

**New Program Proposal
 Master of Science in Nursing, Clinical Nurse Leader
 Lander University**

Summary

Lander University requests approval to offer a program leading to the Master of Science degree in Nursing, Clinical Nurse Leader to be implemented in Spring 2014. The proposed program is to be offered through online instruction. Lander currently offers an online RN to BSN. The following chart outlines the stages for approval of the proposal; the Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal to the Committee on Academic Affairs and Licensing (CAAL). The full program proposal **is attached**.

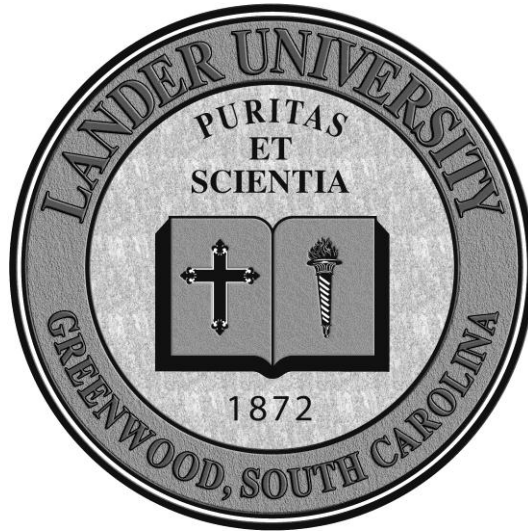
Stages of Consideration	Date	Comments
Program Planning Summary received and posted for comment	10/22/2012	Staff asked Lander to describe USC Upstate's proposed MSN CNL program in more detail and discuss the similarities and differences between the two proposed programs. Staff also requested more information about how coursework taken at other accredited graduate nursing programs would be evaluated. Staff suggested mentioning the RN to BSN completion program offered online to show faculty are qualified and prepared to offer an online program of this nature. Staff also requested that the full proposal address faculty load to show how current faculty will take on master's level teaching assignments. Staff also requested evidence that two MSN CNL programs would be able to engage qualified faculty to support both programs. Comments by electronic review from ACAP members also asked for a comparison with USC-Upstate's program, address competition between the two programs, availability of qualified faculty, and encouraged Lander to collaborate with USC-Upstate rather than offer a competing program.
Program Proposal Received	1/15/2013	

Comments and suggestions from staff to the institution	2/1/2013	Staff asked whether the BSN would be able to cover the cost of additional faculty needed at the BSN level due to the implementation of the proposed program. Staff suggested additional information about clinical placement and letters of support; electronic library resources available to students since the proposed program will be offered online, including listing nursing titles and databases available to students online; and communications with USC Upstate regarding possible collaboration.
Revised Program Proposal received	2/25/2013	Revisions addressed the questions and suggestions of the staff.
Program Proposal posted to ACAP members for review	2/28/2013	
ACAP Consideration	3/21/2013	<p>ACAP members asked whether the program needed a faculty member with CNL certification, but decided that one was not needed as any faculty member with a doctorate would be able to teach the skills necessary for the program and because the accrediting body does not require CNL certified faculty. ACAP members also asked about clinical sites; Lander representatives stated that additional clinical sites would be identified in the areas in which students reside and that those currently employed by hospitals could complete clinical experiences in hospitals that employ them.</p> <p>ACAP members also discussed at length collaboration with USC Upstate's proposed program and ultimately decided that collaboration was not necessary because there would be sufficient demand to support both programs.</p>

The institution has addressed all of the questions from other institutions and the staff.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission the program leading to the Master of Science degree in Nursing, Clinical Nurse Leader at Lander University, to be implemented in Spring 2014, provided that no additional "unique cost" or other special state funding be required or requested.



320 Stanley Avenue
Greenwood, South Carolina 29649-2099

New Program Proposal

Master of Science in Nursing: Clinical Nurse Leader

Submitted January 15, 2013

Daniel W. Ball, President

Program Contact Information

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1. Classification:

- a) **Name of Proposed Program:** Master of Science in Nursing with a track of Clinical Nurse Leader (CNL)
- b) **Academic Unit in which the program resides:** School of Nursing in the College of Science and Mathematics
- c) **Proposed Date of Implementation:** Spring 2014
- d) **CIP Code:** 51.3820
- e) **Site:** Online
- f) **Qualifies for supplemental Palmetto Fellows Scholarship and Life Scholarship awards:** No
- g) **Delivery Mode:** Online
- h) **Area of Certification:** Graduates will be eligible to seek national certification as a Clinical Nurse Leader (CNL).

2. Institutional Approvals:

- a) Nursing Faculty Organization of School of Nursing: December 5, 2012
- b) Dean of College of Science and Mathematics: December 7, 2012
- c) General Education Committee: December 13, 2012
- d) Vice President for Academic Affairs: December 17, 2012
- e) Faculty Senate Curriculum Committee: January 7, 2013
- f) President: January 11, 2013
- g) Faculty Senate: January 14, 2013
- h) Board of Trustees: March 5, 2013

3. Purpose:

- a) The CNL program is designed to prepare an expert nurse generalist as a clinical leader in various health care settings. The curriculum is based on *The Essentials of Master's Education in Nursing* (American Association of Colleges of Nursing, 2011). Accreditation for the program will be sought through the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the baccalaureate nursing program.
- b) The program outcomes (objectives) are listed in the table below. The outcomes are matched to the courses through which they will be accomplished.

