

Name of Institution
The Citadel

Name of Program (include concentrations, options, and tracks)
Bachelor of Science in Nursing (BSN)

Program Designation

- Associate's Degree 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
 No

Proposed Date of Implementation
January 2017

CIP Code
51.3801

Delivery Site(s)

Courses offered on-site, with clinical rotations at hospitals/clinics

Delivery Mode

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

Institutional Approval: January 14, 2016
Academic Board: December 15, 2015
Department of Health, Exercise, and Sports Science: December 1, 2015

Background Information

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

This proposal is for a traditional four-year Bachelors in Nursing Science (BSN) program at a public institution in Charleston. No such program currently exists. In addition to a daytime program with the Corps of Cadets, an evening program will be established offering a BSN degree completion for students who have completed the general education requirements. With this program, the citizens of South Carolina and beyond will have the opportunity to earn a BSN at an institution that offers a distinctive education. Our proposals have received unanimous approval for further development from the SC Board of Nursing.

The daytime program would benefit from the strong core curriculum at The Citadel. It will be offered within the SC Corps of Cadets (SCCC), ROTC students, officer candidates, and Veteran students. Supporting the Nurse Corps would be an important component of this program as the federal service academies do not offer nursing. The evening program would serve several populations: Charleston area residents who have a daytime job and/or students with an Associate's in Science degree from Trident Technical College (TTC) and other community colleges seeking a BSN.

The BSN program would satisfy The Citadel's strategic plan, Leadership Excellence and Academic Distinction (LEAD) 2018 Objective 2 (academic programs of distinction), and Objective 8 (provide outreach to the region and serve as a resource in its economic development) and will increase our partnerships with the community. It will also increase our ability to gender diversify the SCCC; currently at about 8% female. The program is expected to be attractive to Veterans and this will benefit from our strong interaction with the VA Medical Center in Charleston. Finally, together with the proposed evening program, it will diversify and increase our tuition stream.

List the program objectives. (2000 characters)

The program has the following objectives:

1. Offer state supported traditional and completion BSN programs for SC residents in the Charleston area;
2. Increase the number of BSN prepared nurses in the Charleston area consistent with the Institute of Medicine recommendations from the 2010 Future of Nursing study;
3. Emphasis the leadership role that nurses will play in healthcare in the 21st century;
4. Increase the diversity of the Corps of Cadets while providing for the demand for nurses in the military.

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)

The SC Office of Healthcare Workforce Analysis and Planning predicts a nurse shortage of at least at 6400 Registered Nurses in the state starting in the next few years. The forecast for RNs in SC produced by the Board of Labor Statistics estimates a total increase of 26% to be employed between 2010 and 2020.

Our programs would assist in fulfilling this workforce need with the added advantage of increasing the supply of nurses with a baccalaureate education. Our evening degree completion program would be unique in the region and take advantage of little used clinical rotations in the evening and on weekends. The evening program offers an opportunity for those who are interested in a career in nursing but are unable to attend a traditional daytime program. The SC Nurse Supply Fact Sheet (2011) reports 32% of RN in SC currently hold a BSN.

The Enrollment and Graduate Programs in Nursing Report by the American Association of Collegiate Nursing (AACN) reports that nursing schools turned away 68,938 qualified applicants from nursing programs in 2014. Exact numbers for SC and Charleston are not available. Only Charleston Southern University, a private school, has a traditional BSN program. While students enroll in this program, tuition costs can make it prohibitive. Alternatively, students apply to TTC's Associate Degree in Nursing (ADN) program which is over capacity at 2000 applicants per year, with a waitlist for entry. An ADN does not meet the goal established by the Institute of Medicine (IOM) for a highly educated nursing workforce to meet the complexity of the health care environment. IOM recommends that 80% of the nursing workforce be prepared at the BSN or higher by 2020.

The Citadel has the capacity to add a nursing program to address the above issues, with a total enrollment of 100 students (restricted by availability of clinical sites). A nursing program will substantially increase gender diversity at the Citadel. It is expected that The Citadel would be provided with a military mission by the Nurse Corps, which would increase the commissioning rates. Our ROTC programs are supportive of this program and its ability to meet nursing demands in the military.

Employment Opportunities

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

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
Registered nurse	526,800	By 2022	Bureau of Labor Statistics' Employment Projections 2012-2022
	6,400 (SC)*	By 2028	SC Office of Healthcare Workforce Analysis and Planning
	7000+	annually	U.S. military sources

* Expected deficit in workforce based on current supply.

