



EPC PROPOSAL FORM

Originating Academic Unit: School of Nursing

Date Proposal Submitted: 20 March 2023

INSTRUCTIONS: Upon completing the form, submit the document with all appropriate signatures to the Office of the Provost *via* the Faculty Governance Manager at facgov@plu.edu.

DEADLINES: Type 1 proposals, being non-substantive, are generally considered on a rolling basis. Type 2 proposals – December 1. Type 3 proposals – November 1.

For specifics on the processing of each type of proposal, read the [Educational Policies Committee Manual](#) in the PLU Faculty Handbook (Section III, Part VI), and the [Preparing EPC Proposals checklist](#), located on the documents and forms section of the Faculty Governance website.

PROPOSAL SUMMARY

Provide a summary of the proposal.

This proposal expands the PLU reach into senior executive nursing. This program combines the great work of the School of Business and the School of Nursing to prepare Nurses in, or aspiring to be in, executive roles within healthcare.

Applicants for this program will be at least MSN prepared nurses with C-suite (chief executive) position or intended route within next 2 years. We anticipate this program will be desirable for nurses already in C-suite positions, who desire to be at an equivalent degree level to those they collaborate with such as MD, PhD, PharmD, JD, etc. providers, as well as those with a designated route to such a position. This can include senior unit nurse managers and field grade military nurses (O-4 and above).

This program can be completed within 3 years of full-time attendance. Students will have 7 years to complete all the requirements of the program in order to be eligible for the DNP degree. Students will be awarded the MBA and the DNP simultaneously at the completion of the entire program.

If students complete the MBA requirements but fail to complete the DNP requirements, they will be eligible to file for an exception to policy to graduate with the MBA alone. This is highly discouraged and will not be advertised as an option, only discussed as an option for someone that needs to leave school due to situations such as a military move. The assumption with this program is that those who begin it will want to complete the entire doctoral portion otherwise they would have applied for an MBA alone.

This program is a coordinated program with the School of Business and School of Nursing for the students to achieve their MBA along with their DNP. There are no new classes as part of this proposal.

TYPE OF PROPOSAL

Check all the appropriate boxes.

[] TYPE 1: NON-SUBSTANTIVE CHANGES *[complete shaded sections and provide signatures]*

Check boxes in this section. Also complete Proposal Summary (above), a brief Statement of Rationale (below), Catalog/Curriculum Changes section (ahead), and provide chair/dean signatures on the final page.

- ☐ Change course number
- ☐ Change course title
- ☐ Delete course with no GenEd element, which is not part of by any other major/minor/concentration
- ☐ Add GenEd Element to existing course**
- ☐ Prerequisite change within the academic unit only
- ☐ Catalog correction (editorial)

☐ TYPE 2: SUBSTANTIVE CHANGES *[complete all sections, including signatures]*

Submit completed form, including signatures. Be sure to check all boxes that apply.

- | | |
|--|---|
| <input type="checkbox"/> Change catalog description** | <input type="checkbox"/> Change a course's credit hours |
| <input type="checkbox"/> Add permanent GenEd course** | <input type="checkbox"/> Delete GenEd course |
| <input type="checkbox"/> Add permanent non-GenEd course** | <input checked="" type="checkbox"/> Revise curriculum** |
| <input type="checkbox"/> Change major requirement** | <input type="checkbox"/> Change minor requirement** |
| <input type="checkbox"/> Change grading type (e.g. P/F, letter grade) | <input type="checkbox"/> Change concentration requirement** |
| <input type="checkbox"/> Change prerequisite involving another unit's course | |
| <input type="checkbox"/> Other: _____ | |

☒ TYPE 3: CHANGES REQUIRING FACULTY ASSEMBLY APPROVAL *[complete all sections, including signatures]*

Note: These proposals require the approval of the Board of Regents in addition to the Faculty Assembly.

