## NEW PROGRAM PROPOSAL FORM

Name of Institution: **Francis Marion University (FMU)**

Name of Program (include degree designation and all concentrations, options, or tracks):
**Master of Science in Nursing,
Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) track**

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.)

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

☐ Yes

**X** No

Proposed Date of Implementation: **August 2019**

CIP Code: **51.3821**

Delivery Site(s):  **Francis Marion University, Carter Center for Health Sciences, 200 W. Evans Street, Florence SC 29501**

Delivery Mode:

☐ Traditional/face-to-face   ☐ Distance Education
*select if less than 25% online   ☐ 100% online

 **X** Blended/hybrid (50% or more online)

 ☐ Blended/hybrid (25-49% online)

 ☐ Other distance education (explain if selected)

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

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

- **Department of Nursing:**     **February 1, 2018**
- **University Graduate Council:**     **February 20, 2018**
- **University Senate:**     **March 6, 2018**
- **University Full Faculty:**     **April 3, 2018**
- **Board of Trustees:**     **June 21, 2018**

**Background Information**

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

Francis Marion University (FMU) will use its successful, existing Master of Science in Nursing program template to develop a new complementary needed program track: Adult-Gerontology Acute Care Nurse Practitioner (AGACNP). The core MSN courses will remain the same as in the Family Nurse Practitioner (FNP) program track and continue to provide the excellent foundational knowledge needed for competency-based advance nursing practice. The specialty courses and clinical practicum of the new AGACNP track will emphasize content to prepare graduates to meet the specialized needs of adult-gerontology patients (young adults, older adults, and frail elderly) with complex acute and/or chronic health conditions from rural populations, especially the Pee Dee Region of South Carolina.

The AGACNP track is congruent with the mission of FMU, which is to serve people in the Pee Dee Region and South Carolina. The University's published mission states, "Its purpose is threefold: to provide students with an excellent education, stimulate inquiry and research, and serve the Pee Dee Region and the state of South Carolina." The proposed new AGACNP track will enhance healthcare services to the population of the Pee Dee Region and South Carolina, students will receive excellent education as known by FMU's history of success in educating advanced practice registered nurses (APRNs), and evidence-based practice is embedded throughout the AGACNP curriculum to stimulate inquiry and research. Historically, the majority of FMU students are from the Pee Dee Region and assume employment in the Pee Dee Region upon graduation.

FMU's strategic plan includes educating students in disciplines needed to improve healthcare in the Pee Dee Region of SC. Healthcare is the largest employer of graduates and Florence is the hub of the Pee Dee Region healthcare system. The proposed program promotes FMU's strategic plan by adding needed acute-care healthcare providers.

The AGACNP track is needed to address the number of young adults, older adults, and frail elderly patients that require specialized care or hospitalization for acute care needs. The percentage of the population sixty-five (65) years or older will grow to 21.7% by 2040 (Echevarria & Salmond, 2017). Approximately half of all Americans have at least one chronic disease, and twenty-five percent (25%) have multiple chronic conditions (Gerteis, Izrail, Deitz, Ricciardi, & Basu, 2014). The prevalence of multiple chronic conditions increases significantly with age and impacts seventy-five percent (75%) of older adults. These rates are expected to rise due to the obesity epidemic. The increasing chronic disease prevalence rates are compounded by complications that render the patient in need of acute care. Currently, there is a lack of specialized care for rural and underserved young adults, older adults, and frail elderly residents in the Pee Dee Region of SC.

Echevarria, M., Salmond, S. (2017). Healthcare Transformation and Changing Roles for Nursing. *Orthopedic Nursing, 36(*1), 12-25.

Gerteis J, Izrael D, Deitz D, LeRoy L, Ricciardi R, Miller T, Basu J. *Multiple Chronic Conditions Chartbook.*[PDF - 10.62 MB] AHRQ Publications No, Q14-0038. Rockville, MD: Agency for Healthcare Research and Quality; 2014.

**Assessment of Need**

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

The Pee Dee Region is similar to all other areas of the US and SC in which populations are aging and have chronic and multiple and complicated chronic disease entities that many times warrant specialized care and hospitalization. The young adult and adult population (ages 20 to 64) comprises 57.5% of the population and older adults (ages 65+) are 18.7% of the population. In congruence with national statistics, the percent of older adults living in the Pee Dee Region is expected to increase exponentially.