Table A-Program Outcomes Matched to Courses within Curriculum

Program Outcomes	Courses											
	600	611	612	613	620	630	635	640	645	651	660	675
1. Effects change through advocacy for the profession, interdisciplinary health care team and the client.	X		X		X	X	X	X	X		X	X
2. Communicates effectively to achieve quality client outcomes and lateral integration of care for a cohort of clients.						X	X	X			X	X
3. Actively pursues lifelong learning as the CNL role, needs of clients, and the health care system evolve.										X	X	
4. Delegates and utilizes the nursing team resources and provides leadership when partnering with the inter-professional health care team.					X			X	X		X	X
5. Identifies clinical and fiscally responsible outcomes					X		X	X			X	X

Program Outcomes	Courses											
	600	611	612	613	620	630	635	640	645	651	660	675
that improve safe, quality, client-centered care.												
6. Uses information systems and technology at the point of care to improve health care outcomes.		X	X		X	X		X				
7. Participates in systems review by evaluating client safety risks to improve quality of client care.		X				X	X	X				X
8. Assumes accountability for health care outcomes, recognizing systems influences on a specific group of clients.		X	X	X		X		X	X	X	X	X
9. Utilizes information to design, implement and evaluate client plans of care.						X	X	X	X			X
10. Synthesizes evidence to evaluate and achieve optimal client and care environment outcomes.	X							X		X		X
11. Uses appropriate teaching/learning principles, strategies, and technology to facilitate the learning of clients, groups, and the other health care professionals.	X	X				X			X			X

4. Justification:

- a) Lander University School of Nursing has provided nursing education for over 55 years. The baccalaureate program graduates both pre-licensure and RN-BSN students twice each year. Many of these graduates have expressed an interest in continuing their nursing education and have requested that Lander offer a Master of Science in Nursing program. In May 2012, the School of Nursing hosted a focus group of local nurse leaders to discuss the proposed graduate program. The focus group included leaders from acute care, long-term care, education, and public health. The feedback of the group was positive and affirmed the need for nurses prepared at the graduate level to function in the roles designated to Clinical Nurse Leaders.

In the summer of 2012, the School of Nursing explored interest of both Registered Nurses and chief nursing officers (CNO) in the Clinical Nurse Leader program. Surveys were developed, distributed, and analyzed using an online survey tool. Nurse administrators from South Carolina hospitals, long-term care facilities, and community organizations were invited to participate in the survey via an email containing a hyperlink to the online survey. Registered Nurses were invited to participate through social media website posts that included a hyperlink to the online survey site. Both surveys could be completed anonymously, as no identifying information was collected.

Although most CNOs responding to the survey (n=17) were not familiar with the CNL track, the majority expressed a need for clinical leaders educated in the topics to be included in the proposed curriculum such as disease management, evidence-based practice, team coordination, leadership, and quality improvement. The CNOs believed the proposed educational curriculum would prepare leaders who functioned as nurse administrators, nurse managers and quality/risk managers. In response to the question if their facility would need staff meeting the description of the CNL, 86.7% responded “yes”. A copy of the survey is included in Appendix A.

In July 2012, the survey with practicing Registered Nurses produced a response of n=78. A copy of the survey is included in Appendix B. Highlights of the survey results included:

- 96% plan to pursue graduate education
- 45% plan to begin graduate school in 1-3 years
- 62% expressed an interest in the CNL role when it was described
- 94% prefer a program delivered completely online or online with periodic immersion experiences
- 76.9% would consider applying for a CNL program if offered by Lander

According to the Office of Healthcare Workforce Research for Nursing (2011), only 8.8% of nurses in SC have an advanced degree and several regions in the state have lower numbers of graduate level nurses per capita. This percentage is 4% lower than the national average. Evolving health care needs necessitate an increase in nurses prepared at the master's level and working registered nurses desiring graduate studies need the flexibility of an online program.

Today's health care environment is in need of strong leadership from various health care disciplines. The Institute of Medicine (1999) report, *To Err is Human: Building a Safer Health System*, called for improved outcomes by increasing quality through client-centered care. With the aging of America, our nation is faced with a significant nurse shortage which will create critical workforce issues. Not only must the nursing profession address the nursing shortage by educating more professional nurses, but the level of education and the preparation must be in response to the needs of the 21st century healthcare arena. Nurses must be educated to serve in clinical leadership roles, to implement outcome-based practice, to guide quality improvement strategies, and to manage microsystems of care (AACN, 2007). Master's education in nursing is critical to "address gaps resulting from growing healthcare needs" (American Association of Colleges of Nursing, 2011, p.3). During the next decade, according to the US Bureau of Labor (2012), the demand for occupations requiring a master's degree for entry is expected to increase by 21.7%. The proposed CNL program at Lander University will provide graduates with the educational preparation to perform this new expanded role. The CNL role would produce a nursing expert with a diverse skill set demanded by the evolving healthcare needs of this millennium.

Employment opportunities for CNLs across the nation are posted on the website of the American Association of Colleges of Nursing (AACN). A search of job postings for "clinical nurse leader" on the website www.nurse.com/jobs produced over 8,000 results. According to the US Bureau of Labor Statistics (2012), occupations in healthcare and social assistance are expected to have the fastest job growth through 2020 with an increase of 5.6 million jobs. One third of the fastest growing occupations are related to healthcare. This fact supports the prediction of an increased demand of healthcare providers in all disciplines as the population ages and Baby Boomers retire. A review of websites for 10 major hospitals in SC and the Charlotte, NC, region produced 747 jobs posted for registered nurses. CNLs could fill positions posted for RNs and provide expert bedside care. The CNL credentials would advance the graduate in the clinical ladder programs provided by most hospitals and would provide an increased quality of care for consumers.

- b) Lander's mission statement refers to education being a liberating force that prepares graduates to live a meaningful life with personal satisfaction and service to others. The

mission statement also refers to preparing graduates in advanced study to respond to critical needs of the immediate region and the state. The proposed MSN program is designed to prepare an expert nurse generalist as a Clinical Nurse Leader in various health care settings. The CNL role is needed in today's health care arena to meet the needs in the region and the state. The nursing profession is a discipline of service and meets health care needs in local, state, regional and national settings.

