New Program Proposal
Master of Science in Nursing in Adult-Gerontology Acute Care Nurse Practitioner
University of South Carolina

Summary

The University of South Carolina (USC Columbia) requests approval to offer a program leading to the Master of Science in Nursing (M.S.N.) in Adult-Gerontology Acute Care Nurse Practitioner to be implemented in Fall 2017. The proposed program is to be offered through blended instruction. The following chart outlines the stages of approval for the proposal; the Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	12/2/16	Upon consultation with the Commission and with guidance from the nursing accrediting body, USC Columbia submitted new program proposals for three separate M.S.N. programs.
ACAP Consideration	1/26/17	The USC Columbia representative introduced the M.S.N. proposals concurrently, explaining they were modifications to existing programs to streamline program offerings, and represent collaboration with Commission staff with guidance from the nursing accrediting body. The representative discussed the need for the program, the intent for accurate citation in the CHE inventory, and that changes were made to the Adult-Gerontology Acute Care Nurse Practitioner program to align with national trends, using the name recommended by the accrediting body. Commission staff asked about Board of Trustees approval, which the representative confirmed. Then staff inquired about the status of the grant noted in the proposal, effective delivery of the curriculum based on receiving the grant, and the success of the current iteration of the M.S.N. program. USC expected to learn the funding status in forthcoming weeks and expects to deliver the program effectively with or without it. Regarding program success, the representative responded that more than 80 students were enrolled in the program last year, and added that *US News & World Report* now ranks the USC master's and doctorate nurse practitioner programs #1 in the country. Staff asked about the normal number of credit hours per student as indicated in the proposal (six hours [6] per semester). The representative explained that six credit hours are normal because of the high number of full-time working adults the program enrolls. To support nursing students, she noted the University provides grant funds to students from rural areas: $11,000 annually for part-time enrollees and $22,000 annually for full-time enrollees, funding 29

Stages of Consideration	Date	Comments
		students last year. With no further discussion, ACAP voted to approve the program proposal. Staff transmitted remaining questions for additional clarity.
Comments and suggestions from CHE staff sent to the institution	1/30/17	Staff requested the proposal be revised to: • Confirm the Board of Trustees approval date as requested at ACAP; explain the proposed program's centrality to the institution's mission, and include specific program objectives; • Explain workforce development needs specifically by providing the following: (1) statewide gerontology population data for the past ten years; (2) projected employment growth; and (3) a listing of all nursing programs with a similar emphasis; • Explain student credit-hour enrollment as discussed at ACAP; • Describe program-specific admissions requirements; • Identify the courses shared by the three MSN programs, clarify the need for no new courses, and explain what is meant by "on-site clinical check-offs;" • Include the expected start date of the new faculty member; • Identify specific library resources and academic services to support the program's students; • Include a grant funding update, if available; • Identify "Other" costs in the cost chart, explain how the revenue is invested into the College of Nursing and/or institution, and describe the program-specific fees, including purpose and allocation; and • Include USC's recent annual pass rates on the national certification exam, and a description of how the program prepares students for the certification exam. In addition, staff asked whether CIP 51.3821 (Geriatric) would be more appropriate for the program.
Revised Program Proposal Received	2/10/17	The revised proposal satisfactorily addressed the requested revisions.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing approve the program leading to the Master of Science in Nursing in Adult-Gerontology Acute Care Nurse Practitioner to be implemented in Fall 2017.

Name of Institution
  University of South Carolina (Columbia)

Name of Program (include concentrations, options, and tracks)

  Current: Master of Science in Nursing (degree); Clinical (major); Adult-Gerontology Acute Care Nurse Practitioner (concentration)

  Proposed: Master of Science in Nursing (degree); Adult-Gerontology Acute Care Nurse Practitioner (major); no concentration.

