

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 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:

Master of Science in Nursing with concentration in Nursing Leadership = 51.3899

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):

Shirleatha T. Lee, PhD, RN, CNE
Dean, Mary Black Endowed Chair for Nursing
(864) 503-5444
sl37@uscupstate.edu

Toshua W. Kennedy Ph.D. MPH, PHCNS-BC
Director of RN-BSN Track and Graduate Program
864-552-4256
tkennedy@uscupstate.edu

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.

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 Leadership. This is a graduate degree that prepares baccalaureate prepared registered nurses to assume leadership roles in academic and practice settings.

The target audience is baccalaureate prepared registered nurses throughout the Upstate, South Carolina, and beyond. The goal is to increase the number of nursing leaders in the profession and to prepare replacements for aging nursing leaders across the country.

The mission of USC Upstate includes expanding the education of populations on 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 the University of Choice, and expanding high-impact academic programs. Adding the Nursing Leader track as proposed is 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.

In South Carolina and nationwide, there are critical shortages of nurses and nursing leaders in key positions. There are multiple factors contributing to these shortages in nursing leadership, including an aging workforce and the lack of plans for leadership succession.

In 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. Further highlighting the age of nursing leaders, 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 qualified and capable replacements.

The Mary Black School of Nursing proposes to add the Nursing Leader concentration. This concentration will prepare its graduate students by targeting key leadership principles and equipping nurses to be competent leaders in the profession. Students enrolled in the Nursing Leadership concentration will complete 20 credit hours from the core courses and 18 credit hours from the Nursing Leadership

concentration. The required 38 credit hours include online courses and nursing practicum courses that prepare Nursing Leaders through mentorship from seasoned 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	
Registered Nurses – Nursing Leaders	800 - 1250	High	438,100	High	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
Nursing manager	46 - 59	High	70 – 1000+	High	Available job postings www.indeed.com www.jobs.com
Nursing director	25 - 30	High	60 – 1000+	High	Available job postings www.indeed.com www.jobs.com
Charge nurse	15 - 384	High	75 – 1000+	High	Available 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 leaders is increasing. Multiple job openings exist in both hospital and outpatient settings. 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>).

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.

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 Leadership track. The school will admit students in the fall and spring 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 estimated at 6 credit 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 8 – 13 credit hours per fall or spring semester. Acceptance into the program will be fall and spring. 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

Students are required to possess a Bachelor of Science in Nursing Degree for acceptance into the graduate program at the Mary Black School of Nursing. 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	6	0

The Nurse Leadership track will add six new courses. The following table includes the new courses along with the course descriptions.

Concentration	New Course Title	Description
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.

	<u>Clinical Nurse Leader</u>	<u>Nursing Leader</u>
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 712 Role of the Nurse as Leader (3) NURS 721 Quality and Risk Management in Health Systems Leadership (2) NURS 722 Data Analysis in the Healthcare System (2)	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 U712 Role of the Nurse as Leader (3) NURS 721 Quality and Risk Management in Health Systems Leadership (2) NURS 722 Data Analysis in the Healthcare System (2) Elective (3)
<u>Concentration-specific Courses</u>	NURS 713 CNL Practicum (1) NURS 723 Evidence Based Practice Project I (1) NURS 724 CNL Practicum II (1) NURS 730 Outcomes Evaluation in Healthcare Systems Leadership (3) NURS 731 Evidence Based Practice Project II (2) NURS 732 CNL Practicum III (4)	NURS U714 Organizational Theory (3) NURS U715 Healthcare Policies & Financing (3) NURS U716 Economic & Healthcare Outcomes (3) NURS U733 Nursing Leadership Immersion I (3) NURS U734 Nursing Leadership Immersion II (3) NURS U735 Nursing Leadership Practicum (3)

The chart above identifies courses for the Nursing Leader 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 Masters of Science in Nursing Leadership.**

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
				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	
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 2					
				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 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	41	Executive Leadership RN—MSN focused on Nursing Leadership <u>Courses</u> Health Care Policy Executive Leadership Practicum	GRE Required for entrance Face-to-face courses Selective, private, faith-based institution <u>Courses</u> BUS 501 Management Thought & Application NUR 507 Integration of Scholarship into Practice NUR 530 Executive Leadership NUR 510 Faith & Learning Worldviews BUS 525 Managerial Accounting NUR 508 Informatics in Healthcare Delivery BUS 573 Improving Healthcare Quality, Safety, & Outcomes NUR 532 Executive Leadership II BUS 572 Healthcare Finance & Economics CRJ 620 Principles of Emergency Preparedness & Disaster Management NUR 601 Organizational & Systems Leadership NUR 715 Scholarly Writing CRJ 625 Public Health in Disaster Management NUR 602 Interprofessional Collaboration in Health Promotion
Master of Science in Nursing - Charleston Southern University	39	Nursing Leadership & Healthcare Administration RN—MSN focused on Nursing Leadership <u>Courses</u> Theoretical Frameworks of Nursing Healthcare Policy Evidence-Based Research in Nursing Healthcare Economics and Financial Management of Nursing Systems Leadership Practicum	Selective, private, faith-based institution Requires GRE for admissions <u>Courses</u> NURS 617 – Introduction to Organizational Dynamics and Healthcare Systems NURS 620 – Health Care Informatics NURS 636 – Management and Leadership for Nurse Administrators