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

A study conducted in 2015 of Chief Nursing Officers (CNO) in hospitals in the state of South Carolina demonstrated that 95% had hired newly graduated nurses and felt that the demand for registered nurses was greater than the supply, particularly for experienced nurses. CNOs reported that approximately 36% of their current work force was prepared at the baccalaureate level or higher, far short of the IOM recommended goal of 80% BSN or higher by 2020. Sixty percent of hospitals in the Charleston area reported a requirement for nurses to complete their BSN within a specific time frame to maintain employment.

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)

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

No

If yes, explain. (500 characters)

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
BSN	Charleston Southern University (CSU)	Academically a similar program.	Cost: CSU is private. Our program is residential and incorporates leadership training. The missions of the institutions are different.
Accelerated BSN	MUSC	Leads to a BSN.	80% of the MUSC students already have a bachelor's degree in another area (MUSC website). Our daytime program would be for new college students. Our degree completion program will only be offered in the evening and benefit from small class size; it will also benefit from a 2+2 articulation with Trident Technical College. The MUSC program is 16 months long; ours would be 4 years and residential.
BSN	USC Columbia, Beaufort, Aiken, Upstate and Lancaster	Academically similar programs	Location is outside of the Charleston area. Traditional daytime program
BSN	Clemson, Lander, Francis Marion, Newberry and Coastal Carolina	Academically similar programs	Location is outside of the Charleston area. Traditional daytime program.

Description of the Program

Projected Enrollment – Corp of Cadets						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2017-18	12	216	12	204		
2018-19	24	440	24	416		
2019-20	40	748	40	684		
2020-21	56	1040	56	940		
2021-22	64	1188	64	1064		

Projected Enrollment – Evening Division						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-17			16	128		
2017-18	16	224	16	176	16	128
2018-19	32	448	32	336	16	128
2019-20	32	448	32	336	16	128
2020-21	32	448	32	336	16	128
2021-22	32	448	32	336	16	128

We anticipate the ability to grow the evening division beyond 32 students. Currently, demand for evening clinical rotations at area health care facilities is low. If this availability persists over time, then The Citadel will be able to increase admission to the evening division. In addition, The Citadel will offer both full and part time options for students in the evening division.

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

Yes

No

If yes, explain. (1000 characters)

As a health care profession, very stringent success requirements are imposed on academic programs by the SC Board of Nursing and accreditation bodies (e.g., pass rate on the licensing (NCLEX) exam and retention rate).

For the daytime program, The Citadel admission requirements will be followed for admission into the pre-nursing program. Students with at least a 2.5 overall GPA in science courses with a minimum of a C grade in each of these courses (Chemistry and Biology up to 300 level) may be admitted into the nursing program and are required to maintain an overall 2.5 GPA for nursing and science courses with a minimum of a C grade in each of these courses.

Students accepted into the evening division will follow the same requirements with an overall 2.0 GPA for admission to The Citadel and an overall GPA of 2.5 for required science courses with a minimum of a C grade in each of these courses.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

An articulation agreement will be in place for the degree completion program. While students from any public, accredited institution who have the necessary coursework and GPA requirements could be admitted, we are developing a special articulation agreement with Trident Technical College (TTC) for their students with an Associate in Science degree and the appropriate coursework. We have attached a letter of intent for developing such an articulation with TTC.

