MEDICAL UNIVERSITY OF SOUTH CAROLINA

COLLEGE OF NURSING

PROGRAM MODIFICATION

TO THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

TO MODIFY THE PHD PROGRAM TO AN ACCELERATED PHD PROGRAM

Date of Submission: September 15, 2014

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2. Classification
Program Title: Accelerated PhD in Nursing Science
Concentration/options/track: PhD
Academic Unit in which the program resides: College of Nursing
Designation, type and level of degree: Doctor of Philosophy (PhD)
Program Length: Three-year program (9 semesters)
Proposed Date of Implementation: January 2015
Current CIP: 51.3801
Program Identification: Modified
Site: Medical University of South Carolina (MUSC), Charleston, South Carolina
Scholarship: Students will not qualify for the Palmetto Fellow or LIFE scholarships.
Delivery Mode: Online course, asynchronous

3. Institutional Approval
1. College of Nursing Faculty Assembly: March 17, 2014
2. Deans Meeting: anticipated September ____2014
3. Vice Presidents' Council: anticipated September _____ 2014
4. Board of Trustees: anticipated October 9, 2014

NOTE: We are going to seek electronic approval by the Deans and VPs and will insert the appropriate dates.

4. Purpose
   Description: MUSC College of Nursing's PhD program was originally approved by the CHE on February 1, 2001. The proposed program modification will tailor and concentrate the PhD curriculum to focus on the acquisition of specific research knowledge, skills, and behaviors as well as clarify the program title to the PhD in Nursing Science.

   Purpose and Goals: The modified curriculum would reduce the number of credit hours from 62 to 45. The reduction in credit hours will provide an accelerated program that can be completed in three years full-time as opposed to four years. This modification meets current recommendations of the American Association of Colleges of Nursing (AACN) (Dunbar-Jacobs, et al., 2010), the *Institute of Medicine's IOM) Future of Nursing Report* (2011), and the National Postdoctoral Association (NPA) Core Competencies for Doctoral Study (2009). The recommendations include updating curriculum to include competencies to prepare PhD graduates as independent researchers, using online education to transform nursing science education, promoting earlier entry in to the field, increasing the number of research scientists to promote researcher and education in the nursing field, and decrease cost/debt for our students. In addition, as recommended by the AACN's white paper *Research-Focused Doctoral Program in Nursing: Pathways to Excellence,* this non-clinical MUSC PhD program will include admitting masters-prepared individuals in a health-related science on a case-by-case basis, without nursing clinical training, who are interested in conducting research that will add new knowledge to nursing science (2010).

5. Justification

Need and Rationale: The MUSC College of Nursing (CON) continues to provide and refine programs of nursing education that support the MUSC University Mission Statement to "preserve and optimize human life in South Carolina and beyond" through an "interprofessional environment" (MUSC Mission Statement, 2014). The CON already has incorporated online education, but realized developing a seamless academic progression that incorporates the NPA Core Competencies for Doctoral Study (2007-2009) and the AACN's recommendations for programs in their white paper - *The Research-focused Doctoral Program in Nursing: Pathways to Excellence* (Dunbar-Jacobs, et al., 2010) was required. The NPA competencies include discipline-specific conceptual knowledge, research skill development, communication skills, professionalism, leadership and management skills, and responsible conduct of research, while the AACN recommends "increasing the pipeline" into a PhD nursing earlier in the career process; increasing rigor in mentoring by faculty; and providing a setting for graduates that continues to advance the role of nurse scientists. Furthermore, the AACN acknowledges eight different paths to the PhD in nursing including a Bachelors or other non-nursing degree to PhD in Nursing (2010).

The identification of PhD specific competencies and objectives enabled the CON faculty to identify the need for a tailored, accelerated PhD program that provides graduates the option of either furthering their research through post-doctoral training, or entering either the academic or practice arenas prepared to add to the science. To that end we are proposing an accelerated PhD program that is distilled into 45 credits and can be completed in 3 years (4 semesters of full-time coursework and 5 semesters devoted to dissertation research). This program provides the core research skills and meets all of the competencies outlined by the AACN and the NPA. This program will be less costly for the student and potentially decrease student debt since the program is shortened from the current program by one year. In addition it will accelerate the pipeline of future nurse faculty, an area that continues to be one of state and national shortage (IOM, 2011; Dunbar-Jacobs, et al., 2010).