- | | | | |
|---|--|--|---|
| <input type="checkbox"/> New Degree** | <input type="checkbox"/> New Major** | <input type="checkbox"/> New Minor** | <input checked="" type="checkbox"/> New Concentration** |
| <input type="checkbox"/> Eliminate Degree | <input type="checkbox"/> Eliminate Major | <input type="checkbox"/> Eliminate Minor | <input type="checkbox"/> Eliminate Concentration |
| <input type="checkbox"/> Add Certificate (non-Continuing Education)** | <input type="checkbox"/> Other: _____ | | |

** These changes/proposals require completion of the [EPC Curriculum Change Template](#) and a two-year course cycle. The noted Type 3 proposals also require attachment of an [Institutional Impact Evaluation Form](#).

** A course syllabus must be submitted with these course proposals.

STATEMENT OF RATIONALE

Provide a statement of rationale and/or other clarifications. Include information on student learning and outcomes and any General Education Program rationale.

Nurses are already in leadership positions throughout healthcare in large and small organizations. This program will help them to be prepared for those roles.

Historically nurses were limited to the type of doctorate they could achieve. For nurses that was primarily the PhD but for those interested more in clinical care, not research, this does not match. The DNP degree was created to be clinical practice focused and is now the expected terminal degree for clinical nurses in advanced roles.

Adding the MBA to the DNP makes this program more highly desirable and competitive compared to similar programs nationwide.

CATALOG/CURRICULUM CHANGES

Current Catalog Language:

None

Post-Master's Doctor of Nursing Practice Degree & Master's in Business Administration for the Nurse Executive

Minimum 65 Credits

The post-master's D.N.P. degree builds on the core master's degree in nursing in preparing and supporting nurses in executive positions from senior unit nurse manager to C-Suite positions or with an intended route within 2 years. Designed as 3-year full-time program students complete the D.N.P. Core courses (except GNUR 708) and the courses required for an MBA. Part time options are available; students must complete the degree requirements within 7 years of their first matriculated course to be awarded the DNP/MBA degrees. A Gap Analysis is conducted to determine what previous coursework meets the D.N.P. competencies and may be waived.

Nurse Executive Doctor of Nursing Practice/Master's in Business Administration

- GNUR 701 Foundations of Scholarly Writing & Communication (2)
- GNUR 702 Advanced Practice Roles & Collaboration (1)
- GNUR 703 Theoretical Foundations & Evidence Based Practice (3)
- GNUR 704 Population Health, Policy, & Politics (2)
- GNUR 705 Information Systems & Patient Care Technology (2)
- GNUR 706 Biostatistics, Analytical Methods, & Epidemiology (3)
- GNUR 707 Quality Improvement & Research Methods (3)
- GNUR 795 DNP Project Proposal (1)
- GNUR 796 DNP Project Proposal Seminar (2)
- GNUR 797 DNP Project Seminar (1 each semester after N791 until final semester)
- GNUR 798 DNP Project Clinical Hours (1-5)
- GNUR 799 DNP Project Final Seminar (2 in final semester)
- BMBA 509: Global Business Perspectives (4)
- BMBA 510: Legal, Ethical and Social Responsibilities of Business (4)
- BMBA 511: Accounting for Decision Making (4)
- BMBA 513: Marketing Management (4)
- BMBA 515: Organizations, Leadership and Change Management (4)
- BMBA 517: Understanding & Managing Financial Resources (4)
- BMBA 521: Supply Chain and Information Management (4)
- BMBA 522: Quantitative and Managerial Decision Analysis (4)

Additional information for courses:

Are there courses that can be repeated for credit because of variable content?	<input checked="" type="checkbox"/> Yes,	The DNP Project seminar and DNP clinical hours courses can be taken repeatedly until the semester before graduation or max 7 years in the program.	Times [] No [Default is 'no.' Note that does not exclude a student's option to repeat a course for a better grade to replace the initial one.]
Grade Type:	<input checked="" type="checkbox"/> Standard Letter		<input type="checkbox"/> Pass/Fail
Anticipated Enrollment:	8-24 depending on whether core course or population focused.		
Course Syllabus Attached**:	<input type="checkbox"/> Yes		<input type="checkbox"/> No

**Required for new courses, and other proposals as indicated above.

Does the proposal include the addition to a course(s) of one or more General Education Program elements (GenEd)?