Program Designation

☐ Associate's Degree   x ☐ Master's Degree

☐ Bachelor's Degree: 4 Year   ☐ Specialist

☐ Bachelor's Degree: 5 Year   ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?
☐ Yes

x☐ No

Proposed Date of Implementation   Fall 2017   CIP Code Current: 51.3808;
                                                                 Proposed: 51.3814

Delivery Site(s)
  USC – Columbia Campus

Delivery Mode

☐ Traditional/face-to-face*   ☐ Distance Education
*select if less than 50% online   ☐ 100% online

                              x☐ Blended (more than 50% online)

                              ☐ Other distance education

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

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Institutional Approvals and Dates of Approval:
Graduate Council: May 23, 2016
Provost: November 4, 2016
President: November 22, 2016
Board of Trustees: December 13, 3016
ACAP: January 26, 2017

Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The proposal is to change the MSN *concentration* of Adult-Gerontology Acute Care Nurse Practitioner (AG-ACNP) program to the *major* name. There are no additional changes requested. The title Adult-Gerontology Acute Care Nurse Practitioner is now a widely accepted title designated by the professional nursing organizations (American Association of Colleges of Nursing; American Association of Nurse Practitioners; National Organization of Nurse Practitioner Faculties) and the nursing accreditation agency (Commission on Collegiate Nursing Education). The newer CIP code 51.3814 requested is illustrated for use with Acute Care Nurse Practitioner programs and reflects this change at the major level. The administration and faculty believe this best reflects the current state of the program and national standards/trends.

The current AG-ACNP program is well established, being one of the oldest programs in the nation. It is central to the College of Nursing's graduate programs and mission. Enrollment has continuously remained strong, with 83 students enrolled in 2015-16.

The AGACNP program is central to the primary mission of the University of South Carolina Columbia in using distance e-learning methods to educate the state's citizens through teaching and community engagement for improving the welfare of others. Graduates of the program will be able to provide acute and hospital based health care to SC citizens and nationally –these graduates can improve the health care which would have profound relevance, reach, and impact on the people of the state. The program requires all students to conduct clinical rotations in rural and underserved areas or with underserved populations. Since 2002, 30% of USC NP applicants choose to practice as a ACAGNP provider, 70% choose to practice in acute or specialty care in rural areas or with underserved populations upon graduation, and 90% remain in SC.

List the program objectives. (2000 characters)
The mission of the College of Nursing is to create and develop competent, caring nurse leaders to advance the profession of nursing through the integration of teaching, research and service to improve client health and well-being outcomes.

The Program will prepare graduates to:
1. Demonstrate knowledge and skills required for advanced practice nursing: AGACNP.
2. Implement core and clinical course content within the context of the community, and demonstrate understanding of the healthcare system for improving population health.
3. Demonstrate the ability to use theory and research findings in practice.
4. Demonstrate leadership skills for advanced nursing practice: AGACNP.
5. <u>Demonstrate an understanding of the laws that govern advanced practice nursing as it relates to scope of practice, billing compliance, standards of practice, and standards of care for Adult Gerontology Acute Care Nursing Practice.</u>
6. <u>Demonstrate assessment, diagnosing, and treatment management of patients who present with acute care problems.</u>

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

Ninety percent (90%) of the graduates of the Adult Gerontology Acute Care Nurse Practitioner (concentration) program remain in South Carolina following graduation, and over 70% of the graduates serve as key providers of acute care health to the citizens across the region in rural and underserved areas. The need for the program remains critical once it becomes a full major, and as such its elevated profile provides greater transparency for potential students, and a more straightforward credential for graduates. Agencies and facilities are seeking more Adult Gerontology Acute Care Nurse Practitioner providers given the growth in the SC gerontology population, increased complex co-morbidities, and the need for specialty service lines such as palliative care, hospice, cardiology, and renal disease management. South Carolina (SC) has a severe provider shortage, especially in the rural areas.

The greatest growth in population is among older adults (over 65), and SC ranks first with the greatest growth in the older population (22%) of any state in the Nation (http://www.ipspr.sc.edu/publication/Older%20SC.pdf). SC is primarily a rural state, with 42 out of 46 counties designated as rural, comprising 4.5 million residents. Census data indicate that the ethnic diversity of the state is 69.2% white, 28.6% AA, and 3.1% Hispanic (US Census, 2010). Approximately, 25% of the population is uninsured. With an overall ranking of "F" in health care, SC ranks 42nd among the states in health status for acute care and 46th for determinants of health (United Health Foundation, 2015). According to the SC Department of Health and Environmental Health (SCDHEC), in 2013 the leading causes of SC deaths were cancer, heart disease, accidents, stroke, Alzheimer's, chronic respiratory disease, diabetes, nephritis/kidney disease, suicide, and septicemia. Students are prepared to these manage diseases in acute care settings.