Curriculum by Category*					
Core Curriculum		Other Requirements		Nursing and Additional Biology	
ENGL 101 Composition and Literature	3	<i>LDRS 101 Intro to Citadel Experience</i>	1	<i>NUR 200 Introduction to Nursing</i>	3
ENGL 102 Composition and Literature	3	LDRS 111 Ethics Fitness Seminar	0	<i>NUR 201 Fundamentals of Nursing</i>	4
ENGL 201 Major British Writers	3	LDRS 201 Sophomore Seminar in Principled Leadership	1	<i>NUR 301 Adult Health I</i>	3
ENGL 202 Choose From: Major British Writers II/215 Masterpieces of American Literature/218 Masterpieces of World Literature I/219 Masterpieces of World Literature II	3	LDRS 211 Sophomore Seminar Service Learning Lab	0	<i>NUR 311 Adult Health Clinical I</i>	2
Foreign Language 101	3	LDRS 311 Junior Ethics Enrichment Experience	0	<i>NUR 302 Adult Health II</i>	3
Foreign Language 102	3	LDRS 411 Senior Leadership Integration Seminar	0	<i>NUR 312 Adult Health Clinical II</i>	2
Foreign Language 201	3	RPED 250 Contemporary Health Foundations	2	<i>NUR 401 Maternity/Pediatrics</i>	5
Foreign Language 202	3	RPED 251 Foundations of Physical Fitness and Exercise	2	<i>NUR 402 Mental/Community Health</i>	5
HIST 103/104 Western Civilization	3	RPED 100 Level Activity Course	0	<i>NUR 403 Evidence-based Practice</i>	3
HIST 105/106 World Civilization	3	RPED 100 Level Activity Course	0	<i>NUR 404 Leadership</i>	3
		ROTC Reserve Officer Training Corps		<i>NUR 405 Capstone</i>	2
SOCI 101 Introduction to Sociology	3	PSYC 201 General Psychology	3		
MAT 104 Elementary Mathematical Modeling	3	PSYC 203 Research Design in Psychology	3	<i>BIOL 4xx Pharmacology I</i>	3
MAT 105 Finite Mathematics	3	BIOL 310 Microbiology	3	<i>BIOL 4xx Pharmacology II</i>	3
CHM 103 Introduction to Chemistry I	4	AERO 101 ROTC Training	1	<i>BIOL 4xx Pathology I</i>	3
CHM 104 Introduction to Chemistry II	4	AERO 102 ROTC Training	1	<i>BIOL 4xx Pathology II</i>	3
BIOL 130 Introduction to Biology I	4	AERO 201 ROTC Training	2		
BIOL 317 Anatomy & Physiology I	4	AERO 202 ROTC Training	2	<i>HLED 401 Nutrition</i>	3
BIOL 318 Anatomy & Physiology II	4	AERO 301 ROTC Training	3		
		AERO 302 ROTC Training	2		
		AERO 401 ROTC Training	3		
		AERO 401 ROTC Training	2		
	59		31		50

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Courses in Italics are courses to be completed by the evening division student. LDRS 101 can be substituted by EUGS 101.

Total Credit Hours Required:

140 (daytime), 51 (evening)

Course Descriptions for New Courses

Course Name	Description
Fundamentals of Nursing	Introduces students to the methods of the assessment of the healthy adult, which includes obtaining the health history, physical examination skills, health promotion strategies and clinical assessment tools while incorporating communication skills. This course introduces the student to the nursing process, concept of critical thinking, evidence-based practice, and fundamental skills necessary for the provision of safe and effective nursing care. Professional behaviors are learned and practiced.
Introduction to Nursing	Introduces the student to the nursing profession. This course provides an overview of Nursing Science to the student. The history of nursing is explored as well as theoretical frameworks that establish nursing as an independent discipline. Students are exposed to trends in healthcare that transforms the role and responsibilities of the nurse in population health.
Adult Health I	The first of two courses that will focus on critical thinking and the nursing process that addresses the specific needs of the hospitalized adult with medical and/or surgical disorder. The roles and responsibilities of the professional nurse will be explored. The student will apply knowledge gained through the fundamentals course and the pathophysiology/pharmacology course to the care of inpatients that promotes maintenance, promotion and restoration of physiological/psychosocial function. The student will use an interprofessional approach to care incorporating principles of caring.
Adult Health II	The second course designed to expand the knowledge of the student in the care of the hospitalized patient. Students apply critical thinking skills to the care of complex patients including patient and family teaching and planning across the continuum of care. The student again uses knowledge gained in previous course and continues to build a professional knowledge base using evidence and analytical decision-making.
Care of Special Populations: Behavioral Health and Communities	This is an integrated course that allows the student to understand population health as well as focus on behavioral issues. Students will focus on the dynamics of the client with behavioral issues within the larger population and the special needs associated with these clients. The student will employ a biopsychosocial approach to care. The student will also work with interprofessional groups on general population health and healthy communities and focus on assessing needs and promoting health of vulnerable individuals, groups, and communities. Family and community assessments will be performed utilizing public health concepts and principles.

