

PROGRAM MODIFICATION PROPOSAL

Bachelor of Science in Nursing Degree

UNIVERSITY OF SOUTH CAROLINA

November 2007



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CLASSIFICATION

Name of Program to be Modified:	Nursing
Academic Unit:	College of Nursing
Degree:	Bachelors of Science in Nursing Baccalaureate Degree – 4 Year
Proposed Date of Implementation	Fall 2008
Site:	Salkehatchie and Lancaster
CIP Code:	511601
Program:	Modification

Program qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship awards: YES

Delivery Mode: Blended: Approximately 25% distance education & 75% traditional delivery

JUSTIFICATION**Purposes and Objectives:**

The purpose of this program modification proposal is to offer baccalaureate nursing programs to place bound students living in the service areas of USC Lancaster and USC Salkehatchie. USC Columbia will provide upper-level nursing courses at University of South Carolina (USC) Salkehatchie and USC Lancaster in order to promote access to students into the USC College of Nursing (CON). These courses will be supported with the delivery of lower division nursing courses and general education courses offered by USC Salkehatchie and USC Lancaster. This unique program modification will enable expansion of the BSN program without requiring new facilities or multiple new faculty members.

This proposal speaks to three major objectives:

- Better utilization of existing USC system resources (space, faculty, and funds) to make available the CCNE-accredited USC CON BSN degree for students living and working outside of the Columbia area without the costs of a new program start-up
- Increase the numbers of baccalaureate prepared registered nurses to work in South Carolina
- Develop academic/service partnerships to support local recruitment and retention of BSN prepared nurses.

The proposed program modification will not change any of the USC College of Nursing baccalaureate program objectives, which are listed below:

- Exhibit professional and personal ethical behavior in all activities

- Provide evidence-based clinically competent care across the continuum of care
- Demonstrate cultural awareness, sensitivity, and competency in providing nursing care to individuals, families, and groups within a diverse society
- Make clinical judgments using reflection, critical thinking, and problem-solving skills
- Perform health promotion, risk reduction, and disease-prevention activities for individuals, groups, and populations
- Use information and health care technologies
- Perform the professional roles of provider of care, coordinator of care, member of a profession, and life-long learner
- Work as a member of the interdisciplinary health care team
- Assume leadership roles within the scope of professional practice

Need for Program Modification

Nurses comprise the largest percentage of the South Carolina healthcare workforce. By the year 2020, Health Resources and Service Administration (HRSA) experts predict the projected supply of nurses will increase by 11%, whereas the demand for that same time period is expected to increase by 48%. The South Carolina Hospital Association reports the current RN vacancy rates range up to 18% within the state. When you consider that close to 63% of South Carolina RNs are over age 40 and eligible to retire within the next two decades – and that we already have to recruit almost 40% of our nurses from out of state – and that South Carolina hospitals anticipate over 500 new beds opening within the next two years – combined with the fact that we have insufficient number of students in the pipeline to replace those retiring – one cannot help but conclude that the projected gap between supply and demand will continue to widen.

The Southern Regional Educational Board (SREB) reports that over 1,100 qualified students were turned away from South Carolina nursing programs due to a lack of faculty. In an informal survey, the South Carolina Deans and Directors Council reported 52 full-time faculty positions open in the fall of 2006, with a minimum of 100 more expected to be eligible for retirement by 2010. The supply and demand ratio within the faculty ranks is already out of balance and not expected to improve unless colleges and universities rethink the traditional methods in which students are taught.

Adding to this critical nursing needs scenario are the research data documenting that the basic education of RNs is a more critical factor than many realize. Dr. Linda Aiken's research team has presented data showing that units staffed with higher numbers of RNs have better patient outcomes. Additionally, the data show that increased percentages of baccalaureate and higher degree nurses further improve these outcomes. About 74% of newly graduated registered nurses entering the workforce in South Carolina have an associate degree in nursing, with national accrediting bodies and nursing organizations recommending that 66% of registered nurses in each state should have a baccalaureate degree. In 2005, 37% of all South Carolina RNs held a baccalaureate or higher degree. A top priority for South Carolina needs to be the development of strategies for cost-effective ways to increase the numbers of BSN graduates.

