

**New Program Proposal
 Master of Science in Nursing, Nursing Education
 University of South Carolina Upstate**

Executive Summary

University of South Carolina (USC) Upstate requests approval to offer a program leading to the Master of Science in Nursing (MSN) with an emphasis in Nursing Education to be implemented in Spring 2020. The proposed program is to be offered through blended distance instruction. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	8/1/19	Not Applicable
Staff comments to the Institution	8/27/19	Staff requested the proposal be revised to: <ul style="list-style-type: none"> • Verify the program CIP code; • Include institutional approvals; • Specify target audience, as well as the program and degree requirements for candidates; • Provide local and state-level employment projection data; • Explain enrollment projections; • Quantify <i>Total FTE</i> required for the proposed program; • Outline current library and learning resources, and support services; and • Identify any shared existing resources for <i>Program Administration and Faculty/Staff Salaries and Library Resources</i>.
Revised Program Proposal Received	9/3/19	The revised proposal satisfactorily addressed the requested revisions.
ACAP Consideration	9/12/19	<p>Representatives from University of South Carolina (USC) Upstate introduced the need for the Master of Science in Nursing (MSN) with an emphasis in Nursing Education concurrently with USC Upstate’s MSN Nursing Leadership program and RN-MSN program with tracks in Clinical Nurse Leader, Nursing Education, and Nursing Leadership. USC Upstate currently offers Master of Science in Nursing (MSN) program in Clinical Nurse Leader.</p> <p>The representatives stated the proposed program prepares registered nurses to teach in academic and clinical settings, including staff development, and positions graduates of to fill the gap as academicians to educate future and current nurses.</p> <p>Members of the Advisory Committee on Academic Programs (ACAP) discussed the proposal. Representatives from Francis</p>

Stages of Consideration	Date	Comments
		<p>Marion inquired about the fulfillment of general education requirements. Representatives from USC Columbia expressed concern about program duplication but also support with hopes of future collaboration with their doctorate level nursing program.</p> <p>USC Upstate representatives specified that students will enter the proposed program with general education requirements fulfilled and agreed to amend the proposal to reflect the responses to the inquiries.</p> <p>After remaining discussion, ACAP voted unanimously to recommend approval of the program proposal. Staff transmitted remaining questions for additional clarity.</p>
Staff comments to the Institution	9/18/19	<p>Staff requested the proposal be revised to:</p> <ul style="list-style-type: none"> • Verify the title of the program; • Include the date of the upcoming Institutional Board consideration and anticipated approval as discussed at ACAP; • Specify students will enter the proposed program with general education requirements fulfilled; and • Revise the budget table and narrative to reflect any new funding and costs associated with the additional students as a result the implementation of the proposed program.
Revised Program Proposal Received	9/27/19	The revised proposal satisfactorily addressed the requested revisions.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing favorably commend to the Commission the program leading to the Master of Science in Nursing (MSN) with an emphasis in Nursing Education to be implemented in Spring 2020.

USC Upstate Student and Program Data

Graduate In-/Out-of-State Enrollment, Fall 2018	74 (53.24%) / 65 (46.76%)
Number of Approved Programs in 10 Yrs. (FY 2009-2018)	13
Number of Terminated Programs in 10 Yrs. (FY 2009-2018)	3

Industry related Occupational Wages and Projections in South Carolina, 2016 – 2026*

Occupational Field¹	2016 Median Income²	2016 Estimated Employment³	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
Healthcare Practitioners and Technical	\$56,870	124,135	145,742	21,607	1.62%	17.41%

¹ “Occupational Field” represents the closest related occupation category that includes the occupations aligned with the program proposal.

² SC Department of Employment & Workforce (DEW), Labor Market Information. (2019). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2016 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

³ SC Department of Employment & Workforce (DEW), Labor Market Information. (2019). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2016-2026 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

* Data downloaded September 16, 2019; Most recent data available.

