

Name of Institution
University of South Carolina Beaufort

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

Bachelor of Science in Nursing – Pre-licensure and RN to BSN tracks

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 OMA)
 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

August 16, 2018

CIP Code

51.3801

Delivery Site(s)

Historic Beaufort Campus - 50901

801 Carteret Street

Beaufort, SC 29902

Hilton Head Gateway Campus - 50903

1 University Boulevard

Bluffton, SC 29909

Delivery Mode

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

Distance Education

100% online

Blended (more than 50% online)

Other distance education

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

Dr. Kimberly Dudas

Dean (Interim), School of the Professions and Chair, Department of Nursing and Health Professions

843-208-8124

kdudas@uscb.edu

Institutional Approvals and Dates of Approval

Department of Nursing and Health Professions - *January 10, 2018*
University Courses and Curricula Committee - *February 2, 2018*
Faculty Senate - *February 16, 2018*
Executive Vice Chancellor for Academic Affairs - *April 26, 2018*
Chancellor - *April 26, 2018*

Background Information

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

Through input from faculty, students, stakeholders, and advisory board, a revised curriculum was developed. This curriculum will position **USES** SSN prepared nurses to function at the full scope of practice of a registered nurse, which meets a major goal of the Institute of Medicine (IOM).

Modifications include:

- Reduced SSN degree credits from 127 to 121.
- Edited department mission and vision to align with **USES** mission.
- Reduced program outcomes from 9 to 6.
- Separated didactic and clinical course content into two related courses.
- Increased focus on collaboration in interprofessional teams.
- Increased use of evidenced based guidelines.
- Increased focus on care of patient populations in addition to the care of individuals, families, and communities.
- Improved content on quality improvement, organizational leadership, change management, and high stakes communications.
- Increased use of patient care and information technologies.
- Enhanced focus on care transitions to improve health outcomes.

List the objectives of the modified program. (1500 characters)

1. Provide safe, quality, collaborative, and evidence-supported care in entry-level nursing positions across settings and in interprofessional teams.
2. Identify clinical problems, administer therapeutic interventions, and evaluate outcomes for individuals, families, and communities in need of professional nursing services.
3. Engage in high stakes communication that conveys knowledge of medical practice and clinical informatics, priorities and urgency for care within the scope and functions of licensure, willingness to advocate for the client/patient, adheres to ethical practice, and respect for interprofessional relationships.
4. Advance professional and organizational standards that impact patient populations by leading quality improvement and change management initiatives; influences access-to-care, cost effectiveness, and quality through policy interpretation and advocacy.
5. Demonstrate caring ideals that are culturally- sensitive, respect socio-economic differences, and honor client/patient and family variations and life preferences.
6. Incorporate the facile use of patient care and information technologies to advance relationship-centered care and population health strategies.

Assessment of Need

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

With the assistance of a nationally recognized consultant, Dr. Michael Bleich, the faculty examined the current curricula and identified gaps. These gaps were further supported by input from existing students, alumni, employers and the Nursing Advisory Board. The faculty then revised the BSN curricula to reflect current and emerging trends and issues in a purposeful and comprehensive program that reflects pedagogical approach moving from simple to complex, building nursing education on a strong liberal arts foundation. Further, it was identified that other SC BSN programs required fewer than 127 credits for the degree, placing USCB out of alignment with peer institutions.

The following standards were examined and incorporated as these standards reflect best practices in nursing education:

1. Pre-licensure competencies of the *Quality and Safety Education for Nurses Institute* (OSEN).
2. *The Essentials of Baccalaureate Education for Professional Nursing Practice* authored by the American Association of Colleges of Nursing (AACN).
3. South Carolina State Board of Nursing Rules and Regulations South Carolina Code of Regulations §91-31, Department of Labor, Licensing and Regulation-State Board of Nursing: 1976 Code Sections 40-33-10(g), 40-33-220(11), 40-33-270).

