

NEW PROGRAM PROPOSAL FORM

Name of Institution: University of South Carolina Upstate

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

Registered Nurse – Master of Science in Nursing (RN-MSN) student chooses one track to complete the MSN Degree. The tracks to choose from are below.

- Clinical Nurse Leader
- Nursing Educator
- Nursing Leader

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:

Registered Nurses-Master of Science in Nursing = 51.3801

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) |

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

Dates of approval 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

Background Information

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

Currently, The Mary Black School of Nursing has a graduate program with a concentration in clinical nurse leader. Additional tracks are proposed and once approved this proposal allows RN-BSN students to select one MSN track to pursue a graduate degree.

Our target audience is registered nurses with Diplomas and Associate Degrees throughout South Carolina, as well as beyond our borders to increase the numbers of clinical nurse leaders, nursing educators, and leaders in the nursing profession. The target audience are Registered Nurses (RN) pursuing a Bachelor of Science in Nursing degree (BSN) with an interest in continuing their education to earn a Master of Science in Nursing degree (MSN). Registered nurses in the RN-MSN Track will be awarded the BSN and will select a concentration for completing the MSN degree. Concentrations to choose from will be Clinical Nurse Leader, Nursing Education, and Nursing Leadership. Students will meet requirements for acceptance into the selected concentration as described in this proposal and will begin courses without reapplying to the university or the school.

The proposed modifications provide opportunities for registered nurses to choose from a variety of concentrations while earning the BSN degree with a smooth transition into graduate school. The mission of USC Upstate includes expanding the education of populations along the 85 corridor by collaborating with organizations throughout the Upstate and promoting economic, social and cultural development. Our strategic plan emphasizes career relevant, accessible programs, being a university of choice and expanding high-impact academic programs. These proposed modifications are directly in line with the university's mission and strategic plan.

Assessment of Need

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

South Carolina, and nationwide, there are critical nursing shortage and shortages of nursing faculty. According to the American Association of Colleges of Nursing (AACN) report on 2018-2019, 1,715 faculty vacancies identified from 872 nursing programs with baccalaureate and/or graduate programs. There are multiple causes for the shortages in nursing faculty. These include aging faculty, budget constraints and increasing job competition from clinical practice.

Along with faculty shortages, concerns exist for limited number of nursing leaders. In the 2018, the National Council of State Boards of Nursing and the Forum of State Nursing Workforce Centers conducted a survey to identify the state of the nursing workforce. This survey revealed that 50.9% of the RN workforce is age 50 or older. In fact, the Health Resources and Services Administration predicts that more than 1 million registered nurses will be at the age of retirement in the next 10 to 15 years. As nursing leaders age and prepare to retire, the nursing profession must prepare replacements.

The Mary Black School of Nursing proposes to add a RN-MSN track with three concentration options (Clinical Nurse Leader, Educator, or Leadership). The Clinical Nurse Leader concentration is currently an approved MSN concentration. The Educator and Leadership options are concurrently under review as new MSN concentrations. The goal of the MBSON is to create a seamless entrance into graduate school for registered nurses with associate's nursing degrees and diplomas in nursing. While in the RN-MSN Track, these RNs will receive the BSN and select a concentration for the completion of their graduate nursing education. Although, no other public university in South Carolina provides this opportunity for registered nurses, the need exists as the information above regarding shortages indicates. No new courses are proposed for the RN-MSN Clinical Nurse Leader option as all courses needed are currently being offered. For the Educator and Leadership RN-MSN options approval of the MSN concentrations concurrently under review include all needed courses for the RN-MSN program option as well.

The new concentrations, Nursing Educator and Nursing Leader prepare the nurse in educational pedagogy with emphasis on academic-based and practice-based education principles, and teach nurses to be competent leaders in the profession. Students in the concentration of Nurse Educator will complete 19 credits of core courses already approved for the Master of Science in Nursing Program and the Nursing Leader concentration will complete 17 credit hours from the same. Nursing Educator students will take an additional 19 credits specifically focusing on educational methodologies, and Nursing Leader students will complete 21 credits that focus on what nurses need to thrive in leadership positions such as nursing managers, team leaders, and nurses in middle management. For all concentrations, all didactic courses are online and nursing practicum experiences allow the student to spend hours receiving mentorship from seasoned educators or established nursing leaders.

