New Program Proposal

University of South Carolina Upstate
Mary Black School of Nursing

Master of Science in Nursing
Concentration: Clinical Nurse Leader

Date of Submission

Thomas Moore, Chancellor
University of South Carolina Upstate

Harris Pastides, President
University of South Carolina

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Classification

Program Title: Master of Science in Nursing

Concentration: Clinical Nurse Leader

Academic unit: Mary Black School of Nursing

Designation, type, and level of degree: Master of Science in Nursing

Proposed date of implementation: August 2014

CIP code from the current USDOE's Classification of Instructional Programs: 51.3820

Identification of Program as New or Modification: New

Site: University of South Carolina Upstate

Program qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship awards: Yes _____ No:__X____

Delivery mode: Distance Learning

Area of Certification: Clinical Nurse Leader Certification through the Commission on Nursing Certification (CNC)

Institutional Approval and date of approval

1. **School of Nursing Graduate Committee –** January_7, 2013_____
2. **School of Nursing Faculty** January_28, 2013_____
3. **Academic Affairs Committee** *scheduled to meet 3/01/2013__*
4. **Faculty Senate** *scheduled to meet 3/29/2013__*
5. **Senior Vice Chancellor** _____
6. **Chancellor** _____
7. **President Pastides** _____
8. **Board of Trustees** _____

Purpose

a. This professional program prepares graduates to assume Clinical Nurse Leader positions in a variety of health care settings. The program is designed for RNs who hold the BSN degree.

b. **Program Objectives**-

1. Integrates best current evidence with clinical expertise and patient/family preferences and values for the delivery of optimal health care across diverse settings.

2. Uses data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems and minimize risk of harm to patients.

3. Applies research outcomes within the patient care setting to resolve practice problems, work as change agent and disseminate results.

4. Uses information and technology to communicate, manage knowledge, mitigate errors and support decision making.

5. Intervenes at the system level through policy development process and employs advocacy strategies to influence health and health care.

6. Functions effectively within nursing and inter-professional teams. Fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

7. Recognizes the patient or designee as source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

8. Influences healthcare outcomes at an advanced level of understanding of nursing and relevant sciences and integrates this knowledge into practice.

Justification

a. Need for the Program in South Carolina

The USC Upstate is a thriving metropolitan university with strong relationship with the surrounding cities, their connecting corridors, and expanding populations. The university is recognized for its experiential learning, regional and global partnerships, employment opportunities, cultural diversity, and dynamic community activity. Graduates of the proposed master's program will be prepared with a comprehensive knowledge base and practice expertise that magnifies the baccalaureate entry level of practice.

In a consensus policy statement on the "Educational Advancement of Registered Nurses" released in May 2010, the Tri-Council organizations agree that a more highly educated nursing profession is no longer a preferred future - it is a necessary future in order to meet the nursing needs of the nation and to deliver effective and safe care. The Tri-Council stated:

> "There are currently too few nurses choosing to advance their education. First is a need for education advancement to the baccalaureate level then to the graduate level to meet the urgent need for Advanced Practice Registered Nurses (APRNs) and nurse educators. Current healthcare reform initiatives call for a nursing workforce that integrates evidence-based clinical knowledge and research with effective communication and leadership skills. These competencies require increased education at all levels. At this tipping point for the nursing profession, action is needed now to put in place strategies to build a stronger nursing workforce." (AACN Media, July, 2010).

The recently released Institute of medicine report, The Future of Nursing (Oct. 2010), calls for higher levels of education and training for nurses through an improved education system that promotes seamless academic progression.

There is a growing need in the Upstate for practicing nurses to be prepared at the master's level to assume the roles of faculty, leadership, and care provider at the bedside. In South Carolina, only 8.2% of RNs hold advanced degrees in nursing or higher (http://www.sc.edu/nursing/centers_institutes/center_nursing_leadership/office_healthcare_workforce_research/2011nursefactsheet.pdf), which is 5% lower than the national average. Nurses in the Upstate who desire to advance their education as a nurse generalist are forced to choose enrollment in out-of-state master's programs. Clemson University offers several specialist masters' options, primarily using a classroom environment that currently enjoys capacity enrollment. USC Columbia and MUSC offer online specialist masters' courses, primarily nurse practitioner focused, that are not fully utilized. No other university in the state of South Carolina offers a Master of Science in Nursing with a focus on the Clinical Nurse Leader (CNL) role. The Clinical Nurse Leader who graduates from USC Upstate will be able to assure consistency of care using point-of-care strategies of risk anticipation and risk assessment to design, implement and evaluate the effectiveness of those plans of care. Through an interdisciplinary approach, the CNL will coordinate care, reducing the fragmentation and ensuring seamless and safe care. The CNL will evaluate and implement evidence based research to be used in developing strategies to improve outcomes at a point-of-care level and identify problems to achieve new knowledge through participation in clinical research.

Answering the call of the Institute of Medicine (IOM) for improved communication, collaboration, safety standards, and client-centered care, the clinical nurse leader (CNL) focuses on the delivery of care to prevent fragmented and discontinuous care. The CNL will use strategies to design, implement and evaluate activities to optimize a safe health care environment. These strategies will impact risks associated with challenges such as medication errors, falls, hospital acquired infections, and readmission related to ineffective discharge planning

There is no other health care professional academically prepared to fulfill this role in the state of South Carolina. This innovative role provides nursing leadership at the point-of-care in a variety of healthcare settings and educational institutions and within diverse geographical locations throughout the Upstate and beyond.