The proposed accelerated program will allow our students to: utilize philosophical, theoretical, and conceptual foundations to guide the generation of new knowledge in health care; develop expertise within an area of inquiry, identify critical gaps in knowledge and reflect a nursing and interdisciplinary perspective; conduct theory-guided research to test, generate, and extend knowledge that informs health care systems, health policy, and the evidence base for practice; demonstrate proactive leadership related to a selected area of scholarship; and model values consistent with integrity in science and professional nursing (Dunbar-Jacobs et al., 2010; IOM, 2011; NPA Core Competencies, 2009).

In addition to the proposed modification in the CON PhD curriculum, and in order to meet the need to provide increased numbers of research scientists, we ask for the capacity to admit select students who are non-nurses with a Master's degree in a health related science on a case by case basis. Through their research, these individuals would address healthcare problems congruent with nursing science such as health promotion, disease prevention, and processes of changing health behaviors among families, communities and larger social systems. As a college, we have a number of non-nursing faculty who enable us to provide the interprofessional environment that

mimics the real-world of health care and team science as recommended by AACN (Dunbar-Jacobs et al., 2010). This allows our PhD students to work towards the NPA and AACN competencies. Other universities such as Rush University have currently incorporated this approach.

6. Enrollment

The MUSC CON expects the enrollment numbers to be similar to previous years (Table 1). No major increases are expected. The CON expects to attract students who would like to graduate in a timely manner in order to enter the workforce earlier. In addition, student candidates in related health care disciplines are eligible to be considered for admission on an individual basis.

Table 1: PhD Student Cohorts 2009-2014	
Cohort	**Admitted**
2009	15
2010	15
2011	18
2012	15
2013	19
2014	16
Totals	**96**

7. Curriculum

Curriculum Changes and Program of Study: Table 2 outlines the program of study for the proposed accelerated PhD program. The current PhD program requires at least 62 semester hours of coursework. The proposed accelerated PhD program of study reduces the number of courses as three of the theory courses were consolidated into two courses; three courses moved from two- or three-credit course to one-credit overviews; content from one course was embedded in another; and credits for one course were reduced from four to three. In addition all course content was reviewed using national guidelines (Dunbar-Jacobs et al., 2010; NPA, 2009), and any duplication removed and streamlined. This process enabled the decrease of total semester hours to 45. The proposed accelerated program is specifically designed to educate and train research scientists in the science of nursing and focuses on skills critical to new investigators. The NPA core competencies are threaded throughout the proposed program of study and include: discipline-specific conceptual knowledge, research skill development, communication skills, professionalism, leadership and management skills, and responsible conduct of research (NPA, 2009). The program of study also allows the full-time PhD program of study to be completed in 3 years instead of 4 years and will therefore decrease student cost. The part-time program of study can be completed in four years. The proposed accelerated PhD program of study will remain online and asynchronous and is provided below in Table 2:

Table 2: MUSC College of Nursing Full Time Accelerated PhD Program		
Fall 1 (10 sh) Residency 1 occurs the summer before fall semester begins		SH
NRPHD 801	Advanced Quantitative Research Methods	3,0,0
NRPHD 730	Theoretical Foundations of Nursing Science	3,0,0
NRPHD 738	Statistical Methods for Nursing Research	3,0,0
NRPHD 710	Toolbox I: Integrative Review	1,0,0
Spring 1 (10 sh)		
NRPHD 740	Qualitative and Mixed Methods Research	3,0,0
NRPHD 807	Advanced Statistical Methods for Nursing Research	3,0,0
NRPHD 742	Advanced Measurement Strategies for Vulnerable Populations	3,0,0
NRPHD 711	Doctoral Toolbox Series II: Publication	1,0,0
Summer 1 (7sh) Continuing students attend Residency 2		
NRPHD 744	Application of Theory to Research	3,0,0
NRPHD 746	Advanced Study Design and Methods in Research	3,0,0
NRPHD 712	Doctoral Toolbox III: Dissertation	1,0,0
Fall 2 (9 sh)		
NRPHD 748	Proposal Development	3,0,0
NRPHD 971	Mentored Research	3,0,0
NRPHD 732	Health Policy and Advocacy in Research	1,0,0
NRPHD 734	Research Team Leadership	1,0,0
NRPHD 736	Ethical Issues in Research	1,0,0
Spring 2, Summer 2, Fall 3		
	*Dissertation and Electives	variable
Spring and Summer 3		
	*Dissertation and Electives	variable
*Minimum of 9 sh required to graduate. Program minimum = 45sh		