NEW PROGRAM PROPOSAL FORM

Name of Institution: **University of South Carolina Upstate**

Name of Program (include degree designation and all concentrations, options, or tracks):

Master of Science in Nursing with a concentration in Nursing Education

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input checked="" type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: **Spring 2020**

CIP Code:

Master of Science in Nursing with concentration in Nursing Education = 51.3203

Delivery Site(s): **All online with the exception of the practicum courses**

Delivery Mode:

- | | |
|--|---|
| <input type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input checked="" type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input checked="" type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> Other distance Education (explain if selected) |

Program Contact Information (name, title, telephone number, and email address):

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Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Approval dates are below

Mary Black School of Nursing	approval 12-03-2018
University Academic Affairs	approval 03-01-2019
University Faculty Senate	approval 03-29-2019
Provost	approval 04-16-2019
President and BOT	approval 10-11-2019

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The Mary Black School of Nursing at the University of South Carolina Upstate proposes to offer a Master of Science in Nursing (MSN) with a concentration in Nursing Education. This is a graduate degree that prepares registered nurses to teach in academic and clinical settings, including staff development. Graduates of the MSN in Nursing Education program will be prepared to fill the gap as academicians to educate future and current nurses.

The Mary Black School of Nursing is uniquely positioned to address the critical shortage of nurse educators. Expanding on our current MSN program with a Clinical Nurse Leader concentration. Our target audience is baccalaureate prepared registered nurses throughout the Upstate, South Carolina, and beyond with a goal to increase the numbers of educators in the nursing profession in turn increasing the number of qualified nursing students accepted to nursing programs each year that are turned away due to faculty shortages.

These proposed master's concentration in Nursing Education is directly in line with the university's mission and strategic plan. The USC Upstate mission emphasizes career relevant, accessible, and high-impact academic programs. This program will graduate work-force ready nurse educators from an affordable, flexible, and accessible hybrid program.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

In South Carolina and nationwide, there are critical nursing shortages. The shortage of nurses has endured due in part to an aging nurse workforce, greater demands in healthcare, and a shortage of qualified nurse educators. According to the American Association of Colleges of Nursing (AACN) report on 2018-2019, 1,715 faculty vacancies were identified from 872 nursing programs with baccalaureate and/or graduate programs. There are multiple factors for the shortages in nursing faculty. These factors include aging faculty, budget constraints and increasing job competition from clinical practice. An additional factor identified by AACN is the inability of graduate programs to produce a large pool of potential educators.

Students in the Master of Science in Nursing Education concentration will complete 19 credits of core courses already approved for the Master of Science in Nursing Program and will take an additional 19 credits hours that

focus on an advanced nursing and educational methodologies. All courses are online, except for nursing practicum experiences. The practicum courses include on-site clinical experiences in nursing education and practice settings.

Transfer and Articulation

Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

There are no transfer and articulation agreements for either concentration in this program.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
<u>Nursing Education</u> Advanced Nursing Professor * Clinical Nursing Instructor * Clinical Nursing Professor * Registered Nursing Professor	550	Additional 267 (High)	16300	Additional 7,300 (High)	U.S. Bureau of Labor Statistics (2019). Retrieved from https://data.bls.gov/projections/occupationProjections U.S. Bureau of Labor Statistics: Office of Occupational Statistics and Employment Projections (2019). https://www.bls.gov/oes/current/oes_sc.htm U.S. Bureau of Labor Statistics: Office of Occupational Statistics and Employment Projections (2019) https://www.bls.gov/oes/current/oes_sc.htm
Post-Secondary Teachers			352,200	197,800 (High)	U.S. Bureau of Labor Statistics: Office of Occupational Statistics and Employment Projections (2019) https://www.bls.gov/oes/current/oes_sc.htm U.S. Bureau of Labor Statistics: Office of Occupational Statistics and Employment Projections (2019) https://www.bls.gov/oes/current/oes_sc.htm
Hospital Educator	18- 43	High	1000 - 1500	High	Current job postings www.indeed.com www.jobs.com
School of Nursing Faculty	7 - 45	High	1000-1200	High	Current job postings www.indeed.com www.jobs.com

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

As evidenced by the projected growth nationally and at the state levels, the need for nursing educators is increasing. Multiple job openings exist in both hospital and clinical settings as well as in schools of nursing. Especially in schools of nursing, a master's degree is essential as a minimum requirement and the shortage of nursing faculty is evident. In 2016-2017 the Office of Healthcare Workforce Research for Nursing at the University of South Carolina College of Nursing in Columbia produced a report on the status of nursing education programs in the state of South Carolina. With 38% of nursing schools having faculty to retire in 2016-2017 and 49% having faculty to resign during this same time period with the majority of baccalaureate programs in the state of South Carolina having at least one vacancy ([South Carolina Nursing Education Programs, 2016-2017](#)). According to the South Carolina Department of Employment and Workforce website there are currently 49 jobs openings statewide that include nursing educator as a qualification in the job description (Retrieved September 20, 2019 from <http://dew.sc.gov>). The Mary Black School of Nursing seeks to increase the number of nurses prepared at the master's level to move into such faculty roles.