The CNL, with a broad-based graduate nursing education, assesses risk, designs and implements plans of care, and provides oversight of the care delivery and outcomes for individuals, families and/or populations. CNLs do not fill the traditional role of nurse managers or other master's prepared nurses but rather are expert bedside and/or community practitioners who provide leadership and problem-

solving skills in addressing client health care outcomes. Other master's in nursing programs do not focus on bedside nursing care and outcomes, but on specialty areas or advanced practice.

The CNL uses evidence-based information to improve clinical and environmental care outcomes and effect change in health care organizations. The CNL functions as part of an interdisciplinary team by communicating, planning, and implementing care directly with other health care professionals, such as physicians, pharmacists, social workers, clinical nurse specialists, and nurse practitioners.

According to Cathy Rick, chief nursing officer, CNLs have been embraced by the Veteran's Health Administration, which plans to implement the role at all sites nationwide by 2016. Currently about one-third of its facilities employ CNLs. In addition, the rising trend of hospitals seeking magnet status will increase the demand for clinical experts at the bedside because hospitals are finding that CNLs are experts in cost-effective resource utilization and streamlining quality care while avoiding pitfall complications such as pressure ulcers and hospital-acquired pneumonia.

The diversity of South Carolina's population requires health care providers to be knowledgeable and competent in caring for this disparate population and to understand the impact that global health has on the health of South Carolinians. The Clinical Nurse Leader will have the skill to recognize the challenges of working with a multinational population and will have the knowledge to address the issues related to cultural competence and ethical dilemmas that may be derived from cultural differences. The CNL realizes that disease and illness have no borders and will be attuned to global health issues that can impact everyone. Letters of support from area hospitals are included in Appendix A.

Anticipated Program Demand and Productivity

An online survey was conducted in spring 2012 of registered nurses employed at four hospitals in the Upstate. 401 responded to the survey and of those 85% expressed high interest in pursuing a master's degree at USC Upstate. 51% prefer an online modality for didactic while 43.5 % prefer blended learning. Only 20.4% stated they would be able to attend full time and 79.6% prefer part time. 33.8% range in age from 26-35; 26.4% range from 36-45 and 22.1% range from 46-55. 97% indicated they are South Carolina residents. In January 2013 an online survey was sent to the 540 enrolled students at USC Upstate in both the pre-licensure and RN-BSN tracks with 316 responses. Of those who responded 93% are interested in pursuing the MSN and 86% would prefer the CNL at USC Upstate. Thirteen percent of the respondents are RN-BSN and the remaining 87% are pre-licensure. Ninety-nine percent are South Carolina residents. Surveys are included in Appendix B.

In the first year of the program, 18 RN students will be accepted, with anticipated graduation in two years full-time and three years part-time. Approximately two hundred students graduate from the USC Upstate baccalaureate nursing program annually, providing a rich source of potential graduate students who currently seek graduate education elsewhere. In addition, there are several baccalaureate programs in the Upstate whose graduates have expressed interested in this program, along with RNs employed in Upstate healthcare systems.

b. The centrality of the program to the mission of the institution

As a senior public institution of the University of South Carolina with a comprehensive residential campus in Spartanburg and commuting and degree completion operations at the University Center of Greenville, the University's primary responsibilities are to offer baccalaureate education to the citizens of the Upstate of South Carolina and to offer selected master's degrees in response to regional demand. The University of South Carolina Upstate aims to become one of the Southeast's leading "metropolitan"

universities…a university that acknowledges its fundamental reason for beings as its relationship to expanding populations along the I-85 corridor.

The primary mission of the Mary Black School of Nursing is to serve the citizens of Upstate South Carolina by providing education programs that are of the highest quality. By offering the Master of Science degree in Nursing, a frequently requested degree, the University and the School will more completely fulfill its mission of meeting the needs of the citizens of Upstate.

c. **Relation of the proposed program to existing programs at the proposing institution**

At this institution the Master of Science in Nursing program is unique. The Mary Black School of Nursing has an established pre-licensure baccalaureate nursing program as well as a large RN-BSN program which provides a rich source of potential students for the graduate program.

d. **List of similar programs in the state and nation-**

There are 31 online programs for the CNL across the nation (AACN, 2013, http://www.aacn.nche.edu/cnl/about/cnl-programs). Many of these are only partially online, but the website does not differentiate which programs are totally online from those that are partially online. The online programs are as far west as the University of San Francisco, as far north as the University of New Hampshire, and as far south as the University of Florida. The Midwest is well represented with Ohio having five online programs, the most of any state. Some of the programs have restrictions as to who can attend, with requirements varying as to who is your employer, such as the University of Florida, which restricts its program to VA nurses only for their online program or being in-state residents only. There is not an online program in every state with a CNL program, only twenty states of the thirty-six states that have Clinical Nurse Leader programs have an online program. There are no other institutions in South Carolina offering a Master's Degree in Nursing with a focus on the CNL. Of the states included in the Southern Regional Educational Board Academic Common Market, only the University of South Alabama, University of Alabama, University of Florida (limited to VA employees if out of state applicants) and University of West Georgia offer a CNL program

e. Similarities and Differences between the proposed program and those with similar

The proposed Master of Science in Nursing with an emphasis on the CNL is uniquely designed to prepared advanced practice generalists for the clinical leadership positions and meet the needs of the population of the upstate of South Carolina and surrounding area. According to Spartanburg Regional Healthcare System, because there is a lack of non-Nurse Practitioner master's programs in the state, they have over 60 nurses who have or are attending Gardner Webb University's nursing master's program, a private institution out of state. Other universities in the state offering a master's program are focused on definitive specialties and could not adapt to the academic and clinical specifications of the CNL as outlined by the AACN.

