

### NEW PROGRAM PROPOSAL FORM

Name of Institution: **The University of South Carolina – College of Nursing**

Name of Program (include degree designation and all concentrations, options, or tracks): **Master of Science in Nursing (MSN) – Master’s Entry to Practice of Nursing (MEPN)**

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:      Fall 2020

CIP Code: 511601

Delivery Site(s): Columbia Campus

Delivery Mode:

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

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

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

UofSC College of Nursing Approval: April 9, 2018  
UofSC Graduate Council Science Committee: April 8, 2019  
UofSC Graduate Council: April 22, 2019  
University of South Carolina Board of Trustees: June 21, 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 University of South Carolina (UofSC) College of Nursing (CON) offers both undergraduate and graduate nursing programs with the mission to develop competent and caring nurse leaders who will shape healthcare delivery and facilitate optimal health outcomes for individuals, families, and communities. At the undergraduate level, the CON offers a Bachelor of Science in Nursing (BSN) degree with an RN/BSN option. The graduate level offers several options for nurse leaders, nurse practitioners and nurse researchers at the master's, certificate and doctorate levels. The proposed Master's Entry to Practice of Nursing (MEPN) program is an entry into practice master's degree that prepares students with a previously earned bachelor's degree without prior nursing experience to gain education and experience to provide direct care as a nurse in a variety of settings. The degree also provides an advantage to adult learners choosing nursing as a second career allowing them to become a nurse in a shorter amount of time and to earn a higher degree as opposed to a second baccalaureate degree. The American Association College of Nursing (AACN) describes the MEPN degree as "an innovative approach to respond to the critical need to put more registered nurses at bedside". Additionally, students no longer eligible for undergraduate financial aid offerings are able to access financial aid for graduate studies. Students admitted to this program come as mature adult learners and bring their prior degree knowledge, work experience and academic skills to this new educational endeavor.

Consistently each year, the UofSC CON has many more qualified applications to the Upper Division BSN program than we able to accept. These students leave the CON and pursue a degree in Public Health or other related fields. The MEPN could be a viable option for these students still desiring a career in nursing.

The initiation of this new program speaks directly to the mission of the University and its flagship status with UofSC Columbia leading the way. The MEPN degree will recruit academically eligible adult learners holding a previously earned bachelor's degree. These bachelor's prepared students present with maturity and a resilience that have created established values for success and responsible citizenship to enhance our university community. Consistent with the University mission, through integration of education, research, and service, the CON serves local, regional, and global populations.

## **Assessment of Need**

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

The Bureau of Labor Statistics states South Carolina is expecting to face a 24% nursing shortage over the next few years (Bureau of Labor Statistics, 2014). This alarming statistic has Colleges of Nursing scrambling for innovation to help lessen the burden. According to interviews conducted by American Association of Colleges of Nursing (AACN), a greater number of second-degree students are pursuing nursing, rather than other disciplines, when considering going back to school. (AACN, 2019). A Market Analysis completed at the request of the UofSC CON in January 2018 by Hanover Research states the CON is well positioned to establish a Master's Direct Entry into Practice Nursing degree. (Note: Hanover report is available upon request).

This program will allow for expanded student enrollment to meet the workforce demands, addressing the regional/state nursing shortage the MEPN program is a priority and another opportunity for UofSC innovation to lead the way. The accelerated program is the quickest route to licensure as a registered nurse (RN) for adults who have already completed a bachelor's degree in a non-nursing discipline (AACN, 2019). The looming nursing shortage, an inability to meet the demands of qualified students that desire to study nursing and requests from our clinical partners for more nurses make this program a necessity. The marketplace indicators show that UofSC is in a favorable position to continue meeting the mission of the university.

**Transfer and Articulation**

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

No special articulation agreements. All clinical (experiential learning) will be completed at established clinical sites already utilized by the College of Nursing programs. This program will attend clinical on an alternative cycle from the current BSN program in order for the clinical sites be able to accommodate the clinical learning needs of the program.

**Employment Opportunities**

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
RN	36,900 (FTE's) 2014	62,500 (FTE's) 2030	2,806,100 (FTE's) 2014	3,895,600 (FTE's) 2030	HRSA Health Workforce Analysis July, 2017

**Supporting Evidence of Anticipated Employment Opportunities**

Provide supporting evidence of anticipated employment opportunities for graduates.

