

COASTAL CAROLINA UNIVERSITY

Conway, South Carolina

**Proposal to the
South Carolina Commission on Higher Education
Program Modification
for
Current Completion Program
in
Bachelor of Science in Nursing**

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Signature will be provided on the original.

**David A. DeCenzo
President**

CLASSIFICATION

Program Title: Bachelor of Science in Nursing (completion program)
Academic Unit: College of Science, Department of Health Sciences
Designation of Degree: Bachelor of Science, 2-year completion program
Date of Implementation: Fall 2014
CIP code: 51.3801
Site: Main Campus, Coastal Carolina University, Conway, SC
Qualifies for Palmetto Fellows and LIFE Scholarship Awards: Yes
Delivery Mode: Current delivery mode is 40% on-line and 60% face-to-face. This modification request is to continue to offer one section of each nursing course using 40% on-line and 60% face-to-face delivery mode and to add a second section for each nursing course that is totally on-line. Both sections will use Moodle Online Learning Management System.
Area of Certification; None

INSTITUTIONAL APPROVAL

Table 1: List of all internal institutional bodies of which approval was obtained for the original BSN completion program

Internal Institutional Body	Date of Required Approval
Curriculum Committee, College of Science	2/10/2010
Dean, College of Science	2/10/2010
CCU Academic Affairs Committee	2/12/2010
CCU Faculty Senate	3/5/2010
Provost	4/20/2010
President	4/20/2010
Board of Trustees	2/20/2009

Our institution does not require a separate approval process for the transition to online delivery. However, the Dean and the Provost review any such transitions, and the President must approve the submission to CHE.

Once approval has been obtained from CHE, two other processes will be implemented to demonstrate national quality status. One will demonstrate technical quality, and one will demonstrate nursing quality. Coastal Carolina University is a Quality Matters (QM) institution for purposes of Distance Learning, and this proposed program will implement the process for each course in the program to achieve Quality Matters certification. In addition, this program will submit a Substantive Change report to the Accreditation Commission for Education in Nursing, Inc. (ACEN), formerly the National League for Nursing Accrediting Commission (NLNAC), to support and maintain our current national accreditation status in nursing.

PURPOSE

Description of Proposed Modification: Coastal Carolina University (CCU) proposes to offer every nursing course in the Bachelor of Science in Nursing completion program in two mirrored sections, one completely on-line and one in a more traditional face-to-face classroom. The program course work is currently being offered using the Moodle Course Management System for approximately 40% of the required classroom time and traditional face-to-face classroom instruction for the other 60%. We have initiated a pilot program offering paired courses for Fall 2013, Spring 2014, and Fall 2014. The National League for Nursing Achievement tests for Health Assessment, Community Health and Baccalaureate Achievement will be given at the end of NUR 305, NUR 410 and NUR 430, respectively. Provided that these test results are roughly equal (whether a class is on-line or not) and that overall enrollment in the nursing classes increases, our plan is to offer *every* nursing course in two mirrored sections (one on-line, one face-to-face) every Fall and Spring semester. This would allow some students to complete the completion program totally on-line.

Purpose of Modification: The purpose of this modification is to make baccalaureate nursing education available to registered nurses who often work 12-hour shifts on assigned shifts, to single nurses with small children, and to nurses with jobs that require them to work or be on call every weekend. The reality of these students' employment circumstances requires a flexible approach to program delivery.

Students may select face-to-face or on-line course sections throughout the entire program. Both sections will have the same student learning outcomes, the same syllabi, the same requirements, and (in most instances) the same teachers. Students in both sections of the required practicums will select preceptors in their community and collaboratively complete the practicum requirements. Likewise, students in both sections of Health Assessment Laboratory will have access to Lippincott's Bates videotapes through the Kimbel Library at CCU. Students also purchase access to a digital clinical experience entitled Shadownedhealth.com which provides opportunities to practice health assessment skills in a simulated practice setting. The program goals and student learning outcomes are the same for both sections of every nursing course. Also, students completing on-line course sections will pay the same tuition as students in the traditional face-to-face course sections.