- c) The College of Education at Lander offers three graduate degrees: Master of Art in Teaching in Art Education, Master of Education in Montessori Education, and Master of Education in Teaching and Learning with various concentrations. The proposed Master of Science in Nursing will be the only graduate program in the College of Science and Mathematics. The proposed MSN program would be offered in addition to the existing nursing pre-licensure and RN-BSN baccalaureate programs.
- d) Currently, there is no MSN Clinical Nurse Leader program offered in the state; however, USC Upstate has submitted a proposal for a Clinical Nurse Leader program beginning fall 2014. Lander has extended an offer of collaboration to USC Upstate. Both programs are required to provide a considerable amount of clinical practicum hours (450-500 hours). We offered to share clinical database information regarding facilities that are able to accommodate CNL 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 could assist one another in performing the site visits, thereby alleviating the necessity of making visits from both universities. In addition, because both programs will be offered online, we could develop an articulation agreement between the two institutions for transferability of coursework.

Although a MSN Clinical Nurse Leader Program is not currently offered in the state, several institutions offer MSN programs. These programs include a MSN at Clemson University; MSN Nurse Educator and MSN Family Nurse Practitioner programs at Francis Marion University; MSN programs in Family Health Care Systems, Individual Health Systems, and Nursing Health Care Systems at the Medical University of South Carolina; MSN programs in Clinical Nursing, Community Mental Health & Psychiatric Nursing, Health Nursing (primary care), and Nursing Administration at USC Columbia; and a MSN Nursing Education program at Charleston Southern University. Proprietary institutions such as the University of Phoenix, South University, and Walden University also offer online MSN degrees, but these programs can be very expensive and often rely on students to find local preceptors to provide them with hands-on experience.

- e) AACN and CCNE provide guidance and specific requirements for any new Master of Science in Nursing programs that plan to seek accreditation; therefore, proposals from similar tracks of study would contain similar or identical elements. We compared our proposed program with the program proposed by USC Upstate. Both proposed programs have planned a curriculum that includes similar coursework. The core courses of Theory, Research, Advanced Pathophysiology, and Advanced Pharmacology are included in both proposals. The remaining courses in both programs appear similar although the required content is included in the courses in different ways. Both programs include practicum experiences with the recommended hours as specified by AACN and CCNE. These similarities are expected due to both schools using recommendations from AACN, CCNE, and the CNL certification test blueprint to design the program. The faculty needs of the two programs appear different. USC Upstate describes a need to hire one new faculty member with a terminal degree; however,

Lander plans to hire Master's prepared faculty to teach in the BSN program and assign faculty with terminal degrees teaching assignments in the graduate program. The cost of hiring two Master prepared faculty for the BSN program are shown as faculty cost in this proposal. Lander currently has enough faculty with terminal degrees (more than 50% of the faculty) who are tenured or in tenure-track positions available to teach in the CNL program. Lander is prepared to begin a program in January 2014 and USC Upstate has proposed a start date of fall 2014.

Both USC Upstate and Lander conducted surveys to determine the interest in SC for a CNL track. The response of the surveys indicated that one program would be unable to accommodate the number of students seeking the proposed master's track. In addition, the online mode of delivery could potentially attract students from other states, especially Registered Nurses licensed in the 24 states that are included in the Nurse Licensure Compact. With the potential for a greater demand than indicated on the survey results of the two schools, more than one program would be needed.

CNL programs in Georgia, North Carolina, and Florida were examined and compared to the proposed program. All programs had similar coursework and required clinical hours. All programs had courses in physical assessment, Pharmacology, and Pathophysiology as recommended by CCNE. Various programs in the nation were examined and some were post-master programs with fewer required courses. Programs that were not post-master certificate programs had similar admission criteria, coursework and clinical components. A program for CNL was not offered through the Southern Regional Education Board's Academic Common Market.

5. Admission Criteria:

Applicants for the CNL program will be required to apply to Lander University and to the School of Nursing. Copies of all undergraduate and graduate transcripts will be required. Admission criteria for the proposed program will include the following:

- a) Graduate of a baccalaureate nursing program accredited by National League of Nursing Accrediting Commission (NLNAC) or Commission for Collegiate Nursing Education (CCNE)
- b) Overall grade-point average (GPA) of 3.0 on 4.0 scale on baccalaureate course work
- c) Current unencumbered registered nurse license to practice in South Carolina
- d) Satisfactory scores on the verbal and quantitative portions of the GRE General Test (old format or new revised format) or a satisfactory score on the Miller Analogies Test.
- e) Two letters of recommendation from master's level or doctoral level nurses attesting to applicant's potential for graduate study success
- f) Current CV or resume with evidence of one year of clinical experience
- g) Written statement, 300-500 words, discussing applicant's career goals and reasons for seeking admission to the CNL program
- h) Satisfactory criminal background check, drug screen and physical examination certifying applicant's ability to complete clinical requirements
- i) Completion of undergraduate statistics course with a grade of C or higher
- j) Applicants not meeting standardized exam requirements or GPA requirements may be considered for conditional admission with the following provision: Students would be required to demonstrate successful graduate work with a GPA of 3.0 at the end of the first semester in order to progress in the program. Students not achieving a 3.0 GPA at the end of the first semester would be dismissed from the program.

6. Enrollment:

a) Projected total enrollment for five academic years is shown in Table B.

Table B-Projected Total Enrollment

Projected Total Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2013-2014	0	0	12	108	12	72
2014-2015	12	72	24	180	24	144
2015-2016	24	144	30	234	30	180
2016-2017	30	180	36	270	36	216
2017-2018	36	216	36	270	36	216

Assumptions for projected total enrollment:

- New students will enter the program in the spring semester
- Students will enroll in the recommended courses in order to complete the program in two years
- All students will take courses in summer school
- There will be no internal transfer students.

b) The projected total enrollment numbers are calculated based an estimated enrollment of 12 students for the first two academic years (2013-2014, 2014-2015) and an enrollment of 18 for the last three academic years (2015-2018). Initial enrollment is projected for spring 2014.

c) The projected number of students expected to enroll in the MSN program will be new students. There is not another master's-level nursing program on the Lander campus; therefore, students are not expected to transfer into this program from existing graduate programs.