			<p>NURS 640 – Faith Perspectives in Nursing NURS 630 – Issues in Nursing NURS 655 – Quality and Safety in Nursing NURS 661 – Human Resources Management</p>
<p>Master of Science in Nursing - Clemson University</p>	36	<p>Nursing Administration</p> <p>RN—MSN focused on Nursing Leadership</p>	<p>R-1 institution</p> <p>Requires GRE for admissions</p> <p>Courses target: Organizational development and change; social, political, ethical and economic issues; and budgetary considerations</p> <p>Prepares students for national certification exam for Nursing Administration</p> <p><u>Courses</u> NURS 8040 Knowledge Development in Advanced Nursing NURS 8250 Leadership in Health-Care Systems NURS 8080 Nursing Research Statistical Analysis NURS 8260/8261 Quality & Outcomes Management in Health-Care NURS 8070 Nursing Research Design and Methods NURS 8460 Health-Care Financial Management NURS 8480 Health Care Policy and Economics NURS 8310 Clinical Research NURS 8470/8471 Internship NURS 8500 Information & Control Systems for Nurs Leadership</p>
<p>Master of Science in Nursing - University of South Carolina Columbia</p>	30	<p>Nursing Administration</p> <p>RN—MSN focused on Nursing Leadership</p> <p>Online</p> <p><u>Similar Course:</u> NURS 700 - Theoretical & Conceptual Foundations for Nursing</p> <p>Certified Nurse Executive (NE-BC)</p>	<p>R-1 Institution</p> <p>Courses target: Facilitative Processes for Organizational Leadership, Financing Health Care, and Research Methods for Nursing</p> <p>Eligible Certifications</p> <ul style="list-style-type: none"> - Certified Nurse Manager and Leader (CNML) - Certified in Executive Nursing Practice (CENP) - Certified Nurse Executive, Advanced (NEA-BC)

			<p>Two courses allow students to work with a leader to complete organizational leadership projects</p> <p><u>courses</u> NURS 734 - Conceptual Basis of Health Systems NURS 720 - Clinical Application of Population Analysis NURS 738 - Financing Health Care NURS 740 - Facilitative Processes in Nursing Administration NURS 741 - Coordinating Processes in Nursing Administration NURS 742 - Integrative Process in Nursing Administration NURS 790 - Research Methods for Nursing</p>
<p>South University</p>	<p>48</p>	<p>BSN – MSN MSN with a Specialization in Nurse Administrator <u>Courses</u> NSG5002 Advanced Theoretical Perspectives for Nursing</p>	<p>Main campus is in Tampa, but has site in state <u>Courses</u> NSG5000 Role of the Advanced Practice Nurse: Transformational Leadership in Advanced Practice NSG5003 Advanced Pathophysiology NSG6002 Health Policy and Health Promotion in Advanced Nursing Practice NSG6101 Nursing Research Methods MHC6306 Human Resource Management in Healthcare Organizations NSG6005 Advanced Pharmacology NSG6601 Managing Complex Healthcare Systems NSG6605 Quality Outcomes and Financial Management in Healthcare Organizations NSG6620 Practicum I: Quantitative Skills in Nursing Administration NSG6630 Practicum II: Qualitative Skills in Nursing Administration NSG6999 Graduate Project in Nursing</p>

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	NURS 703 Cultural Perspectives in Healthcare NURS710 Nursing Research Methods	<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) 	Nursing Licensure Women’s Studies Graduate Certificate Professor/Associate Dean/Director of Research in Nursing
Full-time Associate Professor	NURS711 Health Care Delivery Systems	<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) 	Nursing Licensure Associate Professor
Full-time Assistant Professor	NURS712 Roles of the Nurse as Leader	<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) 	Nursing Licensure Associate Dean Certificate of Graduate Study – Public Health (2012) Amy Cockcroft Leadership Fellowship Program
Full-time Assistant Professor	NURS 721 Quality and Risk Management in Health Systems	<ul style="list-style-type: none"> • PhD – Florida International University (2014) 	SC APRN Licensure Certified Family Nurse Practitioner SC Prescriptive Authority

		<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: 2.0FTEs

Staff: 0.25FTEs

Administration: 0.20FTEs

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 changes in faculty or administrative assignments by adding concentrations. Current faculty are sufficient to meet the needs of the program and the modifications requested. There are 6 new courses (18 credit hours) that will be offered in the MSN Leadership concentration. Full-time faculty teaching in the graduate program carry a workload of 9 credit hours/semester therefore an estimated of 2.0 FTE faculty will be needed to support the nursing leadership concentration. 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. 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. 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 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 Leadership 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	\$43,472	\$43,472	\$86,944	\$86,944	\$108,680	\$108,680	\$130,416	\$130,416	\$130,416	\$130,416	\$499,928	\$499,928
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	\$43,472	\$43,472	\$86,944	\$86,944	\$108,680	\$108,680	\$130,416	\$130,416	\$130,416	\$130,416	\$499,928	\$499,928
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		\$54,237		\$54,237		\$69,237		\$69,237		\$84,237		\$331,185
Facilities, Equipment, Supplies, and Materials		1000		1000		1500		1500		2000		7000
Library Resources		\$1500		\$1500		\$3000		\$3000		\$4500		\$13,500
Other (specify)												
Total												
Net Total (Sources of Financing Minus Estimated Costs)		-(13,265)		\$30,207		\$34,943		\$56,679		\$39,679		\$148,243

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 leadership 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 a concentration of Nursing Leadership.

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 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 nursing leaders
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,	The student will be a professional role model who assumes responsibility and accountability for personal and	Discussion of inter-professional perspectives in teams. Formal paper submitted regarding the process

mutual respect and shared decision-making to achieve quality patient care.	professional behaviors, ethical practice, and client advocacy.	
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.	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 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 Leader 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