Objectives of Modified Program: The objectives of the program remain the same. Both the program objectives and the student learning outcomes are identical for the on-line classes and the face-to-face classes.

Nursing Program Purposes:

The purposes of the BSN completion program are to provide registered nurses with the opportunity to learn to:

- 1: Design, manage, and coordinate care roles in diverse communities.
- 2: Assume leadership roles in a health care environment.
- 3: Serve their community and region by providing disease prevention and health-enhancing education programs.
- 4: Successfully matriculate to graduate study in nursing.

Nursing Program Outcomes:

The BSN completion program will:

1. Prepare graduates who consistently apply professional standards, ethics, and values in their nursing practice (P 1,2,3).
2. Prepare graduates to assess, design and implement health promotion and disease prevention nursing programs for diverse individuals, groups and communities (P 1,3).
3. Prepare graduates to evaluate nursing research and apply the results to evidenced-based nursing practice (P 1,2,3,4).
4. Prepare graduates with the intellectual skills and competencies to provide leadership on health care management teams that promote patient safety and quality care in health care institutions and community settings (P 1,2,3).
5. Prepare graduates to take a leadership role in the profession of nursing and in health care issues in the state and nation (P 2,3).
6. Prepare graduates for advanced nursing education programs (P 4).

P=program purposes

Nursing Student Learning Outcomes:

Upon completion of this program, the students will be able to:

1. Synthesize knowledge from the Core Curriculum, Foundation Courses and the Nursing courses and apply that knowledge to the provision of theoretical, ethical, evidence-based professional nursing practice (PO 1, 3, 4).
2. Implement a complete health assessment for diverse individuals, families, groups, and communities that focuses on health promotion and disease prevention (PO 1, 2).
3. Design, plan, implement and evaluate a program for diverse client populations that reflects analysis of assessment data, strategies for health promotion, risk reduction and disease prevention/restoration/rehabilitation (PO 1, 2).
4. Apply critical thinking and complex communication skills when making judgments, when engaging in creative problem solving, and when making decisions that ensure achievement of desired outcomes when leading a professional nursing group/department/practice (PO 1, 3, 4, 5).
5. Synthesize knowledge from global, social, economic, epidemiologic and political systems to understand and lead change in health care delivery systems in their community, state, and nation (PO 1, 4, 5).
6. Analyze research findings and apply them when making decisions, resolving problems, and evaluating outcomes in evidenced based professional nursing practice (PO 2, 3, 5).

PO=program objective

JUSTIFICATION

The Need and Rationale for This Modification: In late 2010, the Institute of Medicine (IOM) released a report entitled *The Future of Nursing: Leading Change, Advancing Health*. This report recommended that 80% of the nursing workforce be prepared at the baccalaureate level by the year 2020. This recommendation recognized that a better educated nursing workforce is needed to ensure that all Americans have access to high-quality care (IOM, 2011. *The Future of Nursing: Leading Change, Advancing Health*. Washington, DC: The National Academies Press).

In response, The Tri Council for Nursing, consisting of the American Association of Colleges of Nursing, the National League for Nursing, the American Nurses Association and the American Organization of Nurse Executives, currently leads a \$4.3 million dollar initiative funded by the Robert Wood Johnson foundation to create a more highly educated nursing workforce (<http://www.rwjf.org/en/search-results.html?u=&k=Academic+Progression+in+Nursing>).

Likewise, South Carolina initiated the One Voice One Plan + Critical Needs Nursing Initiative in 2006 and received funding in the amount of \$2 million dollars in 2007. This Plan had five priorities that included increasing the salary of nursing faculty, increasing the number of nursing faculty, developing more scholarships for nurses to become faculty, funds for the SC Office of Workforce Research, and development of the use of simulation technology in nursing education (http://www.scha.org/files/documents/OVOP_pdf_current1.pdf).