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 Leadership</u>	800 – 1250	High	438,100	High	<p><u>Federal Sources</u> U.S. Bureau of Labor Statistics: Office of Occupational Statistics and Employment Projections (2019). Retrieved from https://www.bls.gov/ooh/healthcare/registered-nurses.htm</p> <p><u>State Source</u> South Carolina Careers: SC State Government Jobs (2019). Retrieved from https://www.governmentjobs.com/careers/sc?keywords=nurses</p> <p><u>Local Sources</u> Spartanburg Regional Medical Center (2019) Retrieved from https://www.spartanburgregional.com/search?search=nursing+administration</p> <p>Prisma Health (2019) Retrieved from https://careers.ghs.org/go/RN-Nursing-Professionals/2325500/25/?q=&sortColumn=referencedate&sortDirection=desc</p> <p>www.indeed.com www.jobs.com</p>
Nursing Leaders	15 - 384	High	70 – 1000+	High	
Nursing Managers	134	High	60 - 1000+	High	
Nursing Directors	22				
Charge Nurses	56				

<u>Nursing Education</u>	550	Additional 267 (High)	16300	Additional 7,300 (High)	<u>Federal Sources</u> U.S. Bureau of Labor Statistics: Office of Occupational Statistics and Employment Projections (2019) https://www.bls.gov/ooh/Education-Training-and-Library/Postsecondary-teachers.htm
Advanced Nursing Professor	18 - 43		1000+ 352,200		https://www.bls.gov/ooh/Education-Training-and-Library/Postsecondary-teachers.htm
* Clinical Nursing Instructor	7 - 45			197,800 (High)	www.indeed.com
* Clinical Nursing Professor	2 – 5				www.jobs.com
* Registered Nursing Professor					<u>State/local Sources</u>
Hospital Educators					University of South Carolina Upstate (2019). Retrieved from www.uscupstate.edu
Post-Secondary Teachers					Clemson University (2019). Retrieved from https://www.clemson.edu/careers/faculty-positions.html
Clinical Nurse Leader	23		292		Digital Jobs (2019). Retrieved from www.jobsgalore.com www.indeed.com www.jobs.com

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Graduates from the RN-MSN track will be prepared to work as Clinical Nurse Leaders, Nursing Leaders, and Nursing Educators. Currently, CNL graduates from the Mary Black School of Nursing work as CNLs, coordinators, nursing faculty, and in other advanced nursing roles. These nursing professionals are equipped to perform well in various practice settings at the point of care, including hospitals, private practice, outpatient centers, and nursing homes. As value for the CNL increases, positions for such nurses with this skillset for saving lives and reducing errors will also increase. The CNL was developed by the American Association of Colleges of Nursing in 2003 as a response to negative patients' outcomes, costs and errors experienced nationally, and the MSN program at the Mary Black School of Nursing has been active since 2014 with 25 graduates. There are great expectations and evidence for the CNL to continue to grow in this state as its visibility and value increases. An example of such growth is evident in other southern states where the majority of CNLs practice, particularly in Texas and North Carolina where 133 and 30 CNLs practice respectively.

In addition to the CNL we are seeking to influence the number of Nursing Leaders and Nursing Educators by preparing our students at the graduate level and preparing them for current and projected vacant nursing leader and educator positions. As evidenced by the projected growth nationally and at the state levels, the need for nursing educators and nursing leaders is increasing. Multiple job openings exist in both hospital and clinical settings as well as in schools of nursing. Currently all our former graduate students from the Clinical Nurse Leader (CNL) track are employed and many received promotions and better opportunities within their settings because of the advanced degree. From the projected openings in the chart above, the same expectations exist for Nursing Leader and Nursing Educators who complete our graduate program. Opportunities for jobs currently exist for nursing educators and leaders locally and state-wide, further support for nursing educator needs follow.

For nursing educators, 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](#)).

For nursing leadership. upon the completion of a search of the South Carolina Careers website it was noted 262 job openings currently exist in state agencies alone for nurse leaders ([South Carolina Careers Government Jobs](#), retrieved August 28, 2019). Also, Spartanburg Regional Medical Center which is one of the largest health care systems in the state of South Carolina located in Spartanburg county with USC Upstate has 22 nursing leadership vacancies to date (Retrieved August 28, 2019 from <https://www.spartanburgregional.com/search?search=nursing+administration>). And Prisma Health which currently comprises Greenville Health System and Palmetto Health of South Carolina have 56 current vacancies for nursing leaders. These vacancies in the area served by USC Upstate support the need for a graduate degree program focused on nursing leadership to increase the number of nurses prepared at the master's level to move into these leadership roles and others.

