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**SOUTH DAKOTA BOARD OF REGENTS**  
**ACADEMIC AFFAIRS FORMS**

**New Site Request**

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Nursing continue to support this role; nationally the care transformation resulting from the CNL role is highlighted.<sup>2</sup>

*Imagine 2023* strategic plan<sup>3</sup> has identified numerous goals and strategies that support delivery of an online certificate.

will:

- 1b. Develop and grow high-quality and distinct academic programs designed to meet the needs of diverse students and market demands;
- 1c. Increase programs offered which use a diversity of delivery methods, times, (or scheduling) and locations.

SDSU will not require additional resources.

**1. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If “yes,” identify the institutions and programs and explain why authorization is requested.**

No other Regental university offers a similar program.

**2. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (*tgrw eg'öZZö'hp'yj g'wdrg'y kj 'yj g'' appropriate year*).**

SDSU anticipates students enrolling in the Post-Graduate Clinical Nurse Leader Certificate may have been College of Nursing undergraduates or MS students, however, some may be entirely new to the University. As seen in the table below, the certificate is expected to attract 2-3 students per year through online delivery. Certificate students join currently enrolled individuals already in the workforce to receive new training to enhance their advanced nursing role in the institutional setting.

	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
<i>Estimates</i>	FY 20	FY 21	FY 22	FY 23
Students new to the university	2	2	3	3
Students from other university programs	0	0	0	0
=Total students in the program at the site	2	4	5	6
Program credit hours (major courses)**	6	28	31	42
Graduates		2	2	3