The Office of Healthcare Workforce Research for Nursing reported, as of 2010, that there were 36,213 nurses practicing in South Carolina; 12% were LPN prepared, 51% were ADN prepared, and 37% were BSN prepared. They also reported that only 8.8% of the RNs practicing in South Carolina hold advanced degrees. This is 4% lower than the national average. Likewise, only 0.5% of the total RN population holds doctorate degrees (<http://www.sc.edu.nursing/workforce/sorkforce.html>).

According to a phone conversation with the South Carolina Board of Nursing, as of May 1, 2014, there are 29,353 nurses licensed to practice in South Carolina as registered nurses who are educationally prepared at the ADN level, and 19,918 are prepared at the BSN level. Therefore, even though there is a national movement to increase the educational level of professional nurses, and even though there is a state initiative to increase the level of education of nursing, the ADN to BSN ratio remains at approximately 60% ADN to 40% BSN, with little progress toward the IOM recommended 80% of all RNs prepared at the baccalaureate level by the year 2020.

The BSN completion program at CCU has a clinical advisory council whose membership includes nursing administrators from the health care agencies in the area. These agencies are all very supportive of the BSN completion program. Many provide employee benefits to cover some of the tuition costs for the program. At the annual clinical advisory meeting last April, 2013, a request was made to offer the BSN completion program totally on-line. Apparently, the staff nurses were requesting tuition benefits to attend private colleges that have higher online tuition expenses than Coastal. As a result of this request and the many individual nurses who have requested an on-line program, CCU initiated the pilot study to determine if adding an on-line section to each nursing course was feasible.

In August 2013, the pilot project included both on-line and hybrid sections for the first two courses in the program. One hundred and sixty-eight potential nursing applications were submitted to the Admission Office at CCU at that time. Of those, 39 students were admitted to the BSN completion program, and 12 of the 39 chose to take the courses on-line. In Spring 2014, there were 58 new nursing applicants. Of those, 15 were admitted, and nine selected the on-line section. So the first academic year of the pilot project, we increased enrollment in the beginning classes by 38%. Offering the program on-line and face-to-face makes the program marketable to more nurses. Therefore, we can reasonably expect that this modification will significantly increase the number of registered nurses we admit and graduate with a BSN degree each academic year.

The purpose of this modification is to request that Coastal be given the Commission's approval to offer the nursing courses in two sections, one on-line and the second hybrid. Each section will utilize the same syllabus, the same textbook and the same teacher, if possible. The major difference in the two sections will be the in-class time of meeting twice a month, and the on-line section will communicate only through the technology of the Moodle On-Line Management System.

Centrality of this Modification to the Mission of Coastal Carolina University:

“Coastal Carolina University (CCU) is a public comprehensive liberal arts institution that seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective” (from current Mission Statement). In order to accomplish this, CCU maintains a broad range of contemporary technologies, programming, support services and innovative course offerings and delivery methods. The result is alumni who are well prepared for professional careers or graduate programs in their chosen fields and who continue to be connected to CCU.

Likewise, the primary mission of the College of Science (COS) is to educate our students in their chosen disciplines by providing them with excellent educational experiences in the classroom, as well as with research, internship, field experience, mentoring, and service learning opportunities. Further, the COS is committed to preparing our majors to excel in graduate and professional programs and to be competitive in the job market.

The Bachelor of Science in Nursing (BSN) completion program complements the mission of both the COS and of CCU. It is committed to advancing the education of registered nurses to meet the growing health care needs in the community, state, nation and the world. In recognition of the value of a comprehensive baccalaureate nursing education and sound liberal arts foundation, the nursing program's mission is to prepare graduates who can provide evidence-based comprehensive nursing care that is scientifically based, caring and respectful of diverse individual needs. In addition, our mission is to prepare graduates for advanced education programs in nursing.