According to the U.S. Department of Health and Human Services Bureau of Health Workforces (HRSA), South Carolina is poised to face the fourth-worst nursing shortage in the United States by 2030. Projections state that South Carolina will have 10,400 too few FTE's by the start of 2030. The statistical data provided shows current opportunity for Registered Nurses in the state of South Carolina and significant need for the near future.

### Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2020 -2021	32	32	32
2021-2022	64	64	32
2022-2023	64	64	32
2023-2024	64	64	32
2024-2025	64	64	32

Explain how the enrollment projections were calculated.

Enrollment projects were based on the number of clinical sites available and the simulation space available for student placements. The CON anticipates that the number of applications will far exceed the number of available seats in the program similar to that of our traditional undergraduate BSN program.

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

Yes

No

In addition to the general admission requirements.

- Undergraduate science preparation GPA of 3.0 out of a 4.0 scale will be preferred.
- A personal goal statement and current CV/resume.

Rationale: The additional admission requirements are used to identify those students who are most likely to successfully complete the program. The higher GPA and past performance in science courses are strong indicators. A personal goal statement provides an assessment of motivation and alignment with program outcomes. A current CV/resume are standard criteria for admission to nursing graduate study.

### Curriculum

#### New Courses

List and provide course descriptions for new courses.

NURS 709 – 3 credits - Pathophysiological Concepts for Nursing Practice - Pathophysiological processes and application for nursing practice.

NURS 711 – 3 credits - Pharmacotherapeutics for Nursing Practice - Pharmacotherapies treatments and application for nursing practice

NURS 712 – 3 credits - Health Assessment for Nursing Practice - Health assessment processes and application for nursing practice.

NURS 713 – 4 credits - Nursing Practice Fundamentals - Introduction to cognitive, affective, and psychomotor skills and technology needed for nursing interventions.

NURS 714– 4 credits -Maternal/Newborn Nursing Practice - Nursing interventions focusing on health promotion, restoration, and support to childbearing families

NURS 715 – 4 credits - Pediatric Nursing Practice - Nursing care of families with children, focusing on support for child growth and development, health promotion and health restoration

NURS 721 – 2 credits - Gerontological Nursing Care - Nursing care focusing on health promotion, restoration and support of older adults.

NURS 723 – 5 credits - Medical Surgical Nursing Practice I - Nursing Care of the patient with Chronic Health Problems

NURS 726 – 5 credits - Medical Surgical Nursing Practice II - Nursing care of the patient with acute health issues.

NURS 729 – 4 credits - Psychiatric Nursing Practice - Nursing care of clients experiencing psychiatric/mental health problems, with a focus on health promotion, restoration, and support.

NURS 730 – 3 credits - Population Health Nursing - Trends of the public health workforce capacity and issues impacting the health of individuals and communities.

NURS 745 – 3 credits - Nursing Ethics, Policy & Advocacy - Issues and trends in ethics, policy and advocacy for nursing practice.

NURS 746 – 3 credits - Informatics, Technology, and Emerging Issues - Explores the application of informatics and technology in healthcare and other emerging issues in the field.

NURS 747– 3 credits - Leadership and Safety for Nursing Practice - Concepts and principles of leadership roles and the management functions of professional nurses in a contemporary health care environment, interprofessional relationships and quality/safety principles. Students will also utilize evidence-based research to examine clinical questions.

NURS 748 – 3 credits - Care Coordination and Outcomes Management in Nursing Practice - Strategies for effective care coordination and effective measurement of patient outcomes related to care transitions.

NURS 750 – 3 credits - Transition to Nursing Practice I - This course focuses on quality/safety in the healthcare setting.

NURS 751 – 3 credits - Transition to Nursing Practice II - Application and synthesizing knowledge and skills learned throughout the nursing program.

NURS 789 – 3 credits - Statistical and Research Methods for Nursing Practice - Exploration of research methods, including application of basic statistical principles and procedures. Evaluation of published nursing research reports.