In 2008, patients 65 years old and older represented 40% of hospitalized patients and 50% of healthcare expenditures. In 2008, only 13% of the population was 65 years or older. The increase in older adults has increased the need for care of the acute, specialized, and hospitalized young adult, adult, and frail elderly patients. Additionally, older patients have a longer hospitalized length of stay (LOS) than younger patients (5.5 days for ages ≥ 65 years, 5.0 days for ages 45 to 64 years, and 3.7 days for ages 15 to 44 years). Older patients also have more complicated chronic illnesses and disabilities and are more vulnerable during hospitalization to adverse events, including nosocomial complications and adverse drug reactions (Mattison, Schmader, Aurebach, & Sullivan,2017). *Hospital management of older adults*. UptoDate. Retrieved from https://www.uptodate.com/ contents/hospital-management-of-older-adults].

The need for adult-gerontology acute care nurse practitioners (AGACNPs) in the Pee Dee Region is increasing. Total hospital beds in the Pee Dee Region currently number 2,919 and there are 264 nurse practitioners (NPs) residing in the Pee Dee Region. Many NPs are currently employed in primary care. A conservative estimate is that 40% of the 2,919 hospital beds are occupied by older adults (1,167 beds) and if an estimated 30% of NPs were in the acute care setting (79 NPs) there would be 15 hospital beds occupied by older adults for each NP. These, of course, are generous estimates of concern, but illustrate the great need for an adult-gerontology acute care NP program.

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

***The proposed program will not require a transfer or articulation agreement.***

**Employment Opportunities**

| | State | | National | | |
|---|---|---|---|---|---|
| **Occupation** | **Expected Number of Jobs** | **Employment Projection** | **Expected Number of Jobs** | **Employment Projection** | **Data Type and Source** |
| APRNs | There has been a 33.5% increase in NPs in SC | 2,036 NPs in SC in 2016 with an increase expected above | 203,800 in 2016 with a 31% increase yearly | 31% increase | US Department of Labor Statistics |

| | | | | | |
|---|---|---|---|---|---|
| from 2010 to 2015. | national rates until at least 2020 due to low starting numbers (SC Health Professions Data Book 2016). | | | | |

https://www.scohw.org/projects/databook/2016.pdf

**Supporting Evidence of Anticipated Employment Opportunities**
Provide supporting evidence of anticipated employment opportunities for graduates.

Total enrollment projections are calculated on area need. As of May 2018 the US Department of Labor, Bureau of Labor Statistics predicts a 31% increase in employment of nurse practitioners between 2016 and 2026 (https://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm#tab-6). Hospitals currently employ 26% of all Advanced Practice Registered Nurses (APRNs) (https://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm#tab-3).

**APRN Occupational Outlook Nationally**

https://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm

**Quick Facts: Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners**

| | |
|---|---|
| **2017 Median Pay** | $110,930 per year<br>$53.33 per hour |
| **Typical Entry-Level Education** | Master's degree |
| **Work Experience in a Related Occupation** | None |
| **On-the-job Training** | None |
| **Number of Jobs, 2016** | 203,800 |
| **Job Outlook, 2016-26** | 31% (Much faster than average) |
| **Employment Change, 2016-26** | 64,200 |

**Description of the Program**

| Year | Fall Headcount | | Spring Headcount | | Summer Headcount | |
|---|---|---|---|---|---|---|
| | New | Total | New | Total | New | Total |
| 2019 | 6 | 6 | 6 | 6 | 6 | 6 |
| 2020 | 6 | 12 | 6 | 12 | 6 | 12 |
| 2021 | 8 | 20 | 8 | 14 | 8 | 14 |
| 2022 | 8 | 22 | 8 | 16 | 8 | 16 |

Explain how the enrollment projections were calculated.

SC is in the mid-range of location quotient for Nurse Practitioners indicating that growth can be accommodated and is needed in the state (https://www.bls.gov/oes/current/oes291171.htm#st).

Locally, in the Pee Dee Region, Carolinas Hospital system currently employs twelve (12) acute care nurse practitioners and it is expected that the number will double in the next five years (personal communication with Ms. Cost Cockfield CNO on 6-26-18).

McLeod Regional Medical Center (MRMC) currently employs nineteen (19) acute care nurse practitioners and at total of 54 throughout their system with expected increases in the future (personal communications with Tony Derrick, CNO 7-16-18).