7. Curriculum:

a) **Table C- Clinical Nurse Leader Curriculum**

Course Number	Course Name	Credit Hours	Semester
NUR 600	Theory and Conceptual Foundation	3	Spring
NUR 611	Advanced Clinical Assessment	3 (2,1)*	Spring
NUR 612	Advanced Pharmacology	3	Spring
NUR 613	Advanced Pathophysiology	3	Summer
NUR 620	Health Care Structure and Finance	3	Summer
NUR 630	Health Promotion and Disease Prevention	3	Fall
NUR 635	CNL Practicum I	3 (2,1)*	Fall
NUR 640	Management of Clinical Outcomes	3	Spring
NUR 645	CNL Practicum II	3 (2,1)*	Spring

Course Number	Course Name	Credit Hours	Semester
NUR 651	Research for Evidence-based Practice	3	Summer
NUR 660	Leadership in Health Care	3	Summer
NUR 675	CNL Immersion Practicum III	6 (2,4)*	Fall
Total	*clinical hours included	39 hours	

- b) The courses for the CNL program are all new courses. They are listed below with catalog descriptions. In courses with a clinical component, the ratio is 1 hour of didactic instruction equal to 6 hours of clinical time. Example: NUR 611 is a 3 (2,1) credit hour course with 2 hours of didactic and 1 credit hour of clinical (6 hours of clinical time) weekly. The program will require 500 hours of clinical. Clinical placement sites, clinical preceptors and clinical contracts with facilities will be arranged and maintained by the School of Nursing. One letter of support from Self Regional Healthcare in Greenwood is included with this proposal; however, other clinical placement sites will be arranged based on students' residences after a class is admitted. Clinical placement sites should be located within a reasonable driving distance for students; therefore it is necessary to first identify the location of students prior to securing clinical placement sites. Lander School of Nursing currently has approximately 50 clinical contracts with healthcare facilities in SC, NC and VA for its BSN options. Negotiating the addition of clinical placements for MSN students will be pursued with these clinical partners.

NUR 600: Theory and Conceptual Foundation

Introduction to the theoretical foundations of nursing and leadership. Orientation to and conceptual analysis of the Clinical Nurse Leader role. Explores issues of professional values, patient and population advocacy, and ethical codes. Prerequisite: Admission to the Clinical Nurse Leader program. **Three semester hours**

NUR 611: Advanced Clinical Assessment

Nursing theory and practice associated with various modalities for clinical assessment of individuals, families, communities, and groups. Enhances knowledge and clinical experience in advanced assessment of diverse clients across the life span within the context of the Clinical Nurse Leader role. Includes utilization of information systems technology for exploring health care outcomes, application of the nursing process through various technologies, therapeutic communication with diverse clients/groups, and patient education. Prerequisite: Admission to the Clinical Nurse Leader program or permission of the instructor. **Three semester hours (2, 1)**

NUR 612: Advanced Pharmacology

Overview of the principles of pharmacological and non-pharmacological therapies with an emphasis on therapeutic uses of broad categories of drugs. Explores variations in management of pharmacologic and non-pharmacologic treatment modalities with diverse patient populations across the lifespan. Includes analysis of legal, ethical, policy, and cultural issues pertinent to the use of various pharmacologic and non-pharmacologic therapies. Prerequisite: Admission to the Clinical Nurse Leader program or permission of the instructor. **Three semester hours**

NUR 613: Advanced Pathophysiology

Exploration of pathologic mechanisms of disease across the lifespan, incorporating concepts of advanced clinical assessment and management of common, episodic and chronic conditions. Emphasis on chronicity and sequelae of various illnesses. Prerequisites: Grade

of “B” or better in NUR 600, 611, and 612 or permission of the instructor. **Three semester hours**

NUR 620: Healthcare Structure and Finance

Overview of the structure of U.S. healthcare systems and organizations, including legal and regulatory issues that impact the healthcare industry. Explores the principles of healthcare finance and economics, including reimbursement structures, resource allocation, and socioeconomic considerations. Incorporates the role of informatics and technology utilization in healthcare. Prerequisites: Grade of “B” or better in NUR 600, 611, and 612. **Three semester hours**

NUR 630: Health Promotion and Disease Prevention

Examination of the concepts of health promotion and disease prevention through risk assessment/reduction, including focus on health disparities. Incorporates health education and counseling, including issues of health literacy, as well as plan of care development for individuals, families, communities, and groups. Prerequisites: Grade of “B” or better in NUR 613 and 620. **Three semester hours**

NUR 635: Clinical Nurse Leader Practicum I

Nursing theory and practice regarding quality management, risk reduction and analysis, and patient safety concepts. Explores identification of clinical and cost outcomes that improve safety, effectiveness, quality and client-centered care. Prerequisites: Grade of “B” or better in NUR 613 and 620. **Three semester hours (2,1)**

NUR 640: Management of Clinical Outcomes

Use of the nursing process to plan and coordinate care of diverse patients across the lifespan with various acute and chronic conditions. Incorporates study of measurement of client outcomes, including epidemiology and biostatistics. Emphasis on strategies for managing care and assessing client outcomes using evidence-based practice guidelines within the context of the Clinical Nurse Leader role. Prerequisites: Grade of “B” or better in NUR 630 and 635. **Three semester hours**

NUR 645: Clinical Nurse Leader Practicum II

Nursing theory and practice regarding management of the care environment. Emphasizes interdisciplinary care and team coordination, including group processes, delegation/supervision, and conflict management. Prerequisites: Grade of “B” or better in NUR 630 and 635. **Three semester hours (2,1)**

