New Program Proposal
Master of Science in Nursing in Family 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 in Family 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 the Family Nurse Practitioner program will be offered under a new CIP Code.

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 it, 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 students last year. |

Stages of Consideration	Date	Comments
		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.
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 Family Nurse Practitioner to be implemented in Fall 2017.

CAAL
3/9/17
Agenda Item 2b

Name of Institution
  University of South Carolina (Columbia)

Name of Program (include concentrations, options, and tracks)
  Current: Master of Science in Nursing (degree); Health (major); Family Nurse Practitioner (concentration)

  Proposed: Master of Science in Nursing (degree); Family 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: 51.3899;
                                                                        Proposed: 51.3805

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)

  Stephanie Burgess, PhD, APRN, FNP-BC, FAANP
  Associate Dean of Practice and Graduate Director
  (803) 777- 2219
  sburgess@mailbox.sc.edu

Institutional Approvals and Dates of Approval:
Graduate Council: May 23, 2016
Provost: November 4, 2016
President: November 21, 2016
Board of Trustees: December 13, 2016
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 Family Nurse Practitioner (FNP) program to the *major* name. There are no additional changes requested. The title FNP is now widely accepted and CHE has a current CIP code at the major level to reflect this change 51.3805. USC Columbia campus was one of the first FNP programs and at the time there was not designation to reflect such a major. The title Family 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 administration and faculty believe this best reflects the current state of the program and national standards/trends.

The current FNP program is well established, being one of the oldest FNP programs in the nation. The FNP program is one of the largest graduate nursing programs and central to the College's mission. Enrollment has continuously remained strong, with 316 students enrolled in 2015-16.

The FNP 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 primary 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, 90% of USC FNP graduates remain in SC, 70% choose to practice in primary care both urban and rural, and 52% remain working in underserved/rural areas or with underserved populations.

List the objectives of the program. (1500 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: FNP.
2. Implement core and clinical course content within the context of the community, and demonstrate understanding of the community as a client for population health.
3. Demonstrate the ability to use theory and research findings in practice.
4. Demonstrate leadership skills for advanced nursing practice: FNP
5. 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.
6. Demonstrate assessment, diagnosing, and treatment management if patients who present with primary care episodic, complex, or wellness visits.

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 Family Nurse Practitioner (concentration) program remain in South Carolina following graduation and over 70% of the graduates serve as key providers of primary care health to families across the region in rural and underserved areas. The need for the program remains critical once it becomes a full major as requested in this application, and as such its elevated profile will provide greater transparency for potential students and a more straightforward credential for graduates.

South Carolina (SC) has a severe primary care provider shortage, especially in the rural areas. 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 primary and 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. South Carolina has significant health disparities among the races.

Social determinants of health contribute to these chronic diseases, including smoking, sedentary life style, low physical activity, binge drinking, and poor eating habits (SC Office of Research). A lack of screening, access to primary care, and immunization access contribute to a burgeoning rise in complications related to these diseases and the ranking of "F" in SC overall health status. By providing primary care, social determinants of health are addressed and incorporated into the plan of care for patients and communities to improve outcomes and health status.

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**
Family Nurse Practitioner	150 annually	100% USC CON graduates ~ 75 per year and all employed following certification	Palmetto Health GHS Roper St Francis MUSC Aiken Regional McLeod Private Providers: (ex: Three Rivers, Saluda FP, Lexington FP) Urgent Care Long Term Care Palliative Care Hospice Primary Care Women's Health offices SCDMH DDSN Pediatrics FQHC Rural Health Centers Medicaid Prison County Jails Free Clinics Retail Clinics (CVS example) SC DHEC Clinics

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

Agencies and hospital systems are hiring FNP to fulfill roles of primary care providers and also to provide care in specialty service lines such as hospice, palliative care, cardiology, neurology, etc. We have 100% employment rate for all FNP graduates since inception of our program (1978). We are a well-established, well respected program in the nation. Our program is rated #1 in the US 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 FNP graduates obtain employment or initiate their own practice upon graduation to provide primary care (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.

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
MSN-Family Nurse Practitioner	Clemson University	Same type of program academically, public university	Clemson has a small program, onsite. Masters and Post Masters Certification. 2-3 years of study. Two letters of recommendation needed for application to the program. Clinical 500 hours (less than USC CON)
MSN-Family Nurse Practitioner	Anderson University	Same type of program academically but with less clinical requirements	Anderson is a small program, onsite, private. 49 credit hours for Masters and 78 for DNP. Three letters of recommendation needed for application to the program. Clinical 500 hours (less than USC CON)
MSN-Family Nurse Practitioner	Francis Marion University	Same type of program academically, public	FMU is a small, new program. Graduated their first class 2015. Masters only. 3 years of study. Onsite. Two letters of recommendation needed for application to the program. Clinical 500 hours (less than USC CON)
MSN- Family Nurse Practitioner	University of South Carolina	Our program	USC has a large well-established nationally ranked NP program, #3 in 2015, #1 in 2016. 2-3 years of study. Didactic online. Three letters of recommendation needed for application to the program. Clinical over 700 hours

Description of the Program

Projected Enrollment: Adding 20 (net) new FNP 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	316	1896	316	1896	316	1896
2017-2018	336	2016	336	2016	336	2016
2018-2019	356	2136	356	2136	356	2136
2019-2020	376	2256	376	2256	376	2256
2020-2021	396	2376	396	2376	396	2376

*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 professionals 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 they 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 full time to part time study, Non-thesis option, 45 credit hours). Fall Start. Courses with * are shared by the 3 MSN programs. Courses with ** are shared by the 2 MSN programs (FNP and PMHNP).