Relationship of the proposed program to other institutions via inter-institutional cooperation

We anticipate collaborating with USC-Aiken in the offering of core courses and combining our faculty resources to provide optimal education for our students. Lander University is also proposing to implement a MSN Clinical Nurse Leader program and we anticipate collaborating with Lander. Both programs are required to provide a considerable amount of clinical practicum hours (450-500 hours) and we plan to share clinical database information regarding facilities that are able to accommodate our students. In addition, when site visits are needed to evaluate a clinical facility for its ability to meet our program objectives and clinical expectations, we would assist each other in performing the site visits,

thereby alleviating the necessity of making visits from both universities. In addition, we will develop an articulation agreement between the two institutions regarding courses each would accept in transfer from the other so that some coursework may be shared.

Admission Criteria

a) Successful completion of the BSN degree from an accredited college or university and possessing an unencumbered license as a registered nurse.

b) Minimum GPA of 3.0 on a 4.0 scale.

c) Licensure must be in South Carolina or any state that participates in the Multi-state Nurse Licensure Compact enacted in 2006 (www.ncsbn.org)

d) Completion of agency requirements needed for clinical practice.

e) Transfer work from any CCNE accredited master's program may be considered if taken within six years prior to USC Upstate degree completion. A maximum of twelve semester credit hours within the USC system (nine from another institution) may be considered. Courses must be documented by an official transcript clearly indicating that graduate credit was awarded and must be approved by the Dean of the School of Nursing. Courses graded lower than B are not transferrable.

Enrollment

Table A-1 Total Enrollment

PROJECTED TOTAL ENROLLMENT				
YEAR	**Fall**		**Spring**	
	Headcount	Credit Hours	Headcount	
2014 - 15	18	198	18	162
2015 –16	36	360	36	324
2016 –17	36	360	36	324
2017 –18	36	360	36	324
2018–19	36	360	36	324

We anticipate approximately 12 full-time students and 6 part-time or any combination of the above the first year, with increasing numbers of 24 full-time and 12 part-time in the second year and beyond. We

do not anticipate any transfers from other degree programs within the university. All students must have a baccalaureate in nursing and be licensed as a registered nurse.

Curriculum

Course Sequence Outline

(Part-time study is also possible; students should seek guidance regarding required sequencing.)

All courses are new

Required Prerequisite

- Completion of a BSN degree and licensure as a registered nurse

First Semester

NURS 700	3
NURS 701	3
NURS 702	3
NURS 703	2
Semester total	**11**

Second Semester

NURS 710	3
NURS 711	2
NURS 712	3
NURS 713	1
Semester total	**9**

Summer Semester (optional-instead of NUSR 703)

NURS 715	2
Semester total	**2**

Third Semester

NURS 720	3
NURS 721	2
NURS 722	2
NURS 723	1
NURS 724	1
Semester total	**9**

Fourth Semester

NURS 730	3
NURS 731	2
NURS 732	4
Semester total	**9**

Total program credits **38**

Course Descriptions - All courses are new

NURS 700. Theoretical and Conceptual Foundations for Nursing (3) Exploration of various nursing theories and the utilization of nursing theory to health care delivery and to the role of the advanced practice nurse. Nursing theory and its relationship to providing comprehensive and holistic nursing care is investigated. Prerequisites: Admission to graduate program.

NURS 701. Health Promotion and Advanced Health Assessment (3) Comprehensive advanced holistic health assessment skills based on the integration of advanced theoretical and empirical knowledge necessary to identify health needs and risks. Emphasis will be placed on the differentiation between normal and abnormal findings, integration of laboratory findings and diagnostic reasoning analyses for clinical decision making, incorporating the principles of health promotion. Prerequisite: Admission to the graduate program.

NURS 702. Advanced Pathophysiology (3) Examination of the pathophysiological basis of disease processes. Advanced pathophysiological concepts for all body systems as a foundation for clinical decision making and nursing management by the advanced practice nurse is included. Prerequisite: Admission to the graduate program.

NURS 703. Cultural Perspectives in Healthcare (2) Emphasis on understanding the ways cultural, ethnic, socioeconomic, linguistic, spiritual, religious and lifestyle variations are expressed. Attention is directed at increasing the capacity of health care professionals to develop culturally sensitive health care systems. Prerequisite: Admission to the graduate program

NURS 710. Nursing Research Methods (3). Prepares advanced practice nurses with skills and knowledge needed to use nursing research to provide high quality nursing care, initiate change and promote evidence based practice. Evidence based practice models will be used for the evaluation and application of scientific knowledge surrounding practice issues. Prerequisite: NUS 700.

NURS 711. Health Care Delivery Systems (2). Examination of health care policy organization and finance. Explores the role of the advanced practice nurse in providing high quality, cost effective care and addresses issues related to the delivery of healthcare. Prerequisite: NURS 700.

NURS 712 Role of the Nurse as Leader (3) Leadership in the healthcare delivery system across all settings. The definition and role of the transformational nurse leader will be explored as well as implementation across various settings. Fundamental aspects of nurse leadership will be expanded upon to prepare the graduate for this multifaceted responsibility. Prerequisite: NURS 700

NURS 713 CNL Practicum I (1) Introduces the CNL role as clinician, outcomes manager, client advocate, educator, information manager, systems analysis, team member and lifelong learner. CNL portfolio is initiated. Minimum of 75 clinical practicum hours is required. Prerequisite 700; Pre or co-requisite 712.