Course Descriptions: The accelerated PhD program courses with descriptions and credit/semester hours are provided below:

Course Number/Title: NRPHD 730 Theoretical Foundations of Nursing Science
Grading System: Merit
Semester: Fall
Credit Hours: 3,0,0
Prerequisites: None
Course Description: Overview and critical analysis of historical and contemporary views of knowledge development in science, with particular emphasis on the way these views influence approaches to nursing inquiry. Emphasis is placed on analyzing concepts and theories of individual and collective sources of human vulnerability and resilience, and the social determinants of health in diverse populations. Course activities will facilitate exploration of the iterative process of scientific inquiry from knowledge generation through implementation on improved equity in health outcomes of diverse populations.

Course Number/Title: NRPHD 742 Advanced Measurement Strategies for Vulnerable Populations
Grading System: Merit
Semester: Spring
Credit Hours: 3,0,0
Prerequisites: NRPHD 801
Course Description: This course allows in-depth study of the major techniques of quantitative data collection used in nursing research. Research techniques related to data collection by physiological instrumentation, observation, interview, and questionnaire are explored, as well as how they are adapted to vulnerable and disparate populations. Reliability and validity issues will be discussed in depth. Students will develop and pilot test data collection strategies in a selected category and will consider methods for addressing vulnerable and/or disparate groups and addressing cultural competence.

Course Number/Title: NRPHD 740 Qualitative and Mixed Methods Research
Grading System: Merit
Semester: Spring
Credit Hours: 3,0,0
Prerequisites: None
Course Description: This course is designed to provide an introduction to and critical analysis of qualitative and mixed methods in the development of nursing and health science. The course includes epistemology, philosophical assumptions, issues in research planning process related to qualitative research methods, differentiation between types and purposes of qualitative study designs, and methods for data collection and analysis. The course attends to ethical issues with an emphasis on cultural variations, diverse populations, and potential for describing disparities.

Course Number/Title: NRPHD 732 Health Policy and Advocacy in Research
Grading System: Pass/Fail
Semester: Fall
Credit Hours: 1,0,0
Prerequisites: None
Course Description: This course is an overview of the skills necessary to develop, evaluate, and provide leadership to improve the health of the public through health policy development, analysis and advocacy regarding nursing and patient outcomes. Students will review the health policy-making processes for specialty areas such as policies addressing health disparities, care for the elderly, advance nursing practice expansion, and research advocacy. Students will discuss policy theory where applicable, current policies, laws, and financial incentives that affect health care delivery and nursing practice. They will explore how health services research can motivate change in public health and policy making. They will apply principles of leadership necessary for public health improvement and participate in a selected health policy analysis or development process.

Course Number/Title: NRPHD 736 Ethical Issues in Research
Grading System: Pass/Fail
Semester: Fall
Credit Hours: 1,0,0
Prerequisites: None
Course description: This course examines the ethical aspects of the conduct of research, primarily from the Belmont Report, as they apply to diverse vulnerable populations. This course is designed to provide an analysis of ethical aspects of conducting research with vulnerable populations. Students will identify and analyze ethical dilemmas related to equity, inclusion, and bias that may contribute to disparities in human subjects research. Students will propose resolutions to these dilemmas that will facilitate the research while protecting the rights of the subjects/participants.