NUR 651: Research for Evidence-Based Practice

Exploration of the use of current research and practice guidelines for clinical decision making, including problem identification and outcomes measurement. Incorporates critical appraisal processes to determine best practices for improving patient safety, care quality, and health outcomes through integration and dissemination of new knowledge. Graduates will be prepared to provide leadership for designing, implementing and evaluating quality improvement projects and safety initiatives to guide practice and improve outcomes. Prerequisites: Grade of “B” or better in NUR 640 and 645. **Three semester hours**

NUR 660: Leadership in Healthcare

Exploration of the theoretical and practical bases of leadership in healthcare, including concepts regarding patient advocacy and lateral integration of care. Examines decision-

making and change processes within the context of the healthcare environment. Prerequisites: Grade of “B” or better in NUR 630 and 635. **Three semester hours**

NUR 675: Clinical Nurse Leader Immersion Practicum III

Nursing theory and practice within the context of the Clinical Nurse Leader role. Incorporates analysis of selected patient and healthcare system issues and the development of action plans for patient care and organizational change. Synthesizes application of theoretical and practical concepts of the Clinical Nurse Leader role. Prerequisites: Grade of “B” or better in NUR 651 and 660. **Six semester hours (2,4)**

8. Assessment:

- a) A variety of assessment methods will be used to evaluate student learning outcomes in the CNL program. Traditional exams, discussion forums, case studies, writing assignments, individual and group projects, and clinical performance will be used for assessing students’ performance and mastery of content. The CNL Self-Assessment Exam, a summative assessment, will be administered at the end of the program to familiarize students with the CNL Certification Examination.

- b) The assessment plan for the MSN proposed program contains formative and summative assessment and program goals. The detail of the assessment plan is outlined below. Licensed registered nurses graduating from Lander University with a Master of Science degree in nursing should be prepared to:
 1. Effect change through advocacy for the profession, interdisciplinary health care team and the client.
 2. Communicate effectively to achieve quality client outcomes and lateral integration of care for a cohort of clients.
 3. Actively pursue lifelong learning as the CNL role, needs of clients, and the health care system evolve.
 4. Delegate and utilize the nursing team resources and provide leadership when partnering with the inter-professional health care team.
 5. Identify clinical and fiscally responsible outcomes that improve safe, quality, client-centered care.
 6. Use information systems and technology at the point of care to improve health care outcomes.
 7. Participate in systems review by evaluating client safety risks to improve quality of client care.
 8. Assume accountability for health care outcomes, recognizing systems influences on a specific group of clients.
 9. Utilize information to design, implement and evaluate client plans of care.
 10. Synthesize evidence to evaluate and achieve optimal client and care environment outcomes.
 11. Use appropriate teaching/learning principles, strategies, and technology to facilitate the learning of clients, groups, and the other health care professionals.
 12. Take the AACN Clinical Nurse Leader (CNL®) certification examination to obtain the CNL® designation.

Means of Assessment

Assessment	Program Outcomes Addressed	Frequency of Measurement
Formative Outcomes:		
1) CNL Competencies:		
a. Course-specific selected behaviors	1,10,11	At completion of NUR 600
	6,7,8,11	At completion of NUR 611
	1,6,8	At completion of NUR 612
	8	At completion of NUR 613
	1,4,5,6	At completion of NUR 620
	1,2,	At completion of NUR 630
	6,7,8,9,11	
	1,2,5,7,9	At completion of NUR 635
	1,2,4,5,6,7,8,9,10	At completion of NUR 640
	1,4,8,9,11	At completion of NUR 645
	3,8,10	At completion of NUR 651
	1,2,3,4,5,8	At completion of NUR 660
	1,2,4,5,7,8,9,10,11	At completion of NUR 675
2) Practicum Evaluation:		
a. Course-specific selected behaviors	5,6,7	During NUR635
	1,2,4,9,11	NUR 645
	1-12	NUR 675
b. Clinical Evaluation Tool	5,6,7	During NUR 635
	1,2,4,9,11	NUR 645
	1-12	NUR 675
Summative Outcomes:		
1) CNL Self Assessment Examination	1-12	During NUR 675
2) CNL [®] Certification Examination Success Rate	1-12	Following graduation
Student/Alumni Feedback:		
1) Alumni Survey	1-11	First & fifth years after graduation
2) Program Exit Survey by Graduating MSN Students	1-12	Graduating MSN Students

Expected Student Outcomes will be evaluated through formative and summative evaluations as outlined above. The results of these evaluations will be used to make program improvements.

The CNL Self-Assessment Examination (SAE), provided by the Commission on Nurse Certification (CNC), is an online assessment designed to familiarize students with the CNL Certification Examination. It parallels the content, difficulty, and format of the CNL

Certification Examination. It will be used as a diagnostic tool to assess strengths and weaknesses of the program.

The School of Nursing will use reported data from the CNL directory to assess successful completion of the CNL certification exam. The program's goal will be to have seventy percent (70%) of MSN graduates seeking certification receive the CNL designation. Program success results will be used by faculty to analyze the effectiveness of programmatic decisions (e.g., admission and progression policies) in facilitating graduates' successful entry into the CNL role.

Aggregate Student Outcomes

School of Nursing Goal: Educate professional registered nurses for current and future clinical nurse leader practice to meet healthcare needs and to advance professionally.

- Outcome 1: Eighty percent (80%) of each cohort entering the MSN nursing major will graduate with an MSN within five academic years. The Academic Concerns Committee will compile this data for the MSN program for review in the nursing faculty organization (NFO).
- Outcome 2: Seventy percent (70%) of MSN graduates seeking certification will successfully complete the CNL certification. The Assessment and Evaluation Committee will compile this data for review in NFO.
- Outcome 3: Eighty percent (80%) of Lander MSN graduates who seek employment in expanded nursing roles will be employed within one year of graduation. The Assessment and Evaluation Committee will compile this data for review in NFO.