Further, the proposed curricula meets USCB general education requirements and USCB's requirement of at least 120 credits for a baccalaureate degree.

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

Yes

No

If yes, explain. (1000 characters)

PROGRAM MODIFICATION PROPOSAL

L. f Similar P - South Carol"

Program Name	Institution	Similarities	Differences
BSN	Anderson University	<ul style="list-style-type: none"> Prerequisites very similar Delivery of pre-licensure face to face instruction 	<ul style="list-style-type: none"> 123 credits for degree (+2cr) 63 credits in major (+1cr) Requires chemistry
BSN	Bob Jones University	<ul style="list-style-type: none"> Prerequisites very similar Delivery of pre-licensure face to face instruction 	<ul style="list-style-type: none"> 120 credits for degree (-1er) 59 credits in major (-3cr) Requires chemistry
BSN	Charleston Southern University	<ul style="list-style-type: none"> Prerequisites very similar Delivery of pre-licensure face to face instruction 	<ul style="list-style-type: none"> 129 credits for degree (+Ser) 64 credits in major (+2cr) Requires chemistry
BSN	The Citadel	<ul style="list-style-type: none"> Prerequisites very similar Delivery of pre-licensure face to face instruction 	<ul style="list-style-type: none"> 136 credits for degree (+15cr) 4S credits in major (-13cr) Requires chemistry
BS	Clemson University	<ul style="list-style-type: none"> Prerequisites very similar Delivery of pre-licensure face to face instruction 	<ul style="list-style-type: none"> 124 credits for degree (+3cr) 70 credits in major (+Ser) Requires chemistry
BSN	Francis Marion University	<ul style="list-style-type: none"> Prerequisites very similar Delivery of pre-licensure face to face instruction 	<ul style="list-style-type: none"> 120 credits for degree (-1er) 61 credits in major (-1cr) Requires chemistry
BSN	Lander University	<ul style="list-style-type: none"> Prerequisites very similar Delivery of pre-licensure face to face instruction 	<ul style="list-style-type: none"> 127 credits for degree (+6cr) 63 credits in major (+1cr) Requires chemistry
BSN	Medical University of South Carolina	<ul style="list-style-type: none"> Prerequisites very similar Chemistry not required Delivery of pre-licensure face to face instruction 	<ul style="list-style-type: none"> Accelerated BSN option only 121 credits for degree (Ocr) 61 credits in major (-1cr)
BSN	Newberry College	<ul style="list-style-type: none"> Prerequisites very similar Delivery of pre-licensure face to face instruction 	<ul style="list-style-type: none"> 131 credits for degree (+10cr) 56 credits in major (-6cr) Requires chemistry
BSN	South University	<ul style="list-style-type: none"> Prerequisites very similar Delivery of pre-licensure face to face instruction 	<ul style="list-style-type: none"> 150 credits for degree (+39cr) 90 credits in major (+29cr) Requires chemistry
BSN	University of South Carolina Aiken	<ul style="list-style-type: none"> Prerequisites very similar Delivery of pre-licensure face to face instruction 	<ul style="list-style-type: none"> 125 credits for degree (+4cr) 69 credits in major (+7cr) Requires chemistry
BS	University of South Carolina	<ul style="list-style-type: none"> Prerequisites very similar Delivery of pre-licensure face to face instruction 	<ul style="list-style-type: none"> 120 credits for degree (-1er) 66 credits in major (+4cr) Requires chemistry

PROGRAM MODIFICATION PROPOSAL

L" f Similar P _____ - South Carol

Program Name	Institution	Similarities	Differences
BSN	University of South Carolina Upstate	<ul style="list-style-type: none"> • Prerequisites very similar • Delivery of pre-licensure face to face instruction 	<ul style="list-style-type: none"> • 126 credits for degree (+5cr) • 67 credits in major (+3cr) • Requires chemistry

Description of the Program

Projected New Enrollment

The program currently has capacity to admit 48 students each year. The program anticipates net zero change in current enrollment and no new enrollment is expected as a result of this program modification.