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

☐Yes

**x** No

Admission requirements for students to enroll in the AGACNP track will be the same for the existing Family Nurse Practitioner (FNP) track. The admission criteria are:

To receive a Master's Degree in Nursing as an Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) from FMU, a student must fulfill the following requirements:
1. Complete 56 graduate credit hours, which include over 500 practicum hours.
    a. Graduate Nursing Core Courses (All MSN program options) ………….. 12 Hours
        APRN 501     Advanced Practice Role: theory and Knowledge Development
        APRN 502     Biostatistics
        APRN 503     Advanced Research and Evidence-based Practice
        APRN 504     Health Policy and Leadership
    b. Direct Care Core (All MSN program options) …………………..……………….19 Hours
        APRN 505     Population Health and Epidemiology
        APRN 506     Health Systems and Risk Management
        APRN 507     Patient Education and Advocacy
        APRN   601   Advanced Pathophysiology
        APRN 602     Advanced Pharmacology
        APRN 603     Advanced Physical Assessment and Health Promotion
    c. Functional Area Content (Specific to each MSN program option)………25 Hours
        APRN 707     Clinical Decision-making and Ethics

| APRN 714 | Acute Care of Young Adults |
| APRN 715 | Acute Care of Adults |
| APRN 716 | Acute Care of Geriatric Patients |
| APRN 717 | Adult- Gerontology Acute Care Internship I |
| APRN 718 | Adult- Gerontology Acute Care Internship II |

2. Achieve a 3.0 overall grade point average for all graduate courses.
3. Make application for graduation at the beginning of the semester in which the last course will be taken.

<div align="center">**Curriculum**</div>

**New Courses**
List and provide course descriptions for new courses.

Five (5) new courses are proposed for this program of study.

714    Acute Care of Young Adults (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 601, 602, & 603). This course will emphasize assessment and management of acute and complex chronic conditions in young adult patients within the inpatient/hospital setting and across hospital-to-clinic settings, including the emergency department and intensive care units.

715    Acute Care of Adults (5:2-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 601, 602, & 603). This course will emphasize assessment and management of acute and complex chronic conditions in adult patients within the inpatient/hospital setting and across hospital-to-clinic settings, including the emergency department and intensive care units.

716    Acute Care of Geriatric Patients (5:3-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 601, 602, & 603). This course will emphasize assessment and management of acute and complex chronic conditions in frail elderly patients within the inpatient/hospital setting and across hospital-to-clinic settings, including the emergency department and intensive care units.

717    Adult- Gerontology Acute Care Internship I (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 714, 715, & 716).  This course provides the learner with the opportunity for in-depth experience in the management of acute health care problems in young adult, adult, and frail elderly patients from rural populations. The learner expectations include complete care management and decision-making. This course will also discuss health promotion, teaching, and disease prevention for rural and underserved patients, families, and communities living with acute healthcare conditions.

718    Adult- Gerontology Acute Care Internship II (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 714, 715, & 716). This course provides the learner with the opportunity for in-depth experience in the management of acute health care problems in young adult, adult, and frail elderly patients from rural populations. The learner expectations include complete care management and decision-making. This course will also discuss rural community health promotion and prevention of acute healthcare conditions.

Total Credit Hours Required: **56 semester hours**

| Curriculum by Year | | | | | |
|---|---|---|---|---|---|
| **Course Name** | **Credit Hours** | **Course Name** | **Credit Hours** | **Course Name** | **Credit Hours** |
| **Year 1** | | | | | |
| **Fall** | | **Spring** | | **Summer** | |
| APRN 504 Health Policy and Leadership | (3) (online) | APRN 501 Advanced Practice Role Theory and Knowledge Development | (3) (online) | APRN 503 Advanced Research and Evidence-based Practice | (3) (online) |
| APRN 602 Advanced Pharmacology | (3) (on campus) | APRN 502 Biostatistics | (3) (online) | APRN 603 Advanced Physical Assessment and Health Promotion | (4:3-5) (45 laboratory hours) (on campus) |
| | | APRN 601 Advanced Pathophysiology | (3) (on campus) | | |
| Total Semester Hours | 6 | Total Semester Hours | 9 | Total Semester Hours | 7 |
| **Year 2** | | | | | |
| **Fall** | | **Spring** | | **Summer** | |
| APRN 714 Acute Care of Young Adults | (4:2-6) (90 clinical hours) (hybrid) | APRN 505 Population Health and Epidemiology | (3) (online) | APRN 716 Acute Care of Geriatric Patients | (5:3-6) (90 clinical hours) (hybrid) |
| APRN 507 Patient Education and Advocacy | (3) (online) | APRN 715 Acute Care of Adults | (5:2-9) (135 clinical hours) (hybrid) | APRN 707 Clinical Decision-making and Ethics | (3) (online) |
| | | | | APRN 506 Health Systems and Risk Management | (3) (online) |
| Total Semester Hours | 7 | Total Semester Hours | 8 | Total Semester Hours | 11 |