Student/Alumni Feedback

Program Exit Survey by Graduating MSN Students: The School of Nursing MSN Exit Survey will be administered electronically each semester to graduating MSN students. This survey obtains data regarding program outcomes, strengths, weaknesses, and recommendations for the program. Responses will be compiled by the Nursing Recruitment and Retention Committee and reported to the nursing faculty for use in making programmatic decisions.

MSN Alumni Survey: The School of Nursing MSN Graduate Survey will be administered electronically annually in the spring to classes that graduated one and five years previously. This survey obtains data regarding state of residence, current employment, preparation for professional CNL practice, and recommendations for the program. Responses will be compiled by the Nursing Assessment and Evaluation Committee and reported to the nursing faculty for use in making programmatic decisions.

Community of Interest Feedback

Nursing Advisory Board: The Nursing Board of Advisors consists of representative agency heads from healthcare agencies throughout Greenwood and surrounding counties. The Board meets once each semester to discuss issues of shared concern regarding the educational preparation of professional nurses. Nursing Assessment and Evaluation Committee will compile feedback from representatives on the Board through meeting minutes and a survey administered online. Information will be used to make programmatic decisions.

Employer Survey: The survey tool will be administered annually in December to employers throughout the region to obtain feedback on the previous graduating classes of MSN

students. The survey will be administered electronically. Responses will be compiled by the Nursing Assessment and Evaluation Committee and reported to the nursing faculty for use in making programmatic decisions.

- c) Data for program assessment will be reviewed annually by the Nursing Faculty Organization in order to make programmatic improvements.

9. Faculty:

a) **Table D- Faculty Involved with Proposed CNL Program**

Faculty listed by Rank	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Associate Professor #1	MSN Doctor of Health Education	Nursing Health Education	Yes
Assistant Professor #1	Ph.D.	Nursing	Yes
Assistant Professor #2	D.N.P.	Nursing	Yes
Assistant Professor #3	Ph.D.	Nursing	Yes
Assistant Professor #4	Ph.D.	Nursing	Yes
Assistant Professor #5	Ph.D.	Nursing	Yes
Assistant Professor #6	M.S.N.	Nursing	Yes

- b) Faculty who will be involved in the program are all tenured or in a tenure track position. No new faculty will be hired to teach in the graduate program. The current faculty complement has an adequate number of doctorally prepared faculty who are prepared both educationally and experientially to offer the CNL program. An administrative specialist will be added to provide support for the graduate program and the existing RN-BSN online option. This staff member would be added the first academic year and will be required to meet the qualifications required of an administrative specialist II as specified in the departmental position description.
- c) Currently employed faculty will be assigned to teach in the CNL program. The reassignment of teaching responsibilities will necessitate the addition of two new faculty members to teach in the Baccalaureate program. Faculty have a teaching load of 12-15 contact hours. Faculty teaching in the graduate program will be relieved of at least 4 contact hours in order to teach one graduate course. All faculty teaching in the graduate program will continue to teach in the baccalaureate program. One new faculty member will be added in academic year 2013-2014 and a second faculty member added in 2014-2015. An existing faculty member will be assigned as Director of Graduate Studies with release time of four credit hours per year or a stipend of \$4,000 annually.

Lander has had an online RN-BSN option since 2001. All faculty members who will be assigned to teach graduate courses have experience in online education and have taught online courses. Many members have taken online courses and some faculty members have conducted research related to online education. The members of the nursing faculty are comfortable with online program planning, the identification of preceptors and clinical sites in remote areas, and creating online environments conducive to collaborative learning while maintaining the rigors of quality education.

Since the CNL role and the certification process are in their infancy, there is not a CNL on the faculty at Lander; however, this does not appear to be necessary to provide a quality program. Certified CNLs are prepared to be experts at the bedside, not faculty members. CCNE does not require a CNL be on the faculty for CNL programs. The required content of the curriculum is not new information, but is being offered in a new role, the CNL role. Content experts are fully qualified to provide the instruction necessary for this program. Clinical preceptors will be identified that have the expertise to provide guidance to students in the clinical experiences.

- d) Faculty in the School of Nursing are allowed 40% of their work week for scholarship and/or service. This institutional plan allows time for faculty development, research, practice or other scholarly activities.
- e) The institutional definition for full-time equivalent (FTE) for faculty is defined as an individual who teaches 9-15 contact hours per week, advises a caseload of students, participates in assigned committee work, maintains at least six office hours per week and participates in service and scholarship as defined by the university. A full-time equivalent (FTE) for staff is defined as an employee who works 37.5 hours per week as required by policy governing state employees in SC.
- f) Administration, faculty and support staff devoting time to the proposed program are listed in Table E. Nursing faculty teaching in the proposed program have nine-month contracts and would have supplemental summer school pay for teaching the required summer courses.

Table E- School of Nursing Administration, Faculty and Support Staff

Year	New		Existing		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2013-2014	1	.125	1	.125	2	.25
2014-2015	0	0	2	.25	2	.25
2015-2016	0	0	2	.25	2	.25
2016-2017	0	0	2	.25	2	.25
2017-2018	0	0	2	.25	2	.25
Total	1	.125	2	.25	2	.25
Faculty						
2013-2014	0	0	5	1.5	5	1.5
2014-2015	0	0	6	3.5	6	3.5
2015-2016	0	0	6	3.75	6	3.75
2016-2017	0	0	6	3.75	6	3.75
2017-	0	0	6	3.75	6	3.75

2018						
Total	0	0	6	3.75	6	3.75
Staff						
2013-2014	1	.5	1	.5	2	1.0
2014-2015	0	0	2	.6	2	.6
2015-2016	0	0	2	.6	2	.6
2016-2017	0	0	2	.6	2	.6
2017-2018	0	0	2	.6	2	.6
Total	1	.5	2	.6	2	.6

10. Physical Plant:

- a) The School of Nursing is housed in Barratt Hall on the Lander campus. Barratt Hall will be adequate to provide space for the proposed program if the entire facility is assigned to nursing.
- b) Modifications to the facilities will not be necessary to accommodate the proposed CNL program.