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

The Proposed Revised BSN Curriculum Map is found in Appendix A.

Curriculum Changes

Note: Complete this table only if there are changes to the curriculum.

Courses Eliminated from Program	Courses Added to Program
Chemistry - content integrated in existing courses	Concepts, Communication and Calculations for Nurses
Trends and Issues in Nursing - content integrated in existing courses	Clinical Synthesis and Seminar
Healthcare Delivery Systems - content integrated in existing courses	
Gerontologic Nursing - content integrated in existina courses	

Faculty

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

USCB's current hiring, promotion and tenure guidelines meet the needs of the current and proposed curricular changes. There are no additional institutional changes in faculty or administrative support indicated based on the proposed program modification. The program currently employs 8 full-time faculty, a cadre of adjunct faculty with clinical expertise in the fields in which they are teaching, a department chair, and 1 administrative assistant.

Resources

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

Current university resources are sufficient to meet program needs. The library offers a wide array of print and electronic resources for the discipline of nursing; the nursing laboratory is spacious and well-equipped; the department has received grant funds from the Community Foundation of the Lowcountry and SC Promise of Nursing Program to implement new technologies to meet proposed program changes. There is adequate classroom space to continue to offer the BSN program in the same delivery format that currently exists. USCB

has expanded clinical partnerships to provide adequate clinical sites to offer hands-on learning to meet proposed curricular modifications.

Financial Support

There are no new revenue sources required to financially support the program. Existing financial support is expected to remain intact and is adequate to meet program needs. This is based on the the following: 1. There is a net zero change in enrollment. 2. Current physical resources are adequate and meet current enrollment needs. 3. All faculty lines are filled and adequate to meet USC System, SCBON requirements for current enrollment. 4. Credits to attain BSN degree decreased from 127 to 121.

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.

There are no new costs or additional sources of funding anticipated as a result of this proposed program modification.

Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

Will the proposed modification affect or result in program-specific accreditation ?

Yes

No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed modification affect or lead to licensure or certification?

Yes

No

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

The program prepares graduates for RN licensure and NCLEX-RN® exam which does not change existing practice. The modification is expected to improve preparation for the licensure exam. Data will continue to be collected with comparison prior to and post curricular changes. The program will continue to adhere to reporting requirements set forth by SC Board of Nursing and the Commission on Collegiate Nursing Education (CCNE), USCB's current BSN accreditor.

Teacher or School Professional Preparation Program

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

Yes

No

If yes, complete the following components.