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2020-2021	2	2	4
2021-2022	6	8	8
2022-2023	10	10*	10
2023-2024	12*	12*	12
2024-2025	12*	12*	12

*graduating completers and accepting new admissions

Explain how the enrollment projections were calculated.

The chart above shows small initial enrollments into the Nursing Education track. The school will admit students in both fall and spring semesters. The column labeled as headcount identifies the total number of students in the track. Some students will matriculate on a part-time basis. In addition, the number of students is conservative and based on small incremental growth in the graduate program.

Many students in our current graduate program choose to work full-time and complete school on a part-time basis. The Mary Black School of Nursing will offer all courses in the curriculum as they appear for full-time progression and part-time progression will be an option. The headcount presented is based on current trends in the Master of Science in Nursing programs.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

Yes

No

Students are required to possess a Bachelor of Science in Nursing Degree for acceptance into the graduate program with all general education requirements being met. Additional requirements include an unencumbered RN license, nursing grade point average of 3.0 on a 4.0 scale, cumulative grade point average of 3.0 on a 4.0 scale for undergraduate coursework, and an undergraduate level statistics course.

Curriculum

New Courses - List and provide course descriptions for new courses.

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
0	7	0

The Nursing Education track will add seven new courses (NURS U704 Education in Nursing, NURS U706 Curriculum and Program Development, NURS U705 Instructional & Evaluation Strategies, NURS U725 Role of the Nursing Educator, NURS U726 Nursing Educator Practicum, NURS 7XXX Advanced Management of Health, NURS 7XXX Advanced Management of Health Practicum). The chart below provides the description for each new course.

<u>Concentration</u>	<u>New Course Title</u>	<u>Description</u>
Nursing Education	NURS U704 Education in Nursing (3)	Educational theories and principles for students, patients, and groups. Teaching and learning themes apply evidence-based strategies and prepare nurses to teach patients, peers, and students in various settings.
	NURS U705 Instructional & Evaluation (3)	Examination of the outcomes from and use of instructional strategies. Topics are designed for graduate-level nursing students targeting areas of staff development, patient education, and academia. The students will explore goalsetting and ongoing improvement of instructional approaches that lead to positive results.
	NURS U706 Curriculum and Program Development (3)	Analyzes curriculum development, revision, and the role of the nurse educator to support cognitive, affective, and psychomotor learning. Topics include characteristics of a good curriculum, appropriate teaching/learning and educator resources.
	NURS U725 Role of the Nursing Educator (3)	Explore the role of nurse educators in academic community, and clinical settings. Information highlights teaching and learning strategies used by nurse educators in various settings including academia, community, and in-patient. Prerequisite NURS U704
	NURS U726 Nursing Educator Practicum (4)	Preceptor-guided experience with advanced educational principles and theories. The design of this practicum is to apply the nurse-educator core competencies from the National League for Nurses for a minimum of 250 hours.
	NURS 7XXX Advanced Management of Health (1)	Provides students with an overview of health care trends, best practice guidelines, and resources related to the care of patients experiencing chronic and acute illness. Major health problems with consideration given to advanced nursing management and care.
	NURS 7XXX Advanced Management of Health Practicum (2)	Provides students with a practicum experience in various health care settings managing chronic and acute illnesses in a population of interest.