The state of South Carolina currently has nine BSN programs and 13 Associate Degree programs with two new BSN programs in the approval phase of development. Most of these report through the SC Deans and Directors Council that they have faculty shortages and the inability to admit all qualified students making application. The strategic question that must be addressed over the next few critical years is whether or not it is cost-effective to continue to open new nursing programs when the already-existing programs have difficulty finding and keeping qualified faculty members. Would resources be better utilized by creative expansion of existing programs in conjunction with better use of internal resources and enhanced collaborations with the service sector and other public/private business partners?

The University of South Carolina is prepared to address these challenges. The above facts support the efforts of USC leaders – working within the system – to seek creative and innovative methods and partnerships to expand the numbers of baccalaureate-prepared nurses to better meet the current and future healthcare needs of the public. USC is in a unique position to offer this proposal for a program modification that directly addresses these priorities. No other college or university system in the state has multiple facilities to support a program expansion of this nature; and the USC mission further clarifies this distinction.

Centrality of Program Modification to the USC mission

The primary mission of the University of South Carolina, a multi-campus public institution serving the entire state of South Carolina, is the education of the state's diverse citizens through teaching, research and creative activity, and service. Accredited with USC Columbia by the Southern Association of Colleges and Schools, the regional campuses in Lancaster, Allendale (Salkehatchie), Sumter, and Union principally provide the first two years of undergraduate education, as well as selected associate degree programs mainly for their locales. The regional campuses also provide for the completion of bachelor degrees by offering selected upper-division course work in conjunction with the

Aiken, Beaufort, Columbia, and Upstate campuses, as well as some graduate education through the University's Extended Campus program. In addition to providing these programs, the regional campuses bring the resources of the entire University to citizens throughout the state.

The USC CON has an accredited nursing program offering the baccalaureate degree, but has limited capacity to admit students into the upper division courses for several reasons, including insufficient numbers of faculty. Another limitation involves competition in the regional area for clinical sites. USC CON, Midlands Technical College, Central Carolina Technical College, and Orangeburg-Calhoun Technical College all vie for clinical nursing slots in regional hospital units. Further compounding the clinical site limitations, regional facilities are saturated with students from numerous healthcare programs, including (but not limited to) Licensed Practical Nursing, Medicine, and Nurse Practitioner students. While there are differences in the scope of learning experiences required for these students, there is a safety saturation point within the healthcare environment that limits the number of students that can occupy a hospital area. This program modification will have clinical site support from local agencies within the Salkehatchie and Lancaster regions.

When approached by potential funding partners from the private sector, CON leadership determined that the best use of additional funding would not be to simply expand the USC Columbia campus nursing program, but to seek ways to better utilize partnerships between the USC CON service sector partners and the USC Regional Campuses – specifically USC Salkehatchie (USCS) and USC Lancaster (USCL). Utilizing many already-existing resources throughout this system, offering USC Columbia courses taught by USC approved faculty becomes an avenue for streamlining articulation from the regional campuses to the main academic programs.

Relationship of Program Modification to Other USC Programs

USCS and USCL will provide the first two years of the USC CON BSN pre-nursing curriculum. All pre-nursing course syllabi and faculty will be approved by USC CON Associate Dean for Academics, with all courses being didactic having no clinical component and no contact with health care clients. For courses offered in the lower division, faculty will be hired by the Regional Campuses and students will be enrolled on those campuses. All upper division nursing courses offered in years three and four will be provided by USC CON faculty through a combination of distance education and on-site instruction. During the upper division, faculty will be hired by the USC CON and students will be enrolled in the USC CON. The BSN degree will be awarded from the USC CON.