Building on the knowledge gained in the Associate Degree nursing program completed by all applicants, the purpose of the Bachelor of Science in Nursing completion program at CCU is to offer all registered nurses the intellectual skills, knowledge, values and critical judgment needed to provide health care leadership for diverse populations in diverse and complex health care environments. Adding an on-line section to each nursing course offered at CCU will make it possible for more registered nurses to achieve a more advanced level of knowledge and successfully complete a Bachelor of Science degree, as well as better serve our region.

ENROLLMENT

Impact of Modification on Student Enrollments: Coastal Carolina University initiated the BSN completion program in January 2011. As of January 2014, there are 74 RN students currently enrolled, and 45 RN students have graduated from the program. By adding an on-line section, it is estimated that an additional 15 students will likely begin the BSN completion program each Fall and Spring semester. Given the number of requests received asking for on-line delivery and the typical working environment and schedules experienced by most practicing nurses, it seems very likely that on-line instruction should be a major component of the program for the foreseeable future. As this is a completion program, the proposed delivery of the curriculum should serve more students' needs and encourage more to enroll, whether all

students complete every class on-line or not, and help sustain enrollments in the program over the next five years, and beyond.

Table 2 Estimated New Headcount

Table 2						
Estimated New Headcount						
	Fall Semester		Spring Semester		Summer Semester	
	Total	Credit	Total	Credit	Total	Credit
Year	Headcount (1)	Hours (2)	Headcount	Hours (2)	Headcount	Hours
2014-2015	15	165	15	165	NA	NA
2015-2016	15	168	15	170	NA	NA
2016-2017	16	173	16	175	NA	NA
2017-2018	16	177	16	180	NA	NA
2018-2019	17	182	17	184	NA	NA

Note 1: Based on enrollment of 15 new students each fall and 15 students spring.

Note 2: Credit hours based on the 11 hours per semester.

Note 3: Total headcount based on 95% returning spring to fall and 95% returning fall to spring.

Note 4: Students will usually graduate after three semesters.

CURRICULUM

Required Curriculum Changes: There are no curriculum changes, as such, required with this modification. There are no new courses. Application to the BSN completion program already requires graduation from an accredited Associate Degree or Diploma nursing program and licensure to practice professional nursing. This modification is simply to offer two sections of each class, one totally on-line and one that meets class the first and third Saturday and has on-line assignments the second and fourth. The same student learning objectives will be used and the same syllabus will be used in both sections. Every effort will be made to have the same teacher teach both sections.

Some nursing students are more comfortable with some face-to-face time with the teacher and other classmates. However, some nursing students are already familiar with on-line classes and find that they are more convenient for their work schedule and family responsibilities. This proposal provides CCU with the opportunity to meet the needs of both groups of nurses.

NURSING (COMPLETION PROGRAM) (120 Credits) is the current BSN completion program as listed in the catalog. This program modification does not require any changes in this curriculum.