Will the proposed modification impact any existing programs and services at the institution?
☐ Yes

x☐ No

If yes, explain. (1000 characters)

Employment Opportunities

Is specific employment/workforce data available to support the proposed program?
X☐Yes

☐No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

Employment Opportunities			
Occupation	**Expected Number of Jobs**	**Employment Projection**	**Data Source**
Adult Gerontology Acute Care Nurse Practitioner	100 annually	100%, USC CON graduates ~ 50 per year and all employed	Palmetto Health GHS Roper St Francis MUSC Aiken Regional McLeod Private Specialty Providers (ex: Palmetto Cardiology, Columbia Nephrology; Gastroenterology Associates, CENTA) Urgent Care Long Term Care Palliative Care Hospice

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

Agencies and hospital systems are hiring AGACNP to fulfill roles of hospitalists and provide care in specialty service lines such as cardiology, neurology, etc. We have a 100% employment rate for all AGACNP graduates since inception of our program (1996). We are the only AGACNP program in SC. Our program is rated in the top 10 in the US in 2016 by the US News and World Report.

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

Our AGACNP graduates obtain employment upon graduation in varied acute care settings (management including assessment, diagnosing, and prescribing autonomously). The program clearly prepares graduates to provide care, assume leadership roles in health care settings, and serve the community/population. Our graduates are 100% employed within 6 months of graduation. Employers rate their satisfaction as 3.5 to 4.0 on a scale of 4.0 of our graduates and their ability to function as advanced practice nurses in acute care settings is clear.

Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.

Will the proposed program impact any existing degree programs and services at the institution (e.g., course offerings or enrollment)?
  ☐Yes

  X☐No

If yes, explain. (500 characters)

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
There are no other Adult Gerontology Acute Care Nurse Practitioner programs in SC.			MUSC has an Adult Gerontology Health NP program but it is NOT an Adult Gerontology Acute Care NP program. MUSC's Adult Gerontology Health NP programs prepare NPs to see adult gerontology patients in primary care settings only. USC's Adult Gerontology Acute Care NP program prepares NPS to see adult gerontology patients in acute care settings or specialty care such as cardiology, nephrology, critical care, etc.

Description of the Program

Projected Enrollment: Adding 20 new (net) AGACNP students per year who take 6 credits each per semester*						
Year	**Fall**		**Spring**		**Summer**	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-2017	114	684	114	684	114	684
2017-2018	134	804	134	804	134	804
2018-2019	154	924	154	924	154	924
2019-2020	174	1044	174	1044	174	1044
2020-2021	194	1164	194	1164	194	1164

*Typically the adult learner students enroll in 6 hours of study due to other obligations such as family, employment, and/or financial commitments.   Also, students must progress with a B or better in pre-requisite courses before enrolling in subsequent courses. Students must make a "B" or higher in foundation courses (advanced health assessment or advanced pharmacology for example) and all clinical courses. Full time study is available but less than five (5) percent of students choose this option.

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

    X☐Yes

    ☐No

If yes, explain. (1000 characters)
  Goal Statement to reflect program outcomes
  CV
  GPA 3.0
  Three letters of recommendation from a professional at the Masters or Doctoral level who can
  attest to the applicant's ability to be successful in our program, aligning with program outcomes.

The additional admission requirements are used to identify those students who are most likely to complete the program – a high GPA and past performance in sciences are strong indicators. A personal goal statement provides an assessment of motivation and alignment with program outcomes. CV and unencumbered licensure are standard criteria for admission to graduate study.