| Course Name | Credit Hours | Course Name | Credit Hours | Course Name | Credit Hours |
|---|---|---|---|---|---|
| Year 3 | | | | | |
| Fall | | Spring | | Summer | |
| APRN 717 Adult- Gerontology Acute Care Internship I | (4:1-9) (135 clinical hours) | | | | |
| APRN 718 Adult- Gerontology Acute Care Internship II | (4:1-9) (135 clinical hours) | | | | |
| Total | 8 | | | | |

**Similar Programs in South Carolina offered by Public and Independent Institutions**
Identify the similar programs offered and describe the similarities and differences for each program.

| Program Name and Designation | Total Credit Hours | Institution | Similarities | Differences |
|---|---|---|---|---|
| Acute Care Adult-Gerontology Nurse Practitioner (MSN and post-masters certificate) | 37-42 | University of South Carolina | MSN | The program does not emphasize acute care of older rural populations, which is the majority of the Pee Dee Region. Of the twelve (12) DHEC defined Pee Dee counties, only four (4) counties are **not** listed as rural. FMU's program is 56 semester hours. |
| http://bulletin.sc.edu/preview_program.php?catoid=68&poid=3792&returnto=1904 | | | | |

**Faculty**

Francis Marion University (FMU) will hire a full-time, tenure-track faculty member who has the credentials of Adult-Gerontology Acute Care NP (AGACNP) to establish the program, secure practicum sites, market, recruit, begin the accreditation process, and interview students. This full-time faculty person will be the track coordinator and teach gerontology-specific courses. Part-time instructors will be needed in the third year.

An administrative assistant will be shared with other nursing programs.

| Rank and Full- or Part-time | Courses Taught for the Program | Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major | Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.) |
|---|---|---|---|
| Associate Professor Full-time (Currently teaching these courses at FMU) | APRN 501 Advanced Practice Role Theory and Knowledge Development APRN 504 Health Policy and Leadership | Undergraduate Degree: BSN 1989- Medical University of South Carolina (MUSC) at FMU Graduate Degrees: DNP –2009- University of South Carolina (USC) MSN/FNP –1993- USC | • Critical Care • Primary care in outpatient settings FNP Director ANCC Certification as a Family Nurse Practitioner, #0195098 |
| Assistant Professor Full-time (Currently teaching these courses at FMU) | APRN 502 Biostatistics APRN 503 Advanced Research and Evidence-based Practice | BSN Undergraduate Degree: RN Clemson University Graduate Degrees: PhD –2016- MUSC | |
| Instructor Full-time (Currently teaching this course at FMU) | APRN 505 Population Health and Epidemiology | Undergraduate Degree: BSN USC - Columbia Graduate Degrees: MSN- 2016 – Frontier Nursing University | ANCC Certification as a Family Nurse Practitioner, # 20776 |
| Assistant Professor Full-time (Currently teaching these courses at FMU) | APRN 506 Health Systems and Risk Management APRN 507 Patient Education and Advocacy | Undergraduate Degree: RN component of MSN/FNP Program- 1998- Vanderbilt University Graduate Degrees: DNP –2014- MUSC MSN/FNP –1999- Vanderbilt University | ANCC Certification as a Family Nurse Practitioner, # 034259 |
| Assistant Professor Full-time (Currently teaching this course at FMU) | APRN 601 Advanced Pathophysiology | Undergraduate Degree: BSN 1996- Allentown College Graduate Degrees: MSN/FNP –2000- DeSales University | ANCC Certification as a Family Nurse Practitioner, #2006010552 |