☐ **Yes** (Check the appropriate boxes below)

If more than one course is proposed, make sure the proposal makes clear which GenEd elements, if any, are proposed for each course.

☒ **No**

- | | |
|---|--|
| <input type="checkbox"/> Alternative Perspectives A | <input type="checkbox"/> Fitness and Wellness FTWL |
| <input type="checkbox"/> Art, Music, Theatre AR | <input type="checkbox"/> Philosophy PH |
| <input type="checkbox"/> Cross Cultural Perspective C | <input type="checkbox"/> Religion: Christian Traditions RC |
| <input type="checkbox"/> International Honors (100-level) H1 | <input type="checkbox"/> Religion: Global Religious Traditions RG |
| <input type="checkbox"/> International Honors (200-level) H2 | <input type="checkbox"/> Science and Scientific Method SM |
| <input type="checkbox"/> International Honors (300-level) H3 | <input type="checkbox"/> Investigating Human Behavior, Culture, and Institutions SO |
| <input type="checkbox"/> Literature LT | <input type="checkbox"/> Senior Seminar/Project SR |
| <input type="checkbox"/> Inquiry Seminar (FYEP) F | <input type="checkbox"/> Writing Seminar (FYEP) FW |
| <input type="checkbox"/> Mathematical Reasoning MR | |
| <input type="checkbox"/> Natural Sciences, Mathematics, or Computer Science NS | |

NOTE: Submissions will be forwarded to the Core Curriculum Committee for its review and recommendation. Diversity courses have specific learning objectives that must be included in the syllabus.

STAFFING & BUDGETARY IMPLICATIONS

Has this proposal been formally approved by at least 2/3 of the full-time teaching faculty in your academic unit?

☒ **Yes**

☐ **No** (Indicate why the proposal is being forwarded to EPC)

Does this proposal impact any other academic unit?

☒ **Yes** (List below and indicate if 2/3 of the full-time faculty in that area support the proposal)

School of Business, yes.

☐ **No**

Does this proposal require the commitment of new or substantially different support services (e.g., Library acquisitions, Information and Technology Services, Wang Center)?

☐ **Yes** (Explain and indicate if support services have been consulted)

☒ **No**

Explain how the proposed change(s) will be staffed. Revised 2-Year Course Cycle must be attached.

No changes to total staff requirement needed. These courses will be held in the routine course calendar for the DNP and the MBA.

Are special budgetary arrangements and funding required? If "no", explain how the proposed changes will be integrated without added personnel or budgetary requirements.

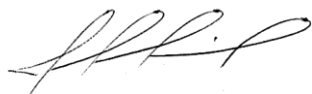
☐ **Yes** (Explain what types of support will be used to meet the budgetary requirements of the proposed change(s). Include the source(s) of funding, percentage of costs covered, and time frame covered.)

☒ **No**

There are no new courses for this proposal. Students will attend the current courses with the students in the MBA and in the other DNP focused programs.

NOTE: Budgetary considerations will be reviewed/approved by Dean and Provost.

REQUIRED SIGNATURES



03/06/2023

Director of DNP and Advanced Practice Programs

(Date)



03/07/23

Dean

(Date)

Institutional Impact Evaluation Form

1. **Name of Proposed Program:** Nurse Executive DNP/MBA

2. **Executive Summary:** In 1-2 paragraphs, describe the proposed program, including a clear statement of how the program meets the mission of the university.

This program is a combined DNP and MBA for nurses in or planning to be in executive roles in health organizations. The students will take the majority of the core DNP courses with their cohort and the full MBA requirements graduating with a dual degree.

Nurse Executives have traditionally been able to achieve an MSN in Nursing but, unless they were interested in research, they were unable to achieve a doctorate. The status quo has changed throughout the country and academic organizations are offering the DNP to clinical nurses in leadership positions and organizations will start to expect the Nurse Executive to be doctorally prepared.

