

UNC Degree Program Proposals

A. Proposed Programs for Discontinuation

**Request for Authorization to Discontinue the
Bachelor of Science (BS) in Computer Science at
North Carolina Central University**

North Carolina Central University has requested that its B.S. in Computer Science (CIP Code #11.0401) be discontinued.

The B.S. in Computer Science degree program is planned to be merged with the B.S. in Computer Information Systems degree program. The required courses (major courses) for students who are eligible to complete the current program in two years will be made available.

Recommendation: It is recommended that the Board of Governors approve North Carolina Central University's request to discontinue the B.S. in Computer Science.

**Request for Authorization to Discontinue the
Bachelor of Science (BS) in Computer Information Systems at
North Carolina Central University**

North Carolina Central University has requested that its B.S. in Computer Information Systems (CIP Code #11.0401) be discontinued.

The B.S. in Computer Information Systems degree program is planned to be merged with the B.S. in Computer Science degree program. Students who have earned 64 hours or more will be able to complete the current program in two years.

Recommendation: It is recommended that the Board of Governors approve North Carolina Central University's request to discontinue the B.S. in Computer Information Systems.

**Request for Authorization to Discontinue the
Bachelor of Arts (BA) in Sociology at
North Carolina Central University**

North Carolina Central University has requested that its B.A. in Sociology (CIP Code #45.1101) be discontinued.

Both the Bachelor of Arts and the Master of Arts in Sociology are being eliminated as a result of the academic program reviews. The university lacks the resources to deliver the level of quality NCCU students deserve to be competitive in the career markets of the future in Sociology. The program also has a history of inefficient operations. Students who have earned 64 or more credit hours in the current program can graduate from the program in two years.

Recommendation: It is recommended that the Board of Governors approve North Carolina Central University's request to discontinue the B.A. in Sociology.

**Request for Authorization to Discontinue the
Bachelor of Arts (BA) in Public Administration at
North Carolina Central University**

North Carolina Central University has requested that its B.A. in Public Administration (CIP Code #44.0401) be discontinued.

This B.A. degree program is being eliminated as a result of the academic program reviews. The university lacks the resources to deliver the level of quality NCCU students deserve to be competitive in the career markets of the future in Public Administration. Students who have earned 64 or more hours and are eligible to complete the bachelor's degree in two years will have the courses available to do so.

Recommendation: It is recommended that the Board of Governors approve North Carolina Central University's request to discontinue the B.A. in Public Administration.

**Request for Authorization to Discontinue the
Bachelor of Arts (BA) in French at
North Carolina Central University**

North Carolina Central University has requested that its B.A. in French (CIP Code #16.0901) be discontinued.

This B.A. degree program is being eliminated as a result of the academic program reviews. The enrollment from 2004-2011 was 19 and the number of graduates in that period was five. Students who have earned 64 hours or more will have the courses available to fulfill graduation requirements in two years.

Recommendation: It is recommended that the Board of Governors approve North Carolina Central University's request to discontinue the B.A. in French.

**Request for Authorization to Discontinue the
Bachelor of Science (BS) in Geography at
North Carolina Central University**

North Carolina Central University has requested that its B.S. in Geography (CIP Code #45.0701) be discontinued.

This Geography degree program and the Environmental Science degree program have been identified as “low productivity”, and are being merged to form the Environmental and Geographic Sciences degree program. The change will result in improved efficiency and effectiveness. The course needs (major courses) of students who have completed more than 60 hours in the current program have been identified, and will be made available in order that these students may complete the current program within two years.

Recommendation: It is recommended that the Board of Governors approve North Carolina Central University’s request to discontinue the B.S. in Geography.

**Request for Authorization to Discontinue the
Bachelor of Science (BS) in Environmental Science at
North Carolina Central University**

North Carolina Central University has requested that its B.S. in Environmental Science (CIP Code #03.0104) be discontinued.

The Environmental Science degree program and the Geography degree program have been identified as “low productivity”, and are being merged to form the Environmental and Geographic Sciences degree program. The change will result in improved efficiency and effectiveness. The course needs (major courses) of students who have completed more than 60 hours in the current program have been identified, and will be made available in order that these students may complete the current program within two years.

Recommendation: It is recommended that the Board of Governors approve North Carolina Central University’s request to discontinue the B.S. in Environmental Science.

**Request for Authorization to Discontinue the
Bachelor of Science (BS) in Marketing at
The University of North Carolina at Wilmington**

The University of North Carolina at Wilmington has requested that its B.S. in Marketing (CIP Code #52.1401) be discontinued.

Due to curriculum restructuring this degree program is now offered as a concentration within the B.S. in Business Administration degree program (CIP Code #52.0201). As part of this reorganization, UNC Wilmington is requesting the B.S. in Marketing be discontinued effective the date of Board of Governors approval.

Recommendation: It is recommended that the Board of Governors approve UNC Wilmington's request to discontinue the B.S. in Marketing.

**Request for Authorization to Discontinue the
Bachelor of Science (BS) in Accountancy at
The University of North Carolina at Wilmington**

The University of North Carolina at Wilmington has requested that its B.S. in Accountancy (CIP Code #52.0301) be discontinued.

Due to curriculum restructuring this degree program is now offered as a concentration within the B.S. in Business Administration degree program (CIP Code #52.0201). As part of this reorganization, UNC Wilmington is requesting the B.S. in Accountancy be discontinued effective the date of Board of Governors approval.

Recommendation: It is recommended that the Board of Governors approve UNC Wilmington's request to discontinue the B.S. in Accountancy.

**Request for Authorization to Discontinue the
Bachelor of Science (BS) in Business Systems at
The University of North Carolina at Wilmington**

The University of North Carolina at Wilmington has requested that its B.S. in Business Systems (CIP Code #52.1201) be discontinued.

Due to curriculum restructuring this degree program is now offered as a concentration within the B.S. in Business Administration degree program (CIP Code #52.0201). As part of this reorganization, UNC Wilmington is requesting the B.S. in Business Systems be discontinued effective the date of Board of Governors approval.

Recommendation: It is recommended that the Board of Governors approve UNC Wilmington's request to discontinue the B.S. in Business Systems.

**Request for Authorization to Discontinue the
Bachelor of Science (BS) in Economics at
The University of North Carolina at Wilmington**

The University of North Carolina at Wilmington has requested that its B.S. in Economics (CIP Code #52.0601) be discontinued.

Due to curriculum restructuring this degree program is now offered as a concentration within the B.S. in Business Administration degree program (CIP Code #52.0201). As part of this reorganization, UNC Wilmington is requesting the B.S. in Economics be discontinued effective the date of Board of Governors approval.

Recommendation: It is recommended that the Board of Governors approve UNC Wilmington's request to discontinue the B.S. in Economics.

**Request for Authorization to Discontinue the
Bachelor of Science (BS) in Finance at
The University of North Carolina at Wilmington**

The University of North Carolina at Wilmington has requested that its B.S. in Finance (CIP Code #52.0801) be discontinued.

Due to curriculum restructuring this degree program is now offered as a concentration within the B.S. in Business Administration degree program (CIP Code #52.0201). As part of this reorganization, UNC Wilmington is requesting the B.S. in Finance be discontinued effective the date of Board of Governors approval.

Recommendation: It is recommended that the Board of Governors approve UNC Wilmington's request to discontinue the B.S. in Finance.

**Request for Authorization to Discontinue the
Master of Science (MS) in Computer Science at
North Carolina Central University**

North Carolina Central University has requested that its M.S. in Computer Science (CIP Code #11.0701) be discontinued.

The M.S. in Computer Science degree program is being discontinued due to low enrollment and graduation rates; twenty-eight students enrolled over a six year period and nine graduated over a six year period. The required courses (major courses) for the graduate students who are eligible to complete the program in two years will be made available.

Recommendation: It is recommended that the Board of Governors approve North Carolina Central University's request to discontinue the M.S. in Computer Science.

**Request for Authorization to Discontinue the
Master of Arts (MA) in Sociology at
North Carolina Central University**

North Carolina Central University has requested that its M.A. in Sociology (CIP Code #45.1101) be discontinued.

Both the Bachelor of Arts and the Master of Arts in Sociology are being eliminated as a result of the academic program reviews. The program has a history of inefficient operations, and has been a low productivity program for the past eight years. Students who are eligible to complete the master's degree in two years will have the courses available to do so.

Recommendation: It is recommended that the Board of Governors approve North Carolina Central University's request to discontinue the M.A. in Sociology.

**Request for Authorization to Discontinue the
Master of Arts (MA) in Community Counseling at
The University of North Carolina at Charlotte**

The University of North Carolina at Charlotte has requested that its M.A. in Community Counseling (CIP Code #13.1102) be discontinued.

Due to curriculum restructuring this degree program will now be offered as a concentration (specialty area) within the Master of Arts in Counseling (CIP Code #13.1101). As part of this reorganization, UNC Charlotte is requesting, the M.A. in Community Counseling be discontinued, effective the date of Board of Governors approval.

Recommendation: It is recommended that the Board of Governors approve UNC Charlotte's request to discontinue the M.A. in Community Counseling.

UNC Degree Program Proposals

B. New Degree Programs for Establishment

Request for Authorization to Establish a Bachelor of Science in Fermentation Sciences at Appalachian State University

Appalachian State University requests authorization to establish a B.S. in Fermentation Sciences degree program (CIP 01.1099).