Course Number/Title: NRPHD 734 Research Team Leadership
Grading System: Pass/Fail
Semester: Fall
Credit Hours: 1,0,0
Prerequisites: None
Course Description: The course explores foundational concepts of the leadership role in the research environment. Students evaluate their own leadership potential and desire. They use readings and participate in weekly postings to apply strategies for achieving successful outcomes in diverse research teams.

Course Number/Title: NRPHD 744 Application of Theory to Research
Grading System: Merit
Semester: Summer
Credit Hours: 3,0,0
Prerequisites: Theoretical Foundations of Nursing Science
Course description: This course builds upon foundations constructed in the first theory course to further explore and develop the theoretical foundation of a research question and problem. Course activities will encourage potential researchers to identify and understand theoretical perspectives appropriately aligned with a specific research problem. Students determine the position of the proposed problem in the research pipeline resulting in a synthesis document that shapes their area of inquiry. Emphasis will be placed on developing a theoretical approach that takes into consideration the social and cultural variations and needs of diverse populations.

Course Number/Title: NRPHD 738 Statistical Methods for Nursing Research
Grading System: Merit
Semester: Spring
Credit Hours: 3,0,0
Prerequisites: Applied Statistical Methods for Nursing Research
Course description:
This course is designed to provide a conceptual background and applied use of advanced statistics used in nursing and health science with the goal of completing a statistical analysis and interpreting results. The advanced statistical methods covered include: complex analysis of

variance, multiple regression, logistic regression, multiple correlation analysis, path analysis, and factor analysis. Students will conduct these analyses with SPSS statistical software using research datasets. Students will interpret results through statements of statistical and clinical conclusions with an emphasis on cultural variations, diverse populations, and potential for describing disparities.

Course Number/Title: NRPHD 746 Advanced Study Design and Methods in Research
Grading System: Merit
Semester: Summer
Credit Hours: 3,0,0
Prerequisites: Advanced Quantitative Research Methods, Qualitative and Mixed Methods Research, and Advanced Measurement Strategies for Vulnerable Populations
Course Description: This course is designed to identify and apply appropriate study design and associated methods, including articulation of proposed research significance and innovation. Using concepts from social and applied epidemiology and statistics, this course will prepare students to define the rationale for their study design and components of the chosen methodology, as well as issues that may affect the internal and external validity of their study findings. Students will position their research ideas in the context of the broader research pipeline: from basic science discoveries through implementation and dissemination of research findings. The course will focus on common study designs found in descriptive, observational, quasi-experimental and experimental research, as well as measures of association and procedures for data collection, management and analysis. Multi-level and ecological study effects will also be introduced, along with the expectations of mixed methods research. Emphasis on methods to ensure validity and reliability of study results, identify limitations of potential study designs, and practical procedures for protocol implementation. The course is intended to provide students with comprehensive skills for designing and conducting research.

Course Number/Title: NRPHD 748 Proposal Development
Grading System: Merit
Semester: Fall
Credit Hours: 3,0,0
Prerequisites: Advanced Quantitative Research Methods, Qualitative and Mixed Methods Research, Advanced Measurement Strategies for Vulnerable Populations, and Advanced Research Study Design and Methods
Course Description: This course aims at synthesizing the student's research interest and course work, leading towards the dissertation. Students focus on their dissertation topic, developing aims, hypotheses, and their research plan, including analytical approaches while addressing diversity, equity, disparities and vulnerable populations as appropriate. Course activities will facilitate critical reflection on issues of equity, inclusion, and bias related to the study sample. Students work in groups as they develop their dissertation proposals, critiquing others and learning to value constructive critique themselves. In addition students work closely with their chair and committee throughout the semester. The final project of this course will be an oral defense of the dissertation proposal.