Care of Special Populations II: Maternal and Child Health	A second integrated course designed to assist the student in caring for families rather than individuals. This course covers the Application of the nursing process with women and families in the childbearing phase of development in hospital and community settings is emphasized. Care will focus on the health needs related to the normal and abnormal prenatal, intrapartal and postpartal physiological changes and psychosocial needs related to new family structure and dynamics. Emphasis will be on health promotion and maintenance.
Pathophysiology/Pharmacology	A two-semester course that examines the basic pathophysiological concepts and commonly occurring acute and chronic health problems utilizing a body systems approach. There will be focus on selected diseases, disorders, and treatment processes with the emphasis on coping and adaptation. The pharmacology component will focus on major drug classification and pharmacological concepts, which includes the therapeutic actions, indications, pharmacokinetics, contraindications, significant adverse reactions and important drug-to-drug interaction associated with selected diseases and disorders.
Evidence-based Practice	Students are exposed to the use of evidence in daily practice. Research and performance improvement activities are learned. Students identify a problem statement and search the literature for supporting evidence. Basic data analysis skills are developed with the emphasis on the review and critique of published research with consideration of the application of research finding in the healthcare.
Leadership	Students are exposed to effective leadership and management skills both within the health care profession as well as the community at large. Although bioethics is emphasized in each individual course, organizational ethics are presented to the student where the impact of legal, social, political and economic forces impact the profession of nursing, the healthcare systems and society as a whole.
Capstone	An independent practicum for students to gain experience in preparation for assuming a novice nurse role in the work setting.

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)
Director	FT	Fall: NUR403 Evidence Based Practice (3) Spring: NUR 404 Leadership (3)	PhD	One course per semester (daytime only) for Director given their administrative duties to include managing and leading the program, including oversight of the clinical rotations.
Assistant Professor	FT	Fall: NUR 301 Adult Health I (3) NUR 201 Fundamentals of Nursing (4) Spring: NUR 302 Adult Health II (3) NUR 200 Introduction to Nursing Science (3)	PhD or DNP	Both daytime and evening sections
Assistant Professor	FT	Fall: NUR 402 Community and Mental Health (5) NUR 403 Evidence Based Practice (3) Spring: NUR 402 Community and Mental Health (5)	PhD or DNP	Community and Mental Health would be day in Fall and evening in Spring. The other two courses will both be evening ones. Total contact hours is estimated at 14 hours per semester but the Community and Mental Health would have half the standard enrollment.

		NUR 404 Leadership (3)		
Instructor	PT	Fall: NUR 401 Maternal Child Health (5) Spring: NUR 401 Maternal Child Health (5)	PhD or DNP	Fall is daytime and Spring is evening only. Contact hours is estimated at 11 hours each semester.
Clinical instructor #1	PT	Fall: NUR 311 Adult Health I clinical (2) Spring: NUR 312 Adult Health II clinical (2)	MSN	Clinical: 8 students twice per week for 6 hours Daytime
Clinical instructor #1	PT	Fall: NUR 311 Adult Health I clinical (2) Spring NUR 312 Adult Health II clinical (2)	MSN	Clinical: 8 students twice per week for 6 hours Evening

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
3.75	2.0	1.0

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)

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)

Library acquisitions are based largely on faculty and student requests, and teaching faculty occasionally participate in weeding projects. Each information services librarian (MLS qualified) is a liaison to a discipline or disciplines. For nursing, the library liaison will be the same as for science in general. A faculty liaison will be chosen from one of the full-time nursing faculty to work with the librarian. During the planning process, both the nurse administrator and nurse faculty will work with the librarian to finalize the initial collections and periodicals. When the program is active, the students will automatically interact with the librarian during the First-Year Experience course.

The Daniel Library at The Citadel already has some collections in its base budget. Budget allocation is largely according to departments. In this case of a new program, the School of Science and Mathematics and the library director will work together to secure separate funding for nursing. The Citadel's library already has access to the 2014 top 10 ranked journals according to SCImago Journal & Country Rank (2007, retrieved August 27, 2015, from <http://www.scimagojr.com>). The Citadel's library also has access to the *CINAHL Plus with Full Text* nursing database, 50+ journals from Mary Ann Liebert Publishing, Gale's *Nursing and Allied Health Collection*, and 16 *Lippincott Premier Nursing Journals*. We purchase the complete Wiley electronic package annually which includes nursing books. The Citadel's library subscribes to a streaming video service called *Films on Demand*. The interdisciplinary package includes 100 titles related to nursing. Regarding print materials, the library has 585 books with subject headings containing the word "nursing"; 126 of these are physical books or documents on microfilm. Online resources are available on and off-campus 24/7.