NURS 715. Global Healthcare (2) Immersion experience in an international or national setting. Exploration of the interplay of culture, public health, ethics, social justice, policy, and models of health care delivery in a global perspective. Course will require travel and related expenses. Prerequisite: Admission to the graduate program

NURS 720. Advanced Applied Pharmacology (3) Comprehensive review of pharmacological concepts and principles. Focuses on use of pharmacotherapeutics in the treatment of disease and health promotion. Prerequisite: Admission to the graduate program

NURS 721 Quality and Risk Management in Health Systems Leadership (2) Application of leadership principles to clinical quality and risk management. Emphasis is placed on clinical judgment and decision making skills in illness management, health restoration and risk reduction in prototypic health care problems/ Prerequisite NURS 711 & NURS 712.

NURS 722 Data Analysis in the Healthcare System (2) Examination of appropriate data analysis techniques to various research designs. An overview of health information systems that are utilized to develop patient data sets and safeguard privacy is provided. Prerequisite: Admission to the graduate program. Pre requisite: NURS 710; Co requisite NURS 721

NURS 723 Evidence Based Practice Project I (1) Provides an opportunity for students to address problems in health systems leadership education using evidence based approaches. Prerequisite NURS 710; pre or co requisite NURS 722

NURS 724 CNL Practicum II (1) Transition of students into the CNL role as clinician, outcomes manager, client advocate, educator, information manager, systems analysis, team member and lifelong learner. The student functions under the guidance of a faculty member and clinical preceptor with emphasis on microsystem assessment. Continuing documentation for the CNL portfolio. Involves 75 clinical hours. Prerequisite 711, 713; pre or co-requisite NURS 720.

NURS 730 Outcomes Evaluation in Healthcare Systems Leadership (3) Accountability for health care outcomes for specific groups of clients within a unit or setting. Application of research is utilized to implement and evaluate plans of care. Relevant factors are synthesized to evaluate and achieve optimal patient and outcomes. Prerequisite: NURS 711, 712, 721,722

NURS 731 Evidence Based Practice Project II (2) Culmination of evidence based practice project initiated in previous semester. A final portfolio document that verifies the development and competency of the student in the CNL role. The portfolio records the student's achievements. Prerequisites: NURS 723, 724; Co Requisite 732.

NURS 732 CNL Practicum III (4) Immersion experiences in the role of the CNL. Involves 300 clinical hours. Prerequisite: NURS 720, 722, 723,724; pre or co requisite NURS 730; co-requisite NURS 731.

Assessments:

- Students will be evaluated by research papers and projects, completion of progressive portfolio, clinical performance and outcomes of experiences
- Programmatic assessment will focus on:
    a. retention and graduation rates - goal 90%
    b. success rates on the CNL certification examination - goal 94%
    c. employment rates - goal 100%
    d. completion of program within six years

V. Faculty

Qualifications for New Faculty

New Faculty must meet the qualifications for nursing faculty as specified in the South Carolina Code of Regulations 91-11 C.2:

> The academic and experience qualifications of the faculty are appropriate to support the goals and objectives of the nursing education program. Faculty appointed prior to June 30, 1992 and serving continuously since that time are recognized as meeting the academic and experience requirements of this section.

(a) All full and part-time faculty in the nursing program meet the parent institution's requirements for faculty appointment.

(b) Faculty teaching nursing courses must meet all the following requirements:

(1) hold an unencumbered active license as a registered nurse in South Carolina or another Compact state;

(2) have a minimum of a Master's (or higher) degree in nursing; and

(3) have a minimum of two years of clinical experience as a registered or advanced practice nurse related to the primary area of responsibility.

(4) All faculty teaching online have completed instruction in online teaching strategies and are certified to teach using distance modalities.

Proposed Changes in Assignment and Extent of New Positions

In the case of currently-employed faculty and administrators in the Mary Black School of Nursing, there will need to be changes in teaching assignments. It is anticipated that, with full faculty capacity and judicious use of adjunct faculty, there will be a need for one additional tenure-track faculty position in the second year of the new degree program There will be no new administrative costs for the program, as it will be administered under the current organizational structure of the USC Upstate School of Nursing. We anticipate collaborative teaching with USC Aiken and collaboration with Lander University that would eliminate the need for additional faculty the first year. Future growth of faculty positions will be dependent on student enrollment.

Institutional Plan for Faculty Development

The institutional plan for faculty development includes orientation for new faculty and a mentoring plan for junior faculty, which is organized by the MBSON faculty orientation/mentoring committee. Faculty development workshops and in-services are held on a regular basis and have included such topics as using wikis for distance learning, lateral violence in healthcare, and test analysis strategies. The University of South Carolina Upstate regularly conducts workshops for tenure track faculty and the Director of Research is available to mentor faculty, and the office of research provides financial awards to support faculty research. Faculty regularly attend conferences to present their scholarly work.

The Director of the Joint Center for Nursing Research and Scholarship, who holds a terminal degree in nursing, has been awarded the Jo Ann Sinclair McMillan Endowed Professorship for Advanced Nursing

Study and will attend the University of West Georgia to pursue her Post Master's CNL (Clinical Nurse Leader) Certificate.

Institutional definition of full-time equivalents (FTE)
The University of South Carolina Upstate definition of full-time faculty for Mary Black School of Nursing faculty holding an instructor rank is 12 semester hours of teaching per semester.