Program Description

The B.S. in Fermentation Sciences (FER) curriculum has a rigorous science foundation requiring an understanding of chemistry and chemical analysis, biological principles, microbiology, and standard laboratory technique, as well as demonstrated knowledge of how these elements provide the basis for all fermented products and processes. In addition, fundamental aspects of business development and management, economics and accounting, marketing, promotion and tourism as well as legal and social aspects specifically pertaining to agriculture, food, and beverage products are integral to the degree program. The grape and wine industry in the Southeast is in its infancy, experiencing a phase of rapid growth. The North Carolina industry now comprises over 100 wineries, the majority of which are small, private ventures with five or less years in production. Much of the success of wine industries in other states is due to the support of academic institutions, a roll that Appalachian State University has been contributing to for several years in western North Carolina. Aside from fermented beverages, the FER program is also aimed at increasing the number of qualified graduates prepared to enter the fields of bio-processing (fuels, solvents, pharmaceuticals, and food additives), fermented dairy, vegetable, and meat products. A concentration has already been established in FER for chemistry majors at ASU.

Relevance to Institutional Mission and Strategic Plan

The degree program in Fermentation Sciences fits well with the overall mission and vision of ASU and with many of the individual Initiatives and Priorities. Two examples are the following: Priority 1, Initiative 2: Appalachian will intellectually engage students with active, interdisciplinary learning environments and scholarly mentoring. Priority 4, Initiative 1: Appalachian will address the state's workforce needs by recruiting and graduating students in projected areas of need.

Highlights from UNC-GA Data Template

No other public or private college or university in North Carolina offers a similar degree. In the past three years, Appalachian State University has established one masters and seven baccalaureate programs, and has discontinued eight masters and two baccalaureate programs.

Outcome of Consultation with Disciplinary Panels

The panel included faculty members and administrators from ECU, FSU, NCA&T, NCCU, NCSU, and UNCA, in addition to the ASU presenters. There was active discussion of this degree program. The program faculties agree to collaborate with faculty in related programs in North Carolina such as NCSU, WCU, Surry Community College, and Asheville-Buncombe Community College to enhance the breadth of faculty expertise available to the program. They will continue to explore opportunities for collaborative research and teaching. Comparison of curricula will be explored to

match faculty expertise to specific course content. The ASU program faculties have well-established collaborations with the NCSU extension faculty, including Dr. Sara Spayd, Dr. Trevor Phister, and Dr. Jeanine Davis. These individuals will be invited to continue to offer lectures and other teaching resources based on program needs and on faculty schedules.

Student Demand

As discussed in the proposal, the demand for the FER program grows increasingly evident with time. On the ASU campus, the program director receives an average of ten emails per week from students inquiring on enrollment in the program and progress of program development. There is an equal number of requests from students at local community colleges, potential students from elsewhere in North Carolina and throughout the Eastern US, parents of high-school students, industry professionals seeking continuing education and completion of four-year degrees, and those seeking career changes or career development following job loss and exit from the military. The response to this proposed program is expected given the current state of growth of the related industries in the state and the lack of similar programs offered outside of the Western US. Appalachian State University projects full enrollment of the program in its fourth year will be 28 full-time and two part-time students.

Opportunities for Graduates of the Program

ASU receives inquiries from businesses inside the craft food and beverage industry, the wine industry, and the biotechnology industry inquiring on potential graduates from this program. Industries associated with the fermentation sciences range from growth areas such as craft foods and beverages (agri-tourism), agriculture value addition, and the biotechnology industries that are rapidly spreading through western North Carolina. These are all areas where FER graduates will be poised for employment, graduate education, or business development. Over \$2 million in funding from the Federal Small Business Administration, the GoldenLEAF foundation, and the NC Rural Economic Development Center have provided integral support for development of program infrastructure due to the economic value of these industries to the state.

Resource Implications

Resource needs: No new facilities, library resources, equipment, or information technology services are needed to implement the proposed degree program. ASU states the campus is prepared to implement and support the program from existing resources if enrollment growth funding is not available.

Resources allocated: The College of Arts and Sciences will administer the proposed program. The Dean of the College has previously committed to add one FTE faculty position to the FER program upon approval of the degree. That commitment remains in place. An existing USDA grant (\$150,000) will provide for additional curriculum and course development.

Funding Formula Calculation: After four years when the program reaches full projected enrollment, based upon the current enrollment change funding formula, ASU would receive additional funding of approximately \$89,000 if fully funded by the General Assembly.

Recommendation

It is recommended that the Board of Governors approve Appalachian State University's request to establish a B.S. in Fermentation Sciences degree program (CIP 01.1099).

Request to Establish a Ph.D. and Master of Arts in American Studies at the University of North Carolina – Chapel Hill

Introduction

Following a recommendation from the Senior Vice President for Academic Affairs, the Committee on Educational Planning, Policies, and Programs approved in January 2010 the request from UNC – Chapel Hill to plan a doctoral program in American Studies. The University of North Carolina at Chapel Hill now seeks approval to establish Ph.D. and Master of Arts in American Studies programs (CIP 05.0102) effective June 2012.

Program Description

American Studies is a nationally and internationally recognized field, comprising the interdisciplinary study of American culture. The object of study is American culture in all its diversity, and the methodologies include historical, literary, and visual analysis as well as ethnography, sociology, economics, and political science as appropriate. The American Studies Department at UNC-CH has a distinguished faculty, including tenured and tenure-track appointments of seven full professors, seven associate professors, and three assistant professors as well as almost three dozen affiliated faculty members with primary appointments in other departments. Ongoing global collaborations have given the UNC-CH American Studies department international standing.

Since 1968, UNC-CH has offered a B.A. in American Studies. Students who graduate from this program continue to careers in a variety of fields such as business, law, teaching, public service, medicine, dentistry, journalism, theology, and music; additionally, other students have continued the study of American Studies at the graduate level at other universities and have become professors or professionals in related fields. The American Studies Department at UNC-CH currently offers graduate courses and a graduate minor in American Studies.

With this history and these resources, the American Studies Department is well-positioned to offer a unique and highly competitive graduate program. Students will take courses in American Studies and other disciplines and will develop “fields” that reflect special strengths at UNC-CH: Southern Studies, American Indian Studies, Folklore and material culture, as well as American history, literature, visual culture, ethnography, and social sciences. Graduate students will be able to focus their educational programs according to their individual interests and will be strong candidates for positions in college teaching as well as jobs in educational innovation, archives, museums, foundations, and other related fields.

The American Studies Department is already the home for UNC’s long-standing and successful MA degree in Folklore. The Folklore MA will continue to be offered. Some students who receive the Folklore MA may apply for admission to the doctoral program in American Studies, and will be evaluated for admission beside other candidates.

The American Studies graduate program will attract students with an interest in interdisciplinary research and teaching in higher education and related institutions such as museums, archives, and educational nonprofits. These students will have a background in American Studies or else one of its cognate fields: history, literary studies, folklore, ethnography, communications studies, popular culture studies, regional or ethnic studies. UNC-CH expects to attract a mix of students with special interests in areas of the program's strength such as American Indian Studies, Southern Studies, Folklore, Visual and Material Culture Studies, documentary studies, as well as literary and cultural history. The doctoral program will offer a mix of coursework, teaching opportunities, and internships designed to promote interdisciplinary discoveries in the study of American cultures and train young scholars in ways to disseminate their research.

All students will be admitted to the doctoral program at UNC-Chapel Hill. Applicants do not need a master's degree prior to admission in the program, but some may be accepted with an MA in hand. Students admitted with an MA in a related field such as Folklore will take some additional core courses as they progress toward the American Studies Ph.D. For students admitted without prior graduate training, the MA degree in American Studies will typically be earned at the end of the fourth semester, but students planning to earn a terminal Master's Degree will not be admitted to the program. Students will complete specified course work, produce a capstone project, present a Teaching Portfolio, take comprehensive examinations, defend a dissertation prospectus, and write and defend a Ph.D. thesis. UNC – Chapel Hill anticipates that all requirements can be completed by the end of the student's fifth year.

This would be the only doctoral program in American Studies in the University of North Carolina and in the state. It would be a relatively small program, admitting only five students per year, with a goal of 25 total students on an ongoing basis.

Educational Goals

The educational goals of the proposed program are as follows:

- Provide rigorous training in interdisciplinary methods dedicated to the understanding of the complex cultures and history of the United States and its place in the world;
- Emphasize the ability to pose questions that reflect academic and professional interests and goals, and to develop analytic and pedagogical skills through individual and collaborative endeavors;
- Provide students with models of historical and critical analysis of literature and the fine arts, history, culture, and society, as well as ethnographic and theoretical tools;
- Instill proficiency in subject areas and in scholarly literature that has been central to American Studies as modes of inquiry, as public practice, and as cultural policy;
- Prepare students for their own research and scholarly writing at both the MA and PhD levels by fostering facility in the theoretical frameworks and arguments in the discipline as well as in current scholarly, critical, and ethnographic practice;
- Prepare students to teach at the college and university levels in American Studies and related fields, including Southern Studies, American Indian Studies, literature, history, art history, cultural studies, folklore and the social sciences;

- Prepare students for professional opportunities in museums, public sector, or related fields requiring interdisciplinary perspectives and methodologies;
- Familiarize students with scholarly publishing, public programming, exhibitions, and other ways to disseminate the results of their research.