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
**Epidemiology 700: Introduction to Epidemiology	3	**Nursing 708: Conceptual Basis for Community Health	3		
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	6
Year 2					
Fall		**Spring**		**Summer**	
Nursing 705: Acute Problems of Adults/Gerontology and Women's Health in Primary Care	3	*Nursing 791: Applied Seminar in Nursing Research	3	Nursing 793: Advanced Practice Practicum: AGACNP	3
*Nursing 790: Research Methods	3	Nursing 706: Primary Care Nursing of Children for NPs	3		
**Nursing 720: Clinical Application of Population Analysis	3	Nursing 722: Advanced Practice Nursing Management of Chronic Diseases in Pediatric, Adult, and Gerontological Patients Across the Healthcare Continuum.	3		

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category: Part time (typical course for full time to part time study, Non-thesis option, 45 credit hours). Fall Start. Courses with * are shared by the 3 MSN programs. Courses with ** are shared by the 2 MSN programs (FNP and PMHNP).

Curriculum by Year

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	3

Year 3					
Fall		**Spring**		**Summer**	
Total Semester Hours		Total Semester Hours		Total Semester 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, FNP.
Master of Science in Nursing: Family Nurse Practitioner (FNP)

Master of Science in Nursing: Family Nurse Practitioner (FNP) Curriculum

(45-48 credit hours)

- NURS 700 (3 cr) - Theoretical and Conceptual Foundations for Nursing
- 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 705 (3 cr) - Acute Problems of Adults/Gerontology and Women's Health in Primary Care *
- NURS 706 (3 cr) - Primary Care Nursing of Children *
- NURS 707 (3 cr) - Advanced Pathophysiology for Nurses
- NURS 708 (3 cr) - Conceptual Basis for Family and Community Health Nursing
- NURS 718 (3 cr) - Diagnostic Interpretation and Therapeutic Modalities
- NURS 720 (3 cr) - Clinical Application of Population Analysis
- EPID 700 (3 cr) - Introduction to Epidemiology
- NURS 722 (3 cr) - Advanced Practice Nursing Management of Chronic Diseases in Pediatric, Adult, and Gerontological Patients across the Health Care Continuum *
- NURS 793 (3 cr) - Advanced Practice Practicum for Emphasis Area: Primary Care (FNP) *
- 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 to assess skill development. 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
None	

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 793: Final Advanced Practice Practicum: FNP (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 793: 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 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. Nursing 722: Advanced Practice Management of Chronic Diseases in Pediatrics, Adults, Gerontology Patients Across the Healthcare Continuum. (3 credits). Taught Spring and Fall.	MSN, 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. Nursing 705: Acute Problems of Adults/Gerontology and Women's Health in Primary Care. (3 credit hours) Taught Fall and Spring	PhD in Nursing Science, Duquesne University FNP, Ohio University	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, PNP Clinical Associate Professor	Full time	Nursing 706: Primary Care Nursing of Children (3 credits). Taught Fall but is moving to Spring and Fall 2017.	MSN, USC PhD in progress, expected date of graduation 2017. PNP, USC	Nurse Practitioner for over 10 years in SC. Specialty is pediatric forensics.

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, 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)
PhD, Assistant Professor, Tenure Track	Full Time	Nursing 720: Clinical Application of Population Analysis. (3 credit hours). Taught Fall	PhD, Simon Fraser University Completed a three-year Canadian Institutes of Health Research Postdoctoral Fellowship in	USC Faculty Member x 3 years

			Trauma Outcomes at the University of British Columbia, Department of Surgery.	
PhD, RN Associate Professor, Tenured	Full time	Nursing 708: Conceptual Basis for Family and Community Health Nursing (3 credit hours.) Taught Spring.	PhD in Nursing Science, Illinois University in Chicago	USC Faculty Member x 7 years
MSN, ACNP Part Time Temporary Clinical Faculty	Part time	Nursing 707: Advanced Pathophysiology. (3 credit hours). Taught every term.	MSN, USC USC, ACNP	Nurse Practitioner for over 20 years in SC USC Part Time Faculty Member x 10 years. Plans to retire Fall 2017

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, and 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 two Doctorally prepared FNP faculty members. The positions are already approved and one has been filled effective January 2017; the second is expected to start May 2017. With the growth in our program, the additional faculty members are needed to meet ratios of faculty to students according to accreditation standards by National Organization of Nurse Practitioner Faculty. Additionally, with increased enrollments, tuition income 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.

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 3027 holdings under "family practice".
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.

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 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 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, 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)

  None needed.

Will any extraordinary physical facilities be needed to support the proposed program?
  ☐Yes

  X☐No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters).

All didactic instruction is online asynchronous. Current facilities include a simulation lab fully equipped with high fidelity manikins/monitors for programming acute care scenarios. We have 6 examining rooms and 4 high fidelity manikins. We have written a grant to add 3 more high fidelity mannequins, which has been approved. Exact amount will be disclosed to us in March 2017 by funding agency. Otherwise, no new facilities/equipment are needed.

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	4,160,772	4,424,112	4,687,452	4,950,792	5,214,132	23,437,260
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	4,350,772	4,614,112	4,877,452	5,152,792	5,416,132	24,411,260
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	3,913,772	4,158,112	4,399,452	4,653,792	4,899,132	22,024,260

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. Two faculty lines have been approved for doctorally prepared FNPs. Those lines are filled with faculty start dates of January 2017 and May 2017.

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 FNP 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, epidemiology statistics and concepts applied.

	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.

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: Family Nurse Practitioner. Upon certification, students can obtain licensure as a Nurse Practitioner in all states in the US. The FNP program maintains a certification rate above 90-100% in all years since program was initiated but one year (2014, 88%).

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.