The library is part of the Partnership Among South Carolina Academic Libraries (PASCAL) consortium, which has a joint catalog of over 12 million items. Students and faculty may request materials from other libraries directly, for delivery to the Citadel within a few days. The Citadel's library also offers traditional interlibrary loan (ILL) services for articles, books, and media not available locally.

We will plan for an increase in the library budget by \$5000 annually to account for ebooks and e-journals beyond what is currently available.

Student Support Services

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

The Citadel's student support programs, services, and activities promote student learning and enhance the total growth and development of students by emphasizing the college's core values – honor, duty, and respect. Specifically, they are unified and governed by The Citadel's Philosophy of Student Support Programs, Services, and Activities, an overarching statement of purpose that commits them "to encourage the development and integration of personal values and habits that will remain with the individual for life," published in both The Citadel's *Undergraduate Catalog* and The Citadel's Student Support Services Brochure. This is their common goal.

The Citadel's numerous student support programs, services, and activities are categorized and listed in the Student Support Services Inventory. The comprehensiveness of this list highlights their appropriateness and consistency with the college's Philosophy of student Support Programs, Services, and Activities. Student support services are also annually assessed to ensure they are fully supporting the institutional mission and attaining high student satisfaction ratings.

The Citadel also provides a robust array of academic support services.

A. The Citadel Academic Support Center's mission is to aid students in their transition to college life and to help them achieve individual academic success culminating in graduation. To further this mission, the Center provides support to Citadel students through the following programs:

- Corps Squad Program (Athletic Academic Services)
- Learning Strategies Programs
- Mathematics Lab
- Reading Strategies Program
- Subject-Area Tutorial Program
- Supplemental Instruction Program
- Writing Lab

B. The Office of Multicultural Student Services and International Studies promotes an appreciation for diversity among students, faculty, and staff and provides students with information on a variety of study abroad opportunities.

C. The Citadel places a great deal of emphasis on providing its students with general instruction in the use of the library, and encourages faculty across disciplines to schedule instructional sessions in the library. Librarians present a two-hour block of focused instruction within 30 sections of LDRS 101 Freshmen Transition Course every year, which focuses on use of the library and its resources.

D. Two offices are dedicated to supporting students with academic projects or assignments that require the use of technology or training in oral presentations. Multimedia Services helps students with such things as video and audio production, web page design, and graphics production. The Oral Communications Lab offers support services for students who wish to improve their presentation skills.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

The primary new instructional equipment needed would be a skills and simulation lab. They would be fitted with a total of six beds, two low fidelity mannequins and two high fidelity ones; storage space will be designed into the laboratory space. We plan on the simulation lab to have patient rooms, a home health area, and a control room.

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

Yes

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)

Adequate space is available for the nursing program. Each full-time faculty and the administrative assistant will have their own office. Adjuncts and part-time faculty typically share office space. Nursing courses will be taught in regular classrooms. At least one currently unused lab with over 1800 sf in an academic building has been identified and could be renovated to house the simulation and skills lab.

During the initial year(s) of the program, designated space for the nursing program will not be available and offices and class room space will be across the campus. However, with approval from accrediting and certifying bodies, and initial success from early student cohorts, private donor funds will be available to construct a new building for Nursing with a state of the art simulation laboratory.

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	\$180,000	\$180,000	\$180,000	\$180,000	\$180,000	\$900,000
Faculty and Staff Salaries	\$245,000	\$495,000	\$495,000	\$495,000	\$495,000	\$2,225,000
Graduate Assistants						
Equipment						
Facilities	\$600,000					\$600,000
Supplies and Materials	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Library Resources	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Other*						
Total	\$1,035,000	\$685,000	\$685,000	\$685,000	\$685,000	\$3,775,000
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	\$190,000	\$465,000	\$1,700,000	\$2,200,000	\$2,500,000	\$7,055,000
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*	\$50,000	\$42,000	\$42,000	\$42,000	\$42,000	\$218,000
Federal Funding*						
Other Funding*	\$800,000	\$185,000	\$185,000	\$65,000	\$65,000	\$1,300,000
Total	\$990,000	\$650,000	\$1,885,000	\$2,265,000	\$2,565,000	\$8,573,000
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$5,000	\$7,000	\$1,242,000	\$1,627,000	\$1,927,000	\$4,798,000

*Provide an explanation for these costs and sources of financing in the budget justification.