Table B-1

USC UPSTATE			
List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc)	**Highest Degree Earned**	**Field of Study**	**Teaching in Field (Yes/No)**
Professor	PhD	Nursing	Yes
Associate Professor	PhD	Nursing Science	Yes
Associate Professor	DSN	Nursing	Yes
Assistant Professor	PhD	Nursing	Yes
Assistant Professor	PhD	Nursing	Yes
Assistant Professor	PhD	Nursing	
Assistant Professor	PhD	Organizational Management & Leadership	Yes
Assistant Professor	PhD	Human Resource Education & Workforce Development	Yes
Assistant Professor	EdD	Education- Curriculum in Higher Education	Yes
Assistant Professor	DNP	Nursing	Yes
Assistant Professor	DNP	Nursing	Yes

USC AIKEN			
List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc)	**Highest Degree Earned**	**Field of Study**	**Teaching in Field (Yes/No)**
Professor	PhD	Nursing	Yes
Associate Professor	PhD	Nursing	Yes
Associate Professor	PhD	Nursing	Yes
Assistant Professor	PhD	Nursing	Yes
Assistant Professor	PhD	Nursing	Yes
Assistant Professor	DNP	Nursing	Yes
Assistant Professor	DNP	Nursing	Yes
Assistant Professor	DNP	Nursing	Yes

Table C – Administration, Faculty, Staff

UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT						
YEAR	**NEW**		**EXISTING**		**TOTAL**	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2014 – 15	0	0	2	0.5	2	0.5
2015 – 16	0	0	2	0.5	2	0.5
2016– 17	0	0	2	0.5	2	0.5
2017 – 18	0	0	2	0.5	2	0.5
2018 – 19	0	0	2	0.5	2	0.5
Faculty (USC Upstate & USC Aiken doctoral faculty)						
2014 – 15	0	0	19	5	19	5
2015– 16	1	1	20	8	20	8
2016– 17	0	0	20	8	20	8
2017– 18	0	0	20	8	20	8
2018 – 19	0	0	20	8	20	8
Staff						
2014 –15	0	0	2	2	2	2
2015 –16	0	0	2	2	2	2
2016 –17	0	0	2	2	2	2
2017 –18	0	0	2	2	2	2
2018 – 19	0	0	2	2	2	2

Physical Plant

While this proposed program is delivered via distance education, the physical resources of the MBSON are sufficient to meet the program mission, goals and expected outcomes. Both campuses have teleconferencing capability, ECHO 360 video recording software and management systems, and Blackboard learning management system (LMS) for delivery of distance education. The Spartan GreenSky is an initiative USC Upstate to provide anywhere, anytime access to USC Upstate email, files and course-required software for all students, faculty and staff. Included in these services are email, cloud storage and virtual computer access. With Spartan GreenSky, users can access any of these services via any computer with Internet access, including access to nearly all computer labs and specialized software previously only available in specific computer labs.

The MBSON faculty located on the Greenville campus have been the recipients of several grants to create a web-based multi-user virtual environment (MUVE) hospital with a variety of learning modules and activities.

Currently, all full-time faculty on each campus have a private office with necessary office equipment (computer, printer access, filing cabinets, bookcases). Part-time faculty share offices and all are equipped with the same office equipment.

Equipment

There will be no new facility costs for this program as the MBSON is housed in adequate facilities and with spacious offices. Our campuses are equipped with technology to support distance learning. An allocation of $5,000 for additional computer software, materials and technology enhancement are proposed for the first two years of start-up. The MBSON has a Center for Nursing Research that will be a rich support to our master's program.

Library Resources-

The USC Upstate Library is housed in a multi-floor building shared with classrooms and other campus services such as the Scholars' Academy and ROTC. The Library occupies approximately 36,643 net square feet of space in a 61,739 square foot building (approximately 59% of the building). Library operations and services within the building include access services (circulation, reserves, interlibrary loan), the reference desk, two computer labs, a library classroom, technical services, library administration, library faculty offices, library staff workspaces, group study rooms and individual carrels, circulating collections and in-house use collections (including reference, archives, and special named collections).

The Library is open with full services 82.5 hours per week. Library hours (with no services) are extended by an additional two hours each night (Sunday through Thursday) through the use of University security officers. Although no services are offered, this does provide the students with a quiet and safe study environment an additional 10 hours per week. Finally the library's 24/7 computer lab is open 24 hours a day 7 days a week with the only closure being the holiday break between Christmas and New Year's when the entire campus is closed.

The Library's resources are available in a variety of formats, including 121,747 electronic books, 584 print journal subscriptions, over 131,000 print books, 51,182 microforms, and more than 6,000 CD/DVDs. In addition, the library has begun a digitization project and the following items are available digitally: all university yearbooks, all university catalogs, former SACS self-study and reaffirmation documents, and numerous student literary publications. As part of the University of South Carolina

System, the library also provides students and faculty with access to the system's 2.6 million books, 3.5 million microform items, and 14,000 current serials in print.

The University is a member of the statewide academic library consortia PASCAL (Partnerships Among South Carolina Academic Libraries). With its effective communication system and an efficient delivery system (PASCAL Delivers), over 6 million items in academic collections throughout the state are available to students within a few days. Whenever possible, electronic resources are added, as this equalizes the access for the distance learner as well as the onsite learner. Via subscription to more than 200 databases, the USC Upstate Library provides direct access to the full-texts of more than 36,000 journals. An annotated list of these databases is available on the library's website. All of these databases are available remotely using the campus proxy server. Faculty, staff and students may access these information resources from their homes, offices, residence hall rooms, etc. They do not have to enter the library to take advantage of these resources.