| | | Post-Master's in Nursing Education- 2004- Villanova University DNP student at Chatham University, August, 2017 | |
|---|---|---|---|
| Instructor Part-time (Currently teaching this course at FMU) | APRN 602 Advanced Pharmacology | Undergraduate Degree(s): BS Pharmacology 1986- MUSC Graduate Degree(s): PharmD 1988- MUSC Post Doc-Pharm Family Medicine- 1989- MUSC | SC Pharmacist License #6585 Board Certification in Pharmacotherapy from the Board of Pharmaceutical Specialties # 293272 |
| Associate Professor Full-time (Currently teaching these courses at FMU) | APRN 603 Advanced Physical Assessment and Health Promotion APRN 714 Acute Care of Young Adults | Undergraduate Degree: BSN 1992- California State University Graduate Degrees: DNP- 2003- Rush University MSN/PNP-1997- Fresno State University MSN/FNP –1995- Fresno State University | ANCC Certification as a Family Nurse Practitioner, # 0359581 Eligible for Pediatric Nurse Practitioner also |
| Assistant Professor Full-time (Currently teaching these courses at FMU) | APRN 707 Clinical Decision-making and Ethics APRN 715 Acute Care of Adults | Undergraduate Degree: BSN 2004- MUSC Graduate Degrees: DNP- 2012- MUSC MSN/FNP –2012- MUSC | AANP Certification as a Family Nurse Practitioner, # F0512416 |
| Assistant Professor FT Tenure track (Teach 11 semester hours an academic year and have 10 semester hours for program administration, scholarship/research, and service) | 716 Acute Care of Geriatric Patients APRN 717 Adult-Gerontology Acute Care Internship I APRN 718 Adult-Gerontology Acute Care Internship II | Adult-Geriatric NP Acute care clinical experience | AGACNP Certification |

Total FTE needed to support the proposed program Faculty: Current faculty are eligible to teach adult courses so no new faculty is needed other than a track coordinator
Staff: PT one (1)
Administration: One (1)

**Faculty, Staff, and Administrative Personnel**

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

The track coordinator will be hired to teach the gerontology specific courses and administrate the program. Current faculty have expertise in adult care, both primary and acute and will be able to teach the adult courses. Preceptors are used for all NP practicum hours and will be sought out with the specific intent of acute care for adults and geriatric patients.

<p align="center">**Resources**</p>

**Library and Learning Resources**

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

The James A. Rogers University Library has adequate resources for nursing and business courses. The library is easy to access online at http://libguides.fmarion.edu/offcampus. The nursing program has a library liaison, Faith Keller, who is available to assist graduate nursing students with library services. The FMU library has three main vendors (Gale, EBSCO, and ScienceDirect), and two partnerships (DISCUS and PASCAL) which provide access to over 150 databases, including CINAHL, MEDLINE, and UpToDate. (Ms. Faith Keller, Nursing Liaison Librarian, personal communication, October 18, 2016). The FMU library resources are accessible from off-campus locations with the FMU ID card. These resources ensure that students can access the most up-to-date evidence. Dr. Tracy George, Assistant Professor of Nursing, is the library representative for the nursing program.

**Learning Resources:**

Additionally, no new resources or facilities will be needed. FMU is well-equipped with a multitude of students services as seen listed below.

- Computer and technology services
- SwampFox Emergency alert
- Writing Center available online
- Counseling and Testing provides professional counselors
- Student Health Services provides health care.
- University Center provides students with athletic facilities.
- Local police station is located one block from the Carter Center for Health Sciences (CCHS) building.
- FMU Patriot Bookstore
- Financial services
- Faculty advisement is provided to each graduate nursing learner.
- Faculty tutoring via email or by Skype.
- Simulation and skills laboratory hours

**Student Support Services**

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

No new services will be needed for the AGACNP program. There are open laboratory hours at the Luther F. Carter Center for Health Sciences (CCHS) and a state-of-the art simulation laboratory. Additionally, clinical courses summative evaluations use the eight (8) Objective Standardized Clinical Examination (OSCE) rooms at CCHS.

**Physical Resources/Facilities**
Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

FMU's CCHS building in downtown Florence is located near McLeod Regional Medical Center. CCHS has over 52,000 square feet and currently houses the following programs: Family Nurse Practitioner, Physician Assistants, Clinical Psychology, Speech-Language Pathology, and third and fourth year medical students from the University of South Carolina/Greenville. The building also houses the DNP program faculty and any graduate nursing student who wishes to be advised in person. The CCHS also has a 150-seat auditorium to accommodate interprofessional and community conferences.

**Equipment**
Identify new instructional equipment needed for the proposed program.
No new instructional equipment will be needed for the AGACNP program.

