

	user will be considered and carefully addressed. This course will provide students with a thorough understanding of confidentiality issues surrounding information management; and the impact information management systems have on the healthcare team, delivery of care, efficiency and productivity, patient safety, and health outcomes.
NURSU XXX Population Focused Nursing: Health Promotion and Community Partnership	This course is designed to provide the knowledge and skills in applying health promotion, health equities and disease prevention frameworks, and nursing and public health concepts to population-based healthcare with an emphasis on promoting and protecting the health of the public using health promotion, risk reduction, and disease management and control strategies for vulnerable persons and populations. Clinical experiences will include an evidence-based population health project with a specific population in a community setting
NURSU XXX Practicum in Clinical and Management Decision-Making	This clinical course allows the registered nurse to apply learned nursing theory and clinical knowledge with their baccalaureate education in the identification and implementation of a scholarly nursing project. This project utilizes, but is not limited to, knowledge of leadership skills, principles of teaching/learning, healthcare policy, change process, group process, team building, collaboration, healthcare policy and delivery systems, quality improvement, evidence-based care, diversity, nursing roles, information technology and systems, population-based care, and ethical/legal issues.

Assessment of Student Learning Outcomes: Student learning outcomes will be assessed by successful completion of the program, survey of employers on these nurses at graduation, and a BSN exit survey where the graduate ranks his/her satisfaction with meeting the program objectives and rates the quality of the education. Employers will be asked to evaluate the students on each of the learning outcomes with the goal that 90% of the employers will “Agree or Strongly Agree” that the MUSC CON student demonstrates these new learning outcomes. On the BSN exit survey, students will be asked their perception of their ability to demonstrate each of the objectives with the goal of all students choosing “Agree or Strongly Agree”. In addition, the goal is that 100% of students will rate the quality of their education as “Very Good or Exceptional” . Table 5 demonstrates the metrics and how they relate to program outcomes and learning outcomes.

Program Outcomes (PO)

1. Overall satisfaction with their educational experience.
2. Knowledge, skills, and abilities to provide leadership, evidence-based care, and patient safety to achieve quality outcomes in patient care.
3. Competence in care coordination and facilitation of access to resources across the continuum of healthcare environments in order to meet the evolving healthcare needs of individuals, families, communities, and populations.
4. Effective interprofessional communication and shared decision making in applying principles of systems and organizational processes to promote quality care and patient safety.

Student Learning Outcomes (SLO)

1. Function effectively within nursing and interprofessional teams by fostering open communication, respect, and shared decision-making to achieve quality outcomes in patient care
2. Collect, analyze, and synthesize data to make clinically-reasoned judgments about evidence-based interventions and evaluation of outcomes
3. Assume accountability for quality and safety for one's own practice and delegated nursing care
4. Demonstrate knowledge of the influence of policy on social determinants of health and lifestyle variations for interventions related to health equities, health promotion, risk reduction, and disease prevention for individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare
5. Use knowledge of organizations and systems leadership to design, manage, coordinate, collaborate, and negotiate a plan of care with the patient/family and interprofessional healthcare team, and to allocate physical, fiscal, and human resources.

Table 5: Student Learning Outcomes			
Metric	PO	SLO	Target
Percent of graduating students who agree they made the right choice in selecting MUSC CON	1	-	100%
Percent of graduating students who agree they received a high quality education	1	-	100%
Percent of employers who agree/strongly agree that graduate collects, analyzes, and synthesizes data for clinically reasoned judgments	2	2	90%
Percent of students that agree/strongly agree that they can analyze data and identify and prioritize responses	2	2	100%
Percent of employers who agree/strongly agree graduate assumes accountability for quality & safety for one's practice and nursing care	2	3	90%
Percentage of students that agree/strongly agree that they can apply nursing interventions to achieve quality outcomes in patient care	2	3	100%
Percentage of employers that agree that the graduate can function effectively within nursing and interprofessional teams	3, 4	1	90%
Percentage of students that agree/strongly agree that they can coordinate nursing care across the continuum of healthcare environments	3	4	100%
Percent of employers who agree/strongly agree graduate demonstrates knowledge of social determinants of health and lifestyle variations for intervention	3	4	90%
Percentage of students that agree/strongly agree that they can communicate effectively within interprofessional teams	4	1	100%
Percentage of employers who agree/strongly agree graduate can apply principles of systems and organizational processes and understands resource allocation in planning care for individual patients, families, communities, and populations.	3	5	90%
Students will successfully complete three clinical projects that make up the overall capstone of the program.	2,3,4	1-5	100%

7. Faculty

To meet the demands of this modified program, the CON will need 1.5 FTEs to begin the program in year 1 and will hire new faculty. In year 2 and 3 of the program, another 1.15 faculty FTE will need to be hired to cover increased student enrollment. In addition, the Director of the BSN program will need a 0.2 FTE increase to oversee this program. Table 5 represents the current faculty full-time equivalent (FTE) devoted to the baccalaureate program. The didactic courses will require 70% teaching effort in year one. In addition, the clinical preceptor time and faculty work will require another 45% teaching effort. As a result, 1.5 FTE's will be hired for the proposed program allowing faculty development time for new courses. As the program grows, an additional 1.15 FTE will be hired for student oversight and teaching. These faculty members must have experience in the RN role and be masters-prepared with a doctorate preferred. Experience in teaching, or at least precepting, will be critical.