<u>Courses</u>	<u>Clinical Nurse Leader</u>	<u>Nursing Education</u>
Core Courses	<p>NURS 700 Theoretical and Conceptual Foundations for Nursing (3)</p> <p>NURS 701 Health Promotion and Advanced Health Assessment (3)</p> <p>NURS 702 Advanced Pathophysiology (3)</p> <p>NURS 703 Cultural Perspectives in Healthcare (2)</p> <p>NURS 710 Advanced Evidence-Based Nursing Practice (3)</p> <p>NURS 711 Health Care Delivery Systems (2)</p> <p>NURS 720 Advanced Applied Pharmacology (3)</p>	<p>NURS 700 Theoretical and Conceptual Foundations for Nursing (3)</p> <p>NURS 701 Health Promotion and Advanced Health Assessment (3)</p> <p>NURS 702 Advanced Pathophysiology (3)</p> <p>NURS 703 Cultural Perspectives in Healthcare (2)</p> <p>NURS 710 Advanced Evidence-Based Nursing Practice (3)</p> <p>NURS 711 Health Care Delivery Systems (2)</p> <p>NURS 720 Advanced Applied Pharmacology (3)</p>
<u>Concentration-specific Courses</u>	<p>NURS 712 Role of the Nurse as Leader (3)</p> <p>NURS 713 CNL Practicum (1)</p> <p>NURS 721 Quality and Risk Management in Health Systems Leadership (2)</p> <p>NURS 722 Data Analysis in the Healthcare System (2)</p> <p>NURS 723 Evidence Based Practice Project I (1)</p> <p>NURS 724 CNL Practicum II (1)</p> <p>NURS 730 Outcomes Evaluation in Healthcare Systems Leadership (3)</p> <p>NURS 731 Evidence Based Practice Project II (2)</p> <p>NURS 732 CNL Practicum III (4)</p>	<p>NURS U704 Education in Nursing (3)</p> <p>NURS U705 Instructional & Evaluation (3)</p> <p>NURS U706 Curriculum and Program Development (3)</p> <p>NURS U725 Role of the Nursing Educator (3)</p> <p>NURS U726 Nursing Educator Practicum (4)</p> <p>NURS 7XXX Advanced Management of Health (1)</p> <p>NURS 7XXX Advanced Management of Health Practicum (2)</p>

The chart above identifies courses for the Nurse Education concentration compared to the Clinical Nurse Leader concentration currently in the Mary Black School of Nursing.

Total Credit Hours Required: **This shows the curriculum for the MSN with a concentration in Nursing Education.**

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
NURS 700 Theoretical and Conceptual Foundations for Nursing	3	NURS 711 Health Care Delivery Systems	2	NURS 7XXX Advanced Management of Health	1
NURS 701 Health Promotion and Advanced Health Assessment	3	NURS 710 Nursing Evidence-based Methods	3	NURS 7XXX Advanced Management of Health Practicum	2
NURS 702 Advanced Pathophysiology	3	NURS 720 Advanced Applied Pharmacology	3	NURS 703 Cultural Perspectives in Healthcare	2
		NURS U725 Role of the Nursing Educator	3	NURS U704 Education in Nursing	3
Total Semester Hours	9	Total Semester Hours	11	Total Semester Hours	8
Year 2					
Fall					
NURS U705 Instructional & Evaluation	3				
NURS U706 Curriculum and Program Development	3				
NURS U726: Nursing Educator Practicum	4				
Total Semester Hours	10	Total Semester Hours		Total Semester Hours	

Total track 38 credit hours

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

Program Name & Institution	Total Credit Hours	Similarities	Differences
Master of Science in Nursing Anderson University	40	Nurse Educator BSN- MSN <u>Courses</u> Pathophysiology & Physical Assessment Pharmacology for Nurse Nurse Educator Practicum Curriculum Design, Teaching, & Technology for Education	Private, faith-based institution Requires GRE Courses face-to-face on Main Campus in Anderson, SC <u>Courses</u> NUR 521 Foundations in Nursing Education NUR 507 Integration of Scholarship into Practice NUR 506 Health Policy and Advocacy NUR 510 Faith & Learning Worldviews NUR 523 Nurse Educator I NUR 508 Informatics in Healthcare Delivery BUS 573 Improving Healthcare Quality, Safety, & Outcomes NUR 623 Nurse Educator II NUR 601 Organizational & Systems Leadership II NUR 715 Scholarly Writing EDU 521 Assessment Data to Inform Instruction NUR 602 Interprofessional Collaboration in Healthcare
Master of Science in Nursing Charleston Southern University	39	Nurse Educator BSN-MSN Online <u>Courses</u> Nursing Curriculum Design Theoretical Frameworks of Nursing Physical Assessment, Pathophysiology, and Pharmacology in Nursing Evidence-Based Research in Nursing Teaching Practicum in Nursing	Private school, faith-based institution This program offers five-week intensive classes Requires GRE for admissions Students meet on campus twice during the program <u>Courses</u> NURS 620 – Health Care Informatics NURS 635 Teaching Methodologies in Nursing NURS 640 Faith Perspectives in Nursing NURS 630 – Issues in Nursing Evaluation in Nursing Education NURS 660 – Leadership and Professional Role Development NURS 655 – Quality and Safety in Nursing (3 hours)