**Impact on Existing Programs**
Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

    **X** Yes

    ☐No

The proposed program will increase numbers of students enrolled in core and direct care advanced nursing courses. The core and direct care advanced nursing courses at this time can accommodate additional students. The core and direct care advanced nursing courses are taught online and if classes exceed a reasonable amount of students they are divided into two (2) classes and the faculty member is given the option of being paid for two (2) courses or requesting another faculty member to teach the second course section.

**Financial Support**

| Category | 1st | | 2nd | | 3rd | | 4th | | 5th | | Grand Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | New | Total | New | Total | New | Total | New | Total | New | Total | New | Total |
| **Sources of Financing for the Program by Year** | | | | | | | | | | | | |
| Tuition Funding | 110,030 | 110,030 | 235,214 | 235,214 | 311,861 | 311,861 | 353,589 | 353,589 | 366,912 | 366,912 | 1,377,606 | 1,377,606 |
| Program-Specific Fees | | | | | | | | | | | | |
| Special State Appropriation – Allocation | | 30,000 | | 60,000 | | 80,000 | | 90,000 | | 90,000 | | 350,000 |
| Reallocation of Existing Funds | | | | | | | | | | | | |
| Federal, Grant, or Other Funding | | | | | | | | | | | | |
| Total | 110,030 | 140,030 | 235,214 | 295,214 | 311,861 | 391,861 | 353,589 | 443,589 | 366,912 | 456,912 | 1,377,606 | 1,727,606 |
| **Estimated Costs Associated with Implementing the Program by Year** | | | | | | | | | | | | |
| Program Administration and Faculty/Staff Salaries | 149,600 | 199,985 | 149,600 | 250,369 | 174,600 | 308,959 | 174,600 | 325,754 | 174,600 | 325,754 | 823,000 | 1,410,820 |
| Facilities, Equipment, Supplies, and Materials | | 6,844 | | 13,687 | | 18,250 | | 20,531 | | 20,531 | | 79,844 |
| Library Resources | | 3,527 | | 7,054 | | 9,405 | | 10,581 | | 10,581 | | 41,147 |
| Other (Indirect Costs - Allocation) | | 30,735 | | 61,469 | | 81,959 | | 92,204 | | 92,204 | | 358,570 |
| Total | 149,600 | 241,090 | 149,600 | 332,580 | 174,600 | 418,573 | 174,600 | 449,069 | 174,600 | 449,069 | 823,000 | 1,890,381 |
| **Net Total** (Sources of Financing Minus Estimated Costs) | (39,570) | (101,060) | 85,614 | (37,366) | 137,261 | (26,712) | 178,989 | (5,480) | 192,312 | 7,843 | 554,606 | (162,775) |

**Note:** New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

**Budget Justification**
Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

**Personnel:**
The proposed program track will require a faculty member with expertise in adult-geriatric acute care. Administrative assistance will be used for all nursing graduate programs and therefore only partially paid from the AGACNP. Some part-time instruction has been added in the third year.  No annual increases have been applied.

**Tuition:**
Tuition is calculated at the 2018-19 rate with no increases.

**Equipment and Supplies:**
This will include printing and marketing of the program in the Pee Dee Region of SC.

**Evaluation and Assessment**

| Program Objectives (for AGACNP track) | Student Learning Outcomes Aligned to Program Objectives | Methods of Assessment |
|---|---|---|
| 1.  Demonstrate leadership and integrity in an advanced practice role that effects and changes systems to promote quality acute care healthcare, thereby enhancing human flourishing for young adults, older adults, and frail elderly patients from rural and underserved environments. | Demonstrate leadership and integrity in an advanced practice role that effects and changes systems to promote patient-centered care thereby enhancing human flourishing. | • Clinical evaluations<br>• Change project |
| 2.  Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based practice. | Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based practice. | • Research proposal<br>• Clinical evaluations |
| 3.  Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change | Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, systems, and | Clinical practice and interprofessional simulation experiences |