Students matriculating in the A.A. or A.S. programs will be permitted to apply for admission to USCS or USCL by indicating pre-nursing as a career interest. After successful completion of the first two years of study, students may

apply directly to the USC CON cohorts located on the USC regional campuses. Requirements for admission into upper division are the same as for any students seeking admission into the USC CON upper division. These admission criteria are set by the USC CON. Admission into upper division is competitive for all USCS and USCL students, with the intent to admit up to 32 qualified students (16 from USCS campus and 16 from the USCL campus) into the USC CON upper division annually, commencing Fall 2008. The USC CON is responsible for all final upper division admission decisions.

A faculty nursing coordinator will be designated for each of the two regional campuses and will serve to assist students in the program and to act as liaison with the USC CON. The USC CON Associate Dean for Academics will work directly with the USCS and USCL nursing coordinators to facilitate the successful student progression within the programs. Because the BSN degree will be taught through and awarded by the USC CON, the USC CON Dean will hold final administrative approval on all formal reviews of these faculty members.

Intersection of Program Modification With Other Nursing Programs

Early indicators show that there is huge student interest in this program modification with ample supply of lower division students who will be competitive for admission into upper division. This expansion of the USC CON – utilizing both existing and new resources within the USC system – has the potential to add 64 BSN-prepared nurses annually into the South Carolina workforce, beginning within the next 3 years. This represents an almost 20% increase in USC nursing graduates with minimal increase in required financial resources through program expansion versus opening a new program. Using existing faculty and physical facilities, the primary need for new faculty is minimized to clinical nursing instructors rather than classroom professors. As a clear alternative to opening new BSN nursing programs, this initiative brings far less burden to bear (and far less pull on limited resources) for the other nursing programs in the state.

As South Carolina struggles with the ever increasing demand for new registered nurses, each nursing program in the state is being challenged to increase capacity in a market where we have insufficient numbers of masters and doctoral prepared nurses in the workforce from which to draw more faculty. This requested program modification is a cost-effective and efficient way to increase capacity without threatening other nursing programs and provides one long-term high-impact solution to aid in lessening the RN shortage.

Technology available on all USC campuses will support real-time delivery of coursework from the USC CON facility. This enables the CON to expand the number of students without requiring separate nursing faculty members to teach the didactic components of the upper division courses.

ENROLLMENT

The USC CON will admit up to 16 qualified applicants from lower division cohorts of students attending classes on each of the USC Salkehatchie and USC Lancaster campuses each fall. These applicants must have completed all nursing prerequisite courses established by the USC CON for enrollment into the BSN program. Qualified applicants for upper division must meet all of the admission criteria set by the USC CON. These admission criteria are reviewed and set by the USC CON faculty and administration. There will be no variances in admission criteria for those cohorts located on the USCS or USCL campuses.

PROJECTED TOTAL ENROLLMENT						
USC Columbia Upper Division						
SALKEHATCHIE						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2008	16	272	16	256	N/A	N/A
2009	32	528	32	496	N/A	N/A
2010	32	528	32	496	N/A	N/A
2011	32	528	32	496	N/A	N/A
2012	32	528	32	496	N/A	N/A
LANCASTER						
2008	16	272	16	256	N/A	N/A
2009	32	528	32	496	N/A	N/A
2010	32	528	32	496	N/A	N/A
2011	32	528	32	496	N/A	N/A
2012	32	528	32	496	N/A	N/A

The previous projected enrollment table upper division estimates are based on admission of 32 students per year (16 from USCL and 16 from USCS), commencing Fall 2008.

Estimated New (Additional) ENROLLMENTS						
SALKEHATCHIE						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2008	16	272	16	256	N/A	N/A
2009	32	528	32	496	N/A	N/A
2010	32	528	32	496	N/A	N/A
2011	32	528	32	496	N/A	N/A
2012	32	528	32	496	N/A	N/A

LANCASTER						
2008	16	272	16	256	N/A	N/A
2009	32	528	32	496	N/A	N/A
2010	32	528	32	496	N/A	N/A
2011	32	528	32	496	N/A	N/A
2012	32	528	32	496	N/A	N/A

CURRICULUM

The proposed off-campus program involves offering the existing curriculum off-site. No changes have been made to the existing baccalaureate program.