Minimum GPA of 3.0 from all previous institutions attended for Undergraduate degree (but all transcripts are reviewed regardless of the program). Including if attended USC, science grades strongly considered.
Three letters of reference from Masters prepared registered nurse or physician who can speak to the applicant's ability to successfully complete the Masters in Nursing program outcomes
A personal Goal statement that reflects MSN program outcomes
Curriculum Vitae
Current unencumbered RN licensure in the state of residence

Are there any special articulation agreements for the proposed program?

☐Yes

X☐No

If yes, identify. (1000 characters)

Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category: Part time (typical course for part time study, Non-thesis option, 37 credit hours) Courses with * are shared by the 3 MSN programs.

Curriculum by Year

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		**Spring**		**Summer**	
*Nursing 700: Theoretical and Conceptual Foundations for Nursing	3	*Nursing 702: Advanced Pharmacology	3	*Nursing 704: Advanced Health Assessment	3
*Nursing 717: Applied Statistics for Nursing and Nursing Service	3	*Nursing 707: Advanced Pathophysiology	3	*Nursing 718: Advanced Diagnostics	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6
Year 2					
Fall		**Spring**		**Summer**	
Nursing 786: AGACNP Management Practicum-1	5	*Nursing 791: Applied Seminar in Nursing Research	3	Nursing 796: Advanced Practice Practicum: AGACNP	3
*Nursing 790: Research Methods	3	Nursing 787: AGACNP Management Practicum-2	5		
Total Semester Hours	8	Total Semester Hours	8	Total Semester Hours	3
Year 3					
Fall		**Spring**		**Summer**	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category: Part time (typical course for part time study, Non-thesis option, 37 credit hours) Courses with * are shared by the 3 MSN programs.

Curriculum by Year

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 4					
Fall		**Spring**		**Summer**	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
Year 5					
Fall		**Spring**		**Summer**	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

NOTE: There are no new courses because the program is currently running as a concentration and currently includes all needed courses for CERTIFICATION and current courses meet accreditation standards which allow students to be licensed AS ADVANCED PRACTICE NURSES FOLLOWING CERTIFICATION, AGACNP.

Master of Science in Nursing: Adult Gerontology- Acute Care Nurse Practitioner (AG-ACNP)

New:

Master of Science in Nursing: Adult Gerontology- Acute Care Nurse Practitioner (AG-ACNP) (37-40 credit hours):

Curriculum (37-40 credit hours): 37 = non-thesis.   40 = thesis

- NURS 700 (3 cr) - Theoretical and Conceptual Foundation for Nursing
- NURS 704 (3 cr) - Advanced Health Assessment*
- NURS 702 (3 cr) - Pharmacologic Management of Pediatric, Adult, and Gerontological Patients Across the Healthcare Delivery Continuum NURS 704 (3 cr) - Advanced Health Assessment
- NURS 707 (3 cr) - Advanced Pathophysiology for Nurses
- NURS 718 (3 cr) - Diagnostic Interpretation and Therapeutic Modalities
- NURS 786 (5-6 cr) - Management of Acute Care Adult and Geronotological Health Problems I *
- NURS 787 (5-6 cr) - Management of Acute Adult and Gerontological Health Problems II *
- NURS 796 (3 cr) - Advanced Practice Practicum: Adult – Gerontology Acute Care Nurse Practitioner*
- NURS 717 (3 cr) - Application of Basic Statistics for Nursing and Nursing Service Management
- NURS 790 (3 cr) - Research Methods for Nursing
- NURS 791 (3 cr) - Seminar in Clinical Nursing Research

   (or NURS 799 (6 cr) Thesis Preparation

*indicates courses with practicum hours

Students must successfully complete all clinical placement requirements, including criminal background checks, drug screening and immunizations. Students must participate in clinical rotations in states approved through State Authorization (see http://www.sc.edu/about/offices_and_divisions/provost/planning/academicprograms/state-authorization/index.php) for specifics.

Students are required to participate in two on-site clinical check off days during clinical courses. Students come to campus and with faculty to their practices during the clinical courses to demonstrate their skills in managing patients for health problems: assessment, diagnosing, and initiating a plan of care that includes prescribing medication or interventions, patient teaching, and/or referral. Faculty use a check off master of skills list/rubric using a competency-based list of expected behaviors.