| | | |
|---|---|---|
| | in people, systems, and excellence in the nursing profession. | excellence in the nursing profession. | |
| 4. | Use informatics to analyze underlying disparities, and knowledge; formulate research questions; promote safety and quality improvement for young adults, older adults, and frail elderly patients requiring acute care. | Use informatics to analyze underlying disparities, and knowledge; formulate research questions; promote safety and quality improvement for patient care. | Clinical practice using documentation systems, telemedicine, and UptoDate evidence-based practice apps |
| 5. | Apply advanced concepts in science and nursing knowledge to implement acute illness healthcare and promote disease prevention for young adults, adults, and frail elderly. | Apply advanced concepts in science and nursing knowledge to implement health promotion and disease prevention. | • Clinical practice<br>• Patient education project |
| 6. | Employ knowledge in health policy and financing of healthcare in order to promote healthcare access and availability to promote human flourishing for young adults, older adults, and frail elderly patients from rural and underserved environments. | Employ knowledge in health policy and financing of health care in order to promote healthcare access and availability to promote human flourishing. | • Health policy project<br>• Providing value-based care in clinical practice as noted on evaluation |
| 7. | Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective care | Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective care | • Project in ethics course<br>• Clinical practice evaluations |
| 8. | Value cultural and ethnic diversity and caring in order to provide holistic patient-centered care for young adults, older adults, and frail elderly | Value cultural and ethnic diversity and caring in order to provide holistic patient-centered care. | • Clinical evaluations<br>• Discussion boards |

| | | |
|---|---|---|
| patients, from rural and underserved environments. | | |

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

The systematic evaluation plan (SEP) for the AGACNP program will track data for the following program outcomes and use trended data analyzed systematically for process improvements (PIs).

| Program Outcome | Data Collection Methods | Benchmark | Time for analysis | Anticipated PI Based on Possible Data |
|---|---|---|---|---|
| Retention rates | Collect number of students enrolled and complete the program in 150% of program length. | 80% of admitted students complete in 150% of program time. | Each semester student progress will be recorded and data will be aggregated at each graduation | If benchmark is not met after two (1) graduating cohorts or one (1) academic year, the nursing Graduate Committee will review admission criteria and individual courses attrition and the course evaluation methods. |
| Certification rates | Certification first-time pass data will be collected through the certification organization and/or direct communication with graduates. | 90% will pass certification on their first attempt. | Every calendar year after the first graduating cohort. | If certification rates fall below 90%, the NGC will review entire curriculum matrix for content deficits and increase objective proctored testing methods. |
| Graduate satisfaction rates | Satisfaction data will be collected via electronic survey at one (1) year post graduation for each cohort. | 80% satisfaction rate at 4 to 5 on a five (5)-point Likert scale. | Every cohort will be surveyed. | If satisfaction rates are under the established benchmark, nursing faculty will develop focus groups to gain qualitative data needed for PI. |
| Employee satisfaction rates | Satisfaction data will be collected via electronic survey at one (1) year post graduation for each cohort. | 80% satisfaction rate at 4 to 5 on a five (5)-point Likert scale. | Employers of every cohort will be surveyed. | If satisfaction rates are under the established benchmark, nursing faculty will interview leadership at the acute care organizations to gain |

| | | | | qualitative data needed for PI. |
|---|---|---|---|---|
| | | | | |

**Accreditation and Licensure/Certification**

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

> **x** Yes
>
> ☐No

The AGACNP program proposal will trigger a substantive change report to the Accreditation Commission for Education of Nurses (ACEN). The accreditation substantive change report will be submitted the Spring of 2020 before the first class enters to ensure accreditation by graduation.

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

> x Yes
>
> ☐No

Explain how the program will prepare students for this licensure or certification.
The American Nurses Credentialing Center (ANCC) certifies AGACNPs

**Article I.        Initial Eligibility Requirements & Fees**

**A current, unencumbered U.S. RN or APRN license is required.**

An unencumbered license is not currently being subjected to formal discipline by any state board of nursing and has no provisions or conditions that limit the nurse's practice in any way.

**Candidates must complete a graduate-level advanced practice education program** as an adult-gerontology ACNP at a nationally accredited school of nursing. The school's curriculum must include supervised clinical and didactic coursework consistent with competencies of adult-gerontology ACNP practice.

https://www.aacn.org/certification/get-certified/acnpc-ag

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

The entire program ensure the competencies needed by graduates to practice as AGACNPs as described by the National Organization of Nurse Practitioner Faculties (NONPF). The competencies are outlined in the 2016 Adult-Gerontology Acute Care Competency publication which can be found at:
https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/competencies/NP_Adult_Geri_competencies_4.pdf
The broad areas of the competencies include:
- Scientific knowledge
- Leadership
- Quality
- Practice inquiry
- Technology and Information Literacy

- Policy
- Health delivery System
- Ethics

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

☐Yes

**X** No