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 RN-MSN track. The school will admit students in the spring and fall semesters. The column labeled as headcount identifies the total number of students in the track. The basis for the number of credit hours in each column is the assumption from history that 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. The calculation of credit hours in the chart above is 6 hours per semester. Many students in our current graduate program choose to work fulltime and to complete school on a part-time basis. The Mary Black School of Nursing will offer all courses in the curriculum, as they appear below for fulltime progression with credit hours ranging from 6 – 13 per fall or spring semester, and 3 credit hours in the summer as the curriculum chart indicates for the MSN tracks. Acceptance into the program will be fall and spring. Despite the fact that there is a significant need for leaders and educators in nursing, the headcount presented is realistic and based on current trends in the Master of Science in Nursing program.

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

Yes

No

For initial admission to the RN-MSN concentration students should have an Associate’s Degree or higher from an accredited nursing program, 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.

Once a student completes all degree requirements for the bachelors degree and the BSN degree is awarded RN-MSN students who are interested in continuing their education at USC Upstate will be accepted into the graduate program. Students will not have to submit another application or pay an application fee. Students will select an MSN concentration at that time and complete course requirements toward the MSN degree.

Curriculum

New Courses

List and provide course descriptions for new courses.

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
0	13	0

The Nurse Educator track adds 7 new courses and the Nursing Leader track will add 6 new courses, however these courses are fully included in a concurrently proposed MSN Nurse educator concentration and MSN Nurse Leadership proposal. Therefore, the RN-MSN track adds no additional courses. All new courses for the tracks mentioned here along with the descriptions are located below and simultaneously in the proposals for those tracks. Below is the curriculum for RN-MSN Students. They will choose one concentration - Clinical Nurse Leader, Nurse Leadership, or Nurse Education.

The RN-MSN Nursing Educator track will add seven new courses that are also included in the MSN Education proposal (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.

The RN-MSN Nurse Leadership track will add six new courses that are also included in the MSN Leadership proposal being simultaneously submitted. The following table includes the new courses along with the course descriptions.

<u>Concentration</u>	<u>New Course Title</u>	<u>Description</u>
Nursing Leadership	NURS U714 Organizational Theory (3)	The relationships inside within healthcare systems and structures within organizational theory. The course offers the ability to efficiently plan and organize within an ever changing and highly complex healthcare system.
	NURS U715 Healthcare Policies & Financing (3)	Insight into healthcare policy and financing. Topics explored target current issues influencing healthcare policies to include financing. The course places specific attention on the role of the nursing leader as an advocate
	NURS U716 Economic & Healthcare Outcomes (3)	Health care policy from an economic viewpoint. Course content presents comprehensive American economic theories and their relation to the US healthcare structure. Topics include alternative health care systems and health care reform.
	NURS U733 Nursing Leadership Immersion I (3)	Evaluation of performance and organizational dynamics of healthcare. The student will discuss healthcare organizations in American history with a focus on the time-period prior to the 21st century health care system.
	NURS U734 Nursing Leadership Immersion II (3)	Evaluation of performance and organizational dynamics of healthcare. The student will discuss healthcare organizations throughout American history with a focus on the 21st health care system.
	NURS U735 Nursing Leadership Practicum (3)	Facilitates the transition in to nursing leadership role. Content in this course aligns with the core competencies of the nursing leader, which are