Full-Time FTE	Part-Time FTE	Total Faculty FTE
10	12	22

The primary mission of the MUSC College of Nursing is to preserve and optimize human life in South Carolina and beyond through our commitment to evidence-based nursing education. To actualize this mission, the College carefully selects educator-clinicians and educator-researchers based on academic and experiential preparation to meet our strategic educational goals and priorities

Faculty Academic Preparation: Almost all regular, tenure track faculty members (87%) are either doctorally prepared (PhD, ScD, DrPH, DNP) or currently enrolled (9%) in a doctoral program (PhD, EdD, or DNP). No faculty member holds less than a master's degree, and 65% are nationally certified, including 100% of NP faculty. It is fitting that a majority of faculty members (61%) are educator-clinicians, given the practice focus of the undergraduate nursing program and the high percentage of graduate students in our doctorate of nursing practice program. However, the number of educator-researchers (18) is sufficient to further the research mission of the College, and the number of doctorally prepared faculty (40) is adequate to support doctoral programs within the College (Table 6).

Table 6. Number & Percent of Regular Faculty, by Rank & Characteristics, Devoted to All Degree Program in the CON (BSN, MSN, DNP, and PhD)

Characteristic	Rank									
	Total		Professor		Assoc Professor		Asst Professor		Instructor	
	No.	%	No.	%	No.	%	No.	%	No.	%
Rank	46	100	7	15	12	26	14	30	13	29
Full-time status	45	98	7	15	12	27	13	29	13	29
Doctorate	40	87	6	15	12	30	13	33	8	22
Tenured	8	17	7	88	1	12	—	—	—	—
Certified	30	65	3	10	6	20	9	30	13	40
Educator track										
Clinician	28	61	1	4	6	21	9	32	12	43
Research	18	39	6	33	6	33	5	28	1	6

Faculty Development: With 60% of programs at the College of Nursing offered online, and over 250 students receiving online education, faculty development has focused on online teaching. To support faculty development in online teaching, a course was designed for all who teach online, in addition to ongoing Moodle training and super-user support throughout the college. Orientation for new faculty continues for a full semester after being hired. New faculty who are hired take three education courses offered by the College, including a course addressing online methodologies. The MUSC Apple Tree Society continues to foster dialogue and activities related to the scholarship of teaching on campus. They offer presentations every two weeks and record many of them for interested faculty who cannot attend the live sessions. Examples of recent topics include: instructional design, teaching methods, assessment of teaching, assembling teaching portfolios, conflict resolution and communication, motivating mentees, building a career as an educator, and NIH review process.

8. Physical Plant

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

The Nursing Technology Center (NTC) continues to provide optimal information technology equipment and resources to support the College's faculty, staff and students. The College of Nursing web page is viewed as the portal for students and potential faculty. It is reviewed and updated on an ongoing basis. The NTC also began developing videos to assist with ongoing College of Nursing training needs. A joint project between the Office of Chief Information Officer (OCIO) and the College of Nursing continued during FY13 to update and integrate faculty, staff and student database needs. This has expedited our ability to pull student outcome data and obtain information for student grants.

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

9. Equipment

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

10. Library Resources

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

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

The library resources remain unchanged and this modification will not affect the library's ability to support the program. The library continues to serve as a major health science library for MUSC, the State of South Carolina, and the Southeast, and no new acquisitions will be needed to accommodate the additional students for the BSN degree due to this modification. Students and faculty have access to a vast amount of resources online, and preceptors are also granted access upon request. This supports online education as well as those who live locally. Net IDs and passwords are utilized so that library resources can be accessed from anywhere in the world. Alumni of the program can continue to have access if they visit the library.