At USC Upstate Greenville campus, the F.W. Symmes Library and Media Center provides 6,144 square feet of physical space. Within that space are eight group study rooms and separate seating for approximately 50 people. There is a small print reference collection of 115 volumes available. There are 62 computers available with 10 of those reserved only for USC Upstate students. Students at the Greenville campus have access to the same online catalogs and databases as students at the Spartanburg campus. Librarians from USC Upstate are onsite at the Greenville campus at least two days each week.

Accreditation, Approval, Licensure, or Certification

The Mary Black School of Nursing BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE). The University of South Carolina Upstate is accredited by the Southern Association of Colleges and Schools (SACS). The MBSON will apply for and seek approval of this proposed new master's degree program from both accrediting agencies. The proposed curriculum is carefully aligned with the AACN Essentials of Master's Education in Nursing.

The Clinical Nurse Leader (CNL) Certification Program is managed by the Commission on Nurse Certification (CNC), an autonomous arm of AACN, and governed by the CNC Board of Commissioners. CNC recognizes individuals who have demonstrated professional standards and knowledge through CNL certification. Graduates of this new program will be eligible to take the CNL certification exam.

Articulation

The University of South Carolina Upstate will develop an articulation agreement with Lander University regarding courses each would accept in transfer from the other university. We will continue to work with our colleague educational institutions across the state to offer seamless transition to our graduate program.

Estimated New Costs

a. No additional special state appropriations will be requested to implement the Master of Science degree at the University of South Carolina Upstate. The program will be implemented by reallocating current budget and workload, collaborating with USC Aiken for faculty support, collaborating with Lander University, and consolidating resources, such as tuition and fee revenues from the new program and the current state appropriation. In addition to the revenue generated from this program, we will offset the cost by seeking grant funding. Estimated new program costs include an administrative stipend for one (1) tenure track faculty with a terminal

degree for administration of the program. An additional tenure-track faculty with a terminal degree will be hired in the second year to support the ongoing graduate program at a cost of $78,000, including fringe benefits, for a 9 month contract. There will be no further administrative costs for the program, as it will be administered under the current organizational structure of the USC Upstate Mary Black School of Nursing.

Table D - Estimated Costs to the Institution and Sources of Financing

ESTIMATED COSTS BY YEAR						
CATEGORY	**1st**	**2nd**	**3rd**	**4th**	**5th**	**TOTALS**
Program Administration	85,000	85,000	85,000	85,000	85,000	425,000
Faculty Salaries	240,000	300,000	300,000	300,000	300,000	1,440,000
Graduate Assistants	0	0	0	0	0	0
Clerical/Support Personnel	0	26,000	26,000	26,000	26,000	104,000
Supplies and Materials	2500	2500	2500	2500	2500	12,500
Library Resources	0	0	0	0	0	0
Equipment	2500	2500	0	0	0	5000
Facilities	0	0	0	0	0	0
Other (Identify)	0	0	0	0	0	0
TOTALS	330,000	416,000	413,500	413,500	413,500	1,986,500

SOURCES OF FINANCING BY YEAR (Specify source(s) (e.g., special item appropriation, auxiliary enterprise funds, endowment income, special grant or contract, etc.)						
Estimated FTE Revenue Generated from the State (See note on page 25.)	0	0	0	0	0	0
Tuition Funding (New students only)	141,960	243,920	243,920	243,920	243,920	1,117,640
Other State Funding (Legislative Approp.)	0	0	0	0	0	0
Reallocation of Existing Funds	0	0	0	0	0	0
Federal Funding (will apply for HRSA DON funds)	-	-	-	-	-	-
Other Funding (Endowment, Auxiliary etc.)	0	0	0	0	0	0
TOTALS	141,960	243,920	243,920	243,920	243,920	1,117,640

b. The assumptions made in Table D are based on current faculty /staff resources and allocation of funds and workload. In addition, the collaboration with USC-Aiken enables us to have increased faculty resources eliminating the need for additional faculty, especially in the first year. An administrative supplement will be assigned to a program director for administrative responsibilities related to oversight of program. This faculty member is already employed; therefore, no new faculty recruitment is necessary. An additional faculty member would be added on a nine-month contract in the second year and the added expenses would be absorbed by tuition and fees.

c. Materials and supplies would be minimal and focus mainly on marketing and management of the application processes. Equipment is also minimal, since delivery is online and all faculty have the necessary resources, hardware and software, to administer online courses. Faculty development and continuing education would be ongoing through departmental and grant funds.

d. Financing sources will come primarily from tuition and fees. We do not anticipate any additional funding from the state and plan to seek grant funding through a variety of sources.

References

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Appendix A

- **Initial Report- Qualtrics Survey Software**

Last Modified: 01/29/2013

1. Do you have an interest in pursuing a Master's Degree in Nursing?

#	Answer	Bar	Response	%
1	Yes		295	93%
2	No		21	7%
	Total		316	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.07
Variance	0.06
Standard Deviation	0.25
Total Responses	316

2. Would you be interested in attending the MSN program at USC Upstate?

#	Answer	Bar	Response	%
1	Yes		273	86%
2	No		43	14%
	Total		316	

Statistic	Value
Min Value	1
Max Value	2
Mean	1.14
Variance	0.12
Standard Deviation	0.34
Total Responses	316

3. What type of program would best fit your educational needs?

#	Answer	Bar	Response	%
1	All online for lecture portion		89	28%
2	All in class face-to-face		45	14%

3	Combination of in class and online		181	57%
	Total		315	

Statistic	Value
Min Value	1
Max Value	3
Mean	2.29
Variance	0.77
Standard Deviation	0.88
Total Responses	315