		communication, knowledge, leadership, professionalism, and business skills.
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<u>Courses</u>	<u>Clinical Nurse Leader</u>	<u>Nursing Educator</u>	<u>Nursing Leader</u>	<u>RN-MSN</u>
				<u>RN-BSN Required Courses</u> NURS 350 Professional Nursing Role Transition (3) NURS 310 Health Assessment (3) NURS 427 Digital and Informatics Literacy (3) NURS 425 Evidence-based Practice (3) NURS 428 Quality & Patient Safety (3) NURS 430 Leadership in Nursing Practice (3) NURS 461 Community & Public Health Nursing (6) NURS 461P Community & Public Health Nursing Practicum (0) NURS 497: Professional Nursing Issues (2)
Core Courses	NURS 700 Theoretical and Conceptual Foundations for Nursing (3) NURS 701 Health Promotion and Advanced Health Assessment (3) NURS 702 Advanced Pathophysiology (3) NURS 703 Cultural Perspectives in Healthcare (2) NURS 710 Advanced Evidence-Based Nursing Practice (3) NURS 711 Health Care Delivery Systems (2) NURS 720 Advanced Applied Pharmacology (3)	NURS 700 Theoretical and Conceptual Foundations for Nursing (3) NURS 701 Health Promotion and Advanced Health Assessment (3) NURS 702 Advanced Pathophysiology (3) NURS 703 Cultural Perspectives in Healthcare (2) NURS 710 Advanced Evidence-Based Nursing Practice (3) NURS 711 Health Care Delivery Systems (2) NURS 720 Advanced Applied Pharmacology (3)	NURS U700 Theoretical and Conceptual Foundations for Nursing (3) NURS U703 Cultural Perspectives in Healthcare (2) NURS U711 Health Care Delivery Systems (2) NURS U710 Advanced Evidence-Based Nursing Practice (3)	NURS 700 Theoretical and Conceptual Foundations for Nursing (3) NURS 701 Health Promotion and Advanced Health Assessment (3) NURS 702 Advanced Pathophysiology (3) NURS 703 Cultural Perspectives in Healthcare (2) NURS 710 Advanced Evidence-Based Nursing Practice (3) NURS 711 Health Care Delivery Systems (2)
<u>Concentration-specific Courses</u>	NURS 712 Role of the Nurse as Leader (3) NURS 713 CNL Practicum (1) NURS 721 Quality and Risk Management in Health Systems Leadership (2)	NURS U704 Education in Nursing (3) NURS U705 Instructional & Evaluation (3) NURS U706 Curriculum and Program Development (3)	NURS U712 Role of the Nurse as Leader (3) NURS U714 Organizational Theory (3) NURS U715 Healthcare Policies & Financing (3)	Courses based on concentration - Clinical Nurse Leader - Nursing Education - Nursing Leadership

	<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 U725 Role of the Nursing Educator (3)</p> <p>NURS U726 Nursing Educator Practicum (4)</p>	<p>NURS U716 Economic & Healthcare Outcomes (3)</p> <p>NURS U721 Quality and Risk Management In Health Systems Leadership (2)</p> <p>NURS U722 Data Analysis in the Healthcare System (2)</p> <p>NURS U733 Nursing Leadership Immersion I (3)</p> <p>NURS U734 Nursing Leadership Immersion II (3)</p> <p>NURS U735 Nursing Leadership Practicum (3)</p>	
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Total Credit Hours Required: **RN-MSN varies according to the track selected. This shows the curriculum for the RN-MSN Clinical Nurse Leader.**

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
NURS 350 Professional Nursing Role Transition	3	NURS 428 Quality & Patient Safety	3	NURS 497: Professional Nursing Issues	2
NURS 310 Health Assessment	3	NURS 430 Leadership in Nursing Practice	3		
NURS 425 Evidence-based Practice	3	NURS 461 Community & Public Health Nursing	6		
NURS 427 Digital and Informatics Literacy	3	NURS 461P Community & Public Health Nursing Practicum	0		
Total Semester Hours	12	Total Semester Hours	12	Total Semester Hours	2
Year 2					
Fall		Spring		Summer	
NURS 700 Theoretical and Conceptual Foundations for Nursing	3	NURS 710 Advanced Evidence-Based Nursing Practice	3		
NURS 701 Health Promotion and Advanced Health Assessment	3	NURS 711 Health Care Delivery Systems	2		
NURS 702 Advanced Pathophysiology	3	NURS 712 Role of the Nurse as Leader	3		
NURS 703 Cultural Perspectives in Healthcare	2	NURS 713 CNL Practicum I	1		
Total Semester Hours	11	Total Semester Hours	9	Total Semester Hours	

Curriculum for RN-MSN Clinical Nurse Leader continues

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
NURS 721 Quality and Risk Management in Health Systems Leadership	2	NURS U730: Outcomes Evaluation in the Health Care Systems Leadership	3		
NURS 722 Data Analysis in the Healthcare System	2	NURS U731: Evidence Based Practice Project II	2		
NURS 723 Evidence Based Practice Project I	1	NURS U732: CNL Practicum III	4		
NURS 724 CNL Practicum II	1				
Total Semester Hours	6	Total Semester Hours	9	Total Semester Hours	