Students matriculating in the A.A. or A.S. programs will be permitted to apply for admission to USCS or USCL by indicating pre-nursing as a career interest. After successful completion of the first two years of study, students may apply directly to the USC CON cohorts located on the USC regional campuses. Requirements for admission into upper division are the same as for any students seeking admission into the USC CON upper division. These admission criteria are set by the USC CON. Admission into upper division is competitive for all USCS and USCL students, with the intent to admit up to 32 qualified students (16 from USCS campus and 16 from the USCL campus) into the USC CON upper division annually, commencing Fall 2008. The USC CON is responsible for all final upper division admission decisions.

The pre-nursing curriculum programs at Salkehatchie and Lancaster campuses will include the following:

LOWER DIVISION PRE-NURSING @ USCS/USCL			
<u>FALL</u>		<u>SPRING</u>	
Freshman Year	Credits	Freshman Year	Credits
English 101	3	English 102	3
Nursing 212	3	BIOL 243/243L	4
Fine Art	3	Nursing 226	3
Elective (Math 111)	3	Psych 101 or SOCY 101 ¹	3
Chem 102	4	STAT 110 ²	3
	(16)		(16)
<u>FALL</u>		<u>SPRING</u>	
Sophomore Year	Credits	Sophomore Year	Credits
Biology 244/244L	4	Biology 250/250L	4
Nursing 220	3	Nursing 216	4
Nursing 210	3	Nursing 231	3
STAT 201 or MATH 122	3	Elective	3
PSYC 420 or SOCY 305	3	History	3
	(16)		(17)

(1) Social Sciences: 2 courses required. Chose from either PSYC 101 and PSYC 420 or SOCY 101 and SOCY 305.

(2) Analytical Reasoning: 2 courses required. Must take STAT 110. For 2nd course can choose Calculus Math or higher (MATH 122), or STAT 201.

Note: Prospective USC CON students must have successfully passed the proficiency examination administered by the department of Foreign Languages and Literature or have completed 109 -110 or higher series of a foreign language (can apply toward elective requirements). Prospective USC CON students must have scored at least a B-22 on the University Math Placement Examination or have completed Math 111 (can apply toward elective requirements)

Students wishing to enroll in the CON BSN upper division must submit a completed USC CON application no later than November of the prior year. Admission to USC CON is competitive and will be limited to 16 students for each campus.

UPPER DIVISION BSN CURRICULUM PLAN USC CON			
<u>FALL</u>		<u>SPRING</u>	
Junior Year	Credits	Junior Year	Credits
NURS 324*	3	NURS 400*	3
NURS 311**	2	NURS 411**	5
NURS 312**	4	NURS 412**	5
NURS 314*	2	NURS Elective*	3
NURS 317*	3		
NURS 319*	3		
	(17)		(16)

<u>FALL</u>		<u>SPRING</u>	
Senior Year	Credits	Senior Year	Credits
NURS 420*	2	NURS 430*	3
NURS 422**	5	NURS 431**	4
NURS 423*	3	NURS 432**	4
NURS 424**	3	NURS 433**	4
NURS 425**	3		
	(16)		(15)

* **Distance delivery**

** **Blended: Distance delivery, with synchronous and asynchronous content delivery, and clinical sites in geographic are of interest**

First Semester Junior Year

- **311 – Introduction to Health Assessment. (2)** (Coreq: NURS 312, 314) Cognitive skills, psychomotor skills, and technologies necessary to perform health assessment. Laboratory required.
- **312 – Foundations of Nursing Practice. (4)** (Coreq: NURS 311, 314) Cognitive, affective, and psychomotor skills and technologies necessary to nursing intervention. Practicum required.
- **314 – Clinical Reasoning in Nursing Practice. (2)** (Coreq: NURS 311, 312) The process of making clinical judgments.
- **324 – Chemical Therapeutics. (3)** (Prereq: CHEM 102; prereq or coreq: NURS 220 and MATH 111 unless student places out of MATH 111 on the University Math Placement Test) Principles of pharmacology for restoration and support of psychological,

physiological, and chemical disturbances in human capacities. Role of the nurse in clinical pharmacology.

