preceptor evaluations Practice Integration Project DNP Portfolio DNP Program Student Advisory Committee SON Community Advisory Committee DNP Exit Survey Responses 1 and 3 Year Alumni Surveys Employer Surveys</p>
<p>Student Learning outcomes are specified for each DNP course.</p> <p>Learning Outcome 8: 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.</p>	<p>Relevant course evaluation activities Student, faculty & preceptor evaluations Practice Integration Project DNP Portfolio DNP Program Student Advisory Committee SON Community Advisory Committee DNP Exit Survey Responses 1 and 3 Year Alumni Surveys Employer Surveys</p>

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

CUSON baccalaureate and master's programs are accredited by the Commission on Collegiate Nursing Education (CCNE). Initial accreditation was received in 2005 with the last full report and site visit in 2010. The nursing programs are CCNE accredited through 2020. The CCNE 5 year Interim Report was submitted in December, 2015. The CCNE has been notified about the preparation of the DNP Program and a Self-Study Document will be prepared for the purpose of DNP Accreditation addressing the compliance with the four standards and key elements associated with each standard.

Will the proposed program lead to licensure or certification?

Yes

No

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

N/A

Teacher or School Professional Preparation Programs

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

Yes

No

If yes, complete the following components.

Area of Certification

N/A

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

Donna R. Hodnicki PhD, FNP-BC, FAAN
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Clinical Associate, Duke University
149 Oceangreens Lane
Oak Island, NC 28465
donna.hodnicki2012@gmail.com

May 4, 2016

Margaret A. Wetsel, PhD, RN
Interim Director & Associate Professor
Clemson University, School of Nursing
510 Edwards Hall
Clemson, South Carolina 29634-0743

Dear Dr. Wetsel:

Thank you for the opportunity to review the Formal Program Proposal for the Doctor of Nursing Practice (DNP) at Clemson University. Having developed a DNP proposal at Georgia Southern University (GSU), I am quite familiar with both this degree program and the importance of the proposal review process. Our DNP was approved by the Georgia Board of Regents and admitted its first class of DNP students in Fall, 2008. For the following four years I administered the DNP program while teaching and overseeing a federal grant for the program. This weekend the sixth GSU DNP cohort will graduate.

As your proposal indicates, there is clear and compelling evidence to support the need for a DNP Program at Clemson University. Better educated advanced practice nurses (APN) are needed to lead and reform health care in order to improve the safety and quality of care received by patients. Additionally, there is a great need to produce more nursing faculty members who can help to prepare the many new professional nurses needed in South Carolina, as well as across the nation. The national requirement for DNP education for advanced practice by 2015, mandates that schools of nursing be proactive in preparing their graduates appropriately for future practice and significant contributors as leaders and health policy developers for improving the national health.

Your proposed documents provide both a clear need for the DNP program and an interest among prospective APN students in South Carolina. The proposed program at Clemson University would be able to serve students from across the state with its web-based delivery. In addition, Clemson's location and history makes it likely that its DNP program would be attractive to students from both urban and rural areas and diverse racial/ethnic groups. Thus the proposed program would address a special need in the state.

I have carefully reviewed the proposal and the curriculum for the DNP, and believe that it is in keeping with national standards (American Association of Colleges of Nursing Essentials). The curricular organization is clear; the course content, applied clinical hours and program objectives are appropriate for a DNP program. The proposal documents adequate resources, including qualified faculty members.

In summary, the Proposal for the Clemson University DNP program is clear and comprehensive. I believe this new degree program will make an important contribution to nursing education and health care in South Carolina and beyond, and I strongly recommend approval of the proposal. If I may be of any further assistance, please feel free to contact me.

Sincerely,



Donna R. Hodnicki PhD, FNP-BC, FAAN
Consultant