Course Descriptions for New Courses

Course Name	Description
N/A	

Faculty

Faculty and Administrative Personnel				
Rank	**Full- or Part-time**	**Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours**	**Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major**	**Other Qualifications and Comments (i.e., explain role and/or changes in assignment)**
PhD, APRN, BC, FAANP Clinical Professor Director MSN/DNP Associate Dean	Full Time	Nursing 707: Advanced Pathophysiology (3 credits). Taught every term. Nursing 796: Final Advanced Practice Practicum: AGACNP (3 credits). Taught every term.	PhD in Nursing Science, USC FNP: Family Nurse Practitioner. USC	Lead NP faculty member for the MSN and DNP Program, NP concentration area. Our NP Program (AGACNP and FNP) is ranked #1 in the US by US NEWS and WORLD REPORT 2016. Nurse Practitioner for over 30 years in SC. Director of the Program USC for 5 years. Associate Dean for USC CON x 10 years. Faculty member USC x 25 years.
DNP, AGACNP, FNP Clinical Assistant Professor	Full time	Nursing 718: Advanced Diagnostics (3 credits). Taught every term. Nursing 796: Final Advanced Practice Practicum: AGACNP (3 credits). Taught every term.	DNP in Nursing Practice, USC FNP and AGACNP USC	Nurse Practitioner for over 10 years in SC Faculty member USC x 5 years.

DNP, FNP, AGACNP Clinical Assistant Professor	Full time	Nursing 786: AGACNP Management Practicum-1. (5 credits). Taught Fall but is moving to Spring and Fall 2017. Nursing 787: AGACNP Management Practicum-2. (5 credits). Taught Fall but is moving to Spring and Fall 2017. Nursing 702: Advanced Pharmacology. 3 credits). Taught every term.	DNP in Nursing Practice, USC FNP USC AGACNP University of Pennsylvania	Nurse Practitioner for over 6 years in SC Faculty member USC x 1 year.
MSN, FNP Clinical Associate Professor	Full time	Nursing 704: Advanced Health Assessment (3 credits). Taught every term.	MSN, USC FNP, USC DNP in progress, expected date of graduation 2017	Nurse Practitioner for over 20 years in SC Faculty member USC x 20 years.
PhD, FNP Clinical Associate Professor	Full time	Nursing 707: Advanced Pathophysiology (3 credits). Taught every term.	PhD in Nursing Science, Duquesne University Ohio University, FNP	Nurse Practitioner for over 18 years Faculty member USC x 1 year. Previous faculty member and Director of DNP/MSN at Otterbein College in Ohio (12 years)
MSN, ACNP Part Time Temporary Clinical Faculty	Part time	Nursing 786: AGACNP Management Practicum-1. (5 credits). Taught Fall but is moving to Spring and Fall 2017. Nursing 787: AGACNP Management Practicum-2. (5	MSN, USC USC, AGACNP	Nurse Practitioner for over 20 years in SC USC Part Time Faculty Member x 10 years. Plans to retire Fall 2017

		credits). Taught Fall but is moving to Spring and Fall 2017.		
DrPH Clinical Associate Professor	Full time	Nursing 717: Application of Statistics for Nursing and Nursing Service. (3 credits). Taught every term.	DrPH, USC	Statistician for over 20 years USC Faculty Member x 19 years. Director Statistical Laboratory x 15 years
PhD, RN Associate Professor, Tenured	Full time	Nursing 700: Theoretical and Conceptual Foundations for Nursing. (3 credits). Taught Fall and Spring	PhD in Nursing Science, Vanderbilt Completed a Post-doctoral fellowship in Health Disparities in Underserved Populations, at the University of Illinois at Chicago, College of Nursing	USC Faculty Member x 10 years.
PhD, PNP Clinical Associate Professor	Full time	Nursing 790: Research Methods for Nursing. (3 credits). Taught Fall and Spring Nursing 791: Applied Seminar in Clinical Nursing Research (3 credits). Taught Fall and Spring	PhD in Nursing Science, NC State PNP, Duke	USC Faculty Member (off and on for over 10 years. Break of service due to family/personal)