Total Credit Hours Required: **76 hours**

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
NURS 709 - Pathophysiological Concepts for Nursing Practice	3	NURS 721 - Gerontological Nursing Care	2	NURS 730 - Population Health Nursing	3
NURS 711 - Pharmacotherapeutics for Nursing Practice	3	NURS 714 - Maternal/Newborn Nursing Practice	4	NURS 729 - Psychiatric Nursing Practice	4
NURS 712 - Health Assessment for Nursing Practice	3	NURS 715 - Pediatric Nursing Practice	4	NURS 745 - Nursing Ethics, Policy & Advocacy	3
NURS 713 - Nursing Practice Fundamentals	4	NURS 723 - Medical Surgical Nursing Practice I	5	NURS 726 - Medical Surgical Nursing Practice II	5
NURS 700 - Theoretical and Conceptual Foundation for Nursing	3				
Total Semester Hours	16	Total Semester Hours	15	Total Semester Hours	15
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
NURS 746 - Informatics, Technology, and Emerging Issues	3	NURS 748 - Care Coordination and Outcomes Management in Nursing Practice	3	N/A	
NURS 747 - Leadership and Safety for Nursing Practice	3	Elective (list)	3		
NURS 789 - Statistical and Research Methods for Nursing Practice	3	NURS 751 - Transition to Nursing Practice II	3		
NURS 750 - Transition to Nursing Practice I	3	NURS 791 - Seminar in Nursing Research	3		
Elective	3	NURS 720 - Clinical Applications of Population Analysis	3		

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Total Semester Hours	15	Total Semester Hours	15	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 and Designation	Total Credit Hours	Institution	Similarities	Differences
<b>*NONE (There currently are no Master's Entry to Practice Nursing Programs in the state of South Carolina)</b>	N/A	N/A	N/A	N/A

**Faculty**

<b>Rank and Full- or Part-time</b>	<b>Courses Taught for the Program</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)</b>
Clinical Associate Professor/ Assistant Dean of Graduate Studies	Nursing Science	PhD, MSN Adult Health	FNP-BC, Curriculum, Evaluation Methods
Clinical Associate Professor	Pediatrics, Diagnostic Reasoning	TBD	PNP-BC, Forensic Nursing
Clinical Assistant Professor	Community Health	DNP, MSN Community Outreach	CCM, Community Outreach
Clinical Associate Professor	Pathophysiology	DNP, MSN Kinesiology	FNP-BC, Kinesiology
Clinical Assistant Professor	Pediatrics	DNP, MSN Pediatrics	PNP-BC, GCPH
Clinical Assistant Professor	Adult Health, Health Assessment	DNP, MSN Family Adult Health	FNP-BC, Family Adult Health
Clinical Assistant Professor/ Director Clinical Simulation Laboratory	Adult Health, Pharmacology	PhD, MSN  Simulation	CHSE, Simulation
Clinical Assistant Professor	Health Assessment, Nursing Foundations	TBD	CNE, CCRN; Adult Health, ICU
Clinical Assistant Professor	Women's Health, Health Policy	DNP, MSN Women's Health, Health Policy	CNM; Women's Health, Health Policy
Clinical Associate Professor/ Interim Director of MEPN	Adult Critical Care, Leadership	DNP, MSN Evidence Based Practice	Evidence Based Practice
Clinical Assistant Professor	Adult Health, Nursing Research and Theory	TBD	CNE; NCLEX Preparation Coordinator

The current faculty listed in the table above team teach in both the undergraduate and graduate programs. Team teaching provides students with exposure to faculty with expertise in a variety of areas which is reflected as partial FTEs. Many of the courses will be revised from the current successful undergraduate curriculum and introduce elevated learning outcomes to meet graduate education criterion for the MEPN. The total estimated FTE required for the MEPN is 4.0 FTE which includes the fulltime teaching and administrative faculty with 0.5 FTE allocated for staff support. We anticipate the need for the following new human resources to support this proposed program including:

*University of South Carolina Columbia, MSN, Master's Entry to Practice Nursing,  
Program Proposal, ACAP, 09/12/2019 – Page 8*

Total FTE needed to support the proposed program:

Faculty: 2 new FTE

Staff: 0.5

Administration: 0.2

**Faculty, Staff, and Administrative Personnel**

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

The MEPN program has a current Associate Professor faculty member serving as interim program director to assume the responsibilities of program management and operations in addition to the Assistant Dean for Graduate Studies at the CON. Current and proposed new faculty have the expertise and knowledge in the nursing science and practice areas which meet or exceed CCNE accreditation standards. Administrative personnel such as graduate studies staff will provide support and advisement for the MEPN students.

**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 will utilize the online resources provided to all University of South Carolina (UofSC) students via Thomas Cooper library. Students will also have access to UofSC's writing center.