Educating students for thoughtful inquiry, service, leadership, and care is what this program is all about. Nurses will be better prepared for leadership through their work. They will enhance their knowledge of the research process and how to put evidence into practice in their organizations through the courses and final project. To serve and care is core to nursing and is inherent in this program and the roles these graduates will be taking.

3. **Proposed Program Start Date:** Summer 2023

4. **Program Offerings:**

- a. Describe the type of program (new degree, new major, new minor, new concentration).

New Concentration – Nurse Executive DNP/MBA

- b. Identify the delivery format for the program (face-to-face, online, blended, or competency-based) and rationale for this format.

This will depend on the current format of the courses in which they are currently enrolled. Courses are held in face-to-face, online, and blended formats.

- c. Describe the curriculum and program requirements by providing a clear description of the courses required to complete the program and any program-specific policies (e.g., credit hours in residency, GPA requirements). Include course offerings, number of credits, prerequisites, and any general education elements. Clearly distinguish between existing courses and any new courses that will need to be created or deleted. If you are using preexisting catalog language, please highlight changes by using **blue boldface** for changes and ~~blue strikeout~~ for deletions.

Course required to complete the program are done through a majority of the core DNP courses and all the MBA courses.

Catalog language:

Post-Master's Doctor of Nursing Practice Degree & Master's in Business Administration for the Nurse Executive

Minimum 65 Credits

The post-master's D.N.P. degree builds on the core master's degree in nursing in preparing and supporting nurses in executive positions from senior unit nurse manager to C-Suite positions or with an intended route within 2 years. Designed as 3-year full-time program students complete the D.N.P. Core course (except GNUR 708) and the courses required for an MBA. Part time options are available; students must complete the degree requirements within 7 years of the first matriculated course to be awarded the DNP/MBA degrees. A Gap Analysis is conducted to determine what previous coursework meets the D.N.P. competencies and may be waived.

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- BMBA 511: Accounting for Decision Making (4)
- BMBA 513: Marketing Management (4)
- BMBA 515: Organizations, Leadership and Change Management (4)
- BMBA 517: Understanding & Managing Financial Resources (4)
- BMBA 521: Supply Chain and Information Management (4)

- BMBA 522: Quantitative and Managerial Decision Analysis (4)
- BMBA 523: Business Strategy and Innovation Management (4)

d. Provide a two-year course cycle for delivering the curriculum.

All courses are already scheduled as part of the regularly occurring curriculum for the DNP and the MBA. There are no changes required for this curriculum.

e. Provide completion pathways (including two and four-year advising plans for undergraduate programs).

Full Time option

Year	Summer	Fall	J-Term	Spring
1	GNUR701 Foundations of Scholarly Writing & Communication (2) GNUR702 Advanced Practice Roles & Collaboration (1)	GNUR703 Theoretical Foundations & Evidence-Based Practice (3) BMBA511 Accounting (4) BMBA513 Marketing (4)	GNUR704 Pop Health, Policy, & Politics (2)	GNUR705 Information Systems & Patient Care Technology (2) BMBA510 Legal/Ethical/Social Responsibilities (4) BMBA517 Financial Resources (4)
26	3	11	2	10
2	GNUR706 Biostats, Analytical Methods, & Epidemiology (3)	GNUR707 Quality Improvement & Research Methods (3) BMBA515 Organizational Leadership, change Management (4) BMBA522 Quant. Decision and analytics (4)	BMBA509 Global Business Perspectives (4)	GNUR795 DNP Project Proposal (1) GNUR796 DNP Project Proposal Seminar (2) GNUR798 DNP Project hours (1 cr. 60) BMBA521 Supply Chain/Information Management (4) BMBA523 Business Strategy and Innovation (4)
30	3	11	4	12
3	GNUR797 DNP Project Seminar (1) GNUR798 DNP Project (1-5)	GNUR797 DNP Project Seminar (1) GNUR798 DNP Project (1-5)	GNUR797 DNP Project Seminar (1) GNUR798 DNP Project (1-2)	GNUR799 Final DNP Project seminar (2) GNUR798 DNP Hours (1-5)
9-22	2-6	2-6	2-3	3-7
65-78				