I. CORE CURRICULUM (34-41 Credits)	Hours
Knowledge of Effective Communication	9
Knowledge of Mathematical Concept.....	3
Knowledge of Scientific Concepts.....	3
Knowledge of Humanistic Concepts.....	6
Knowledge of Cultural, Language and Social Structures.....	9
Knowledge of Structure and Development of United States.....	3
Knowledge of Human Health Behaviors.....	3
Knowledge of Creative Expression.....	3
II. FOUNDATION COURSES (14-22 Credits)	Hours
BIOL 232/232L* Human Anatomy and Physiology I/Laboratory	4
BIOL 242/242L Human Anatomy and Physiology II/Laboratory	4
BIOL 330/330L Microbiology/Laboratory	4
HPRO 404 Nutrition	3
Choose one from the following: (3 Credits)	3
EDUC 336 Introduction to Human Growth and Development (3)	
PSYC 302 Developmental Psychology (3)	
STAT 201/201L* Elementary Statistics/Laboratory	4
*These courses may also meet core curriculum requirements	
III. MAJOR REQUIREMENTS (60-62 Credits)	Hours
Transferred ADN Nursing courses.....	35
(All the nurses admitted to this program are graduates of Associate in Nursing or Diploma Nursing programs before admission. They are awarded 35 transfer hours for nursing courses in their previous nursing program.)	
NUR 301 Transition to Professional Nursing	3
NUR 305 Health Assessment.....	3
NUR 305L Health Assessment Laboratory	2*
NUR 401 Transcultural Nursing.....	3
NUR 410 Community Health Nursing	3
NUR 410P Community Health Nursing Practicum	2*
NUR 420 Nursing Leadership and Management	3
NUR 420P Nursing Leadership and Management Practicum	2*
NUR 424 Nursing Research	3
NUR 430 Health Care Systems Policies and Politics.....	3
* Note: 2 credit hours = 6 contact hours	
IV. ELECTIVES (0-12 Credits)	0-12
TOTAL	120

(Course Descriptions can be found in Appendix A.)

FACULTY

Any Faculty Changes, Including Addition of New Faculty: The Nursing Program currently employs one Director, one full-time faculty member, and five part-time faculty members. The employment of part-time faculty is essential for the classes to be taught with faculty who have 18 graduate credits in the discipline that they are teaching. This program requires faculty with credentials in Health Assessment, Community Health Nursing, Leadership/Management, and Research. In order to try to maintain some consistency between the current hybrid classes and the proposed on-line classes, the plan is to use the same faculty to teach both. Because of the need to be consistently available to on-line students, the projection is that the current part-time Administrative Assistant position that serves the program will become full time with the implementation of this proposal. If the program grows more rapidly than expected over five years, it may become necessary to hire one new faculty member.

All nursing faculty at CCU, regardless of which course they are teaching, are required to complete a two-course series on distance learning pedagogy that includes the following:

Foundations I includes the following student learning outcomes:

- Determining instructor and student readiness and needs for teaching on-line.
- Identify characteristics for a quality, student-centered course.
- Develop measurable and assessable learning course outcomes.
- Identify required and optional elements for a quality DL syllabus.
- Identify relevant institutional policies for distance learning.

Foundations II includes the following student learning outcomes:

- Identify the characteristics of effective on-line assignments and tests.
- Apply the effective use of rubrics to assess student work.
- Build an assignment with an associated rubric in Moodle.
- Build a test in Moodle.
- Practice giving meaningful digital feedback.

All nursing faculty at CCU, regardless of which course they are teaching, are also required to complete classes on how to use the resources available in Moodle. These topics include the following:

- Moodle Introduction and Organization of course
- Moodle Communication Tools for Discussion, Chat Tool for synchronous and asynchronous chats, Quickmail and Big Blue Button for synchronous web presentations/meetings
- Moodle Gradebook
- Moodle Testing
- Moodle Methods to deliver content on-line
- Moodle Providing Feedback to student assignments

Additional faculty development programs are available through the CeTeal Center (The Center for Teaching Excellence to Advance Learning) at Coastal Carolina University.

PHYSICAL PLANT

Because we are asking permission to offer the nursing courses on-line, no additional physical space will be needed to initiate this program modification. The BSN completion program at CCU is a cooperative program with Horry Georgetown Technical College (HGTC). Currently, we already have classes that meet on the HGTC Grand Strand Campus in the same building with the HGTC nursing program, and we actively recruit and encourage ADN graduates to come directly into the BSN completion program. The nursing faculty members at Coastal also have access, as necessary, to the skills laboratories, the simulations laboratories and the computer laboratories at HGTC. No new space is required.