Assessment of student learning outcomes: Student learning outcomes will remain the same. Learning outcomes will continue to be assessed by successful completion of the program, survey

of employers on competencies of graduates of the program, and a PhD exit survey where the graduate ranks their satisfaction with meeting the program objectives and rates the quality of education. Employers will be asked to evaluate the students on each of the learning outcomes with the goal that 90% of the employers will "Agree or Strongly Agree" that the MUSC CON graduate demonstrates these new learning outcomes. On the PhD exit survey students will be asked their perception of their ability to demonstrate each of the objectives with the goal of all graduates choosing Agree or Strongly Agree. In addition, the goal is 100% of students will rate the quality of their education as very good or exceptional. Table 3 demonstrates the metrics and how they relate to program outcomes and learning outcomes.

Program Outcomes (PO):
1. The program performs well on dashboard indices of quality.
2. The program fosters increased diversity in the profession.

Student Learning Outcomes (SLO):
1. New knowledge: Utilize philosophical, theoretical, and conceptual foundations to guide the generation of new knowledge in health care.
2. Expertise: Develop expertise within an area of inquiry, identifying critical gaps in knowledge and reflecting a nursing and transdisciplinary perspective.
3. Research: Conduct theory-guided research to test, generate, and extend knowledge that informs health care systems, health policy, and the evidence base for practice.

Metrics for these outcomes are presented in Table 3.

Table 3: Program and Student Learning Outcomes			
Metric	**PO**	**SLO**	**Target**
Percent of students who graduate on time.	1	-	100%
Percent of graduating students who agree/strongly agree that they would recommend the program to prospective students.	1	-	90%
Percent of students in the incoming class who are underrepresented minorities.	2	-	25%
First-time pass rate on proposal defense. (A rubric is employed to standardize assessment of the defense.)	-	1, 2, 3	90%
Percent of students who successfully defend their final dissertation. (A rubric is employed to standardize assessment of the dissertation.)	-	1, 2, 3	95%
Percent of students who agree/strongly agree that the learning objective was met.	-	1, 2. 3	90%

8. Faculty

No changes in faculty are required or requested for the proposed modification in the PhD program of study. Table 4 lists faculty as full-time or part-time, along with the total faculty devoted to the PhD program.

Table 4: Faculty devoted to the PhD Degree Program		
Full-Time	**Part-Time**	**Total Faculty**
16	3	19

Faculty Academic Preparation: Almost all regular, tenure track faculty members (87%) are either doctorally prepared (PhD, ScD, DrPH, DNP) or currently enrolled (9%) in a doctoral program (PhD, EdD or DNP). No faculty member holds less than a master's degree, and 65% are nationally certified, including 100% of Nurse Practitioner faculty. The number of educator-researchers (21) is sufficient to further the research mission of the College, and the number of doctorally prepared faculty (41) is adequate to support doctoral programs within the College (Table 5).

Table 5. Number & Percent of Regular Faculty, by Rank & Characteristics, Devoted to All Degree Program in the CON (BSN, MSN, DNP, and PhD)										
	Rank									
	Professor		**Assoc. Professor**		**Asst. Professor**		**Instructor**		**Total**	
Characteristic	No.	%	No.	%	No.	%	No.	%	No.	%
Rank	10	21	9	19	15	32	13	28	47	100
Full-time status	8	22	6	16	12	32	11	30	37	79
Doctorate	10	24	9	22	15	37	7	17	41	87
Tenured	8	89	1	11	0	0	0	0	9	19
Certified	0	0	1	6	6	38	9	56	16	34
Educator track										
Clinician	1	4	4	15	9	35	12	46	26	55
Research	9	43	5	24	6	28	1	5	21	45

Faculty Development: With 60% of programs at the College of Nursing offered online, and over 250 students receiving online education, faculty development has focused on online teaching. To support faculty development in online teaching, a course was designed for all who teach online, in addition to ongoing Moodle (the online learning platform used by MUSC) training and super-user support throughout the College. Faculty have two to three faculty training workshops per year and this fall an outside expert is providing an interactive workshop on rubrics for assessment of student work and coursework. Orientation for new faculty continues for a full semester after being hired. New faculty who are hired are eligible and encouraged to take three education courses offered by the College, including a course addressing online

methodologies. The MUSC Apple Tree Society continues to foster dialogue and activities related to the scholarship of teaching on campus. They offer presentations every two weeks and record many of them for interested faculty who cannot attend the live sessions. Examples of recent topics include: instructional design, teaching methods, assessment of teaching, assembling teaching portfolios, conflict resolution and communication, motivating mentees, building a career as an educator, and NIH review process.