Part Time option

Year	Summer	Fall	J-Term	Spring
1	GNUR701 Foundations of Scholarly Writing & Communication (2) GNUR702 Advanced Practice Roles and Collaboration (1)	GNUR703 Theoretical Foundations & Evidence-based Practice (3)		BMBA510 Legal/Ethical/Social Responsibilities (4)
10	3	3	0	4
2	GNUR705 Biostats, Analytical Methods, & Epidemiology (3)	BMBA511 Accounting (4) BMBA513 Marketing (4)	GNUR704 Pop Health, Policy, & Politics (2)	GNUR705 Information Systems & Patient Care Technology (2) BMBA517 Financial Resources (4)
19	3	8	2	6
3		BMBA522 Quant. Decision and analytics (4)		BMBA521 Supply Chain/Information Management (4) B523 Business Strategy and Innovation (4)
12	0	4	0	8
4		GNUR707 Quality Improvement & Research Methods (3) BMBA515 Organizational Leadership, Change Management (4)	BMBA509 Global Business Perspectives (4)	GNUR795 DNP Project Proposal (1) GNUR796 DNP Project Proposal Seminar (2) GNUR798 DNP Project hours (1 cr. 60)
15	0	7	4	4
5	GNUR797 DNP Project Seminar (1) GNUR798 DNP Project (1-5)	GNUR797 DNP Project Seminar (1) GNUR798 DNP Project (1-5)	GNUR797 DNP Project Seminar (1) GNUR798 DNP Project (1-2)	GNUR799 Final DNP Project seminar (2) GNUR798 DNP Hours (1-5)
9-22	2-6	2-6	2-3	3-7
65-78				

f. Identify the learning outcomes for the program. For undergraduate programs, also describe the connection to the Integrative Learning Objectives.

The DNP program learning objectives remain unchanged for this program:

1. Integrate and actively use science-based theories and concepts in advanced nursing practice.

2. Develop and/or evaluate effective strategies for improvement in practice including risk assessment and quality care delivery approaches that meet current and future needs of patient populations.
 3. Integrate and apply current research knowledge to solve complex practice situations while identifying strategies to continuously incorporate and communicate new knowledge.
 4. Use information systems/technology to support and improve patient care and healthcare systems.
 5. Assume leadership to design, implement, and advocate for health care policy that addresses issues of access, resource management, and equity in health care.
 6. Effectively collaborate as a member and/or leader of an interprofessional or a multidisciplinary team to improve health outcomes.
 7. Evaluate care delivery models and/or concepts to provide health promotion and risk reduction/illness prevention strategies.
 8. Assume the role and distinct skills of the Doctor of Nursing Practice in an area of specialized nursing practice.
- g. Provide a plan for assessing program learning outcomes.
- Seminar assessments through final project semesters.
- h. Identify program entrance requirements, including application processes, if appropriate.

Admission Criteria

- Completion of a master's degree in nursing from a nationally-accredited school of nursing.
- A minimum cumulative 3.00 GPA (B) on a 4.00 scale for all college work.
- Submission of PLU Graduate Application via Nursing CAS.
- Official transcripts from each college and university attended.
- Professional résumé.
- Statement of professional goals.
- Two letters of recommendation.
- Civil, administrative, and criminal history clearance in all states as well as any other applicable territory or country.
- Fluency in speaking, reading, writing, and comprehending graduate-level English.

5. **External Authorization:** Will the proposal require authorization from NWCCU, the state of Washington, or an external accreditation body?

Yes, through Washington State Nursing Care Quality Assurance Commission (NCQAC).

6. Rationale:

a. Provide evidence of demand for the proposed program, which may include a market analysis or review of trends at other universities. Include reference to relevant competitors' programs and characteristics of the proposed program that will make it attractive to students in light of this competition.