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

11. Accreditation, Approval, Licensure, or Certification

The Commission on Collegiate Nursing Education (CCNE) accredits the current Accelerated BSN program. The BSN program was accredited on May 24, 2010 for 10 years and will be up for renewal on June 30, 2020. CCNE accredits at the degree level, not by entry point into the program. The CON will ensure that this new RN-BSN program incorporates the 2008 Baccalaureate Essentials and will ensure that all graduates have attained the baccalaureate competencies. The program will provide opportunities for students to integrate new learning and baccalaureate level skills into practice. The CON has already been in contact with CCNE and will be submitting a substantive change once approval is received from the South Carolina Commission of Higher Education. This is not a new degree but rather a new entry level for the BSN degree and there is no approval required from the Southern Association of Colleges and Schools Commission on Colleges (SACS COC). We will submit a separate assessment plan to them for approval. The state board of nursing does not require anything in regards to this program since they only regulate programs related to pre-licensed students.

12. Estimated Costs and Sources of Financing

This request to modify the RN-BSN program complements the work of the College of Nursing. Course development and recurring costs (i.e. personnel) are 100% funded through the College of Nursing.

The tuition funding listed in the table (Table 7) below assumes the following: A year-one enrollment of 30 students with that number increasing to an estimated 60 over the next four years. With very few exceptions, these students will be SC residents and pay in-state tuition for the first two years. In year three the program will be opened to a small number of out-of-state students (20%). The assumption is that all in-state students years 1 and 2, then 10 out-of-state students year 3, and 12 out-of-state students years 4 and 5. The tuition totals are based on the Medical University of South Carolina in-state tuition for full time enrollment by semester for a one-year program. Tuition increases of 2% in-state per year and 1% out-of-state per year were made. The Medical University of South Carolina Hospital system will offset the tuition for 30 RN employees for the RN-BSN program for the first year and will have priority admission.

Program Administration:

.2 FTE, including fringe benefits, of the Director of the Undergraduate Programs will be necessary for the program. This effort will include program oversight, review of program faculty, program outcomes, and program matriculation.

Faculty Salaries:

Two new faculty members will be hired (one full time and one part time) effective Fall 2014 in the College of Nursing to meet the needs of this new modification. The didactic courses will require 70% teaching effort, and clinical preceptor time and faculty work will require another 45% teaching effort. In addition there is course development time. Based on this, 1.50 FTE, including fringe benefits, will be recruited for teaching needs and program development. With

growth in the program of student numbers, additional faculty will be hired in years 2 and 3 to equal another 1.15 FET by year 3.

Clerical/Support Personnel:

One additional staff member FTE, including fringe benefits, will be needed to meet the demands of the RN-BSN program. These would include review of applications and necessary prerequisites. This effort would also include administration of grades, clinical placements, surveys, and course evaluation. In addition, 0.2 FTE, including fringe benefits, of information technology (IT) staff support will be necessary to aid students in the online learning environment.

Supplies and Materials:

Two computers will be purchased in year 1 to support the faculty and staff assigned to the program (referenced above). An additional computer will be added for the faculty hired in year 3.

Facilities:

The College is assessed a charge of \$26/square foot for office space maintenance in the University's budgeting model. This line item will cover this charge for three faculty/staff assigned to the program.

Other:

The College of Medicine operates a Simulation Lab where undergraduate students can practice their clinical skills in a safe, state-of-the-art learning environment. The Lab also allows faculty to assess clinical skills and safety for each student. The cost included here will be used to reimburse the College of Medicine for lab time.

Table 7 - Costs to the Institution and Sources of Financing

ESTIMATED COSTS BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	\$22,100	\$22,763	\$23,446	\$24,149	\$24,874	\$117,332
Faculty Salaries	\$127,075	\$196,331	\$202,221	\$269,618	\$277,70	\$1,072,951
Graduate Assistants						
Clerical/Support Personnel	\$117,000	\$120,510	\$124,125	\$127,849	\$131,685	\$621,169
Supplies and Materials	\$10,000	\$5,000				\$15,000
Library Resources						
Equipment						
Facilities	\$9,360	\$9,360	\$9,360	\$9,360	\$9,360	\$46,800
Other: Simulation Fees	\$3,800	\$3,914	\$4,031	\$4,152	\$4,277	\$20,175

TOTALS	\$289,335	\$357,878	\$363,184	\$435,129	\$447,90	\$1,893,427
SOURCES OF FINANCING BY YEAR						
Tuition Funding	\$237,834	\$295,249	\$299,627	\$361,158	\$369,520	\$1,563,387
Program-Specific Fees	\$ 51,501	\$62,629	\$63,557	\$73,971	\$78,382	\$330,040
State Funding*						
Reallocation of Existing Funds**						
Federal Funding						
Other Funding (Specify)						
TOTALS	\$289,335	\$357,878	\$363,184	\$435,129	\$447,902	\$1,893,427

There are no unique costs or other special state appropriations required or requested. The cost of the program will be financed with tuition dollars and program fees. The commitment from MUSC for 30 students the first year with full tuition and at least 15 students in year two will insure program success.

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