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty Staff   Administration
9FTE   1FTE   .5FTE
(faculty shared between FNP, AGACNP, PMHNP programs)

Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

We are recruiting another doctorally prepared AGACNP faculty member. The position is already approved and posted within the various academic venues for advertising. We have also supported a current NP faculty member to complete a post-master's AGACNP certificate program (University of Pennsylvania) over the past year – she is expected to be certified and available to direct this program in August 2017.   With the growth in our program, an additional faculty member is needed to meet ratios of faculty to students according to accreditation standards by National Organization of Nurse Practitioner Faculty. Additionally, with increased enrollments, tuition incomes will cover clinical fees for clinical courses, liability insurance for NP students and NP faculty, faculty credentialing in facilities to precept NP students, student credentialing for clearances to engage in clinical in the various agencies and facilities, part time faculty support to assist in NP courses with enrollments to maintain NP faculty to NP student ratios, and faculty travel for site visits and NP student check offs. Students are required to have at least 2 site visits by faculty and 2 check offs by faculty for each clinical course. As students progress in the program, student engagement in clinical experiences increases up to three and four days per week in various agencies or facilities.

Financial Support

Estimated New Costs by Year						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Program Administration	70,000	73,000	77,000	81,000	85,000	386,000
Faculty and Staff Salaries	310,000	320,000	330,000	340,000	350,000	1,650,000
Graduate Assistants	12,000	12,000	14,000	15,000	16,000	69,000
Equipment	15,000	17,000	19,000	21,000	22,000	94,000
Facilities						
Supplies and Materials	25,000	27,000	29,000	31,000	32,000	144,000
Library Resources						
Other*	5,000	7,000	9,000	11,000	12,000	44,000
Total	437,000	456,000	478,000	499,000	517,000	2,387,000
Sources of Financing (Tuition current rate $731.50 per credit hour, in state, average 6 credits per semester per student)						
Category	**1st**	**2nd**	**3rd**	**4th**	**5th**	**Total**
Tuition Funding	1,501,038	1,764,378	2,207,718	2,291,058	2,554,398	10,318,590
Program-Specific Fees	190,000	190,000	190,000	202,000	202,000	974,000
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	0	0	0	0	0
Total	1,691,038	1,954,378	2,397,718	2,493,058	2,756,398	11,292,590
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	1,254,038	1,498,378	1,919,718	1,994,058	2,239,398	8,905,590

Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

No new costs are needed. One faculty line has been approved and we are advertising for that position: Doctorally prepared Adult Gerontology Acute Care NP.

The "Other" costs vary greatly and may include expenses for travel, office supplies, printing, contractual services, consultants, liability insurance for NP students, back ground checks, advertising/ public relations.

The program specific fees include the following with the estimated total based on the projected number of students and credit hours:

- Full-time Graduate Students (MSN/DNP & PhD) $560.00

- Part-time Graduate Students (MSN/DNP & PhD) $285.00

- Technology/ Online Instruction (additional per credit hour) $70.00

- Clinical Course Fee (per clinical course) $250.00

The program specific fees support AGACNP programmatic expenses and the instructional costs related to required clinical and other experiential learning mandated by our respective accreditation body. The fees support the activities related to student affairs, advisement and student services. Our college requires significant resources to identify, support and monitor placement sites and preceptors. Some sites additionally require liability insurance, background checks, drug tests and certain immunizations. Monitoring compliance is a labor intensive responsibility for our faculty and staff.

Clinical scenarios are replicated in realistic practice environments through the use of patient simulators, robotics, and other sophisticated teaching tools so testing and online instruction incur fees. The college provides support services such as computer labs and statistical consultation. The student computer lab and testing center was remodeled in 2016 to place state of the art technology in the hands of the students. The technology fee makes these advances possible. The insurance fee varies per year. Students enrolled in clinical courses are required to purchase professional liability insurance. This fee is included on the students' semester fee statement and contributes toward Nursing's portion of the USC professional liability coverage for students and instructors as well as a supplemental student blanket professional liability insurance policy sourced through an external vendor.