UofSC library – A search of the Thomas Cooper library shows 300-400 holdings under “health informatics”. Nursing also has several key databases available through the library:

CINAHL Complete is coverage of the literature in nursing and allied health care areas. PubMed-Medli (with UofSC links) is the premier database of worldwide biomedical literature including research, clinical practice, administration, policy issues, and health care services.

Joanna Briggs Institute EBP (Evidence Based Practice) Database covers a wide range of medical, nursing, and health science specialties and includes a unique suite of information that has been analyzed, appraised, and prepared by expert reviewers at the JBI so you can integrate the world's best evidence into your research. It includes evidence summaries, evidence-based recommended practices, best practice information sheets, systematic reviews, consumer information sheets, systematic review protocols and technical reports.

The Cochrane Library provides reliable and up-to-date information on the effects of interventions in health care.

**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.

The College of Nursing (CON) recently added an additional staff line in student services to support the growth in all the MSN programs for academic advising and contracts.

Student resources are listed in the graduate student handbook located at [http://www.sc.edu/study/colleges\\_schools/nursing/internal/current\\_students/index.php](http://www.sc.edu/study/colleges_schools/nursing/internal/current_students/index.php)  
All nursing courses in the MSN Program are delivered online through Blackboard. The CON employs a full-time instructional designer who has 20+ years of experience with online educational best practices and pedagogy. This individual provides support to all faculty teaching online.

The Learning Management System (e.g. Blackboard) allows UofSC faculty to create a secure course website for class communications, posting assignments, posting readings, linking to complementary web sites, administering exams, and much more. In courses that use Blackboard, the course syllabus will provide basic information about accessing Blackboard (<https://blackboard.sc.edu>). Additional information about Blackboard is available at [https://sc.edu/about/offices\\_and\\_divisions/division\\_of\\_information\\_technology/end\\_user\\_services/available\\_technology\\_resources/blackboard/index.php](https://sc.edu/about/offices_and_divisions/division_of_information_technology/end_user_services/available_technology_resources/blackboard/index.php).

Log in credentials entered at <https://blackboard.sc.edu/webapps/portal/frameset.jsp>  
Courses offered in this format are constructed and conducted differently than traditional classroom courses. Below are some suggestions on how to be successful in online courses:

- Become familiar with Blackboard, the learning management system (LMS)
- Access Bb through your VIP account
- Read the “How to…” guides that are found in each course.
- Participate actively in the course

Nursing courses have didactic components online but require direct clinical practice and other activities such as clinical conferencing or case-based projects.

**OTHER STUDENT SUPPORT SERVICES:** The Executive Director of Student Affairs, Ms. Cheryl Nelson, is the student’s advocate in the College of Nursing and serves as the initial contact for concerns such as requesting exception to a college policy or a grievance. In addition, Mr. Dale Moore, The Graduate School Ombudsman, serves as a confidential, neutral, informal and independent resource for graduate student concerns and conflicts. More information about the role of the Graduate School Ombudsman is available on the Graduate School website at <http://gradschool.sc.edu/students/ombs.asp>

**STUDENTS WITH DISABILITIES:** The UofSC College of Nursing is committed to providing reasonable accommodations for students with disabilities. Students with disabilities must contact the Office of Student Disability Services (<http://www.sa.sc.edu/sds/>) prior to or early in their academic program to determine if they are eligible for reasonable accommodations. Students with disabilities, like all other students in the nursing program, must be able to continually meet core performance standards and functional abilities established to ensure that they meet the objectives of the nursing program. (See [http://www.sc.edu/study/colleges\\_schools/nursing/internal/current\\_students/index.php](http://www.sc.edu/study/colleges_schools/nursing/internal/current_students/index.php))

### **Physical Resources/Facilities**

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

No new resources are needed.

### **Equipment**

Identify new instructional equipment needed for the proposed program.

No new resources are needed.