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.

A private individual has pledged to cover some of the start-up costs of the program. Year 1 commitment would be for \$800,000 to cover the cost of the simulation/skills lab needed and for funding staff positions (fully) and the administrative position (partly). Years 2-4 would be further one-time funds for the staff and administrative positions. Subsequently, they will be establishing an endowment to partially fund the administrator position.

Additional funding through the reallocation of funds will be through funding associated with the strategic plan (LEAD) funds.

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)

The Citadel is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The program will track accomplishment of Program Outcomes through the Taskstream software. Taskstream's platforms provide a centralized information and communication hub for assessment, accreditation, and planning activities across an institution. These include academic and non-academic outcomes assessment, planning, and program review. Taskstream offers specialized tools that enable users to document learning outcomes, align outcomes to institutional goals and standards, develop assessment plans, create curriculum maps, manage faculty credentials, and improve education based on findings. Taskstream's suite of tools facilitates the collection of student work, student reflections on the learning process, and faculty or peer rubric-based assessment. Rubrics, which are used to clarify expectations and scoring criteria, may also be aligned with established learning outcomes, standards, and competencies. The software provides reporting capabilities to support the aggregation and analysis of student performance data for the review of program and institutional effectiveness, as well as for reporting to accrediting agencies and other external stakeholders.

General Education Learning Outcomes:

- *Written Communication:* Student can effectively communicate ideas in a logical sequence, demonstrating control of syntax and mechanics and the ability to integrate credible and relevant sources.
- *Quantitative Reasoning:* Student can use quantitative-reasoning skills to successfully make calculations, interpret data, communicate results, and evaluate an issue or solve a problem.
- *Critical Thinking:* Student can analyze complex issues that have varying positions and assumptions using information from credible sources. Student has the ability to state

positions, create new positions, and acknowledge other positions including implications and consequences.

- *Ethical Reasoning*: Student can recognize ethical issues when presented in a complex, multilayered (gray) context, analyze cross-relationships among the issues, and evaluate ethical perspectives and concepts, including his or her own.

In addition to standardized tests like the CLA and national survey instruments, The Citadel's General Education program is assessed through assignments embedded in its required E-Leadership Portfolio. The Citadel was awarded the 2014 Council of Higher Education Accreditation (CHEA) Award for assessment of the general education program.

An Advisory Board will be established that will have oversight for assuring that the Program meets all credentialing and certifying standards. The Advisory Board, at least annually, will review all feedback from involved stakeholders. In addition, faculty will formally evaluate the Program annually using the same feedback. The program will be evaluated in a number of ways:

Student evaluation: will occur at the conclusion of each nursing course and findings will be trended and used to make adjustments to specific courses. Students will also be asked to evaluate the program as a whole prior to graduation. Again, findings will be trended and used to make adjustments to the overall program.

Alumni evaluation: graduates will be asked to evaluate the program one year and five years post-graduation, with specific emphasis on the ability of the program to adequately prepare them for the role of the novice nurse, new to practice.

Faculty evaluation: faculty will evaluate the program annually using student findings and other outcome data and make evidence based changes to the program, as indicated.

Clinical site evaluations: Staff nurses and managers at the sites where the students conduct their clinical education will be asked to evaluate the effectiveness with which the students were prepared to care for patients as well as the support of the clinical faculty member(s). These findings will be used to make adjustments to the program as needed.

Employer evaluations: Annually, employers of graduates from the program will be surveyed for their opinions on the quality of the graduate and ability to easily assimilate into the work environment in a safe and quality manner.

Other sources: program retention rates, graduation rates, and first-time test taker NCLEX pass rates will be used to make programmatic changes as indicated.