The next nearest Nurse Executive DNP (besides online) is at UCSF and they do not include an MBA in their program. The MBA makes this program novel and desirable for nurses at the executive level. From a local Nurse Executive: "MBA (content) is what the Nurse Executive needs" (especially when working with others in the "C suite") --- "The business piece is critical." From another: The idea is "music to my ears." Due to this being a no-cost, revenue producing program, there is low to no risk and only benefit to potential students, their organizations, and PLU.

b. Identify the target audience for the program.

Masters prepared nurses in or aspiring to be (within 2 years) in chief executive roles in their respective clinical arenas. These nurses have traditionally been able to achieve an MSN in Nursing but, unless they were interested in research, they were unable to achieve a doctorate. The status quo has changed throughout the country and academic organizations are offering the DNP to clinical nurses in leadership positions and organizations will start to expect the Nurse Executive to be doctorally prepared.

c. Explain why this is the right time for the university to add this program.

This is a no cost added, revenue producing program.

Nurses are already in leadership positions throughout healthcare in large and small organizations. This program will help them to be prepared for those roles.

Historically nurses were limited to the type of doctorate they could achieve. For nurses that was primarily the PhD but for those interested more in clinical care, not research, this does not match. The DNP degree was created to be clinical practice focused and is now the expected terminal degree for clinical nurses in advanced roles.

Adding the MBA to the Executive DNP makes this program more highly desirable and competitive compared to similar programs nationwide.

d. Explain how this program might compete with other programs currently offered at PLU.

There is no competition. Nurses who opt into this program are already career focused in leadership in healthcare organizations.

e. Identify which academic units might be affected by this program, and how.

The School of Nursing and School of Business have already approved this program. The impact will include additional students in the courses.

f. Will approval of this program mean the termination of another program? If so, what is the timeline for the proposed elimination?

No

7. Marketing strategies:

- a. Provide a marketing and advertising plan for the initial roll-out of the program, including a timeline.

Initial recruiting and marketing will be sent via email to local nurse executives who do not have a doctoral degree. Goal of recruiting 2-3 students for first cohort.

- b. Identify longer-term plans for marketing and advertising.

On-going recruiting will be done through word-of-mouth, direct outreach, and through professional social media.

8. External funding sources: Describe any plans for the development of funding sources for this program that are external to the university, including projected amounts of funding for each.

None

- a. Fundraising:
- b. Grants:
- c. Other:

9. Faculty, Staff and Administration: *No additional faculty are required for this program.*

- a. Describe the qualifications needed by faculty who will teach in the program.
- b. Identify the number and type (contingent, tenure-track) of faculty members necessary to deliver the program.
- c. Will any current faculty serve in the proposed program? If so, how will this new commitment be accommodated in their teaching load?
- d. Identify the number and type (contingent, tenure-track) of *new* faculty necessary to deliver the program.
- e. If new faculty are required, provide a recruitment plan and timeline, including comments addressing the challenges of filling positions with small hiring pools or where market premia might be required
- f. Describe plans for providing administrative support for the program. Identify any new administrative positions or organizational rearrangements in staff needed to accommodate the new program.

10. Facility and Technology Needs – Includes but not limited to classroom, office, studio, laboratory, storage, technology, and computer labs. *No additional facility or technology needs for this program*

- a. Describe any new construction or facility renovations necessary to launch or maintain the program and the associated expenses.
- b. Describe any furniture and/or equipment necessary to launch or maintain the program.
- c. Explain any special security considerations associated with the program.

- d. Identify possible health and safety concerns associated with the program.

11. Library Resources: *No additional library resources are needed for this program.*

- a. Describe library resources needed to support the program, including print books, electronic materials, and other library resources.
- b. Does the new program require access to library resources not already available? Are these mandated by any program accreditation?
- c. If program is fully online or blended, describe how library resources will be delivered to students. Include expenses for postage, photocopying, etc.