Background checks are conducted prior to each student initiating clinical. Agencies require a clean drug test and background check (drug testing, County Criminal Search, Nationwide Fraud

and Abuse, US Patriot Act Search, Residence History, Social Security Alert, Licensure primary verification, and National Sex Offender Registry).

The net total overage is not a true overage. The salary expenses must be funded since the portion we would keep (summer tuition and Nursing fees) are not covering all current salaries – however faculty do teach across programs. Therefore, any "overage" is invested in faculty teaching in the graduate program.

How else does the revenue support the College of Nursing?

The revenue supports the CON for faculty lines, additional programs (for example, we are in the preliminary stages of establishing a palliative care tract), renovations for the CON such as the computer lab (55 computers) and simulation space, student ceremonies (White Coat for the Graduate Students entering the program, Stethoscope Ceremony for UG students entering the program, Convocation), and marketing materials and venues.

Evaluation and Assessment

Programmatic Assessment: Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

TEQ and CEQ: Teacher and Course Evaluations. Collected each semester from NP students by class climate online. Data collected by Dr. Tavakoli, 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 course content, teaching strategies, and course materials as appropriate.

PAQ: Program Assessment Questionnaire of Graduating NP students: Collected each semester from graduating NP students by class climate online. Data collected by Dr. Tavakoli, 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 course content, program content deficits, and course materials as appropriate.

EAQ: Employer Assessment Questionnaire who employ NP graduates: Collected annually from employers of NP graduates by class climate online. Data collected by Dr. Tavakoli, 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 NP students in the 12 week of the clinical course by class climate online. Data collected by Dr. Tavakoli, 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 continue or discontinue a preceptor for the student learning environment.

FPES: Faculty/Preceptor Evaluation of the Student in clinical. Collected 2 times per semester on each NP student in each clinical course. Direct observation. Hard Copy Tool FPES used by the Course Faculty Member and Preceptor to evaluate the student's competency proficiencies in the clinical setting. Evaluations shared with students to enhance or strengthen skills and competencies. Couse tools used in course evaluations.

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Demonstrate knowledge and skills required for advanced practice nursing.	FPES: Faculty/Preceptor Evaluation of the Student in clinical. Collected 2 times per semester on each NP student in each clinical course. Direct observation. Hard Copy Tool FPES used by the Course Faculty Member and Preceptor to evaluate the student's competency proficiencies in the clinical setting. Evaluations shared with students to enhance or strengthen skills and competencies. Couse tools used in course evaluations.

Clinical Check offs 2 times per semester per student in each clinical course

Course exams (multiple choice)

Board Vitals: online asynchronous test exam prep

Criteria: Students make a "B" or better in each clinical course to pass and progress. If a student makes a "C", the course is repeated. Only 2 courses can be repeated. A student is automatically dismissed in the program if they make a "D" of "F" in any course required for the program of study. |
| Implement core and clinical course content within the context of the community, and demonstrate understanding of the community as a client. | FPES: Faculty/Preceptor Evaluation of the Student in clinical. Collected 2 times per semester on each NP student in each clinical course. Direct observation. Hard Copy Tool FPES used by the Course Faculty Member and Preceptor to evaluate the student's competency proficiencies in the clinical setting to apply evidence based findings for patient care. Evaluations shared with students to enhance or strengthen skills and competencies. Couse tools used in course evaluations.

Clinical Check offs 2 times per semester per student in each clinical course

Course exams (multiple choice)

Course papers as appropriate: example: Cultural assessment, interdisciplinary teams, evidence based research, population assessments, etc.

Board Vitals: online asynchronous test exam prep

Course Papers to reflect population/community health and social determinants of health. |