EQUIPMENT

CCU currently has many technological resources and services that enhance student learning and improve teaching in an on-line environment. One key resource for on-line classes is the learning management system entitled Moodle. This learning system has been well established throughout colleges and universities, and it supports distance learning environments as well as traditional face-to-face learning. Recognizing the importance of diversifying its instructional modalities to attract students across an evolving technology landscape, CCU has created a new Coastal Office of Online Learning (C.O.O.L.). The mission of C.O.O.L. is to advance the University's ability to offer high-quality and high-value online courses, on-line components, and on-line programs targeting in-demand content areas aligned to the academic strengths of the University. C.O.O.L. has been charged with coordinating the development of new online curricula with academic departments, advancing online learning resources and infrastructure, recruiting online students and marketing online programs, and coordinating the support of online learners and instructors. Initial initiatives being implemented include analysis of national trends, incentives for new online programs, increasing campus technology resources and infrastructure, supporting systems and quality control checks for faculty and students, and marketing a university brand for online learning. Immediate plans are to install state-of-the-art distance learning studio classrooms throughout the campus for faculty and student use beginning January 2015. These multi-purpose facilities will enable DL instructors to produce on-demand video materials as well as stream live instruction to remote learners connected through a web browser or mobile app. Institutional Technology is currently upgrading CCU's infrastructure as well as implementing a new cloud to capture platforms such as Echo 360.

C.O.O.L. has established a standing distance learning committee as an advisory group to manage quality control policies, to maximize the effectiveness of distance learning courses and programs, as well as to provide consultation to senior level academic administration about technology resources to support distance learning. Working with C.O.O.L., the Information Technology Services (ITS) department at CCU provides the infrastructure for all computer programs, including MOODLE, WEB ADVISER, and DATATEL. In addition, they provide excellent 24-hour-a-day student support services that include Help Desks, online web chat, and technology purchasing guidance and installation. These services are rendered by certified staff and student assistants by phone or through the web. These services are available to students who have selected either the on-line sections or the face-to-face sections in the nursing program.

Working with C.O.O.L., the Center for Teaching Excellence to Advance Learning (CeTeal Center) provides comprehensive training and support for faculty members teaching on-line and face-to-face courses. These training sessions include course design and development, syllabus design and development, various instructional techniques, communication and collaboration activities,

and the use of Moodle for organizing and presenting a course that students can easily access and participate in. Audio/video lectures through narrated PowerPoint and screen capture programs are available for synchronous and asynchronous classes and meetings. In addition, the Center offers hands-on sessions and individual consultation throughout the summer and during the academic year through which nursing faculty members can regularly update their teaching skills. No new equipment is needed to implement this modification.

LIBRARY RESOURCES

No additional library resources will be required to make this program modification. CCU has made significant increases in the library resources that support the nursing program since it began in the Spring of 2011. All Library resources are available to both on-line sections and face-to-face students in the nursing program. The information below identifies library resources.

Kimbel Library/Bryan Information Commons: Resources for Nursing as of January 2014: Kimbel Library at Coastal Carolina University has holdings of over 290,000 items in all formats and currently subscribes to approximately 36,000 periodicals, including magazines, newspapers, scholarly journals and proceedings in print and online formats. The Library provides access to its holdings and to over 140 online citation, abstracting, full-text and reference resources via the Library website at <http://www.coastal.edu/library>. Course-integrated library instruction sessions are available to all academic departments; the library also offers one-credit information literacy courses.

Library Holdings:

Monographs

A quantitative comparison of Kimbel Library's holdings in the area of nursing was conducted using *Bowker's Book Analysis System*. This collection tool compared current library holdings against a core list of monographs recommended for academic libraries by subject bibliographers. Comparison with such a list controls for age of collection held by peer libraries and offers a standard by which any library's holdings may be measured.

Broad subject areas for nursing and related fields were identified for this program: general nursing; medical ethics; medical economics and preventive medicine; management of health care facilities; and legal aspects of nursing. Though not fully inclusive, these subjects address practical nursing as well as the broader knowledge base of the history, sociology, theory and community aspects of medical care required for the Bachelor of Science in Nursing completion program.