- **317 – Psychosocial Pathology. (3)** Pathology associated with biopsychosocial alterations.
- **319 – Health Across the Life Span. (3)** Study of factors that influence health across the life span, with emphasis on children, women, and the elderly.

Second Semester Junior Year

- **400 – Evidence-based Nursing Practice. (3)** (Prereq: STAT 110, NURS 3140) Introduction to the language and process of research and the use of best practices to guide nursing practice
- **411 – Psychiatric/Mental Health Nursing. (5)** (Prereq: NURS 312, 317) Nursing care of clients experiencing psychiatric/mental health problems, with focus on promotion, restoration, and support. Practicum required.
- **412 – Acute Care Nursing of Adults I. (5)** (Prereq: NURS 311, 312, 314) Nursing care of acutely ill adults in a variety of settings. Practicum required.
- **Nursing Elective (3)** (Prereq: consent of instructor) Topics of special interest in nursing. Individual topics to be announced in schedule by suffix and title.

First Semester Senior Year

- **420 – Emerging Issues in Nursing Practice. (2)** (Prereq: NURS 400) Examination of emerging health-related issues and their relevance to professional nursing practice.
- **422 – Acute Care Nursing of Adults II. (5)** (Prereq: NURS 411, 412) Nursing care of acutely ill adults in a variety of settings. Practicum required.
- **423 – Nursing Leadership and Management. (3)** (Prereq: NURS 411 and 412 or equivalent) Conceptual basis of leadership and management of patient care in health care systems.
- **424 – Maternal/Newborn Nursing. (3)** (Prereq: NURS 411, 412; Coreq: NURS 425) Nursing care of childbearing women and their neonates and families. Focus on uncomplicated pregnancy and birthing processes. Practicum required.
- **425 – Nursing of Children and Families. (3)** (Prereq: NURS 411, 412; Coreq: NURS 424) Nursing care of families throughout their childbearing years, focusing on health promotion, restoration, and support of their children. Practicum required.

Second Semester Senior Year

- **430 – Policies and Politics. (3)** Relationships between policies and politics in the health field and strategies for effective nursing activism. Policy analysis and its implications for the health professions.
- **431 – Community Health Nursing. (4)** (Prereq: NURS 423) Examines health of local, national, and global communities, including work sites and other subcommunities. Ethical, economic, environmental, and other considerations of community health are explored. Practicum required.
- **432 – Adult Health Nursing Preceptorship. (4)** (Prereq: NURS 422) Clinical experiences in management of multiple adult patients with complex physiological health problems in acute care settings. Practicum only.
- **433 – Nursing Leadership and Management Preceptorship. (4)** (Prereq: NURS 423) Clinical experiences in leadership and management of patient care in health care systems. Practicum only.

Student evaluations of courses and faculty instruction are accomplished using the Course Evaluation Questionnaire and the Teacher Evaluation Questionnaire. Each of these questionnaires is administered every semester for all courses offered and for all faculty teaching that semester. This policy is currently in effect for USC Columbia students, and will be implemented with USCL and USCS students.

FACULTY

USCS and USCL will provide the first two years of the USC CON BSN pre-nursing curriculum. All pre-nursing course syllabi and faculty will be approved by USC CON Associate Dean for Academics, with all courses being didactic having no clinical component and no contact with health care clients. For courses offered in the lower division, faculty will be hired by the Regional Campuses and students will be enrolled on those campuses. All upper division nursing courses offered in years three and four will be provided by USC CON faculty through a combination of distance education and on-site instruction. During the upper division, faculty will be hired by the USC CON and students will be enrolled in the USC CON. The BSN degree will be awarded from the USC CON using the same curriculum as the on-campus program.

A faculty nursing coordinator will be designated for each of the two regional campuses and will serve to assist students in the program and to act as liaison with the USC CON. The USC CON Associate Dean for Academics will work directly with the USCS and USCL nursing coordinators to facilitate the successful student progression within the programs. Because the BSN degree will be taught through and awarded by the USC CON, the USC CON Dean will hold final administrative approval on all formal reviews of these faculty members.