4. In what semester are you currently enrolled in the nursing program?

#	Answer	Bar	Response	%
1	1st semester junior		58	18%
2	2nd semester junior		71	23%
3	1st semester senior		80	25%
4	2nd semester senior		66	21%
5	RN-BSN		40	13%
	Total		315	

Statistic	Value
Min Value	1
Max Value	5
Mean	2.87
Variance	1.67
Standard Deviation	1.29
Total Responses	315

5. What is your age range?

#	Answer	Bar	Response	%
1	25 and under		177	56%
2	26-35		79	25%
3	36-45		45	14%
4	46-55		13	4%
5	over 55		2	1%
	Total		316	

Statistic	Value

Min Value	1
Max Value	5
Mean	1.68
Variance	0.83
Standard Deviation	0.91
Total Responses	316

6. Are you a resident of South Carolina?

-

#	Answer	Bar	Response	%
1	Yes		312	99%
2	No		4	1%
	Total		316	

-

Statistic	Value
Min Value	1
Max Value	2
Mean	1.01
Variance	0.01
Standard Deviation	0.11
Total Responses	316

7. Where do you primarily take your nursing courses?

#	Answer	Bar	Response	%
1	USC Upstate-Spartanburg Campus		161	51%
2	USC Upstate-Greenville Campus		149	47%
3	USC Aiken		5	2%
	Total		315	

Statistic	Value
Min Value	1
Max Value	3
Mean	1.50
Variance	0.28
Standard Deviation	0.53
Total Responses	315

Report powered b

Appendix B

FreeOnlineSurveys.com View Results
http://freeonlinesurveys.com/v1/viewresults.asp?surveyid=1030662&print=1[7/30/2012 1:26:42 PM]

Results for: MSN Degree Survey

1) ***Would you be interested in attending a Master's level nursing program at USC Upstate?***

Percentage Responses
Yes 85.8 344
No 14.2 57
Total responses: 401

What type of program would best fit your educational needs?

Percentage Responses
All online (e-learning) 51.3 196
All in class 5.2 20
Combination of online (e-learning) and classroom 43.5 166
Total responses: 382

In which degree program would you be most interested?

Percentage Responses
BSN to MSN 58.0 218
RN to MSN 42.0 158
Total responses: 376

How are you interested in attending?

Percentage Responses
Full-time 20.4 75
Part-time 79.6 292
Total responses: 367

2) ***Are you currently enrolled in a nursing educational program?***

FreeOnlineSurveys.com View Results
http://freeonlinesurveys.com/v1/viewresults.asp?surveyid=1030662&print=1[7/30/2012 1:26:42 PM]

Percentage Responses
Yes 16.0 64
No 84.0 337
Total responses: 401

If yes, which program?

Percentage Responses
ADN 6.4 5
Diploma 0.0 0
RN-BSN 55.1 43
4-year BSN 6.4 5
Master's Program in Nursing 29.5 23
Doctoral 2.6 2

Total responses: 78

3) ***Are you currently working as an RN?***

Percentage Responses
Yes 97.7 390
No 2.3 9
Total responses: 399

If yes, which of the following best describes your place of employment?

Percentage Responses
Hospital 87.8 346
Outpatient setting 3.3 13
Home Care 5.1 20
Education 1.0 4
Other 2.8 11
Total responses: 394

4) *What is your current nursing position?*

Percentage Responses
Student 0.2 1
Staff nurse 80.8 325
FreeOnlineSurveys.com View Results
http://freeonlinesurveys.com/v1/viewresults.asp?surveyid=1030662&print=1[7/30/2012 1:26:42 PM]
Advanced Practice Nurse 0.0 0
Nurse Administrator/Manager 9.2 37
Educator 3.5 14
Nurse in the community/industry. 1.0 4
Other 5.2 21
Total responses: 402

What is your current educational level as a Registered Nurse?

Percentage Responses
Diploma in Nursing 2.0 8
Associate's Degree in Nursing 45.3 181
Bachelor's Degree in Nursing 50.3 201
Master's Degree in Nursing 2.0 8
Non-nursing Master's Degree 0.5 2
Doctorate 0.0 0
Total responses: 400

What is your age?

Percentage Responses
25 years or under 9.7 39
26-35 years 33.8 136
36-45 years 26.4 106
46-55 years 22.1 89
More than 55 years 8.0 32
Total responses: 402

Are you a resident of South Carolina?

Percentage Responses
Yes 97.0 387
No 3.0 12

Total responses: 399

Appendix C

Letters of Support

January 17, 2013

Katharine M. Gibb, EdD, MSN, RN
Interim Dean
Mary Black School of
University of South Carolina Upstate
800 University Way
Spartanburg, SC 29303

Dear Dr. Gibb,

I am writing this letter in support of the University of South Carolina Upstate's application for a master's degree in Nursing with the Clinical Nurse Leader (CNL) tract. Although this is a relatively new role to nursing and has only been in existence for five years, it is becoming a vital role in the ever changing healthcare arena.

Currently there is no CNL program in South Carolina and those interested are forced to go to out of state institutions taking tuition dollars with them. Having an expert clinician at the bedside is beneficial for our patients and Quality Care Outcomes.

Greenville Hospital System is committed to a future partnership with Mary Black School of Nursing and the Clinical Nurse Leader (CNL) program tract.

Please let me know if I can help you further as you pursue this new master's degree program.