Agenda Item 3c

Master of Science in Nursing Clemson University	39	<p>Nursing Education BSN-MSN</p> <p><u>Courses</u> Advanced Assessment for Nursing Educators Pathophysiology for Advanced Nursing The Nurse Educator Practicum</p>	<p>R-1 emphasis</p> <p>Requires GRE for admissions</p> <p>Program offered in conjunction with the Nurse Practitioner clinical specialties or the administrative major</p> <p>Courses face-to-face on Main Campus in Clemson, SC</p> <p><u>Courses</u> NURS 8040: Knowledge Development in Advanced Nursing NURS 8050: Pharmacotherapeutics for Advanced Nursing NURS 8010: Advanced Family and Community Nursing NURS 8080: Nursing Research Statistical Analysis NURS 8480: Health Care Policy and Economics NURS 8420/8421 Adult Nursing and Patient Education NURS 8070 Nursing Research Design and Methods NURS 8270: Foundations of Nursing Education NURS 8140 (online): Instructional Technologies for Nursing Educators NURS 8310: Clinical Research</p>
Master of Science in Nursing - Francis Marion University	36	<p>Nurse Educator</p> <p>BSN-MSN</p> <p><u>Courses</u> Advanced Research and Evidenced-based Practice Advanced Assessment & Pharmacological Effects Curriculum Development and Program Evaluation</p>	<p>Required courses online, face-to-face, and hybrid through-out the program</p> <p><u>Courses</u> APRN 501 Advanced Practice Role: Theory and Knowledge Development APRN 502 Biostatistics APRN 504 Health Policy and Leadership on the Pathophysiology of Body Systems APRN 604 Teaching and Learning in Nursing (3) APRN 708 Academic Practicum APRN 607 Assessment & Evaluation Strategies APRN 709 Clinical Practicum APRN 710 Education Capstone Seminar</p>
South University Nursing with a specialization in Nurse Educator	54	<p>Nursing Educator</p> <p>BSN-MSN</p> <p><u>Courses</u></p>	<p>This program is not available to residents of Alabama, Arkansas, New York, North Carolina, Maryland, Massachusetts, Minnesota, Oregon, Pennsylvania, Tennessee, Wisconsin, Washington, and Washington DC</p>

		<p>Advanced Theoretical Perspectives for Nursing Health Policy and Health Promotion in Advanced Nursing Practice Advanced Pharmacology Advanced Health and Physical Assessment Practicum in Nursing Education I Practicum in Nursing Education II</p>	<p><u>Courses</u> NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practices NSG5003 Advanced Pathophysiology NSG6002 Health Policy and Health Promotion in Advanced Nursing Practice NSG6101 Nursing Research Methods NSG6003 Teaching and Learning Strategies in Nursing NSG6102 Evaluation of Educational Outcomes in Nursing NSG6103 Curriculum Design and Evaluation in Nursing Education NSG6999 Graduate Project in Nursing</p>
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Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Full-time Professor	<p>NURS 703 Cultural Perspectives in Healthcare</p> <p>NURS 710 Nursing Research Methods</p>	<ul style="list-style-type: none"> • PhD – Nursing Science University of South Carolina (2000) <ul style="list-style-type: none"> • Advanced Research Methods • Dynamics of Community Health • MS – Gerontological Nursing/Nursing Education – Clemson University (1987) • BSN – Medical University of South Carolina (1982) 	<p>Nursing Licensure Women’s Studies Graduate Certificate Professor/Associate Dean/Director of Research in Nursing</p>
Full-time Associate Professor	<p>NURS 711 Health Care Delivery Systems</p>	<ul style="list-style-type: none"> • PhD – Organization & Management – Capella University (2007) <ul style="list-style-type: none"> • Ethics and Social Responsibility • Diversity & Culture in the Workplace • MA – Resource Management – Webster University (1986) • MN – Nursing Administration – University of South Carolina (1984) • BSN – Purdue University (1976) 	<p>Nursing Licensure Associate Professor</p>
Full-time Assistant Professor	<p>NURS 712 Roles of the Nurse as Leader</p>	<ul style="list-style-type: none"> • PhD – Medical University of South Carolina (2016) <ul style="list-style-type: none"> • Advanced Health Policies • MSN – Nursing Education – Gardner-Webb University (2006) • BSN – University of South Carolina Upstate (2002) • ADN – University of South Carolina Upstate (1999) 	<p>Nursing Licensure Associate Dean Certificate of Graduate Study – Public Health (2012) Amy Cockcroft Leadership Fellowship Program</p>
Full-time Assistant Professor	<p>NURS 721 Quality and Risk Management in Health Systems</p>	<ul style="list-style-type: none"> • PhD – Florida International University (2014) 	<p>SC APRN Licensure Certified Family Nurse Practitioner SC Prescriptive Authority</p>