Faculty by rank	highest degree earned	field of study	Teaching in field (yes/No)
ASSOCIATE PROFESSOR			
#1	PhD	Nursing Administration	Yes
#2	PhD	Psychiatric-Mental Health	Yes
#3	PhD	Pediatric Nursing	Yes
#4	PhD	Psychophysiological Intervention	Yes
#5	PhD	Women's Health	Yes
#6	PhD	Psychiatric-Mental Health	Yes
ASSISTANT PROFESSOR			
#1	PhD	Psychiatric-Mental Health	Yes
#2	DNS	Maternity Nursing	Yes
#3	PhD	Pediatric Nursing	Yes
#4	PhD	Adult Nursing	Yes
#5	PhD	Pediatric Nursing	Yes

CLINICAL PROFESSOR			
#1	PhD	Family Practice Nursing	Yes
CLINICAL ASSOCIATE PROFESSOR			
#1	PhD	Health Promotion and Education	Yes
#2	MN	Family Practice Nursing	Yes
#3	MN	Pediatric Nursing	Yes
#4	EdD	Psychiatric-Mental Health	Yes
#5	MN	Maternity Nursing	Yes
#6	MSN	Pediatric Nursing	Yes
#7	MSN	Acute Care	Yes
#8	MSN	Adult Nursing	Yes
#9	EdD	Health Education	Yes
#10	DNP	Women's Health	Yes
CLINICAL ASSISTANT PROFESSOR			
#1	MN	Family Practice Nursing	Yes
#2	MSN	Family Practice Nursing	Yes
#3	MSN	Family Practice Nursing	Yes
#4	MN	Nursing Administration	Yes
#5	MSN	Psychiatric-Mental Health	Yes
#6	DrPH	Community Health	Yes
#7	MN	High Risk Neonatal Nursing	Yes
#8	MSN	Adult Nursing	Yes
#9	MSN	Family Practice Nursing	Yes
#10	MN	Adult Nursing	Yes
#11	MEd	Nursing Leadership	Yes
#12	MSN	Family Practice Nursing	Yes

#13	MSN	Health Care Systems Mgmt	Yes
#14	MSN	Family Practice Nursing	Yes
CLINICAL INSTRUCTOR			
#1	MSN	Nursing Education	Yes
#2	MSN	Pediatric Nursing	Yes
#3	MN	Psychiatric-Mental Health	Yes
#4	MSN	Nursing Education	Yes
#5	MSN	Maternity/Newborn	Yes

The proposed program modification would require the addition of two program coordinators/ clinical nursing instructors. These positions are essential for the start-up and maintenance of the pre-nursing cohorts at USCS and USCL. These program directors/instructors will hold a minimum of a master's degree in nursing, and will hold appointments at both campuses. They will recruit students for the program, as well as advise pre-nursing and nursing students. The program coordinators/nursing instructors will also assist in the identification of potential faculty to teach these courses, and will coordinate upper level course offerings with USC CON to be offered via blended distance education and live instruction. The program coordinators/nursing instructors will coordinate appropriate classroom and laboratory facilities while utilizing the local hospitals and health care institutions. Each program coordinator director will be provided staff support on the USCS and USCL campuses.

The program will also require eight new part-time clinical faculty, employed by USC Columbia (four on each campus) in the required nursing specialties. These faculty will hold a minimum of a masters degree in nursing. Existing USC faculty will utilize a blended method of course delivery for the didactic portion of the courses. New part-time clinical faculty will be primarily responsible for managing and instructing students in the clinical sites, located in the USCA and USCL areas, and will meet the required credentials as set forth within the accrediting and/or approval bodies (SACS, CCNE, and the SC State Board of Nursing). The campuses are each providing in-kind support.