9. Physical Plant

Through the diligence of College of Nursing leadership as well as support of the University administration, funds were secured to renovate the College of Nursing building. During winter 2012 the College of Nursing relocated to temporary space in the Harborview Office Tower and the College of Health Professions, Building B. Renovation began in spring 2013, and we are on-schedule to return to the state of the art building in December 2014. The renovation scope includes full interior renovation of the four floors of the College of Nursing (approximately 44,000 square feet), with all new interior finishes and room configurations. It includes two large state of the art classrooms, a multipurpose room, student lounge and research space, as well as administrative and faculty offices. New lighting, along with enhanced data and mechanical systems are being installed. Two new elevators are also included. All five floors of the building are being fitted for safety, including a fire sprinkler system. All exterior windows are being replaced with new energy efficient windows. The plan includes a room dedicated as a museum outlining the College's history and loyal alumnae. The MUSC Healthcare Simulation Lab remains intact and is operational on the first floor the College of Nursing. It continues to support students in state of the art clinical instruction and simulation research at all levels of the educational program.

The Nursing Technology Center (NTC) continues to provide optimal information technology equipment and resources to support the College's faculty, staff and students. The College of Nursing web page is viewed as the portal for students and potential faculty. It is reviewed and updated on an ongoing basis. The NTC also began developing videos to assist with ongoing College of Nursing training needs. A joint project between the Office of Chief Information Officer (OCIO) and the College of Nursing continued during FY14 to update and integrate faculty, staff and student database needs. This has expedited our ability to pull student outcome data and obtain information for student grants.

The proposed program modification will not affect the physical plant's ability to support this modification in the program. The new physical plant was designed and built with the goal of increasing enrollment and adding programs over time.

10. Equipment

All didactic courses will be conducted online using a learning management system (Moodle). Other online resources such as videoconferencing, Skype, Fuze, Wikis, Tegrity (course content capture system), podcast, and vodcast (video on demand clips) will be used in many of the courses. These resources facilitate and assist students in an asynchronous learning environment to gain the necessary knowledge and skills required for the PhD degree. The CON currently utilizes all these programs so no new programs or software will be needed.

11.Library Resources

The MUSC Library, http://www.library.musc.edu/, serves as a database and knowledge center, academic computing support unit, electronic education center, and leader in information planning. Online resources include the full catalog as well as major biomedical databases (e.g., OVID MEDLINE, CINAHL, PsycINFO, SciFinder, and PubMED). Links include online catalogs of other libraries, drug information (LexiComp), consumer health (Hands on Health, MEDLINEPLUS), clinical decision support systems (Dynamed, UpToDate), Clinical Practice Guidelines and alerts, reviews of clinical trials, evidence-based practice (Cochrane Database of Systematic Reviews), government resources (Toxnet, National Guideline Clearinghouse, US Preventive Services Task Force (USPSTF) Recommendations), electronic books (MD Consult, Harrison's Online, Access Medicine, eBrary Academic Complete ebook collection) and e-journal packages with literature search capabilities (ScienceDirect, Journals@Ovid, American Chemical Society), statewide shared academic databases (PASCAL which includes the following resources: CINAHL Plus With Full Text, Anatomy and Physiology Online, eBrary Academic Complete ebook collection), and other resources that provide a wealth of worldwide information. Service-oriented faculty and staff assist in the use of a variety of informational systems. An active program of individual, class, and group instruction supports teaching, clinical care, research and community outreach. The Informatics Lab has more than 175 microcomputers with Windows and Apple operating systems. Graphic workstations with Learning Commons technologists are available. In addition to providing access to collections and information remote from its physical facility, the Library maintains a comprehensive collection of books, journals, history of medicine materials, and multimedia (55, 698), and has access to more than 20,600 electronic journals and less than 5 print journals that are not available electronically. The library serves as a resource library within the National Network of Libraries of Medicine, and is a major health science resource library for the State of South Carolina and the Southeast.