Collaboration with Other Institutions

The American Studies graduate program will have collaborative relationships with related programs within the state and across the nation and the world. Collaborations with Western Carolina University have already made it possible to offer undergraduate courses in Cherokee language; conversations are under way with colleagues at the University of North Carolina at Greensboro and Appalachian State University about closer working ties. The UNC-CH American Studies doctoral program might be a next step for students earning their MA degrees in related departments in other UNC system programs. Collaborations with museums and other institutions throughout the state are also strong possibilities. Ongoing partnerships with American Studies programs in the U.K., Australia, Germany, and Japan will provide global opportunities for scholarly collaboration as well.

Student Demand

There is a demonstrable desire for graduate degrees in American Studies. The national professional organization, the American Studies Association (ASA), reports that numbers of students receiving a B.A. in American Studies are growing, and that the largest contingent of such graduates attends graduate school. In June 2011, the Newsletter of the ASA published its annual report on a survey of doctoral recipients in American Studies. This report found that, despite the ongoing national economic challenges, strong demand for enrollment in American Studies graduate programs continues. In the past year, the Chair of the UNC-CH American Studies Department and the Director of the Folklore M.A. in American Studies have received approximately a dozen inquiries from students hoping to apply to a Ph.D. program in American Studies that they have heard may soon be offered at UNC-CH. Roughly half of these are students who completed the MA in Folklore at UNC-CH; the remaining expressions of interest come from students completing B.A. or M.A. degrees in History, English, Southern Studies, or Appalachian Studies at other universities.

Societal Need

In addition to academic teaching positions, careers chosen by American Studies Ph.D.s include public heritage, archives and records management, cultural resource management, and public folklore. In the region, Southern Studies programs are natural destinations for American Studies Ph.D.s with a Southern Studies emphasis. An important new development is that the UNC-CH Digital Innovation Lab, located in the Department of American Studies, was launched in 2011. With a focus on public digital humanities, the Digital Innovation Lab will provide graduate students with important technological skills and training in engaging non-academic audiences in the enduring themes of American Studies scholarship. Opportunities to work on digital humanities projects and collaborations with cultural heritage organizations will help to position the Ph.D. students for both academic careers and, increasingly, jobs with museums, libraries, and other cultural heritage organizations.

External Program Review

The external review process is designed to identify strengths and weaknesses in proposed new doctoral programs. Four external reviewers of national stature found no noteworthy weaknesses in the proposed program, and reported significant strengths. Major comments from the four external reviewers are summarized below:

Reviewer 1: “The structure of the program, with subfields required of all students, important benchmarks that include a capstone project, comprehensive written and oral examinations, and a teaching portfolio, are ideally conducive to a solid grounding in the field and excellent professional development.”

Reviewer 2: “There won’t be many programs that can offer expertise in both American Indian Studies and Southern Studies and have the faculty and track record to confirm it...Such an impressive list of teaching awards bodes well for the graduate students admitted to the doctoral degree program.”

Reviewer 3: “Several senior faculty members have already established international reputations (e.g., Kasson, Allen, Ferris) and should be the type of professors prospective students from various corners of the nation and globe seek out.”

Reviewer 4: “I believe that the UNC-CH program could, almost as soon as it is launched, take its place in the top ten American Studies Ph.D. programs in the country, and within a decade, with proper funding for graduate students, become one of the top five.”

Graduate Council

As a basis for its consideration, the Graduate Council had the proposal to establish the program, complete copies of the four external reviewers’ comments, and a presentation to the Council by representatives of the program. The following topics were raised and discussed by Council members with the representatives from UNC-CH: the availability of jobs for graduates, the quality of the faculty, the fact that no new faculty positions are needed, the breadth of the curriculum areas within the program, and how the program would be supported if enrollment growth funding should not be available.

The representatives of the Department of American Studies at UNC – Chapel Hill answered all questions about the proposed programs to the satisfaction of the Council members.

Resources

Available Resources to Support the Program: The primary needs for a doctoral program in this discipline are a strong faculty and a first-rate library. UNC – Chapel Hill has both. A faculty of distinction and appropriate size for a doctoral program exists at UNC-CH. The library holdings are outstanding, with special collections such as the Southern Historical Collection, the North Carolina Collection, the Southern Folklife Collection, and the Documenting the American South digital resource project.

Funding Support for Graduate Students: Should enrollment growth funding not be available, the Department, the College of Arts and Sciences, and the Graduate School have identified

and committed appropriate funding to support this program. In particular, the College of Arts and Sciences has seen and agreed to a funding plan.

The Office of the Dean of Arts and Sciences pledges \$90,000 in recurring funds (from reallocation of existing instructional budget resources in the college) for graduate student support for the Ph.D. in American Studies. These funds can be accessed as soon as the program is approved and the first students enrolled. Graduate student support can be in the form of research assistants, teaching assistants, or teaching fellows. Additionally, the Office of the Dean has promised \$55,000 in non-recurring money to American Studies to support Ph.D. students. These funds are dedicated to Ph.D. students and may be utilized over time. The Department of American Studies permanent instructional budget is now just a little less than \$50,000. The Department currently uses these funds to support teaching assistants and teaching fellows in other graduate programs, but will use the allocation to support its own graduate students when the Ph.D. program is in operation. Additionally, American Studies can draw upon its carryover funds (currently \$125,000) to support graduate students in both the proposed Ph.D. and existing Folklore M.A. Doctoral students may also apply for merit assistantships and service-related assistantships administered by the Graduate School. Finally, the Department's development priorities in its signature concentrations (Southern Studies, Digital Humanities, American Indian Studies, Folklore, and Global American Studies) include an emphasis on graduate student support.

Recommendation by the Graduate Council

After consideration and discussion of the proposed programs, the Graduate Council voted, without dissent, to recommend approval for the University of North Carolina at Chapel Hill to establish Ph.D. and Master of Arts in American Studies programs.

Recommendation

The staff of the General Administration recommends that the Board of Governors approve the request from the University of North Carolina at Chapel Hill to establish Ph.D. and Master of Arts in American Studies programs (CIP 05.0102) effective June 2012.

Approved to be Recommended for Establishment to the Committee on Educational Planning, Policies, and Programs

Suzanne T. Ortega
Senior Vice President for Academic Affairs

May 31, 2012

UNC Degree Program Proposals

C. Doctor of Nursing Practice (DNP) Program

The Doctor of Nursing Practice Degree: Introduction to the Proposals from UNC Campuses

East Carolina University, UNC-Chapel Hill, UNC Charlotte, UNC Greensboro, Western Carolina University, and Winston-Salem State University are requesting authorization to plan the Doctor of Nursing Practice (DNP) degree program. (Five proposals have been submitted, as UNCC and WCU are planning to offer their programs as a consortium and have submitted one combined proposal.) The DNP degree is currently not offered by any UNC institution.

The purpose of this summary introduction, collaboratively developed by the Deans of Nursing from the six institutions above, is to provide common background information and consolidated data in support of the six institutions' requests for authorization to plan DNP degree programs.

Background

In October 2004, the American Association of Colleges of Nursing (AACN) approved a target date of 2015 for increasing the educational preparation for entry into advanced nursing practice from two to three years; concomitantly the association recommended that the Doctor of Nursing Practice (DNP) replace the Master of Science in Nursing (MSN) as the terminal degree for preparation of the following advanced practice registered nurses:

- nurse practitioners (NP)
- clinical nurse specialists (CNS)
- certified registered nurse anesthetists (CRNA)
- certified nurse midwives (CNM).

Parallel with other health care professions (pharmacy, physical therapy, psychology, medicine, and audiology) the nursing discipline is adopting a practice-focused doctorate as the appropriate graduate education for advanced practice in a highly complex, fast-paced, health care environment. The National Organization of Nurse Practitioner Faculties (NONPF) and multiple specialty certifying bodies have endorsed this shift from the master's to the clinical doctorate (DNP). In fact, beginning in 2025, CRNA nurse anesthetists will be required to have the DNP degree to meet eligibility requirements for taking their national certification examination. The DNP program prepares nurses for direct clinical practice (specifically NPs, CNSs, CRNAs, or CNMs) and for executive roles in areas that support clinical practice such as administration, organizational leadership, and health policy.

Nationally, the DNP degree has taken hold at an extremely fast pace. In 2002, there were 70 students enrolled in DNP programs nationally; in 2011 there were 8,973 students. In 2011, 1,581 nurses earned their DNP.

At this time, DNP programs are already available in 37 states plus the District of Columbia. Currently 182 DNP programs are enrolling students at schools of nursing nationwide, with an additional 131 DNP programs in the planning stages. All states contiguous to North Carolina have institutions which offer the DNP degree. (Of concern is the fact that practicing nurses who leave North Carolina to study are vulnerable to being recruited in their new state.) There are two private universities already offering DNP programs in North Carolina (Duke and Gardner Webb).

The Doctor of Nursing Practice Curriculum

The education provided by the DNP program of study builds on traditional advanced practice programs by providing additional content in key areas, including scientific foundations for advanced practice, quality improvement, population health, systems leadership, health policy, and health economics. The program involves coursework, clinical internships, and a capstone project. The DNP curriculum prepares nurses for higher-level clinical practice (specifically NPs, CNSs, CRNAs, or CNMs) and for executive roles in areas that support clinical practice such as administration, organizational leadership, and health policy. A key feature is that DNP graduates are prepared to assume additional responsibilities in important areas such as patient care, health administration, and health care policy, allowing physicians to focus on responsibilities that only physicians can perform.