PROGRAM ADMINISTRATION/FACULTY/STAFF SUPPORT							
YEAR	CAMPUS	NEW		EXISTING		TOTAL	
		Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration							
2008	USC CON	2	1.8	5	4.6	6	6.4
2009	USC CON			6	6.4	6	6.4
2010	USC CON			6	6.4	6	6.4
2011	USC CON			6	6.4	6	6.4
2012	USC CON			6	6.4	6	6.4
Faculty							
2008	USC CON	4	1.5	41	32.75	45	34.25
2009	USC CON	4	1.5	45	34.25	49	35.75
2010	USC CON			49	35.75	49	35.75
2011	USC CON			49	35.75	49	35.75
2012	USC CON			49	35.75	49	35.75
Staff							
2008	USC CON			23	23.0	23	23
2009	USC CON			23	23.0	23	23
2010	USC CON			23	23.0	23	23
2011	USC CON			23	23.0	23	23
2012	USC CON			23	23.0	23	23

PHYSICAL PLANT

Initially, all upper-division skills lab work will be offered on the USC Columbia campus, which already has a fully-equipped learning lab. As the program matures, a lab at USCS will be completed using grant funds which have been acquired for this purpose. Should the Salkehatchie lab not be completed prior to need, students will be transported to Columbia for the skills lab requirement. Funding for transportation is provided in the budget. USCL has an existing lab which is adequate for this program.

USC CON, USCS and USCL facilities are currently adequate to house the addition of the 64 students and are projected to be adequate in the ensuing five years. Additionally, the "smart classes" on all three campuses are compatible for satellite feed and/or video streaming the didactic classes. All upper division classes will be taught "real time" from the Columbia campus using already available technology and classes will be provided in video-stream format for all students as well.

EQUIPMENT

This program modification does not require major equipment items. Each campus has existing capabilities to receive distance delivery courses.

LIBRARY RESOURCES

University libraries in Columbia house over 3 million volumes, 1 million government documents, 400,000 maps and aerial photographs, and a wealth of rare books and manuscripts. Thomas Cooper Library, which opened in June 1976, contains all of the University library collections in Columbia except those located in the South Caroliniana Library, Law Library, Mathematics Library, Music Library, Business Library, and Medical Library.

Thomas Cooper Library seats approximately 2,500 readers. Included in the seating are more than 900 private locked facilities for faculty and graduate students involved in research. The facility has 40 study rooms seating up to four persons each, six seminar rooms for library related seminars, and a classroom for the library-taught orientation and bibliographic instruction classes. Special areas in the library include the Student Computer Labs, the Science Library, Special Collections, and the Map Library. Access to the collection is obtained through the USCAN/NOTIS Online Card Catalog with terminals located throughout the building. CD ROM stations are available for user searching of multiple databases.

Thomas Cooper Library has available to visually disabled students a Kurzweil Reading Machine, which electronically reads aloud printed and typed materials.

The Thomas Cooper Library offers access to literature from international sources through the on-line computer-assisted reference department. The computerized reference service provides bibliographic citations, statistics, and international news from recent literature on a wide range of subjects. This service is particularly strong in the natural and social sciences. Also included are government activities, publications, and grant sources.

Data bases in nursing include Medline, Nursing and Allied Health, and Health Planning and Administration. Data bases related to nursing include Psychological Abstracts and Mental Health Abstracts. New data bases are added regularly, and information on them is available in the Reference Department and are readily available to all students with compute access.

Also available at all University of South Carolina campus libraries is a new library system, PASCAL Delivers. PASCAL Delivers is a sharing system that enables students and faculty to request books online from any academic library in the state, receiving those books at their home institution in just a few business

days. PASCAL Delivers is a new project currently being implemented at many institutions in the state. The Institutional Libraries listed below are now engaged in borrowing and lending through PASCAL Delivers, OR they are currently in the implementation process. This list last updated August 31, 2007.