**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**

<b>Sources of Financing for the Program by Year</b>												
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>	
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>								
Tuition Funding	877,536	877,536	1,462,560	1,462,560	1,462,560	1,462,560	1,462,560	1,462,560	1,462,560	1,462,560	6,727,776	6,727,776
Program-Specific Fees	236,800	236,800	320,000	320,000	320,000	320,000	320,000	320,000	320,000	320,000	1,516,800	1,516,800
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
<b>Total</b>	<b>1,114,336</b>	<b>1,114,336</b>	<b>1,782,560</b>	<b>1,782,560</b>	<b>1,782,560</b>	<b>1,782,560</b>	<b>1,782,560</b>	<b>1,782,560</b>	<b>1,782,560</b>	<b>1,782,560</b>	<b>8,244,576</b>	<b>8,244,576</b>
<b>Estimated Costs Associated with Implementing the Program by Year</b>												
<b>Category</b>	<b>1<sup>st</sup></b>		<b>2<sup>nd</sup></b>		<b>3<sup>rd</sup></b>		<b>4<sup>th</sup></b>		<b>5<sup>th</sup></b>		<b>Grand Total</b>	
	<b>New</b>	<b>Total</b>	<b>New</b>	<b>Total</b>								
Program Administration and Faculty/Staff Salaries	367,325	509,266	512,825	654,766	512,825	654,766	512,825	654,766	512,825	654,766	2,418,625	3,128,330
Facilities, Equipment, Supplies, and Materials	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	20,000	100,000	100,000
Library Resources												
Other (specify)	94,718.56	94,718.56	151,517.60	151,517.60	151,517.60	151,517.60	151,517.60	151,517.60	151,517.60	151,517.60	700,788.96	700,788.96
<b>Total</b>	<b>482,043.56</b>	<b>623,984.56</b>	<b>684,342.60</b>	<b>826,283.60</b>	<b>684,342.60</b>	<b>826,283.60</b>	<b>684,342.60</b>	<b>826,283.60</b>	<b>684,342.60</b>	<b>826,283.60</b>	<b>3,219,413.96</b>	<b>3,929,188.96</b>
<b>Net Total</b> (Sources of Financing Minus Estimated Costs)	<b>632,292.44</b>	<b>490,351.44</b>	<b>1,098,217.40</b>	<b>956,276.40</b>	<b>1,098,217.40</b>	<b>956,276.40</b>	<b>1,098,217.40</b>	<b>956,276.40</b>	<b>1,098,217.40</b>	<b>956,276.40</b>	<b>5,025,162.04</b>	<b>4,315,387.04</b>

**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.

The program financing is generated by tuition and fees. The current tuition rates per semester are \$9,141 for in-state students and \$16,845 for out of state students. Program specific fee revenue is generated through clinical lab fees and the existing health professions fee. Each student will take 6 courses with the \$1,000 lab fee attached over the course of the program. This fee supports:

- Resources to hire clinical faculty in clinical courses in order to maintain board mandated faculty to student ratios of 1:6 in clinical settings
- Resources required to run a simulation lab including robotics, standardized patients, technology hardware and software and supplies.

Each student will also be assessed the Health Professions fee of \$80 per credit hour for instate students and \$110 per hour for out of state students. This fee applies to all students in Public Health, Nursing, Social Work, Physician Assistant and Nurse Anesthesia program. The fee supports:

- Resources to identify, secure, and support clinical and/or experiential placements for training purposes
- Staff and support systems to maintain regulatory and compliance standards (to include background checks, immunizations, drug screens, etc.) with experiential training in healthcare systems as mandated by respective accrediting bodies
- Provide additional resources to improve health professional student experiences and remain competitive against peer programs by recruiting and retaining high quality faculty, preceptors, staff, and graduate assistants

Professional and specialized staff to support various activities related to student affairs, advisement, and student services. New program salary expenses are comprised of 1 Clinical Assistant Professor and 1 Clinical Associate professor being hired in year 1 and an additional Clinical Associate Professor being hired in year 2. The salary and fringe calculations are based on the median for the ranks. An additional new program salary expense is a 0.5 FTE instructional designer. Additional new salary expenses include hourly standardized patients and temporary faculty needed to meet the Board of Nursing mandated faculty to student ratios in clinical settings.

<b>Year 1 New Program Administration and Faculty/Staff Salaries</b>	
Clinical Associate Professor	\$ 114,750
Clinical Assistant Professor	\$ 108,000
Clinical Faculty TFAC	\$ 90,000
Instructional Designer	\$ 29,575
Standardized Patients and Graduate Assistants	\$ 25,000
<b>Total:</b>	<b>\$ 367,325</b>
<b>Year 2+ Additional New Program Administration Faculty/Staff Salaries</b>	
Clinical Associate Professor	\$ 114,750
Clinical Faculty TFAC	\$ 18,000
Standardized Patients and Graduate Assistants	\$ 12,750
<b>Total:</b>	<b>\$ • 145,500</b>

New supply costs are projected to be minimal and include categories such as training, marketing, lab supplies, general supplies and laptops for new hires.