		<ul style="list-style-type: none"> • Clinical Teaching Strategies • MSN – Emory University (1997) • AAS – Excelsior College (1991) 	Federal Drug Enforcement Administration National Provider Identification
Part-time Instructor	NURS 701 Health Promotion and Advanced Health Assessment	<ul style="list-style-type: none"> • PhD – The Ohio State University (2012) <ul style="list-style-type: none"> • Theory Advanced Family Nursing • Theoretical Foundations • MSN – The Ohio State University (2007) • BSN – Delaware State University (2003) 	Board Certified Nurse Practitioner Basic Life Support for Healthcare Providers
Full-time Assistant Professor	NURS 700 Theoretical and Conceptual Foundations for	<ul style="list-style-type: none"> • PhD – Medical University of South Carolina (2015) <ul style="list-style-type: none"> • Advanced Health Policy & Advocacy • Knowledge Development in Nursing Science • MSN – University of South Carolina (2007) • MPH – University of South Carolina (2007) • BSN – University of South Carolina Spartanburg (2001) • ADN – Midlands Technical College (1994) 	Director of Nursing Graduate Program Director of RN-BSN Track APN.APRN Nursing Licensure Amy Cockcroft Leadership Fellowship Program Community & Public Health Clinical Nurse Specialist
Part-time Instructor	NURS 702 Advanced Pathophysiology NURS 720 Advanced Applied Pharmacology	<ul style="list-style-type: none"> • DNP – University of South Carolina (2007) <ul style="list-style-type: none"> • Advanced Practice Med Surg Nursing • Advanced Pathophysiology • Post Master's Certificate Primary Care – University of South Carolina (1997) • MSN – University of South Carolina (1994) • BSN – University of South Carolina Spartanburg (1989) • ADN – University of South Carolina Spartanburg (1984) 	Board Certified Nurse Practitioner Clinical Nurse Leader Certified Advanced Cardiac Life Support Instructor Advanced Cardiac Life Support Regional Faculty Basic Life Support Instructor Pediatric Advanced Life Support Instructor Pediatric Advanced Life Support Regional Faculty

Part-time Instructor	NURS 722 Data Analysis in the Healthcare System	<ul style="list-style-type: none"> • DBA – Nova Southeastern University (1999) <ul style="list-style-type: none"> • Research Methods • Research Techniques • MS/HRM/MBA – Nova University (1997) • MSN – Kaplan University (1997) 	Certificate in Health Information Management Quality Matters Certification for Online Course Development
Part-time Instructor	NURS 703 Cultural Perspectives in Healthcare NURS713 CNL Practicum I	<ul style="list-style-type: none"> • DNP – East Carolina University (2018) <ul style="list-style-type: none"> • Advanced Nurse Practice Role Dev. • Advanced Practice Nurse Practicum • MSN – Queens University (2011) • BSN – University of North Carolina at Charlotte (2003) 	Certified Clinical Nurse Leader Certified Gerontology Registered Nurse Board Certified Nurse Practitioner ACLS Certification
Part-time Instructor	NURS 724 CNL Practicum II NURS732 CNL Practicum III NURS731 Evidence Base II NURS 723 Evidence Based Practice Project I	<ul style="list-style-type: none"> • MSN – University of South Carolina Upstate (2016) <ul style="list-style-type: none"> • CNL Practicum II & III • Evidence Based Practice II • BSN – University of South Carolina Upstate (2010) • AAS – Troy University (1989) 	Nursing Licensure Clinical Nurse Leader CPR Instructor

Total FTE needed to support the proposed program: See explanation below

Faculty: 2.0 FTEs

Staff: 0.25 FTEs

Administration: 0.20 FTEs

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

Due to the small incremental increases projected, there are no immediate proposed changes in faculty or administrative assignments by adding concentrations. Current faculty are sufficient to meet the needs of the program. There are 9 new courses (19 credit hours) that will be offered in the MSN Education concentration. Full-time faculty teaching in the graduate program carry a workload of 9 credit hours/semester therefore an estimated 2.0 FTE faculty will be needed to support the nursing education concentration at the point of maximum enrollment at the 5-year mark. These faculty will also be the same faculty needed to support the RN-MSN Nursing Education concentration if approved. An administrative assistant position was recently upgraded from part time to full time to handle the support for the graduate program and additional tracks. The job description/responsibilities for a full-time RN-BSN recruiter/advisor will now include recruitment for the graduate program. Therefore, the staff workload of 0.25 FTE will be needed to support this concentration and is the same staff who will

cover the RN-MSN education concentration. The Graduate Program Director currently shares responsibility for both the RN-BSN track and graduate program. Therefore, the graduate program coordinator currently is allocated for 0.20 FTEs in administrative responsibilities for the graduate program so, this is the current FTE percentage allocated and will not be additional. As the program grows substantially, the needs will be reassessed at that time.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