PASCAL DELIVERS THROUGH THESE INSTITUTIONAL LIBRARIES		
Borrowing and Lending		Lending or In Process
Aiken Technical College	Technical College of the Low Country	Bob Jones University
Central Carolina Technical College	USC Columbia	Columbia College
The Citadel	USC Aiken	Furman University
Clemson University	USC Beaufort	Greenville Technical College
Coastal Carolina University	USC Salkehatchie	Medical University of South Carolina
College of Charleston	USC Lancaster	Midlands Technical College
Florence-Darlington Technical College	USC Sumter	Northeastern Technical College
Francis Marion University	USC Upstate	Presbyterian College
Horry Georgetown Technical College	USC Union	Spartanburg Methodist College
Lander University	Williamsburg Technical College	Tri-County Technical College
Orangeburg Calhoun Technical College	Winthrop University	USC School of Medicine
Piedmont Technical College	Wofford College	
South Carolina State University	York Technical College	
Spartanburg Community College		

As the USC College of Nursing is fully accredited, and for the purposes of this program modification, no additional library resources are needed.

ACCREDITATION, APPROVAL, LICENSURE, OR CERTIFICATION

The USC CON is fully accredited at this time by the Commission on Collegiate Nursing Education (CCNE) and approved by the South Carolina State Board of Nursing (SCSBON). As a modification of the existing USC CON BSN program, these accrediting/approval bodies will notified of the additional program sites and this program will be included for the USC CON review by CCNE and SCSBON – both of which are scheduled to occur in 2011. .

ARTICULATION

Articulation within this program modification will be limited to those students attending all lower division courses on the USCS and/or USCL campuses

ESTIMATED NEW COSTS

ESTIMATED NEW COSTS BY YEAR						
CATEGORY	2008	2009	2010	2011	2012	TOTALS
Program Administration*	\$178,958	\$184,080	\$189,355	\$194,789	\$200,386	\$947,586
Faculty Salaries	\$60,000	\$120,000	\$120,000	\$120,000	\$120,000	\$540,000
Graduate Assistants	\$10,000	\$10,000	\$0	\$0	\$0	\$20,000
Clerical/Support/Personnel	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Library Resources	N/A					
Equipment	N/A**					
Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Other (Identify)	\$16,500	\$16,500	\$12,000	\$10,000	\$10,000	\$65,000
Travel, meeting expenses, misc. expenses						
TOTALS	\$270,458	\$335,580	\$326,355	\$329,789	\$335,386	\$1,597,568
SOURCES OF FINANCING BY YEAR						
Estimated FTE Revenue Generated from the State	\$0	\$0	\$0	\$0	\$0	\$0
Tuition Funding (New Students Only)***	\$146,880	\$293,760	\$293,760	\$293,760	\$293,760	\$1,321,920
Other State Funding (Legislative Approp.)	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds****	\$0	\$0	\$0	\$36,029	\$41,626	\$77,655
Federal Funding	\$0	\$0	\$0	\$0	\$0	\$0
Other Funding	\$123,578	\$41,820	\$32,595	\$0	\$0	\$197,993
Funding from contract between USCS/USC CON and a gift to the USC Foundation from Piedmont Medical Center						
TOTALS	\$270,458	\$335,580	\$326,355	\$329,789	\$335,386	\$1,597,568

*Salary data assume a 3% annual increase plus fringe

**USC Salkahatchie has external funding to support development of a learning lab at that facility from the Duke Endowment and BCBS Foundation

***Does not assume any tuition increase and reflects only tuition dollars from upper division nursing courses

****Reallocation of "other funding" not expended in Years 1, 2, & 3 through appropriate budget revisions

Based on the above estimated costs and revenue sources, this program modification will be virtually self-supporting within the next five years. Grant and contract monies from private partnerships will provide start-up costs – and with some budget revisions – those grant/contract funds will cover projected costs above what the tuition is projected to pay for. After that point, it is estimated that an additional \$45,000/year will be needed from the USC College of Nursing to cover costs and this will likely be covered with eventual tuition increases and/or shifting of USC CON “A” funds.

INSTITUTIONAL APPROVAL

This program modification was presented in the USC CON strategic plan and the CON Blueprint for Educational Excellence in June 2006. It was approved by the USC College of Nursing faculty prior to the submission of the strategic plan and accepted by the Office of the Vice President of Health Sciences and Research, the Office of the USC Provost.