Sincerely,

Michelle Taylor-Smith, RN, MSN, NE-BC, FACHE
Chief Nursing Officer
Greenville Hospital System

GREENVILLE HOSPITAL SYSTEM UNIVERSITY MEDICAL CENTER
701 GROVE ROAD • GREENVILLE, SC 29605 • (864) 455-7000

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MARY BLACK
MEMORIAL HOSPITAL

1770 Skyway Drive
P.O. Box 3217
Spartanburg, SC 29304
Phone: (864) 573-7000
maryblackhospital.com

January 11, 2013

Katharine M. Gibb, EdD, MSN, RN
Interim Dean
Mary Black School of
University of South Carolina Upstate
800 University Way
Spartanburg, SC 29303

Dear Dr. Gibb,

I am writing this letter in support of the University of South Carolina Upstate's application for a master's degree in Nursing with the Clinical Nurse Leader (CNL) tract. Clinical expertise is a critical element in the delivery of safe, competent care.

Currently there is no CNL program in South Carolina and those interested are forced to go to out of state institutions taking tuition dollars with them. Having an expert clinician at the bedside is a beneficial for our patients and overall hospital outcomes. The current masters programs in the state focus on the nurse practitioner or educator roles and are not as relevant for the staff nurse or aspiring clinical leader.

This program would be ideal for current nurse leaders or aspiring nurse leaders in our organization. Our organization supports continuing education of our nursing staff and would support them in this program. We would also be willing to be a clinical placement site for students in this program as we currently assist with undergraduate clinical rotations.

Please let me know if I can help you further as you pursue this new master's degree program.

Sincerely,

Chanda Flynn
Chief Nursing Officer
Mary Black Health System

Spartanburg Regional

January 11, 2013

Katharine M. Gibb, EdD, MSN, RN
Interim Dean, Mary Black School of Nursing
University of South Carolina Upstate
800 University Way
Spartanburg, SC 29303

Dear Dr. Gibb,

I am writing this letter in full support of the University of South Carolina Upstate's application for a master's degree in Nursing with the Clinical Nurse Leader (CNL) tract. Although this is a relatively new role to nursing and has only been in existence for five years, it is becoming a vital role in the ever changing healthcare arena.

Currently there is no CNL program in South Carolina and those interested are forced to go to out of state institutions taking tuition dollars with them. Having an expert clinician at the bedside is beneficial for our patients and overall hospital outcomes. The current master's program in the state focuses on the nurse practitioner or educator roles and are not as relevant for the staff nurse or aspiring clinical leader.

In my long range planning for patient care, I anticipate hiring a CNL for every nursing unit within the next 5 years, provided there is enough supply. I would also be willing to allow Spartanburg Regional to be a clinical placement site for students in your program.

Please let me know if I may help further as you pursue this new master's degree program.

Sincerely,

Mary Jane Jennings

Mary Jane Jennings, RN, BSN, MHSA
Interim Chief Nursing Officer and
Vice President, Quality and Perioperative Services
Spartanburg Regional Healthcare System

BON SECOURS
ST. FRANCIS HEALTH SYSTEM

January 11, 2013

Katharine M. Gibb, EdD, MSN, RN
Interim Dean
Mary Black School of
University of South Carolina Upstate
800 University Way
Spartanburg, SC 29303

Dear Dr. Gibb,

I am writing this letter in full support of the University of South Carolina Upstate's application for a master's degree in Nursing with the Clinical Nurse Leader (CNL) tract. Clinical expertise is a critical element in the delivery of safe, competent care.

Currently there is no CNL program in South Carolina and those interested are forced to go to out of state institutions taking tuition dollars with them. Having an expert clinician at the bedside is a beneficial for our patients and overall hospital outcomes. Currently all the masters programs in South Carolina focus on the nurse practitioner or educator roles and are not as relevant for the staff nurse or aspiring clinical leader.

In my long range planning for patient care I anticipate the CNL role will be an integral part of every nursing unit within the next 5-10 years, provided there is enough supply. I would also be willing to be a clinical placement site for students in your program.

Please let me know if I can help you further as you pursue this new master's degree program.

Sincerely,

Teri Ficicchy
Executive Vice President & Chief Nursing Officer
Bon Secours St. Francis Health System

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125 Commonwealth Drive | Greenville, SC 29615
2 Innovation Drive | Greenville, SC 29607

DEPARTMENT OF VETERANS AFFAIRS
Ralph H. Johnson VA Medical Center
109 Bee Street
Charleston, South Carolina 29401-5799

January 24, 2013

In Reply Refer To: 534/002

Thomas F. Moore, Ph.D.
Chancellor
University of South Carolina-Upstate
800 University Way
Spartanburg, SC 29303

Dear Dr. Moore:

I am writing this letter in full support of the University of South Carolina-Upstate's application for a master's degree in Nursing with the Clinical Nurse Leader (CNL) tract. Although this is a relatively new role to nursing and has only been in existence for five years, it is becoming a vital role in the ever-changing health care arena.

At the Ralph H. Johnson VAMC in Charleston, we are making plans to incorporate this role into our existing patient care structure. Two of my nurses returned to school this year to become educationally prepared as Clinical Nurse Leaders. Unfortunately, they were forced to go to out of state institutions because there is no graduate program in South Carolina offering this type of master's degree in Nursing.

In my long range planning for patient care, I anticipate hiring a CNL for every nursing unit within the next five years, provided there is enough supply. I would also be willing to be a clinical placement site for students in your program.

Please let me know if I can help you further as you pursue this new master's degree program.

Sincerely,

Mary C. Fraggos

Mary C. Fraggos, RN, MS, NEA-BC
Associate Director, Nursing and Patient
Care Services