Students currently in the graduate program utilize online databases and library resources. The same will apply to students in the proposed tracks. The library on the USC Upstate campus provides 24/7 support through the “ask the librarian” service, has a 24/7 computer lab, and resources for distance learning. The physical library space is available to students days and nights opening as early as 7:30am and closing as late as 2:00am. The Library anticipates and strives to use innovations in education and technology and responds to the evolving curriculum. The efforts of every member of the Library staff are committed to the ultimate objective of providing the highest possible quality of service.

To these ends, the library selects, acquires, processes, organizes and maintains Library materials appropriate to the academic and cultural interests in the USC Upstate community. The Library facilitates access to information and materials through the provision of a wide variety of services. The Library provides an environment conducive to learning by providing study and reading facilities. The Library teaches students to find information independently so that they may better perform their tasks as well-informed members of society.

With more than 60,000 square feet, the USC Upstate Library has more than 240,000 print volumes and provides access to additional resources through [databases](#) and [Full Text Finder](#) as well as the [PASCAL Delivers](#) and [Interlibrary Loan Services](#). Therefore, no additional library resources are required.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

Adequate student support services are available to support students who will be enrolled in the Master of Nursing Education concentration therefore, no additional student support resources will be needed. Students at USC Upstate enrolled in online programs have access to the same level of services to support learning as the students enrolled in face-to-face courses. Virtual or online students are not required to travel for educational assistance.

The USC Upstate academic support services include an array of services to assist students in their daily academic demands. These include free tutorial services, supplemental instruction, facilitation of study groups, one-on-one consultations. Also, various workshops and seminars are offered for students to hone their skills in areas such as time management, study skills, note taking and reading strategies. Programs such as early intervention reporting to identify students who are not performing well academically are beneficial in supporting follow-up and advising to boost success rates. The writing center is also a great resource for students and is dedicated to assisting both experienced and inexperienced writers at all stages of the writing process, in any discipline. This center assists students

with pre-writing, revision strategies and proofreading techniques. Tutors in the writing center can also offer help with global aspects of student writing such as organization and structure, or provide instruction on word choice, punctuation and grammar.

The USC Upstate MBSON recently posted a position for a new clinical placement coordinator who will serve all students enrolled in nursing. In collaboration with faculty the clinical placement coordinator will work collaboratively to secure clinical placements for students enrolled in the nursing education concentration. Students will be able to make recommendations for clinical sites, but faculty/staff will be responsible for ensuring students receive the clinical experiences needed to be successful in the degree program.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

Students will complete practicum courses with the agency of their choice, including current employers. University of South Carolina Upstate has contracts with multiple agencies for student-experiences. As part of students' outcomes in the program, we encouraged the use of professionalism and effective communication to identify nurse preceptors to facilitate their learning needs. Faculty for practicum courses facilitate students' learning and maintain contact with preceptors throughout the course. The program Director in collaboration with course faculty evaluate the preceptors' credentials for appropriateness based on the course objectives. The student evaluates preceptors during and after the completion of the practicum.

Equipment

Identify new instructional equipment needed for the proposed program.

With the addition of these tracks, there is no need for new equipment.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

Yes

No

Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$64,064	\$64,064	\$86,944	\$151,008	\$118,976	\$269,984	\$130,416	\$400,400	\$130,416	\$530,816	\$530,816	\$530,816
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	\$64,064	\$64,064	\$86,944	\$151,008	\$118,976	\$269,984	\$130,416	\$400,400	\$130,416	\$530,816	\$530,816	\$530,816
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries												
Facilities, Equipment, Supplies, and Materials	\$1,000	\$1,000	\$1,000	\$2,000	\$1,500	\$3,500	\$1,500	\$5,000	\$2,000	\$7,000	\$7,000	\$7,000
Library Resources	\$1,500	\$1,500	\$1,500	\$3,000	\$3,000	\$6,000	\$3,000	\$9,000	\$4,500	\$13,500	\$13,500	\$13,500
Other (specify)												
Total	\$2,500	\$2,500	\$2,500	\$5,000	\$4,500	\$9,500	\$4,500	\$14,000	\$6,500	\$20,500	\$20,500	\$20,500
Net Total (Sources of Financing Minus Estimated Costs)	\$61,564	\$61,564	\$84,444	\$146,008	\$114,476	\$260,484	\$125,916	\$386,400	\$123,916	\$510,316	\$510,316	\$510,316