The curriculum requirements for the DNP are driven by *The AACN Essentials of Doctoral Education for Advanced Nursing Practice*. Students entering into DNP study with a baccalaureate degree in nursing will require three years of full time study to achieve DNP end-of-program objectives; those entering with a master's degree will require 12 to 18 months of full time study (variability would be based on length of time needed to complete a capstone project in the different specialty areas, prior coursework at the master's level, and clinical readiness).

Because the DNP is replacing the MSN as the educational entry level for advanced practice nurses, this change effectively adds one year of study to the preparation of advanced practice nurses.

Student Demand for the DNP Degree Program in North Carolina

In Spring semester of 2012, using the same measure across all six applicant campuses, the level of program demand was determined by asking currently enrolled baccalaureate and masters students in each institution about their level of interest in doctoral education. Across all six institutions there are currently 2,449 baccalaureate students enrolled. Of these 849 (35%) responded to an online survey that assessed interest in pursuit of doctoral education. Of those 849 responding, 477 (56%) indicated interest in a DNP with more than half hoping to enroll in 2013.

Likewise, data were gathered on currently enrolled Masters students. Across all six programs there are currently 1,553 masters students enrolled, and of these 670 (43%) responded to an online survey that assessed interest in pursuit of doctoral education. Of those 670 responding, 385 (56%) indicated interest in a post-masters DNP with almost 40% hoping to enroll in 2013.

In addition, 4,190 nursing alumni from UNC-Chapel Hill and 2733 from East Carolina were sent an online survey in February 2012 to assess level of interest in pursuing the DNP. There was a 20% response rate (N = 857) from UNC-CH alums and a 25% response rate (N = 675) from ECU alums. Of the 857 UNC-CH respondents, 271 (32%) indicated interest in the DNP. Of the 675 ECU respondents, 345 (51%) indicated interest in the DNP. Across both programs 45% of those interested in DNP studies hoped to begin their studies within the next two years. Western Carolina University also surveyed alumni and 13 of the 23 (68%) who completed the survey indicated interest in the DNP. Lastly, UNC Greensboro randomly selected 759 masters prepared

nurses from a NC Board of Nursing mailing list and surveyed them regarding level of interest in the DNP. They had a 24% response rate (N = 179). 100% of respondents affirmed that if UNC-G offered the DNP within the next five years, they would be interested in enrolling.

Thus, there appears to be strong demand among practicing nurses as well as current students for the initiation of Doctor of Nursing Practice degree programs within UNC.

Societal Need for the DNP Degree Program in North Carolina

Since the DNP is replacing the MSN as the terminal degree for advanced practice nurses, the potential applicant pool and job market for DNP prepared nurses are the same as the current (or predicted) applicant pool and job market for MSN prepared advanced practice nurses.

Each of the six institutions seeking to initiate the DNP examined four years of employment data for graduates of their current advanced practice programs. With employment rates ranging from 82 to 100% at six to 12 months after MSN completion, these data provide documentation that there is now a strong job market for advanced practice nurses. The market for advanced practice nurses will only continue to rise due to: 32 million Americans soon to qualify for health care consequent to the Affordable Care Act, increased restrictions placed on the hours medical residents are allowed to work, and the ever-increasing nursing faculty shortage.

Reports from state and national agencies affirm this predicted need for additional advanced practice nurses. According to the North Carolina Institute of Medicine (NCIOM), the state is likely to experience a shortage of nurse practitioners and other primary care providers in the next 10-20 years. Further, NCIOM Priority Recommendation 8.1 indicates that the North Carolina General Assembly should direct the University of North Carolina System to explore further expansion of nurse practitioner programs (Expanding Access to Health Care in North Carolina: A Report of the NCIOM Health Access Study Group, 2009). Furthermore, according to the Bureau of Labor Statistics, Occupational Outlook Handbook, 2010-11 Edition “all four advanced practice specialties—clinical nurse specialists, nurse practitioners, nurse-midwives, and nurse anesthetists—will be in high demand, particularly in medically underserved areas such as inner cities and rural areas. Relative to physicians, these RNs [Registered Nurses] increasingly serve as lower-cost primary care providers.”

Evolving Relationship of the DNP and the Master of Science in Nursing Degree

The DNP is an advanced practice degree that prepares nurses for higher-level clinical practice (specifically NPs, CNSs, CRNAs, or CNMs) and for executive roles in areas that support clinical practice such as administration, organizational leadership, and health policy. Over time, the Master of Science in Nursing (MSN) degree programs with concentrations in the NP, CNS, CRNA, or CNM disciplines will be discontinued, as the DNP becomes the preferred/required terminal degree in these fields.

It is important to note that while DNP prepared nurses may teach new RNs, the DNP is not required. The emergence of the DNP as preparation for advanced practice does not change the discipline's and North Carolina Board of Nursing's recommendation that the Master's degree is required to teach undergraduate nursing students. UNC campuses that are currently offering the MSN to prepare nursing faculty for associate and baccalaureate education of RNs will continue to offer MSN preparation for nurse educators. In fact, it is conceivable that having to choose between two years of study to become a nurse educator and three years to become an advanced practice nurse may invite applicants to better discern if their true vocation lies in educating new RNs for entry into practice or seeking the rigorous clinical education necessary to serve in an advanced practice role.

Collaboration Among UNC Institutions

East Carolina University, UNC-Chapel Hill, UNC Charlotte, UNC Greensboro, Western Carolina University, and Winston-Salem State University are requesting authorization to plan the Doctor of Nursing Practice (DNP) degree program. If approved, UNC-Chapel Hill, Winston-Salem State University, UNC Charlotte, Western Carolina University, and East Carolina University are prepared to enroll their first students in Fall 2013. UNC Greensboro anticipates a Fall 2015 start date.

UNC Charlotte and Western Carolina have submitted a combined intention to plan document as the two institutions plan to offer the DNP degree program as a consortium. By doing so, the total number of additional full-time faculty needed is less than would be required if separate programs were proposed for each campus. In addition, UNC-Chapel Hill and Winston-Salem State University have committed to collaborate in the offering of their programs. For example, these two institutions will begin by sharing at least one course offered simultaneously via videoconferencing with faculty on both campuses sharing joint responsibility for planning and delivering the content of the course. East Carolina University has reached out to faculty and administrators at UNC Pembroke, UNC Wilmington and Fayetteville State University to discuss collaborative opportunities and ways to enhance access to DNP education for their graduates and faculty. As a consequence of these conversations, ECU and UNC Pembroke have agreed to share qualified preceptors, clinical sites, and a facilitated admission process for faculty and/or students from UNCP who desire to pursue the DNP degree. UNC Greensboro, with a later start date of Fall 2015, continues to examine collaboration possibilities.

Request to Plan a Doctor of Nursing Practice Program at East Carolina University

Introduction

East Carolina University requests approval to plan a Doctor of Nursing Practice (DNP) program (CIP 51.3818).

Program Description

The College of Nursing at ECU proposes to provide the DNP initially as an online post-master's program of study for advanced practice nurses. In view of the national trend for preparation of advanced practice nurses at the doctoral level, the faculty anticipates a large demand for such a program from nurses who have already earned the master's degree and nurse practitioner certification, but who wish to earn the doctoral degree. Entry into the post-master's DNP will require a master's degree in nursing with a focus on an advanced practice role. At the second year after establishment the College will begin moving students currently in the traditional MSN program for Family Nurse Practitioners (FNP) and Adult Nurse Practitioners (ANP) into the post-masters curriculum as soon as they graduate with the master's degree. In addition, it will accept its first cohort into the baccalaureate-to- DNP program. Thus the program will transition from a traditional master's to a baccalaureate-to-DNP program. The post-masters DNP will remain an option, but will have limited enrollment (approximately 20/year) unless additional resources are available.

The entry level degree for the baccalaureate-to-DNP program will be a bachelor of science in nursing. Although initially the program will be focused on FNP and ANP preparation, as other clinical specialties mandate this entry level, the traditional masters program in those concentrations will be phased out as well and the baccalaureate-to-DNP program will enlarge. There will still be students in the concentrations of nursing leadership and nursing education who will need the MSN degree and the master's program will continue to be offered for these specialty areas. Currently there are 140 students in the nursing education concentration and 83 in the nursing leadership option.

The proposed online post-master's DNP degree will be a 34-semester-hour program that builds upon the current College of Nursing master's level curriculum. The DNP curriculum includes advanced study in scientific underpinnings for practice, health care finance, policy, and leadership, as well as patient safety and risk management. The DNP program provides enhanced knowledge to improve nursing practice and patient outcomes as well as enhanced leadership skills to strengthen practice and health care delivery. A scholarly practice project serves as a cumulative outcome measure of the student's overall competence and achievement of the educational objectives. The student will gain greater depth of knowledge regarding policy issues, interdisciplinary models of health care delivery, techniques and models for influencing the health care system, particular problems of rural health populations, clinical scholarship to improve quality and safety, and translational research.

The proposed DNP degree will address the following objectives in delivery of health care to the people of eastern North Carolina:

- Improve patient outcomes through enhanced knowledge of nursing research and practice.
- Strengthen nursing practice and health care delivery through enhanced leadership skills.
- Link research and practice through the process of translating research from “bench to bedside.”
- Improve the health of citizens through the preparation of practitioners who deliver primary care in rural areas of the state.
- Enhance clinical nursing practice and improve patient outcomes through innovation in the clinical arena.