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
The student will apply the principles of liberal education to nursing practice	Student will be able to analyze knowledge built from the theoretical foundations of the liberal education in order to provide comprehensive nursing care. Courses specific to this learning outcome are: SOCI 101; PSYC 201; PSYC 203. Assessment will occur by formative and summative evaluations in all nursing courses according to the specified learner's outcome of each course. Method of assessment may include testing, clinical reflective journals, plan of care, case studies, lab practicums, and simulation. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to assess this learning outcome.
The student should demonstrate a basic understanding of the leadership role of the nurse in patient quality and safety	Student will demonstrate personal commitment and leadership accountability for the delivery and monitoring of care processes that improve quality and safety of diverse systems. Assessment occurs by formative and summative evaluation directed by learner outcomes in NURS 404 and all clinical nursing courses. LDRS 101 also supports the role of the nurse as a leader. Method of assessment may include testing, reflective journals case studies, oral presentations, and written papers. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to assess this learning outcome.
Student will demonstrate scholarship in applying scientific evidence to clinical practice.	Student will translate current evidence along with clinical expertise and patient/family values to provide the best clinical practice. The student will examine evidence and explore strategies for altering systems to improve quality and safety. This will be assessed in all clinical nursing courses and NURS 403 by formative and summative evaluation of the learner's outcomes of these courses. Also supporting this learning outcome is MAT 104, MAT 105 and PSYC 203. Methods of assessment may include testing, written assignments, research projects, online collaboration, case studies, clinical reflective journals, and plan of care. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to assess this learning outcome.
The student will use information and technology to facilitate the care of the patient.	Student will utilize technology to manage and allocate resources, communicate, education; manage knowledge, decrease error, and support decision-making in the delivery of safe and quality care. This will be assessed throughout all clinical nursing courses directed by learner outcomes of each individual course. Methods of assessment may include plan of care, care mapping, and clinical evaluation tools. Successful completion of the nursing licensing exam (NCLEX) assures that the

	learning outcome is met. Graduate, alumni and employer surveys will also be used to assess this learning outcome.
The student will have a understanding of health care policy, finance and regulatory policies and the effect on nursing practice and the impact on the health of the individual, families, and communities	Student will be able to analyze effectiveness of multiple nursing roles, financial, and regulatory health care policies and appreciate the continuous processes, and collaborative nature of designing, testing and evaluating methods to improve quality and safety required to meet the changing health care needs of a complex society as well as culturally diverse. This will be assessed in NURS 404 directed by learner outcomes as well as all nursing didactic and clinical courses. Method of assessment may include testing, case studies, oral presentation, written papers, and reflective journals. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to assess this learning outcome.
The student will use interprofessional communication and collaboration to improve patient health outcomes	Student will demonstrate interprofessional communication and collaborative partnerships with clients and other health care professionals, recognizing the value of every team member and partnerships with clients and other health care professionals and participating in systems solutions that support a safe and quality outcome are based on current evidence-based nursing knowledge. Assessment will occur in all nursing NURS 404 and all clinical courses directed by learner outcomes in each course. The student will also learn to work in an interprofessional environment through courses that are shared with students in other health-related courses including: BIOL pathophysiology I and II; BIOL pharmacology I and II. Method of assessment may include testing, case studies, oral presentation, written papers, plan of care, care mapping, and reflective journals. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to assess this learning outcome.
The student will understand and apply principles of clinical prevention and population health	The student will analyze and promote health and prevent disease through the use of the nursing process with culturally diverse individuals, groups, families and society experiencing multiple and complex health stressors. Assessment will occur in all nursing didactic and clinical courses with an emphasis in NUR 402 and NUR 404. Method of assessment may include testing, case studies, written papers, plan of care, care mapping, and reflective journals. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to assess this learning outcome.

<p>The students will demonstrate professionalism and the integration of professional values into nursing practice</p>	<p>The student will characterize professional values of altruism, autonomy, human dignity, integrity, and social justice within the legal ethical boundaries to minimize risk of harm to patients and systems and value own role in preventing hazards and errors. This will be assessed in NURS 404 directed by learner outcomes as well as all nursing didactic and clinical courses. Method of assessment may include testing, case studies, oral presentation, written papers, and reflective journals. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to asses this learning outcome.</p>
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Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

The program will seek accreditation from the American Association of Collegiate Nursing (AACN). The Commission on the Collegiate Education (CCNE) is the certifying body within AACN who will conduct the certification review based on the Essentials of Baccalaureate Nursing Education. The Citadel will apply for accreditation by January, 2017 with the expectation that CCNE will evaluate the program immediately after the first class graduates.

Will the proposed program lead to licensure or certification?

Yes

No

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

Students will take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). NCLEX-RN material and question types will be incorporated into all class work. Commercial study programs, such as Kaplan or ATI, will be considered for inclusion in the student's course work.

Teacher or School Professional Preparation Programs

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

Yes

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.