	Criteria: Students make a "B" or better in each clinical course to pass and progress. If a student makes a "C", the course is repeated. Only 2 courses can be repeated. A student is automatically dismissed in the program if they make a "D" of "F" in any course required for the program of study.
Demonstrate the ability to use theory and research findings in practice.	Course Papers to reflect the application of theoretical models to health: individuals, families, communities/population. FPES: Faculty/Preceptor Evaluation of the Student in clinical. Collected 2 times per semester on each NP student in each clinical course. Direct observation. Hard Copy Tool FPES used by the Course Faculty Member and Preceptor to evaluate the student's competency proficiencies in the clinical setting to apply evidence based findings for patient care. Evaluations shared with students to enhance or strengthen skills and competencies. Couse tools used in course evaluations. Criteria: Students make a "B" or better in each clinical course to pass and progress. If a student makes a "C", the course is repeated. Only 2 courses can be repeated. A student is automatically dismissed in the program if they make a "D" of "F" in any course required for the program of study.
Demonstrate leadership skills for advanced nursing practice.	Course papers as appropriate: example: professionalism, autonomous practice, political activism, interdisciplinary teams, team leaders, electronic health record mastery, ethics, legal aspects, corporate compliance (HIPAA, billing, reimbursement, etc.). FPES: Faculty/Preceptor Evaluation of the Student in clinical. Collected 2 times per semester on each NP student in each clinical course. Direct observation. Hard Copy Tool FPES used by the Course Faculty Member and Preceptor to evaluate the student's competency proficiencies in the clinical setting to apply evidence based findings for patient care. Evaluations shared with students to enhance or strengthen skills and competencies. Couse tools used in course evaluations. Clinical Check offs 2 times per semester per student in each clinical course Course exams (multiple choice) Criteria: Students make a "B" or better in each clinical course to pass and progress. If a student makes a "C", the course is repeated. Only 2 courses can be repeated. Only 2 C'S allowed in the program in any course. A student is automatically dismissed in the program if they make a "D" of "F" in any course required for the program of study.

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

USC library   A quick search of the Thomas Cooper library shows 144 holdings under "intensive care" and 1215 under "gerontology".
Nursing has key databases available through the library:
CINAHL Complete is coverage of the literature in nursing and allied health care areas.
PubMed-Medli (with USC 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's 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.
The Simulation Lab at the College of Nursing provides additional support.

No new resources are needed.

Adult Gerontology Acute Care Evidence Based Practice Information is a major data source for the program and is available to distance students.
Required readings are found in textbooks and available via electronic sources and inter library loan.

Simulation Lab at the College of Nursing is used for preparing for clinical days to "check-off" skills for the NP students. Students use the lab to practice skills and apply knowledge.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

 No new resources are necessary.

 We recently added one staff line in student services to support the growth in the program for academic advising and clinical contracts.

 Student resources are listed in the graduate student handbook on pages 7-9
 ONLINE COURSES
 All nursing courses in the MSN Program are delivered online through Blackboard
 Courses Management System which allows USC faculty to create a secure course web
 site 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
http://www.uts.sc.edu/academic/blackboard/.
Log in can occur 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 course software
- Access Bb through your VIP account
- Read the "How to…" guides that are found in each course.
- Participate actively in the course

Clinical Courses have didactic component online but require direct clinical practice,
direct clinical check offs with faculty, and other activities such as clinical conferencing or
simulation.

OTHER STUDENT SUPPORT SERVICES The Director of Student Affairs in the College of
Nursing, 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 WITH DISABILITIES
The USC College of Nursing is committed to providing reasonable accommodations for
students with disabilities. Students with disabilities must contact the Office of Student 9
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/gradhandbook1314.pdf)

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters).
We recently added a Simulation Lab Room designated for NP students in distant clinical sites.
The room has been up-fitted to meet the technology support. We have been approved for grant
funding for additional fidelity mannequins, will know exact amount on March 2017.

None needed.

Will the proposed program seek program-specific accreditation?
        X☐Yes   This program is accredited though CCNE 2021

        ☐No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for
accreditation. (500 characters)
We plan to seek re-accreditation in 2021. Our last accreditation was successful for a 10 year
accreditation and no compliance issues or recommendations.

Will the proposed program lead to licensure or certification?
      X☐Yes

      ☐No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

After Graduation, the students are eligible to sit for the national certification exam: Adult Gerontology Acute Care Nurse Practitioner. Upon certification, students can obtain licensure as a Nurse Practitioner in all states in the US. The AGACNP program maintains a certification rate above 90-100% in all years since program was initiated.

Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?
      ☐Yes

      X☐No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.