Total Credit Hours Required: **RN-MSN varies according to the track selected. This shows the curriculum for the RN-MSN: Nursing Leader.**

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
NURS 350 Professional Nursing Role Transition	3	NURS 428 Quality & Patient Safety	3	NURS 497: Professional Nursing Issues	2
NURS 310 Health Assessment	3	NURS 430 Leadership in Nursing Practice	3		
NURS 425 Evidence-based Practice	3	NURS 461 Community & Public Health Nursing	6		
NURS 427 Digital and Informatics Literacy	3	NURS 461P Community & Public Health Nursing Practicum	0		
Total Semester Hours	12	Total Semester Hours	12	Total Semester Hours	2
Year 2					
Fall		Spring		Summer	
NURS 700 Theoretical and Conceptual Foundations for Nursing	3	NURS 710 Advanced Evidence-Based Nursing Practice	3		
NURS 703 Cultural Perspectives in Healthcare	2	NURS 711 Health Care Delivery Systems	2		
Elective	3	NURS 712 Role of the Nurse as Leader	3		
		NURS U733 Nursing Leadership Immersion I	3		
Total Semester Hours	8	Total Semester Hours	11	Total Semester Hours	

Curriculum for RN-MSN Nurse Leader continues

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
NURS U716 Economic & Healthcare Outcomes	3	NURS U714 Organizational Theory	3		
NURS U721 Quality and Risk Management In Health Systems Leadership	2	NURS U715 Healthcare Policies & Financing	3		
NURS U722 Data Analysis in the Healthcare System	2	NURS U735 Nursing Leadership Practicum	3		
NURS U734 Nursing Leadership Immersion II	3				
Total Semester Hours	10	Total Semester Hours	9	Total Semester Hours	

Total Credit Hours Required: **RN-MSN varies according to the track selected. This shows the curriculum for the RN-MSN: Nursing Educator.**

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
NURS 350 Professional Nursing Role Transition	3	NURS 428 Quality & Patient Safety	3	NURS 497: Professional Nursing Issues	2
NURS 310 Health Assessment	3	NURS 430 Leadership in Nursing Practice	3		
NURS 425 Evidence-based Practice	3	NURS 461 Community & Public Health Nursing	6		
NURS 427 Digital and Informatics Literacy	3	NURS 461P Community & Public Health Nursing Practicum	0		
Total Semester Hours	12	Total Semester Hours	12	Total Semester Hours	2
Year 2					
Fall		Spring		Summer	
NURS 700 Theoretical and Conceptual Foundations for Nursing	3	NURS U704 Education in Nursing	3	NURS 720 Advanced Applied Pharmacology	3
NURS 701 Health Promotion and Advanced Health Assessment	3	NURS 710 Nursing Evidence-based Methods	3	NURS 7XXX Advanced Management of Health	1
NURS 702 Advanced Pathophysiology	3	NURS 711 Health Care Delivery Systems	2	NURS 7XXX Advanced Management of Health Practicum	2
NURS 703 Cultural Perspectives in Healthcare	2				
Total Semester Hours	11	Total Semester Hours	8	Total Semester Hours	6

Curriculum for RN-MSN Nurse Educator continues

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
NURS U705 Instructional & Evaluation	3				
NURS U706 Curriculum and Program Development	3				
NURS U725 Role of the Nursing Educator	3				
NURS U726: Nursing Educator Practicum	4				
Total Semester Hours	13	Total Semester Hours		Total Semester 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
South University	54 54	RN to Master of Science in Nursing with a specialization in Nurse Administrator RN to Master of Science in Nursing with a specialization in Nurse Educator Online Built for RNs without a Bachelor of Science in Nursing (BSN), streamlined way to earn a BSN and MSN in one program, with fewer total classes. <u>Courses</u> Advance Theoretical Perspectives for Nursing Advanced Pathophysiology Health Policy and Health Promotion in Advanced Nursing Practice	Nursing Administration- focuses on design of healthcare delivery systems, making policy and financial decisions Neither program is not available to residents of Alabama, Arkansas, New York, Maryland, Massachusetts, Minnesota, Nevada, North Carolina, Oregon, Pennsylvania, Tennessee, Washington, Wisconsin, and Washington DC. A transcript evaluation is completed for each student to transfer in up to 90 general education credits. <u>Courses</u> NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice NSG6101 Nursing Research Methods NSG6003 Teaching and Learning Strategies in Nursing NSG6005 Advanced Pharmacology, 4 Credit Hours NSG6020 Advanced Health and Physical Assessment, 6 Credit Hours NSG6102 Evaluation of Educational Outcomes in Nursing, 4 Credit Hours NSG6103 Curriculum Design and Evaluation in Nursing Education, 4 Credit Hours NSG6203 Practicum in Nursing Education I, 4 Credit Hours NSG6204 Practicum in Nursing Education II, 4 Credit Hours NSG6999 Graduate Project in Nursing, 4 Credit Hour
Capella University	66 quarter credits 66 quarter credits	RN-to-MSN Nursing Education RN-to-MSN Nursing Leadership and Administration	Private Online Institution FlexPath with varying cost and length