The proposed educational objectives for the DNP degree are to graduate a student who will:

- Assume leadership roles to advance clinical practice and health care delivery.
- Influence policy, care delivery, and systems for current and future health care needs.
- Translate scientific, theoretical, and ethical principles into health care for individuals, families, and populations.
- Implement new technologies and evidence-based practices to optimize health care outcomes, reduce risks, and promote patient safety.
- Develop partnerships with key stakeholders to address the unique health care needs of various groups.

Relevance to Institutional Mission and Strategic Plan

One of the greatest needs of North Carolina is to improve the health and wellness of its citizens, and this is one of the major strategic goals of East Carolina University. Improving health is a particularly important concern in eastern North Carolina where infant mortality and morbidity and mortality from virtually all major diseases are particularly high (NC State Center for Health Statistics, 2010). The DNP degree will directly lead to improved health in the people of North Carolina by preparing practitioners to deliver primary care in rural areas of the state to a culturally diverse population. The degree will equip them to address the primary health concerns within the eastern part of the state, including cardiovascular diseases, diabetes, obesity, and mother/baby wellness.

Projected Enrollments

Estimated number of students in the program during the first year of operation:

Full-time	6	Part-time	14
-----------	---	-----------	----

Estimated number of students in the program when it is fully operational:

Full-time	51	Part-time	119
-----------	----	-----------	-----

Graduate Council

The Council heard a presentation introducing the five proposals to plan the six Doctor of Nursing Practice programs under consideration. This presentation addressed the background of the DNP degree, reasons for its currently being offered in 37 states, an overview of the curriculum, student demand for the program in North Carolina, opportunities for employment of DNP graduates in North Carolina, and the relationship of the DNP program to the Master of Science in Nursing degree program.

Graduate Council members asked numerous questions, which were answered by the Deans and faculty members of the six Schools of Nursing in attendance. Questions addressed issues of the evolving relationship of the DNP degree and the MSN degree; which faculty members in what departments may be qualified to teach in the DNP programs; the effect of the DNP on the enrollment in Ph.D. in Nursing programs; student demand for the program in North Carolina; opportunities for employment of DNP graduates in North Carolina; the new role of DNPs in hospitals and other healthcare facilities; the budget implications of initiating these DNP programs; how these six campuses planned to implement, support, and sustain the DNP programs should enrollment growth funding not be available; and other areas. All questions were answered to the satisfaction of the Council members.

East Carolina University made a presentation on the specific details of its proposed DNP program, and answered questions about its program to the satisfaction of Council members.

After discussion, the Graduate Council voted, without dissent, to recommend approval of East Carolina University's Request to Plan the Doctor of Nursing Practice degree program.

Collaboration with Other Universities

The College of Nursing at ECU has discussed with UNC Wilmington, Fayetteville State University, and UNC Pembroke various possibilities for developing collaborative relationships. UNCW and ECU have signed a Memorandum of Understanding concerning their intent to work together. UNC Pembroke and the College of Nursing have made definite arrangements to collaborate and a letter describing these arrangements was submitted with the ECU application. One example is the desire to facilitate admission of 10% of ECU's seats in either the post-masters DNP or the BSN-to-DNP program for UNCP students and faculty members. Discussion between ECU and FSU on possible areas of collaboration are continuing.

Resource Implications

The ECU program planners recognize that enrollment increase funds will likely not be available. Because of the high priority of this program, ECU is willing to commit existing resources to its implementation. ECU has recently hired an associate dean for Graduate Programs who has directed a DNP program in her previous position and can assume that role for ECU College of Nursing as well. This reduces the need for additional faculty. One faculty member with the College of Nursing recently resigned and this position will be filled with a nurse practitioner prepared at the DNP level. In addition, two new faculty positions have been committed to the program by the Vice Chancellor for Health Sciences. A tuition differential request will also be considered, if needed. Finally, ECU has revised the

enrollment projections downward and changed its plans to move directly to the BSN-to-DNP program in order to be sure that the campus can accommodate the students without additional resources should enrollment growth dollars not be available.

Should the request to plan be approved, additional detailed budget information on the DNP program will be submitted with the Request to Establish document.

Recommendation

The staff of the General Administration recommends that the Board of Governors approve the request from East Carolina University to plan a Doctor of Nursing Practice degree program.

Approved to be Recommended for Planning to the Committee on Educational Planning, Policies, and Programs

Suzanne T. Ortega
Senior Vice President for Academic Affairs

May 31, 2012

Request to Plan a Doctor of Nursing Practice Program at UNC-Chapel Hill

Introduction

The University of North Carolina at Chapel Hill requests approval to plan a Doctor of Nursing Practice (DNP) program (CIP 51.3818).

Program Description

The DNP program of study will build upon baccalaureate education and expand current master's level education, to prepare nurses for clinical leadership and hands-on advanced practice in increasingly complex health care environments. Graduates of the DNP program will receive preparation in such key areas as evidence-based practice, organization and systems leadership, finance, health policy, information technology, population health, quality improvement, patient safety, and translational research with the goal of improving patient and population health status and outcomes.

The DNP curriculum prepares nurses for a tripartite role in *advanced nursing practice, clinical leadership/health advocacy, and practice inquiry*. Graduates use their advanced preparation to manage increasingly complex patient situations, to identify patterns of need in panels of patients experiencing similar health threats, to appraise and compare the evidence for care effectiveness, and to provide leadership for quality improvement in health care environments.

The current UNC-Chapel Hill Master of Science in Nursing (MSN) program offers two advanced nursing practice tracks: (a) advanced clinical specialization focused on direct patient care (e.g. nurse practitioner), and (b) health care systems specialties focused on executive nursing roles that support clinical practice (e.g. administration, organizational leadership). The total course credits in the existing MSN program range from 40 to 46 credit hours. Although some of these courses will be revised to reflect the new DNP competencies, the majority will continue to be offered as part of the DNP curriculum. The DNP tracks will include nurse practitioner and nurse executive options already present in the existing MSN program.

The DNP program will be designed for nurses seeking a terminal degree in nursing practice offering an alternative to a research-focused doctoral program that offers the PhD. The credit hours for the DNP program are based on national accreditation standards as well as DNP programs at other comparable research universities. The AACN recommends three years of full-time, year round study including 1000 clinical residency hours for a bachelor's-to-DNP and at least one year of full-time year round study for a master's-to-DNP program.

The UNC-Chapel Hill DNP program will have two pathways. An entry-level Bachelor of Science in Nursing BSN-to-DNP pathway will include three years of full-time study consisting of approximately 68 to 72 credit hours. Those credit hours will reflect approximately 1000 clinical hours, required coursework for advanced practice, leadership, and practice-based inquiry and completion of a capstone experience, which will include a Practice-based Inquiry Project.

The second pathway will be the Master's of Science in Nursing MSN-to-DNP. This pathway will allow advanced practice nurses and nurse leaders with an earned MSN degree to earn a DNP degree. DNP students who are nationally certified as APRNs have completed a minimum of 500 precepted clinical hours to qualify for national certification. Thus, nationally certified MSN-to-DNP students will require approximately 36 credit hours, approximately 500 clinical hours, and the completion of a capstone experience including a Practice Inquiry Project.

The Doctor of Nursing Practice graduate will be prepared to function at the highest level of advanced nursing practice. The DNP graduate will be educated to:

1. Integrate nursing knowledge with knowledge from ethics and the biophysical, psychosocial, organizational, and information sciences as the bases for advanced nursing practice and innovative approaches to health care delivery.
2. Demonstrate organizational and systems leadership to promote quality, safety, and improved health of populations.
3. Demonstrate clinical scholarship and utilize analytical methods to identify best practices and translate evidence into practice.
4. Demonstrate leadership in the development and use of information systems and related technologies for health care delivery to optimize outcomes for individuals and populations.
5. Develop, evaluate, and advocate for health care policy at the institutional, local, state, national, and/or international levels.
6. Facilitate collaboration and teamwork to assure high quality patient or system outcomes.
7. Analyze and utilize strategies of risk reduction/illness prevention, health promotion, and health maintenance for individuals and populations.
8. Demonstrate practice expertise and specialized knowledge in a distinct focus or specialty area of advanced nursing practice.

Relevance to Institutional Mission and Strategic Plan

The mission of the UNC-Chapel Hill School of Nursing is to enhance and improve the health and well being of the people of North Carolina and the nation, and, as relevant and appropriate, the people of other nations, through its programs of education, research, and scholarship, and through clinical practice and community service.

As with many states, the majority of primary care providers in North Carolina are clustered near urban centers, leaving many areas of this largely rural state underserved for primary and preventative services. Of the one hundred counties in North Carolina, 56 are designated as Health Provider Shortage Areas and 91 are designated as Medically Underserved Areas. Advanced Practice Nurses, who are often recruited from and then return to these rural and underserved areas, are a major contributor to meeting the health care needs of the state.

Projected Enrollments

Estimated number of students in the program during the first year of operation:

Full-time	30	Part-time	20
-----------	----	-----------	----

Estimated number of students in the program when it is fully operational:

Full-time	210	Part-time	140
-----------	-----	-----------	-----

Graduate Council

The Council heard a presentation introducing the five proposals to plan the six Doctor of Nursing Practice programs under consideration. This presentation addressed the background of the DNP degree, reasons for its currently being offered in 37 states, an overview of the curriculum, student demand for the program in North Carolina, opportunities for employment of DNP graduates in North Carolina, and the relationship of the DNP program to the Master of Science in Nursing degree program.

