

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

CIP Code

Upon approval – January 2017

51.3808

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\*  
\*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)

Debra Jackson, PhD  
Vice-Provost for Academic Affairs  
P 864/656-4592; [dbj@clemson.edu](mailto:dbj@clemson.edu)

Margaret A. Wetsel, PhD, RN  
Associate Professor and Interim Director  
(864) 656-5527; [mwetsel@clemson.edu](mailto:mwetsel@clemson.edu)

Stephanie C. Davis, PhD, RN, FNP-BC  
Associate Professor and Graduate Program Coordinator  
(864) 656-2588; [stephad@clemson.edu](mailto:stephad@clemson.edu)

#### 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. Based on comments from the staff, we have used the same 53808 CIP code. 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.”

List the program objectives. (2000 characters)

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.

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><b>USC &amp; Clemson:</b> 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><b>USC:</b> The program offers post-BSN (Family NP, 75 credit hour), 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 hrs) and post-MSN (33 credit hours). There will be selective intensive days of Nurse Executive Leadership training as scheduled.</p> <p><b>Clemson</b> 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><b>MUSC &amp; Clemson:</b> 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><b>MUSC:</b> 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). <b>Clemson:</b> 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>

**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 based on post-master's DNP enrollment information. 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**

<b>Post-Master's DNP FULL TIME Curriculum Plan by Year (12 months)</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
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		
<b>Total Semester Hours</b>	<b>12</b>	<b>Total Semester Hours</b>	<b>13</b>	<b>Total Semester Hours</b>	<b>10</b>

<b>Post-Master's DNP Curriculum Part Time Plan of Study -</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
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
<b>Total Semester Hours</b>	<b>6</b>	<b>Total Semester Hours</b>	<b>6</b>	<b>Total Semester Hours</b>	<b>6</b>

<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
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		
<b>Total Semester Hours</b>	<b>6</b>	<b>Total Semester Hours</b>	<b>7</b>	<b>Total Semester Hours</b>	<b>4</b>

Total Credit Hours Required

35

**Course Descriptions for New Courses**

<b>Course Name</b>	<b>Description</b>
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.



Course Name	Description
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.

### 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)	BSN, Nursing, Emory University 1974. MN, Community Health Nursing, University of South Carolina 1979. PhD, Nursing, University of Maryland 1989.	

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
		NURS 9100 Practice Integration Project II (3 credit hrs) Summer Semester I NURS 9070 DNP Economics & Finance (3 credit hrs) Summer Semester IINURS 9110 Practice Integration Project III (4 credit hrs)		
Associate Professor #2	Full-time	Fall Semester IINURS 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.	

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
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.	

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.

### 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.

### 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) to provide staff support for the program and students at SON, college and university levels. Reports to the SON Director and works with the GPC and faculty. SSC FTE is 0.5 FTE in Yr 1, increasing to 1.0 FTE in Yr 2 and beyond. Clemson Online works with CUSON to develop, market and deliver top-quality courses and DNP program 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 deliver the program, 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. No additional physical plant requirements will be needed.

**Financial Support**

<b>Estimated Implementation Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
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	\$0	\$16,343	\$9,895	\$9,895	\$53,590
<b>Total</b>	<b>\$373,464</b>	<b>\$861,984</b>	<b>\$917,280</b>	<b>\$917,280</b>	<b>\$917,280</b>	<b>\$3,987,288</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	\$373,464	\$798,439	\$917,280	\$917,280	\$917,280	\$3,923,743
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	\$63,545	\$0	\$0	\$0	\$63,545
Federal Funding*	\$0	\$0	\$0	\$0	\$0	\$0
Other Funding*	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$373,464</b>	<b>\$861,984</b>	<b>\$917,280</b>	<b>\$917,280</b>	<b>\$917,280</b>	<b>\$3,987,288</b>
<b>Net Total (i.e., Estimated New Costs Minus Sources of Financing)</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

\*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. A new Student Services Coordinator staff position will be needed 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 \$63,545 to provide funds to increase the staff member from part-time to full-time, and support a small portion of the administrator's salary. The first cohort of students is 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.

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.

## 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>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 &amp; 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>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 &amp; 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>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 &amp; 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>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 &amp; 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>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 &amp; 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>Translate knowledge for application in the delivery of advanced nursing practice and nursing administration/health leadership.</p>	<p>Relevant course evaluation activities Student, faculty &amp; 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>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 &amp; 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>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 &amp; 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.