Area of Certification

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

Appendix A :Proposed Revised BSN Curriculum Map

Freshman Year			
Semester 1	Credits	Semester 2	Credits
<i>ENGL B10/ English Composition I</i>	3	<i>ENGL B/02 English Composition II</i>	3
<i>BIOL B243 Anatomy & Physiology I</i>	4	<i>BIOL 8244 Anatomy & Physiology II</i>	4
<i>MATH B111 College Algebra</i>	3	ARTS, ARTH, MUSC, THEA (Fine Arts)	3
<i>PSYC / Of Introduction to Psychology</i>	3	<i>NURS IXX Concepts, Communication, &</i>	2
<i>HIST BIOi, B102, B111, B112, B115, or B116</i>	3	<i>Calculations</i>	
		<i>STAT B201 Statistics</i>	3
TOTAL CREDITS	16	TOTAL CREDITS	15
Sophomore Year			
Semester 3	Credits	Semester 4	Credits
<i>BIOL 8230 Microbiology</i>	4	NURS B202 Decision-Making in Concept-Based Care	3
<i>COMM 140 Interpersonal Communication</i>	3	NURS B202C Clinical Care & Introduction to Nursing Techniques	3
<i>HRTM 8242 Nutrition</i>	3	NURS B310 Pathophysiology	3
<i>PSYC B321 Developmental Psychology</i>	3	NURS B312 Assessment & Physical Examination of Individuals	3
<i>SOCY 101 Introduction to Sociology</i>	3	Language (Recommend SPAN B101)	3
TOTAL CREDITS	16	TOTAL CREDITS	15
		CLINICAL HOURS	160
Junior Year			
Semester 5	Credits	Semester 6	Credits
NURS B320 Pharmacologic Interventions	3	NURS B356 Care of Childbearing Families	3
NURS B326 Care of Adults with Acute & Chronic Conditions	3	NURS B358 Care of Children	3
NURS B326C Clinical Care of Adults with Acute & Chronic Conditions	3	NURS B360C Clinical Care of Childbearing Families	3
NURS B330 Transcultural Health Practices	3	Language (Recommend SPAN B102)	3
NURS B350 Science of Evidenced-Based Practice	3	Elective	
TOTAL CREDITS	15	TOTAL CREDITS	15
CLINICAL HOURS	120	CLINICAL HOURS	120
Senior Year			
Semester 7	Credits	Semester 8	Credits
NURS B410 Leading in Organizational Settings	3	NURS B425 Care of High Acuity Adults	3
NURS B412 Care of Individuals with Mental & Addictive Disorders	3	NURS B425C Clinical Care of High Acuity Adults	3
NURS B418 Community & Public Health Nursing	3	NURS B435 Career Preparation and Transition	2
NURS B422C Clinical Care in Public & Community Health Settings	3	NURS B430C Clinical Synthesis and Seminar	3
Elective	3	Elective	3
TOTAL CREDITS	15	TOTAL CREDITS	14
CLINICAL HOURS	120	CLINICAL HOURS	240
		<i>Total Credits/or BSN Degree = 111</i> <i>Total Clinical Hours = 760</i>	

Courses in italics are required pre-requisites for acceptance to the BSN major.



Al M. Panu, Ph.D.
Chancellor

April 26, 2018

Dr. Harris Pastides
Office of the President
University of South Carolina
Osborne Administration Building, Suite 206
Columbia, SC 29208

Dear Dr. Pastides:

The Office of Academic Affairs at the University of South Carolina Beaufort (USCB) is submitting a program modification for the Bachelor of Science in Nursing (BSN) degree program for review and approval.

BSN Program Modification

Through input from faculty, students, stakeholders, and the Nursing Advisory Board, a revised curriculum was developed. This curriculum will position USCB BSN-prepared nurses to function at the full scope of practice of a registered nurse, which meets a major goal of the Institute of Medicine (IOM). With the assistance of a nationally recognized consultant, Dr. Michael Bleich, the faculty examined the current curricula and identified gaps. These gaps were further supported by input from existing students, alumni, employers and the Nursing Advisory Board. The faculty then revised the BSN curricula to reflect current and emerging trends and issues in a purposeful and comprehensive program that reflects the pedagogical approach of moving from simple to complex, building nursing education on a strong liberal arts foundation. Further, it was identified that other SC BSN programs required fewer than 127 credits for the degree, placing USCB out of alignment with peer institutions.

The following standards were examined and incorporated as these standards reflect best practices in nursing education:

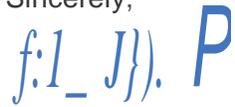
1. Pre-licensure competencies of the Quality and Safety Education for Nurses Institute (QSEN).
2. The Essentials of Baccalaureate Education for Professional Nursing Practice authored by the American Association of Colleges of Nursing (AACN).

Dr. Pastides
Page2
April 26,2018

3. South Carolina State Board of Nursing Rules and Regulations South Carolina Code of Regulations §91-31, Department of Labor, Licensing and Regulation-State Board of Nursing: 1976 Code Sections 40-33-IO(g), 40-33-220(11), 40-33-270) .