Graduate Council members asked numerous questions, which were answered by the Deans and faculty members of the six Schools of Nursing in attendance. Questions addressed issues of the evolving relationship of the DNP degree and the MSN degree; which faculty members in what departments may be qualified to teach in the DNP programs; the effect of the DNP on the enrollment in Ph.D. in Nursing programs; student demand for the program in North Carolina; opportunities for employment of DNP graduates in North Carolina; the new role of DNPs in hospitals and other healthcare facilities; the budget implications of initiating these DNP programs; how these six campuses planned to implement, support, and sustain the DNP programs should enrollment growth funding not be available; and other areas. All questions were answered to the satisfaction of the Council members.

UNC-Chapel Hill made a presentation on the specific details of its proposed DNP program, and answered questions about its program to the satisfaction of Council members.

After discussion, the Graduate Council voted, without dissent, to recommend approval of UNC-Chapel Hill's Request to Plan the Doctor of Nursing Practice degree program.

Collaboration with Other Universities

UNC-Chapel Hill and Winston-Salem State University have committed to collaborating to the extent practicable. For example, the two institutions will begin by sharing at least one course offered simultaneously via videoconferencing with faculty on both campuses sharing joint responsibility for planning and delivering the content of the course. Grading and enrollment will occur on the students' home campus.

Resource Implications

In order to meet the expenses of offering the DNP program, UNC-Chapel Hill plans to apply for increased enrollment dollars, program expansion funding, school-based tuition, and

federal grant funds. If sufficient funding is not available from the above sources, UNC-Chapel Hill would need to increase some class sizes, decrease MSN-to-DNP admissions, and/or consider charging a higher school-based tuition for the MSN-to-DNP students. The last resort would be decreasing BSN-to-DNP admissions, as this would decrease the workforce supply of Nurse Practitioners and Nurse Executives.

Should the request to plan be approved, additional detailed budget information on the DNP program will be submitted with the Request to Establish document.

Recommendation

The staff of the General Administration recommends that the Board of Governors approve the request from the University of North Carolina at Chapel Hill to plan a Doctor of Nursing Practice degree program.

Approved to be Recommended for Planning to the Committee on Educational Planning, Policies, and Programs

Suzanne T. Ortega
Senior Vice President for Academic Affairs

May 31, 2012

Request to Plan a Doctor of Nursing Practice Program at UNC Charlotte

Introduction

The University of North Carolina at Charlotte requests approval to plan a Doctor of Nursing Practice (DNP) program (CIP 51.3818).

Program Description

The School of Nursing (SON) in the College of Health and Human Services (CHHS) at the University of North Carolina at Charlotte (UNC Charlotte) and the School of Nursing (SON), College of Health and Human Sciences (CHHS) at Western Carolina University (WCU) propose to establish a consortium to offer a Doctor of Nursing Practice (DNP) as a hybrid on-campus/online program. This DNP degree will prepare graduates to analyze systems of care and provide transformational leadership that will improve patient safety, quality of care, and implement evidence-based culturally competent care practices. Graduates from this program will be able to interpret and apply research findings to practice settings, determine and measure system and population outcomes, manage information systems and use appropriate technology for health and risk communication.

The proposed DNP will begin as a Post-Master's program only. Students entering the proposed program will hold a Master of Science in Nursing (MSN) degree. In 2016 the consortium proposes to offer Post-Baccalaureate admission to the DNP program that will include advanced clinical and systems/population education. MSN programs (with the exception of nursing education) will begin a transition to only Post-Baccalaureate-to-DNP admission at that time, thus replacing the MSN degree for nurse anesthetists, nurse practitioners, nurse administrators and community/public health nursing.

The choices of learning methodology will include mediating technology between the faculty and students that may be asynchronous or real time with geographic separation. This program will require visits to campus but will include online coursework. Such a design will expose students to a wider array of faculty, span urban and rural health care perspectives, and expand access for nurses in North Carolina and the southeastern region of the United States.

The focus of the Doctor of Nursing Practice (DNP) degree will be nursing practice and leadership. Students will be able to specialize in one of two areas: **advanced clinical practice or systems/population practice**. Translational research will be emphasized throughout the program. Broad goals of the program will include the ability to interpret, analyze, and apply research findings to clinical and systems/population level practice settings, determine and measure system and population outcomes, manage information systems and use appropriate technology for health and risk management and communication. DNP candidates will collaborate with PhD prepared researchers to translate the findings of their research into clinical settings including direct care and public health.

Upon completion of the DNP, the student will be able to:

- Analyze and integrate evidence from nursing science with evidence from other relevant scientific disciplines to form a scientific foundation for advanced practice in nursing.
- Apply clinical scholarship, scientific evidence, and analytical methods to improve health care outcomes.
- Develop and evaluate systems to enhance safety and quality of health care.
- Advocate and participate in collaborative interdisciplinary efforts to improve health outcomes at the practice/organization, community, state and national levels.
- Engage in culturally competent and ethically sound advanced nursing practice.
- Demonstrate leadership in the improvement of patient outcomes and transformation of health care delivery.
- Directly manage complex health problems of clients or develop and implement organizational systems to facilitate access and navigation of the health care system.

Relevance to Institutional Mission and Strategic Plan

At UNC Charlotte, the DNP is congruent with the School of Nursing vision for excellence in values and evidence-based education, research, and practice. Establishment of a DNP is an integral component of the School of Nursing's future and is listed as Goal #8 in the Strategic Plan: "Plan, develop and implement doctoral programs that meet regional and national needs." Offering a DNP is consistent with the goals of the College of Health and Human Services (CHHS) as well as the overall strategic plan for UNC Charlotte. The combined online and face-to-face interaction infused throughout the program will contribute to achieving the institutional goals established in the Strategic Plan. Goal #1 of the Plan states: To improve educational opportunities that respond to the intellectual and professional needs of the region, and Goal #8 states: To prepare graduates with the breadth and depth of knowledge and intellectual and professional skills to prepare them for a productive life in an ever changing world.

Projected Enrollments

Estimated number of post-MSN students in the program during the first year of operation:

Full-time	12	Part-time	0
-----------	----	-----------	---

Estimated number of post-MSN students in the program when it is fully operational (2015):

Full-time	24	Part-time	0
-----------	----	-----------	---

(The projected total enrollments above are for UNCC and WCU combined.)

Graduate Council

The Council heard a presentation introducing the five proposals to plan the six Doctor of Nursing Practice programs under consideration. This presentation addressed the background of the DNP degree, reasons for its currently being offered in 37 states, an overview of the curriculum, student demand for the program in North Carolina, opportunities for employment

of DNP graduates in North Carolina, and the relationship of the DNP program to the Master of Science in Nursing degree program.

Graduate Council members asked numerous questions, which were answered by the Deans and faculty members of the six Schools of Nursing in attendance. Questions addressed issues of the evolving relationship of the DNP degree and the MSN degree; which faculty members in what departments may be qualified to teach in the DNP programs; the effect of the DNP on the enrollment in Ph.D. in Nursing programs; student demand for the program in North Carolina; opportunities for employment of DNP graduates in North Carolina; the new role of DNPs in hospitals and other healthcare facilities; the budget implications of initiating these DNP programs; how these six campuses planned to implement, support, and sustain the DNP programs should enrollment growth funding not be available; and other areas. All questions were answered to the satisfaction of the Council members.

UNC Charlotte made a presentation on the specific details of its proposed DNP program, and answered questions about its program to the satisfaction of Council members.

After discussion, the Graduate Council voted, without dissent, to recommend approval of UNC Charlotte's Request to Plan the Doctor of Nursing Practice degree program.

Collaboration with Other Universities

As discussed in this summary, UNCC and WCU are establishing a consortium to offer the Doctor of Nursing Practice (DNP) degree as a hybrid on-campus/online program. The consortium will share faculty and courses in the offering of the program.

Resource Implications

As stated in the proposal, anticipated start-up funds needed for this DNP program are modest. Two vacant positions at UNCC were allocated to and filled with DNP faculty in 2009-10. Any senior faculty positions that become available by retirement or resignation will be filled with faculty qualified to teach in the DNP program. The Coordinator of the program on each campus must be a DNP-prepared nurse; this Coordinator position on each campus will be filled by an existing DNP-prepared graduate nursing faculty member. In this consortium approach to offering the DNP, the total number of additional full-time faculty needed is less than would be required if separate programs were proposed for each campus.

The University of North Carolina at Charlotte and Western Carolina University support the development of the Doctorate in Nursing Practice and are committed to the reallocation of existing resources to fund the program. The collaborative nature of this proposal is expected to maximize efficiency and lower costs. Both universities plan to consider a tuition surcharge/differential for enrolled DNP students.

Should the request to plan be approved, additional detailed budget information on the DNP program will be submitted with the Request to Establish document.

Recommendation

The staff of the General Administration recommends that the Board of Governors approve the request from the University of North Carolina at Charlotte to plan a Doctor of Nursing Practice degree program .

Approved to be Recommended for Planning to the Committee on Educational Planning, Policies, and Programs

Suzanne T. Ortega
Senior Vice President for Academic Affairs

May 31, 2012

Request to Plan a Doctor of Nursing Practice Program at UNC Greensboro

Introduction

The University of North Carolina at Greensboro requests approval to plan a Doctor of Nursing Practice (DNP) program (CIP 51.3818).