12. Student Services—Are there any changes in existing student services needed to accommodate the program? Will adding the program result in changes in service provision to the rest of the student body? Where might additional resources be necessary, and what are the projected expenses for those resources? *No additional resources are required for this program*

- a. Financial aid
- b. Registration
- c. Center for Student Success (advising, tutoring)
- d. Other

13. Budget. Use information from the questions above to complete the table. Please see footnotes for additional information.

Year	Year Zero	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4
# Students in Program ⁱ	0	2	3	3	4
# Faculty FTE to Deliver Program ⁱⁱ					
# New Faculty FTE to Deliver Program ⁱⁱⁱ	0	0	0	0	0
Average Faculty Salary in unit ^{iv}					
# Administrators or Staff ^v					
# New Administrators or Staff ^{vi}	0	0	0	0	0
Average Administrator or Staff Salary ^{vii}					
Services & Purchases ^{viii}					
Facility and Technology ^{ix}					

Library Resources^x					
Student Services^{xi}					
Net					

- i. Identify the projected number of students *declared* in the new program for each of the first four years of the program.
- ii. Identify projected faculty FTE for each of the first four years of the program.
- iii. Identify the number of additional (new) faculty FTE (whether new or contingent) necessary to add in each of the first four years of the program.
- iv. Identify average faculty salary in the proposed program in consultation with the Provost's Office.
- v. Indicate the projected staff/administrator FTE for each of the first four years of the program.
- vi. Identify the number of additional (new) staff/administrator FTE necessary to add in each of the first four years of the program.
- vii. Indicate the average staff/administrator salary.
- viii. Indicate the annual services and purchases budget required for each of the first four years of the program, including any projected expenditures required for start-up expenses. *Itemize these expenses in an attached narrative.*
- ix. Estimate facilities and technology expenses for each of the first four years of the program.
- x. Estimate library expenses for each of the first four years of the program.
- xi. Estimate student services expenses

14. Risk management *No risks identified.*

Describe the major risk considerations of the plan and the steps that could be taken to mitigate or minimize the risk and still implement a successful plan. For example, if applicable, the plan may encounter problems associated with items such as negotiating a lease contract, obtaining city or government approvals, obtaining accreditation approval, etc.

15. Accountability and Exit Strategy:

- a. Outline the steps that will be taken to review whether the program is meeting its enrollment and revenue targets, including the timeline for such review. For new undergraduate programs, provide a 5-year timeline; for new graduate programs, provide a 3-year timeline.

Program will be reviewed yearly by the Executive Council of the School of Nursing to determine if it is still a revenue-producing program.


- b. Provide an exit strategy, including a general timeline for deciding whether to terminate or continue the program and a plan for teaching out the program.

Cohorts will be admitted yearly, there are no new courses required for this program so it would be able to be taught out without any problems if there was a decision to terminate the program.

- c. Identify who will be responsible for providing accountability and oversight for the program meeting its enrollment and revenue targets.

The Director of the DNP programs and the SON Associate Dean for Academic Affairs will be responsible for providing accountability and oversight for the program.

16. Communications Checklist. The persons/offices listed below should be consulted as the proposal is prepared.

	Signature	Date	<u>Level of Support:</u> <ul style="list-style-type: none"> • Support • Undecided • Do not support
SoN Dean		03/07/23	Support
Dean, College of Health Professions	David Ward	13Mar23	Support
Associate Dean for Academic Affairs – School of Business	Juanita Reed	13Mar23	Support
Dean – School of Business	Mark Mulder	14Mar23	Support
Associate Provost for Undergraduate or Graduate Studies, as appropriate	Geoff Foy	10Mar23	Support
Accreditation Liaison Officer	Karen McConnell	14Mar23	Support
Director of the Library	Genevieve Williams	13Mar23	Support
Student Financial Services	Mike Frechette	20Mar23	Support
Director of Graduate Admissions	Catherine Chan	20Mar23	Support
Executive Director Center for Student Success	Kristin Plaehn	13Mar23	Support
Vice President for Administrative services	Kate Boyle	15Mar23	Support

January 2022