We appreciate your consideration and ask that you honor our request and grant approval for the BSN program modification.

Sincerely,



Al M. Panu,Ph.D.

cc: Eric Skipper, Ph.D.
Mary Anne Fitzpatrick, Ph.D.
Martha A. Moriarty, Ph.D.
Kimberly Dudas,Ph.D.



Department of Nursing and Health Professions

August 17, 2018

Dear Ms. Yin,

As requested, please find additional information related to the University of South Carolina Beaufort's Program Modification Proposal for the Bachelor of Science in Nursing (BSN).

BSN Program Mission

The mission, philosophy, and student learning outcomes were reviewed with minor changes and approved by the nursing faculty on 1-10-2018. The Revised Mission, Philosophy and BSN Student Learning Outcomes (SLOs) are as follows:

BSN Program Mission

Consistent with the USCB mission, the BSN Program exists to prepare competent and safe professional nurses to serve in local, regional and national settings, using concepts, care strategies, and techniques to deliver patient/client-centered nursing services as a member of the discipline and the interprofessional health care team.

BSN Program Philosophy

As a faculty, we believe that nursing is a relationship-centered profession with a unique science, complemented by other liberal arts and science-based disciplines. The foci of care are aimed at serving individuals, families, and communities with a scope that encompasses health promotion and maintenance, disease management, and care coordination across the spectrum of health service organizations. Nursing's influence reflects professional autonomy and extends to shared roles on interprofessional teams.

We also believe that students are responsive and responsible learners and that our role as educators is to unleash knowledge and skills acquisition and maximize their human potential consistent with contemporary nursing standards and best practices. We commit to best practices in teaching/learning with a focus on student-centered approaches to education. Our dedication extends by modeling sensitivity, curiosity and innovative practices to students in a scholarly, respectful, and safe learning environment; delivering expert nursing care to those needing healthcare as they face illness and seek health and wellbeing; and influencing service environments where clinical practice is performed to foster client/patient-centered holistic care. We believe health to be a state of being that optimizes human functioning and quality of life.

BSN Student Learning Outcomes

The BSN SLOs were reviewed as part of the process. Considerable discussion resulted in modification of the outcomes, effectively reducing outcomes from nine to six, listed below. The proposed BSN SLOs better reflect QSEN (2018) competencies, findings of the Institute of Medicine (IOM) Report (2010) on the future of nursing and *Essentials of Baccalaureate*



Department of Nursing and Health Professions

Education for Professional Nursing Practice (AACN, 2008), with careful consideration of the needs to prepare safe BSN nurses for the workforce. The BSN SLOs were approved by the faculty at the January 10, 2018 meeting, and are as follows:

Guided by a revised mission and philosophy, and based on a curricular design that builds on the liberal arts, graduates of the BSN program will:

1. Provide safe, quality, collaborative, and evidence-supported care in entry-level nursing positions across settings and in interprofessional teams.
2. Identify clinical problems, administer therapeutic interventions, and evaluate outcomes for individuals, families, and communities in need of professional nursing services.
3. Engage in high stakes communication that conveys knowledge of medical practice and clinical informatics, priorities and urgency for care within the scope and functions of licensure, willingness to advocate for the client/patient, adheres to ethical practice, and respect for interprofessional relationships.
4. Advance professional and organizational standards that impact patient populations by leading quality improvement and change management initiatives; influences access-to-care, cost effectiveness, and quality through policy interpretation and advocacy.
5. Demonstrate caring ideals that are culturally- sensitive, respect socio-economic differences, and honor client/patient and family variations and life preferences.
6. Incorporate the facile use of patient care and information technologies to advance relationship-centered care and population health strategies.