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

There are no new costs as part of this program. Currently the Mary Black School of Nursing has one operational budget due to the small size of the graduate program. All incurred costs will be supported through existing resources within the Mary Black School of Nursing redirected to these concentrations. However, resources will be reallocated to support the operation of this program. Tuition is calculated based on number of credit hours generated based on estimates provided in the enrollment table by academic year. Facilities, equipment, and supply costs are estimates for printing and flyers/brochures that will be used for advertising and marketing the program. The estimated library costs are based on an increase in usage of library services and support services such as the writing center. As enrollment increases the revenue will offset the expenses and faculty and the budgets will be separated to reflect undergraduate and graduate programs.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Integrate best current evidence with clinical expertise and patient/family preferences and values for the delivery of optimal health care across diverse settings.	The student will be a competent provider of nursing care who delivers safe, holistic, therapeutic interventions to individuals, families, and communities in a variety of clinical settings.	Formal paper to demonstrate up-to-date evidence for nursing education
Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems and minimize risk of harm to patients.	Acquire an understanding of the nurse educator personal self through self-reflection, constructive feedback, performance improvement, continuous learning and effective communication processes.	Quality measures for determining outcomes with focus on patient safety with the use of effective communication – Formal project
Apply research outcomes within the patient care setting to resolve practice problems, work as change agent and disseminate results.	Demonstrate therapeutic communication skills through verbal, nonverbal, written and information technology modes.	Oral presentation to disseminate findings for evidence-based education in academic and practice settings
Use information and technology to communicate, manage knowledge, mitigate errors and support decision making.	Perform as an effective communicator who uses various modalities to provide caring, competent, and holistic nursing care to a diverse population across the lifespan.	Correction project: Poster presentation based on student-selected issue using most up-to-date evidence
Intervene at the system level through policy development process and employ advocacy strategies to influence health and health care.	Demonstrates qualities and practices associated with nursing education to include an inspirational vision, empowerment, creativity, innovation and spirit of inquiry.	Examines policy regarding current practices and suggestions in formal paper
Function effectively within nursing and inter-professional teams - Fostering open communication,	The student will be a professional role model who assumes responsibility and accountability for personal and professional behaviors, ethical practice, and client advocacy.	Discussion of inter-professional perspectives in teams. Formal paper submitted regarding the process

mutual respect and shared decision-making to achieve quality patient care.		
Recognize the patient or designee as source of control and full partner in providing compassionate and coordinated care based on respect for patient’s preferences, values and needs.	Demonstrate therapeutic communication skills through verbal, nonverbal, written and information technology modes.	Education-specific evidence application to correct student-selected issue. Poster presentation
Influence healthcare outcomes at an advanced level of understanding of nursing and relevant sciences and integrate this knowledge into practice.	The student as a critical thinker will utilize clinical reasoning and ethical decision making to design, manage, an/or coordinate nursing care based on evidence and current research, and broad knowledge base and standards of nursing practice.	Examines, implements and changes policy regarding current practices. Application to current educational principles.

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

The Assessment Committee for USC Upstate is responsible for developing campus-wide awareness and understanding of outcomes assessment, developing a systematic process for collecting and maintaining unit assessment plans, and providing guidance to departments and programs on the assessment requirements of external agencies. The School of Nursing recently (early spring 2019) identified the need for an Assessment Coordinator who is responsible for on-going evaluation of student-success and program effectiveness. This coordinator already serves faithfully on the University’s Assessment Committee.

Three months after graduation, students complete assessments in the form of surveys to share feedback with the University. The Nursing Education track will be included in the evaluation of the graduate program in the Mary Black School of Nursing. The assessment data, which includes information on employment, will be useful for determining program effectiveness and for evaluating the need for additional faculty.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution’s plans to seek accreditation, including the expected timeline.

- Yes
- No

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

- Yes
- No

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution’s plans to seek national recognition, including the expected timeline.

- Yes
- No