Program Description

The Doctor of Nursing Practice program will prepare advanced practice registered nurses (APRNs) with two concentrations for nurse anesthesia and the adult/gerontological nurse practitioner – primary care, building on current concentrations in the master's program. Both the A/GNP and anesthesia master's concentrations have 50 credits. The DNP program would add an additional 30 credits for a total of 80 credits that would be completed at a post baccalaureate level. Both a post baccalaureate DNP program (80 credits) and a post master's DNP program (30 credits) are proposed to meet the future needs of baccalaureate prepared registered nurses and the existing needs of master's prepared nurses in practice who desire the post master's option. The DNP degree will be developed in accordance with educational standards and position statements such as *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006), the *Practice Doctorate Nurse Practitioner Entry-Level Competencies* (NONPF, 2006), and *Competencies for the CRNA Practitioner at the Clinical Doctorate Level* (AANA, 2007).

The educational objectives (program outcomes) for the Doctor of Nursing Practice program are to:

- Practice as Advanced Practice Registered Nurses (APRNs) to advance the discipline and nursing profession through clinical practice.
- Assume leadership roles in the delivery of optimal healthcare.
- Appraise evidence to improve nursing practice and healthcare outcomes.

The proposed DNP program includes the eight essentials of doctoral education identified for advanced practice nurses by the AACN (2006). These essentials are:

1. Scientific underpinnings for practice;
2. Organizational and systems leadership for quality improvement and systems thinking;
3. Clinical scholarship and analytical methods for evidence-based practice;
4. Information systems/technology and patient care technology for the improvement and transformation of health care;
5. Health care policy for advocacy in health care;
6. Interprofessional collaboration for improving patient and population health outcomes;
7. Clinical prevention and population health for improving the nation's health; and
8. Advanced nursing practice.

The DNP program will have two concentrations for nurse anesthesia and for the adult/

gerontological nurse practitioner. Both concentrations will require core course work including nursing theory; law, policy, and economics of healthcare; and research methods (9 credits). Additionally, pathophysiology, pharmacology, and physical assessment will be required as support courses for the specialty (9 credits). Specialty didactic and clinical courses will comprise an additional 32 credits. Over 1,000 hours of clinical practice will be integrated into the specialty courses to meet requirements for the degree and certification. Additional cognates will incorporate content related to leadership, evidence-based practice methods (including translational research methods), information systems/technology, and population health/epidemiology (12 credits). Students will have two electives (6 credits) and will complete an evidence based clinical project incorporating translational research (12 credits). Students who hold a baccalaureate degree in nursing will complete 80 credits for the DNP program; and students who hold a master's degree in nursing (or post master's certificate) for nurse anesthesia or the A/GNP will complete 30 credits in the proposed DNP program.

Relevance to Institutional Mission and Strategic Plan

The proposed DNP program addresses two goals in UNCG's Strategic Plan (2009-2014) to:

1.8 Increase graduate enrollment; and

2.2 ...increase access to other ...graduate nursing programs to address the professional nursing shortage.

A major strategic area for UNCG is to "improve health, wellness, and quality of life for children, adults, families, and communities through scientific inquiry and application, workforce development, reduction of disparities, sustainability efforts, and recreational opportunities." Educating nurse anesthetists and adult/gerontological nurse practitioners who are well prepared to deliver individual as well as population based care is important for improving the health of North Carolinians, developing the nursing workforce, and reducing healthcare disparities.

Projected Enrollments

Estimated number of post-MSN students in the program during the first year of operation:

Full-time	84	Part-time	TBD
-----------	----	-----------	-----

Estimated number of post-MSN students in the program when it is fully operational (2015):

Full-time	252	Part-time	TBD
-----------	-----	-----------	-----

(Part-time enrollment will be determined in accordance with resources.)

Graduate Council

The Council heard a presentation introducing the five proposals to plan the six Doctor of Nursing Practice programs under consideration. This presentation addressed the background of the DNP degree, reasons for its currently being offered in 37 states, an overview of the curriculum, student demand for the program in North Carolina, opportunities for employment of DNP graduates in

North Carolina, and the relationship of the DNP program to the Master of Science in Nursing degree program.

Graduate Council members asked numerous questions, which were answered by the Deans and faculty members of the six Schools of Nursing in attendance. Questions addressed issues of the evolving relationship of the DNP degree and the MSN degree; which faculty members in what departments may be qualified to teach in the DNP programs; the effect of the DNP on the enrollment in Ph.D. in Nursing programs; student demand for the program in North Carolina; opportunities for employment of DNP graduates in North Carolina; the new role of DNPs in hospitals and other healthcare facilities; the budget implications of initiating these DNP programs; how these six campuses planned to implement, support, and sustain the DNP programs should enrollment growth funding not be available; and other areas. All questions were answered to the satisfaction of the Council members.

UNC Greensboro made a presentation on the specific details of its proposed DNP program, and answered questions about its program to the satisfaction of Council members.

After discussion, the Graduate Council voted, without dissent, to recommend approval of UNC Greensboro's Request to Plan the Doctor of Nursing Practice degree program.

Collaboration with Other Universities

UNC Greensboro, with a later starting date of Fall 2015 than the other five institutions, continues to examine collaboration possibilities.

Resource Implications

If enrollment growth funding should not be available, UNCG would support the program internally through two efforts. First, all new and replacement nursing faculty positions would be directed to the DNP program. Second, the UNCG would use the proposed tuition differential to support new faculty lines as well as to support new graduate assistantships for students within the program.

Should the request to plan be approved, additional detailed budget information on the DNP program will be submitted with the Request to Establish document.

Recommendation

The staff of the General Administration recommends that the Board of Governors approve the request from the University of North Carolina at Greensboro to plan a Doctor of Nursing Practice degree program.

Approved to be Recommended for Planning to the Committee on Educational Planning, Policies, and Programs

Request to Plan a Doctor of Nursing Practice Program at Western Carolina University

Introduction

Western Carolina University requests approval to plan a Doctor of Nursing Practice (DNP) program (CIP 51.3818).

Program Description

The School of Nursing (SON) in the College of Health and Human Services (CHHS) at the University of North Carolina at Charlotte (UNC Charlotte) and the School of Nursing (SON), College of Health and Human Sciences (CHHS) at Western Carolina University (WCU) propose to establish a consortium to offer a Doctor of Nursing Practice (DNP) as a hybrid on-campus/online program. This DNP degree will prepare graduates to analyze systems of care and provide transformational leadership that will improve patient safety, quality of care, and implement evidence-based culturally competent care practices. Graduates from this program will be able to interpret and apply research findings to practice settings, determine and measure system and population outcomes, manage information systems and use appropriate technology for health and risk communication.

The proposed DNP will begin as a Post-Master's program only. Students entering the proposed program will hold a Master of Science in Nursing (MSN) degree. In 2016 the consortium proposes to offer Post Baccalaureate admission to the DNP program that will include advanced clinical and systems/population education. MSN programs (with the exception of nursing education) will begin a transition to only Post-Baccalaureate-to-DNP admission at that time, thus replacing the MSN degree for nurse anesthetists, nurse practitioners, nurse administrators and community/public health nursing.

The choices of learning methodology will include mediating technology between the faculty and students that may be asynchronous or real time with geographic separation. This program will require visits to campus but will include online coursework. Such a design will expose students to a wider array of faculty, span urban and rural health care perspectives, and expand access for nurses in North Carolina and the southeastern region of the United States.

The focus of the Doctor of Nursing Practice (DNP) degree will be nursing practice and leadership. Students will be able to specialize in one of two areas: **advanced clinical practice or systems/population practice**. Translational research will be emphasized throughout the program. Broad goals of the program will include the ability to interpret, analyze, and apply research findings to clinical and systems/population level practice settings, determine and measure system and population outcomes, manage information systems and use appropriate technology for health and risk management and communication. DNP candidates will collaborate with PhD prepared researchers to translate the findings of their research into clinical settings including direct care and public health.

Upon completion of the DNP, the student will be able to:

- Analyze and integrate evidence from nursing science with evidence from other relevant scientific disciplines to form a scientific foundation for advanced practice in nursing.
- Apply clinical scholarship, scientific evidence, and analytical methods to improve health care outcomes.
- Develop and evaluate systems to enhance safety and quality of health care.
- Advocate and participate in collaborative interdisciplinary efforts to improve health outcomes at the practice/organization, community, state and national levels.
- Engage in culturally competent and ethically sound advanced nursing practice.
- Demonstrate leadership in the improvement of patient outcomes and transformation of health care delivery.
- Directly manage complex health problems of clients or develop and implement organizational systems to facilitate access and navigation of the health care system.

Relevance to Institutional Mission and Strategic Plan

The DNP is congruent with the WCU School of Nursing's pursuit of excellence in graduate education, The DNP has been an integral Part of the SON's Strategic Plan since 2004. The DNP is also congruent with the College of Health and Human Science's mission for a dynamic learning community that prepares individuals for professional life by providing quality educational experiences that promote scholarship. The use of adult and online education theories and practices in the program will provide students educational flexibility and is congruent with the WCU Mission to provide learning opportunities through residential and online education.

Projected Enrollments

Estimated number of post-MSN students in the program during the first year of operation:

Full-time	12	Part-time	0
-----------	----	-----------	---

Estimated number of post-MSN students in the program when it is fully operational (2015):

Full-time	24	Part-time	0
-----------	----	-----------	---

(The projected total enrollments above are for UNCC and WCU combined.)