The MUSC Library has received several prestigious awards from the National Commission on Libraries and Information Science (NCLIS) for excellence in providing health information and promoting health awareness. In May 2006, the NCLIS Health Information Award for Libraries was awarded to MUSC's Racial and Ethnic Approaches to Community Health (REACH) 2010 Diabetes Coalition Library Partnership. Chosen from entries nationwide, the REACH 2010 program was judged as the best library program for encouraging healthy lifestyles and providing health information to citizens. The program is a collaborative effort of a library-community-campus partnership consisting of the MUSC College of Nursing, MUSC Library, county public libraries, and other community-based organizations. In 2004, the Library received the NCLIS Blue Ribbon Consumer Health Information Recognition Award for Libraries recognizing the impact, innovativeness, and replicability of its Hands on Health-South Carolina project. The NCLIS, National Commission on Libraries and Information Science, has recognized outstanding libraries in 37 states for their contributions to health awareness and health education. Designed to serve the consumer and community health information needs of South Carolinians, Hands on Health, a public web site, pays special attention to health issues of particular importance in South Carolina, such as hypertension, heart disease, stroke, diabetes, disabilities, obesity, nutrition, family violence, and cancer.

The library resources remain unchanged and this modification will not affect the library's ability to support the program. The library continues to serve as a major health science library

for MUSC, the state of South Carolina, and the Southeast, and no new acquisitions will be needed to accommodate the additional students for the PhD degree due to this modification. Students and faculty have access to a vast amount of resources online, and preceptors are also granted access upon request. This supports online education as well as those who live locally. Net IDs and passwords are utilized so that library resources can be accessed from anywhere in the world. Alumni of the program can continue to have access if they visit the library.

PASCAL (Partnership Among South Carolina Libraries) provides resources central to nursing education and to the PhD Program. PASCAL provides access to all major biomedical databases including CINAHL (Cumulative Index to Nursing and Allied Health Literature) Plus with Full Text, the primary index to the nursing journal literature. CINAHL includes the full text to 620 journals and over 200 books. PASCAL also provides access to Anatomy & Physiology Online and eBrary Academic Complete ebook collection (approximately 100,000 ebooks). In addition, the PASCAL Delivers service can be used to borrow any print book available in a South Carolina academic institution within two or three days if the book is not checked out.

12.Accreditation, Approval, Licensure, or Certification
The PhD in Nursing Science is a non-clinical degree. The program is not subject to accreditation from a professional accrediting body, nor do graduates of the program seek licensure or specialized certification. Thus, there is no impact of the proposed modifications on program accreditation, licensure, or certification.

Because the proposed modification will change the number of credit hours needed to complete the degree, and thus will alter the length of the program, MUSC is submitting the necessary application to SACSCOC for approval. We expect to receive SACSCOC's approval in early 2015.

13. Estimated Costs and Sources of Financing
 This request to modify the PhD program to an accelerated PhD program does not carry any new cost to the institution. There are no proposed changes to the current student enrollment. There will not be any unique cost or other special state appropriations required or requested. Course development and recurring costs (i.e. personnel) are 100% funded through the College of Nursing. Costs regarding program administration, faculty salaries, clerical/support personnel, supplies and materials, and facilities will not require any increases as there will be no new expenditures. Tuition and fees are the sources for this program and will not affect rate nor increase the costs. In fact modifying the PhD program to an accelerated program will decrease student costs and potential debt since the program can be completed in three years instead of four years.

References

Dunbar-Jacobs, J., Allan, J., Covington, C. et al. (2010). *The Research-Focused Doctoral Program in Nursing: Pathways to Excellence*. Washington DC: American Association of Colleges of Nursing. Available at: http://www.aacn.nche.edu/education-resources/phdposition.pdf

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National Postdoctoral Core Competencies Committee. (2007-2009). *The NPA Postdoctoral Core Competencies Toolkit*. Washington, DC: The National Postdoctoral Association.