Gardner-Webb University	36 credit hours 36 credit hours	Nursing Administration Nursing Education	RN applicants with a baccalaureate degree in another field
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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 Role 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 Nursing	<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 NURS 713 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 Based Practice 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.

Because of the small incremental increases projected, there are no immediate proposed changes in faculty or administrative assignments by adding the RN-MSN track. . However, with the additional graduate students, an estimated 2.0 FTE will be needed to support the program. An administrative assistant position was recently upgraded from part time to full time to handle the support for the graduate program and additional tracks. A full-time recruiter/advisor who has been handling only the RN-BSN program has increased her responsibilities to support recruitment for the graduate program. Therefore, the staff workload of 0.25 FTE will be needed to support the RN-MSN tracks. The Director currently shares responsibility for both the RN-BSN track and graduate program, and currently is allocated for 0.20 FTEs in administrative responsibilities for the graduate program. 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 research 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.

Support services for students will remain minimal since students will take courses virtually. Adequate student support services are available to support students who will be enrolled in the Master of Nursing Education concentration therefore, no additional resources 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.

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.

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.

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	\$86,944	\$118,976	\$118,976	\$130,416	\$130,416	\$130,416	\$130,416	\$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	\$86,944	\$118,976	\$118,976	\$130,416	\$130,416	\$130,416	\$130,416	\$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		\$62,500		\$62,500		\$90,000		\$90,000		\$117,500		\$422,500
Facilities, Equipment, Supplies, and Materials	1000	1000	1000	1000	1500	1500	1500	1500	2000	2000	7000	7000
Library Resources		\$1500		\$1500		\$3000		\$3000		\$4500		\$13,500
Other (specify)												
Total												
Net Total (Sources of Financing Minus Estimated Costs)		\$64		\$22,944		\$25,976		\$37,416		\$35,916		\$94,816

ACAP

09/12/2019

Agenda Item 2b

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 additional costs as part of this program modification. Currently the Mary Black School of Nursing has one operational budget due to the small size of the graduate program. The financial table is an estimate of the revenue vs expenses incurred with the graduate tracks. 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. Faculty, administrative and staff salaries were estimated based on estimated FTEs needed to support the nursing education concentration. 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. The modification adds two concentrations of Nurse Educator and Nursing Leader. In addition, Registered Nurses who wish to pursue the Master of Science in Nursing can enter graduate school directly.

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 and leadership
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 leader’s 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 leadership and 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 transformational leadership 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, mutual respect and shared decision-making to achieve quality patient care.	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
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 and leadership 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 leadership and 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 inclusion of the RN-MSN track evaluation will be included in the evaluation of the Clinical Nurse Leader, Nursing Educator, and Nursing Leadership tracks. 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 Educator, Nursing Leader, Clinical Nurse Leader and RN-MSN tracks 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

Explain how the program will prepare students for this licensure or certification.

Only students choosing the RN-MSN Clinical Nurse Leader option will be prepared to be certified. Nurses who complete the Master of Science in Nursing with a concentration in Clinical Nurse Leader currently qualify to be certified by the American Association of College in Nursing, through the Commission on Nurse Certification. The Mary Black School of Nursing currently has a 100% pass-rate for this MSN concentration.

The RN-MSN Nursing Education and Nursing Leadership options will not lead to certification or licensure immediately following graduation. There is a certification exam that can be completed by these students within their discipline however, up to five years of work experience is required prior to being eligible to sit for the certification exam.

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