Graduate Council

The Council heard a presentation introducing the five proposals to plan the six Doctor of Nursing Practice programs under consideration. This presentation addressed the background of the DNP degree, reasons for its currently being offered in 37 states, an overview of the curriculum, student demand for the program in North Carolina, opportunities for employment of DNP graduates in North Carolina, and the relationship of the DNP program to the Master of Science in Nursing degree program.

Graduate Council members asked numerous questions, which were answered by the Deans and faculty members of the six Schools of Nursing in attendance. Questions addressed issues of the evolving relationship of the DNP degree and the MSN degree; which faculty members in what departments may be qualified to teach in the DNP programs; the effect of the DNP on the enrollment in Ph.D. in Nursing programs; student demand for the program in North

Carolina; opportunities for employment of DNP graduates in North Carolina; the new role of DNPs in hospitals and other healthcare facilities; the budget implications of initiating these DNP programs; how these six campuses planned to implement, support, and sustain the DNP programs should enrollment growth funding not be available; and other areas. All questions were answered to the satisfaction of the Council members.

Western Carolina University made a presentation on the specific details of its proposed DNP program, and answered questions about its program to the satisfaction of Council members.

After discussion, the Graduate Council voted, without dissent, to recommend approval of Western Carolina University's Request to Plan the Doctor of Nursing Practice degree program.

Collaboration with Other Universities

As discussed in this summary, UNCC and WCU are establishing a consortium to offer the Doctor of Nursing Practice (DNP) degree as a hybrid on-campus/online program. The consortium will share faculty and courses in the offering of the program.

Resource Implications

As stated in the proposal, anticipated start-up funds needed for this DNP program are modest. Any senior faculty positions that become available by retirement or resignation will be filled with faculty qualified to teach in the DNP program. The Coordinator of the program on each campus must be a DNP-prepared nurse; this Coordinator position on each campus will be filled by an existing DNP-prepared graduate nursing faculty member. In this consortium approach to offering the DNP, the total number of additional full-time faculty needed is less than would be required if separate programs were proposed for each campus.

The University of North Carolina at Charlotte and Western Carolina University support the development of the Doctorate in Nursing Practice and are committed to the reallocation of existing resources to fund the program. The collaborative nature of this proposal is expected to maximize efficiency and lower costs. Both universities plan to consider a tuition surcharge/differential for enrolled DNP students.

Should the request to plan be approved, additional detailed budget information on the DNP program will be submitted with the Request to Establish document.

Recommendation

The staff of the General Administration recommends that the Board of Governors approve the request from the Western Carolina University to plan a Doctor of Nursing Practice degree program .

Approved to be Recommended for Planning to the Committee on Educational Planning, Policies, and Programs

Request to Plan a Doctor of Nursing Practice Program at Winston-Salem State University

Introduction

Winston-Salem State University requests approval to plan a Doctor of Nursing Practice (DNP) program (CIP 51.3818).

Program Description

The primary goal of the proposed DNP program is to prepare experts in specialized advanced nursing practice. Graduates of the program will assume clinically intensive leadership careers, including clinical practice, clinical leadership, applied research, and faculty roles.

As WSSU Division of Nursing (DON) makes the transition to offering a DNP program, a multiple entry model will be implemented to facilitate the transition from the current MSN degree to the new DNP degree and to establish a BSN to DNP pathway. Because of the different entry points, the curriculum will be individualized for students based on their prior education and experience. Many students will enter with a nursing master's degree (MSN), which has been built on the AACN Essentials of Master's Education (2011). They will then pursue DNP competencies (AACN, 2006). This pathway requires 3 semesters and one summer from the MSN program completion. Specific requirements include:

- 31 credit hours or more as required by the student's educational background;
- meet the minimum requirement of 1000 hours, based on assessment of the student's clinical background; and
- completion of a Capstone Research Project

The proposed multiple entry transition model builds upon a baccalaureate degree in nursing (BSN) as the (generalist) foundational preparation. Students may complete the program on a full-time or part-time basis. Students with a baccalaureate degree will require 7-8 semesters for completion of the program. Specific requirements include:

- approximately 84 semester credit hours;
- approximately 1244 hours of supervised clinical experience; and
- completion of a Capstone Research Project experience

The WSSU DNP program will prepare graduates to assume clinically intensive leadership careers, including clinical practice, clinical leadership, applied research, and faculty roles. The DNP program will prepare graduates to function at the most advanced level of nursing practice, which includes the direct care of individual patients, management of care for individuals and populations, administration of nursing systems and health care, and development and implementation of health policy.

The Division of Nursing will offer the proposed DNP program as a hybrid program, utilizing both online and face-to-face courses.

The goals of the DNP program are:

- Prepare a diverse population of advanced nurse clinicians to function as clinical leaders in service and academic settings
- Prepare clinical leaders to serve as executive health care managers and to employ concepts of patient centered and collaborative practice.
- Prepare clinical leaders to initiate, develop, and evaluate health care policy, finance standards, guidelines, and protocols.
- Prepare nurse leaders to initiate, develop and use regional problem-oriented clinical research and apply evidence-based practice to ensure quality care and educational goals.

The objectives of the DNP program are:

1. Incorporate nursing science with knowledge from ethics, psychosocial, biophysical, analytical, and organizational sciences as the basis for the highest level of nursing practice.
2. Exemplify qualities required to assume leadership positions within the health care system, political arena, academic centers, and professional organizations.
3. Design 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.
4. Develop and/or evaluate effective strategies for managing ethical dilemmas inherent in patient care, the health care organization, and research.
5. Use analytical methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
6. Publicize findings from evidence-based practice and research to improve healthcare outcomes.
7. Critically analyze health policy proposals, health policies, and other related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums
8. Examine epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
9. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

Relevance to Institutional Mission and Strategic Plan

Consistent with the Winston-Salem State University, School of Health Sciences, and Division of Nursing vision and mission statements, the proposed DNP program will:

- offer high-quality education to a diverse group of DNP students who will assume

- leadership positions in health care;
- increase the number of nurses who can assume positions as nurse educators and therefore increase the enrollment in nursing programs in the state, especially at community colleges; and
- contribute to health promotion, disease prevention, and a better health care outcome for North Carolinians.

Projected Enrollments

Estimated number of post-MSN students in the program during the first year of operation:

Full-time	10	Part-time	5
-----------	----	-----------	---

Estimated number of post-MSN students in the program when it is fully operational:

Full-time	50	Part-time	25
-----------	----	-----------	----

Graduate Council

The Council heard a presentation introducing the five proposals to plan the six Doctor of Nursing Practice programs under consideration. This presentation addressed the background of the DNP degree, reasons for its currently being offered in 37 states, an overview of the curriculum, student demand for the program in North Carolina, opportunities for employment of DNP graduates in North Carolina, and the relationship of the DNP program to the Master of Science in Nursing degree program.

Graduate Council members asked numerous questions, which were answered by the Deans and faculty members of the six Schools of Nursing in attendance. Questions addressed issues of the evolving relationship of the DNP degree and the MSN degree; which faculty members in what departments may be qualified to teach in the DNP programs; the effect of the DNP on the enrollment in Ph.D. in Nursing programs; student demand for the program in North Carolina; opportunities for employment of DNP graduates in North Carolina; the new role of DNPs in hospitals and other healthcare facilities; the budget implications of initiating these DNP programs; how these six campuses planned to implement, support, and sustain the DNP programs should enrollment growth funding not be available; and other areas. All questions were answered to the satisfaction of the Council members.

Winston-Salem State University made a presentation on the specific details of its proposed DNP program, and answered questions about its program to the satisfaction of Council members.

After discussion, the Graduate Council voted, without dissent, to recommend approval of Winston-Salem State University's Request to Plan the Doctor of Nursing Practice degree program.

Collaboration with Other Universities

Winston-Salem State University and UNC Chapel Hill have committed to collaborating to the extent practicable in the offering of their respective DNP programs. For example, the two institutions will begin by sharing at least one course offered simultaneously via videoconferencing with faculty on both campuses sharing joint responsibility for planning and delivering the content of the course. (Grading and enrollment will occur on the students' home campus.) This evolving collaboration will likely result in additional opportunities, such as opportunities for shared research on clinical and educational topics related to nursing practice.

Resource Implications

Winston Salem State University estimates it will need an additional 5.7 faculty positions during the first two years of the proposed DNP program. WSSU's plan for ensuring the adequacy of resources in the event of no enrollment growth funds is outlined below.

Four currently-vacant faculty positions will be filled with faculty credentialed as certified nurse practitioners. The Office of the Provost has agreed to provide one additional position. To compensate for the additional 3/4th position, WSSU will "streamline" the number of 12 month faculty positions; only those positions absolutely necessary for summer courses will be maintained as calendar year appointments. Winston-Salem State University will also consider a school-based tuition to provide for adjunct salaries and other program requirements.

Should the request to plan be approved, additional detailed budget information on the DNP program will be submitted with the Request to Establish document.

Recommendation

The staff of the General Administration recommends that the Board of Governors approve the request from the Winston-Salem State University to plan a Doctor of Nursing Practice degree program.

Approved to be Recommended for Planning to the Committee on Educational Planning, Policies, and Programs

Suzanne T. Ortega
Senior Vice President for Academic Affairs

May 31, 2012