Existing overhead salary costs allocated to the program include effort ranging from 5-10% for clinical simulation staff, IT, HR, program directors, accreditation, scholarship and student affairs staff.

The program is not projected to have any impact on existing tuition rates, other programs, services or facilities. The program is projected to have a positive ROI beginning in year 1 of 585k for the university as a whole and 5 million dollars over the first 5 years. After accounting for board mandated fees, cost pools and participation fees the program is projected to have a positive ROI returned to the College of Nursing in the amounts of 146k in year 1 and 376k in years 2-5.

### Evaluation and Assessment

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives</b>	<b>Methods of Assessment</b>
1. Provide evidence-based clinically competent care across the continuum of care.	Analyze quality improvement and safety principles utilized by healthcare settings and evaluate outcomes.	Completion of ATI Capstone Review
2. Integrate core and clinical course content in application to nursing leadership roles.	Examine nursing situations using standards of care, critical reasoning, cultural awareness, and evidence-based practice.	Evidence Based Paper
3. Demonstrate nursing knowledge to facilitate efficient and effective interdisciplinary teams.	Demonstrate clinical judgment and accountability for patient outcomes when delegating and supervising other members of the health care team.	Participate in IHI and IPC classroom activities
4. Apply theory to practice problems, to analyze practice guidelines, and to understand an evidence based practice project.	Summarize sets of clinical data using descriptive statistics, theory and graphical displays to support total quality management plans and initiatives.	Evidence Based Poster Project/Presentation
5. Demonstrate leadership behaviors within the scope of professional practice	Work with an Interprofessional team to design and implement a simulated care coordination / care transitions activity	Leadership forum and presentation on scope of practice.

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.

**TEQ and CEQ:** Teacher and Course Evaluations. Collected each semester from MSN students by class climate online. Data collected by the Office of Research College of Nursing, and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate used to collect and store data. Assessments used as a quality improvement process for course content, teaching strategies, and course materials as appropriate.

**PAQ:** Program Assessment Questionnaire of Graduating MSN students: Collected each semester from graduating NI students by class climate online. Data collected by the Office of Research College of Nursing, and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate used to collect and store data. Assessments used as a quality improvement process for course content, program content deficits, and course materials as appropriate.

**EAQ:** Employer Assessment Questionnaire who employ NI graduates: Will be collected annually from employers of NI graduates by class climate online. Data collected by the Office of Research College of Nursing, and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate used to collect and store data. Assessments used to amend the program to ensure the graduate is meeting the employer demands and expectations.

**SEP:** Student Evaluation of Preceptor. Collected each semester from the NI students in the practicum course by class climate online. Data collected by the Office of Research College of Nursing, and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate used to collect and store data. Assessments used evaluate the effectiveness of a preceptor for the student learning environment.

**FPES:** Faculty/Preceptor Evaluation of the Student. Collected a minimum of two times per semester for each NI student in each practicum course. Direct observation. Hard Copy Tool FPES used by the Course Faculty Member and Preceptor to evaluate the student's competency proficiencies in the specialty criterion. Evaluations shared with students to enhance or strengthen skills and competencies.

### **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

The College of Nursing MSN program is accredited by the Commission on Collegiate Nursing Education (CCNE) and reaccreditation timeline of Spring 2021. The CON will submit a notice of substantive change to the CCNE governing committee as is outlined in CCNE Procedures within 90 days of implementation of the program <https://www.aacnnursing.org/CCNE-Accreditation/What-We-Do/Bacc-Graduate-Change-Notifications> .

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

Yes

No

The students from the MEPN program will be eligible to sit for the National Council Licensure Examination (NCLEX) at the completion of the program. NCLEX examinations are designed to test the knowledge, skills and abilities essential for safe and effective practice of nursing at the entry (novice) level.

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

The students' academic strengths and weaknesses are tracked throughout the program. Individual student remediation plans are developed as needed to strengthen student learning as a student progresses through the program. Learning is reinforced using ATI learning management systems, end of course exams and an end of program live review.

The current CON NCLEX *first-attempt* pass rate for the two most recent BSN graduating cohorts (May & December 2018) is 100%.

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.

NA

Yes

No