11. Equipment:

Additional computer software and web cams for video conferencing will be needed for the proposed CNL program and are listed in Table F as supplies; however, no major equipment purchases will be necessary.

12. Library Resources:

- a) Lander has had a nursing program for over 55 years; therefore, the Larry A. Jackson Library has an adequate physical and electronic collection of resources related to Nursing and Healthcare Management that will meet the needs of students enrolled in a graduate program.

Nursing and Healthcare Management – Physical Collection

The library currently has 804 monograph titles in the physical collection and 10 serial publications that deal with all the branches of nursing. There is a standing order for the Physician's Desk Reference as well as the Annual Review of Nursing Research. Librarians work with the Curriculum Committee to continue to update the collection, the majority of which has been published in the last five years with the exception of texts dealing with the history of nursing.

The library currently holds close to 50 monographs which deal specifically with healthcare management or healthcare administration. Librarians work with members of the Healthcare Management faculty to continuously build and improve the collection.

Through the PASCAL Delivers Catalog, students have access to additional titles. With the addition of "Pickup Anywhere Functionality", students retrieve materials found in this catalog from public universities and colleges in the state. For materials owned outside the state of South Carolina, the library assumes the cost of borrowing materials

from other institutions. Materials owned in the physical collection are mailed to students at their home address for the length of a standard borrowing period.

- b) The library will work with the Nursing faculty to acquire any additional resources deemed necessary for the success of the program including a collection of Lippincott, Williams, and Wilkinson periodicals available through OVID and Proquest Nursing and Allied Health Source.
- c) The electronic collections consist of a variety of resources acquired through PASCAL, South Carolina's DISCUS program, and licensed by Lander. The library invested funds to upgrade from the base package of resources offered by PASCAL to ensure continued access to CINAHL, and new resources for the library Academic Search Complete and Business Source Complete. According to EBSCO, CINAHL has full text for more than 760 journals with full text dating back to 1937. CINAHL also has full text for more than 275 books and monographs, indexing for more than 4,900 journals, and full text for 130 Evidence-based Care Sheets. This year, the library purchased a database called Films on Demand which contains both full-length documentary films and segments from a variety of high-quality publishers such as Films for the Humanities and Sciences, the BBC, TED, and PBS. There are a total of 1,869 titles dealing with Health and Medicine, with additional titles added monthly. All electronic databases are available to online students.

13. Accreditation, Approval, Licensure, or Certification:

- a) Accreditation for the approved CNL program would be sought through the Commission on Collegiate Nursing Education (CCNE). The process begins with a written application from the School of Nursing, submission of required paperwork and fees, and a request for an evaluation visit. An evaluation visit must be requested within two years of the new program application and at least one year after the initial student enrollment. A request for an evaluation visit would be made to coincide with the evaluation visit of the baccalaureate program in fall 2015.
- b) Graduates of the proposed program will be eligible to take the Clinical Nurse Leader (CNL) certification exam administered by the Commission on Nurse Certification (CNC). The program is designed to prepare graduates with the competencies delineated in the AACN white paper on *The Education and Role of the Clinical Nurse Leader* (2007). The certification process includes the following steps:
 - The School of Nursing submits the required documentation to the CNC office.
 - Candidates submit a completed *CNL Education Documentation Form*, endorsed by the program director.
 - Testing dates and proctors are established by the School of Nursing and CNC office. Lander may serve as a testing site or an alternate testing site may be used.
 - Candidates submit required documentation and fees to CNC.
 - Exams are administered as scheduled. Candidates are notified electronically immediately following the exam.
 - School of Nursing is notified of aggregate testing results within 30 days.
- c) Not Applicable

14. Articulation:

- a) Not Applicable
- b) Not Applicable

- c) The proposed program would lead to the Master in Nursing. Although the MSN is not a terminal degree, graduates would have 9 hours of coursework that could apply to a DNP degree.
- d) USC Upstate has submitted a proposal to implement a Clinical Nurse Leader program beginning fall 2014 and Lander has offered to collaborate with them. The Clinical Nurse Leader track will require 500 hours of clinical work with preceptors in various facilities located around the state and possibly in neighboring states. Developing a Memorandum of Agreement with USC Upstate to assist one another in conducting on-site clinical visits would be mutually beneficial to both schools and would decrease faculty time and expense in travel and clinical supervision. Clinical site visits to geographic areas could be shared when both schools have students in that area of the state. Identifying appropriate clinical sites with qualified preceptors will be necessary prior to the first clinical course being taught. The development of a clinical database containing facility contact information and names of preceptors would be beneficial to both schools. This collaborative effort would decrease the time required to make clinical arrangements for both schools. Working collaboratively to find clinical placement sites could eliminate the competition for these sites and benefit both schools and their students. In addition, we have offered to develop an articulation agreement to allow core courses such as Advanced Pharmacology or Advanced Pathophysiology to be taken by students of either school and to allow transferability.

15. Estimated Costs and Sources of Financing:

- a) Table F includes the estimated costs of the proposed program for 2013-2018. The faculty costs in the table include one faculty position added in the Baccalaureate program in year one and year two in order to reassign teaching responsibilities for the doctorally prepared faculty teaching in the CNL program. The costs in the table do not include the salaries of the doctorally prepared faculty who are current faculty members in tenure track positions. Salaries do not reflect increases each year. Tuition is calculated using fee schedules for academic year 2012-2013.