Supporting References

American Association of Colleges of Nursing [AACN]. (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice*. Retrieved from: <http://www.aacnnursing.org/Portals/42/Publications/BaccEssentials08.pdf>

Institute of Medicine. [IOM]. (2010). *The Future of Nursing: Leading Change, Advancing Health*. Washington, DC: The National Academies Press. Available at: <http://www.nationalacademies.org/hmd/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx>

Quality and Safety in the Education of Nurses [QSEN] Institute. (2018). *QSEN Competencies*. Retrieved from: <http://qsen.org/competencies/pre-licensure-ksas>



Department of Nursing and Health Professions

Program Objectives, SLOs and Methods of Assessment

The table below illustrates the links between program objectives, student learning outcomes and methods of assessment.

Program Objectives	Student Learning Outcomes Aligned with Objectives	Methods of Assessment
BSN graduates incorporate quality, safety and evidence-based care into the practice of nursing.	Provide safe, quality, collaborative, and evidence-supported care in entry-level nursing positions across settings and in interprofessional teams.	<ul style="list-style-type: none"> ▪ Course Exams ▪ NCLEX-RN® Predictor Exam ▪ Clinical Evaluation of Performance ▪ Written Assignments ▪ Exit, Alumni and Employer Surveys
BSN graduates exhibit sound clinical judgment.	Identify clinical problems, administer therapeutic interventions, and evaluate outcomes for individuals, families, and communities in need of professional nursing services.	<ul style="list-style-type: none"> ▪ Course Exams ▪ NCLEX-RN® Predictor Exam ▪ Clinical Evaluation of Performance ▪ Written Assignments ▪ Exit, Alumni and Employer Surveys
BSN graduates are effective communicators and collaborators within the interdisciplinary healthcare team.	Engage in high stakes communication that conveys knowledge of medical practice and clinical informatics, priorities and urgency for care within the scope and functions of licensure, willingness to advocate for the client/patient, adheres to ethical practice, and respect for interprofessional relationships.	<ul style="list-style-type: none"> ▪ Course Exams ▪ NCLEX-RN® Predictor Exam ▪ Clinical Evaluation of Performance ▪ Written Assignments ▪ Exit, Alumni and Employer Surveys
BSN graduates are prepared to assume leadership roles.	Advance professional and organizational standards that impact patient populations by leading quality improvement and change management initiatives; influences access-to-care, cost effectiveness, and quality through policy interpretation and advocacy.	<ul style="list-style-type: none"> ▪ Course Exams ▪ NCLEX-RN® Predictor Exam ▪ Clinical Evaluation of Performance ▪ Written Assignments ▪ Exit, Alumni and Employer Surveys
BSN graduates promote patient-centered care.	Demonstrate caring ideals that are culturally- sensitive, respect socio-economic differences, and honor client/patient and family variations and life preferences.	<ul style="list-style-type: none"> ▪ Course Exams ▪ NCLEX-RN® Predictor Exam ▪ Clinical Evaluation of Performance ▪ Written Assignments ▪ Exit, Alumni and Employer Surveys



Department of Nursing and Health Professions

Program Objectives	Student Learning Outcomes Aligned with Objectives	Methods of Assessment
BSN graduates use information and technology to communicate and manage knowledge to support decision-making.	Incorporate the facile use of patient care and information technologies to advance relationship-centered care and population health strategies.	<ul style="list-style-type: none">▪ Course Exams▪ NCLEX-RN® Predictor Exam▪ Clinical Evaluation of Performance▪ Written Assignments▪ Exit, Alumni and Employer Surveys

Should you require additional information, please feel free to contact me at 843-208-8124 or kdudas@uscb.edu.

Sincerely,

A handwritten signature in cursive script that reads "Kimberly Dudas".

Kimberly Dudas, PhD, RN-BC, CNE
Dean (Interim), School of the Professions
Chair, Department of Nursing and Health Professions

c. Dr. Eric Skipper, Executive Vice Chancellor of Academic Affairs
Dr. Martha Moriarty, Associate Vice Chancellor, Academic Affairs & Institutional Effectiveness