Table F- Estimated Costs and Sources of Financing 2013-2018

Estimated Costs By Years						
Category	1 st	2 nd	3 rd	4 th	5 th	Totals
Program Administration	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$20,000
Faculty Salaries	\$80,514	\$161,028	\$161,028	\$161,028	\$161,028	\$724,626
Graduate Assistants	\$0	\$0	\$0	\$0	\$0	\$0
Clerical/Support Personnel	\$33,547	\$33,547	\$33,547	\$33,547	\$33,547	\$167,735
Supplies and Materials	\$7500	\$7500	\$0	\$0	\$0	\$15,000
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Other (specify) Marketing	\$3,000	\$3,000	\$2,000	\$2,000	\$2,000	\$12,000
Total	\$128,561	\$209,075	\$200,575	\$200,575	\$200,575	\$939,361

Sources of Financing by Year						
Tuition Funding	\$96,552	\$193,104	\$273,564	\$321,840	\$337,932	\$1,222,992
Program-Specific Fees	\$0	\$7,200	\$7,800	\$9,000	\$10,800	\$11,700
State Funding	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds	\$0	\$0	\$0	\$0	\$0	\$0
Federal Funding	\$0	\$0	\$0	\$0	\$0	\$0
Other funding (specify)	\$0	\$0	\$0	\$0	\$0	\$0
Totals	\$96,552	\$200,304	\$281,364	\$330,840	\$348,732	\$1,234,692

- b) Assumptions for Table F include the following:
- The enrollment for the program will be 12 for years 1 and 2 and will increase to 18 for years 3 through 5.
 - New students will enter the program in the spring semester.
 - Students will enroll in the recommended courses in order to complete the program in two years.
 - All students will take courses in summer school
 - Faculty to teach in the proposed program are currently employed
 - No new hires are needed to teach in the proposed program.
- c) No special state appropriations will be requested for this proposed program.
- d) The tuition costs were estimated using fees scales from the current academic year. Program specific fees will be included for clinical supervision and special testing required at the end of the program. Program financing will be from reallocated general funds, tuition, and fees. University resources for faculty will be available for both the BSN and MSN programs.

References

- AACN. (2007). *White paper on the education and role of the clinical nurse leader*. Available online at <http://www.aacn.nche.edu/publications/white-papers/cnl>
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- Office of Healthcare Workforce Research for Nursing. (2011). South Carolina Nurse Supply Factsheet. Available online at http://www.sc.edu/nursing/centers_institutes/center_nursing_leadership/office_healthcare_workforce_research/2011nursefactsheet.pdf
- US Bureau of Labor Statistics. (2012). Available online at www.bls.gov/

Appendix A - CNO Survey

Please indicate the type of facility for which you are responding.

- Hospital
- Ambulatory Care
- Long-term Care
- Community Agency
- Other (Please specify)

Does your facility currently employ nurses with graduate degrees?

- Yes
- No

In what positions do you employ nurses with graduate degrees (Select all that apply.)

- Nurse Practitioner
- Clinical Nurse Specialist
- Registered Nurse
- Nurse Manager/Administration
- Clinical Nurse Leader
- Staff Education or Educational Liaison
- Certified Registered Nurse Anesthetist
- Nursing Informatics
- Nurse Researcher
- Other

Are you familiar with the Clinical Nurse Leader degree and role?

- Yes
- No

A typical Clinical Nurse Leader educational curriculum contains coursework in the following areas. Please indicate the degree to which you feel additional knowledge in these subject areas would be of benefit to various staff in your facility.

	Not at all beneficial	Somewhat beneficial	Very Beneficial
Disease management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Evidence-based practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Team coordination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthcare finance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Healthcare systems and structures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership and management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For which positions do you feel this skill set would be beneficial?

- Nurse administrators
- Nurse managers
- Staff nurses
- Quality Improvement/Risk Management

- Other (Please specify)

Does your facility offer financial assistance for staff desiring to pursue graduate nursing education?

- Yes
- No

Clinical Nurse Leaders provide services in a wide variety of settings, advocate for clients, families, and communities within the healthcare system, mentor nursing staff and other healthcare professionals, translate nursing research findings into clinical practice, implement and coordinate evidence-based standards, policies, and procedures, implement principles of “mass customization” for care consistency, and have “generalist” nursing knowledge. Does your facility have a need for staff meeting this description?

- Yes
- No

Please include any additional information regarding your facility's need for nurses with graduate level education.

Appendix B - Nurse Interest in CNL Program

Level of Nursing Education

- Diploma
- ADN
- BSN
- Other (Please specify)

Are you interested in obtaining additional nursing education? If so, indicate the level of education you wish to pursue.

- RN-to-BSN
- RN-to-Masters
- Master's Degree
- Doctor of Nursing Practice (DNP)
- Doctor of Philosophy in Nursing (PhD)
- Not interested in additional education
- Other (Please specify)

Indicate which graduate track you would like to pursue

- No interest in graduate education at this time
- Interested but have not decided on specialty
- Clinical Nurse Specialist
- Clinical Nurse Leader
- Nursing Education
- Nurse Practitioner
- Certified Registered Nurse Anesthetist
- Nursing Administration

If you plan to pursue graduate nursing education, when do you anticipate starting?

- Less than one year
- One to three years
- Three to five years
- More than six years

Are you familiar with the Clinical Nurse Leader degree and role?

- Yes
- No

Clinical Nurse Leaders provide services in a wide variety of settings, advocate for clients, families, and communities within the healthcare system, mentor nursing staff and other healthcare professionals, translate nursing research findings into clinical practice, implement and coordinate evidence-based standards, policies, and procedures, implement principles of “mass customization” for care consistency, and have “generalist” nursing knowledge. Please indicate your degree of interest in this type of program.

- Very disinterested
- Somewhat disinterested
- Neutral
- Somewhat interested

- Very interested

What location/modality would you prefer for graduate education?

- Completely online
- Online with periodic immersion experiences
- Traditional campus program

If Lander University were to offer a Clinical Nurse Leader program, would you consider applying?

- Yes
- No
- Undecided