Library holdings in these subject areas were compared with Bowker's core list of titles by subject. Of the 1482 monographic holdings in Kimbel Library, 85(21%) are considered core titles for this discipline. This is a significant increase since 2011, when the library held only 41 core titles in the same subject areas.

Serials and Subscriptions

Coastal Carolina University's Kimbel Library currently provides access to 345 journals specific to nursing in online and print formats, and over 8000 titles in all areas of health and medicine. Online access is provided via aggregator databases, publisher packages, open access titles, and

direct online subscriptions. Current access points for online journals are listed below. Resources in bold type specifically support the nursing program and are fully available on-line.

- *Academic Search Complete*
- *Business Source Complete*
- ***CINAHL Plus with Full Text***
- ***Health Source – Consumer Edition***
- ***Health Source – Academic Edition***
- *Liebert Online*
- *Medline*
- ***Ovid Nursing Collection***
- *Project Muse*
- *PsycArticles*
- *PsycInfo*
- *Psychology and Behavioral Sciences Collection*
- *PubMed*
- *Sage Journals Online*
- *ScienceDirect*
- *SocIndex with Full Text*
- *SpringerLink*
- ***Virginia Henderson International Nursing Library***
- *Web of Science*
- *Wiley Online Library*

The library also provides access to reference books and streaming films in support of the nursing curriculum via the following online resources:

- *Films on Demand*
- *VAST: Academic Video Online*
- *Credo Reference*
- *Oxford Reference Online*
- *Elsevier Reference*
- *Gale Virtual Reference Library*
- ***Anatomy and Physiology Online (Stat!Ref?)***
- ***Bates Visual Guide to Physical Examination***

CCU nursing students also have full access to library resources provided by nearby Horry-Georgetown Technical College. As part of the 2x2 nursing program shared with the University, the HGTC libraries provide resources in support of clinical nursing.

CCU and HGTC both are members of PASCAL (**Partnership Among South Carolina Academic Libraries**), a consortium of South Carolina academic libraries. Through PASCAL's shared borrowing program, CCU students and faculty can request books from any participating South Carolina academic institution and receive materials in approximately 3-5 days. This is an excellent supplement to the already strong holdings of on-line accessible sources.

ACCREDITATION, APPROVAL, LICENSURE, or CERTIFICATION

Impact on Program Accreditation: This program modification requires approval from the South Carolina Commission on Higher Education and the Accreditation Commission for Education in Nursing (ACEN). Since nursing licensure is a requirement for admission to the program, all the students in this program are already registered nurses, and no approval is necessary from the South Carolina Board of Nursing. A Substantive Change Report must be submitted to ACEN at least four month before initiation of the change. We plan to submit such a report to ACEN no later than August 1, 2014, assuming this modification wins CHE approval.

The Planned Substantive Change Report to ACEN must include the following:

1. Description of courses to be offered by distance education;
2. The percentage of the nursing courses and/or program to be offered by distance education;
3. Documentation of faculty preparation and/or expertise in distance education pedagogy;
4. Documentation of faculty involvement in decision-making;
5. Documentation of internal approval processes;
6. Documentation of Governing Organization/Institution Accrediting Agency approval; and
7. Description of how the implementation of distance education impacts all six (6) Accreditation Standards with particular attention to Standard 2 (faculty preparation or expertise in distance education pedagogy); Standard 3 ((change[s] in information to students); and Standard 5 (adequacy of learning resources).

ESTIMATED COSTS and SOURCES OF FINANCING

Table 3 presents the estimated associated staffing and operations cost of \$465,821 for the proposed program modification for the first five years. Although the hiring of a new faculty member will largely be determined by future enrollments, as they develop, that cost has been included in this chart. Also, the part-time administrative assistant that supports the current program will need to become a full-time position, and this added cost has been factored in as well. Some additional yearly costs for library acquisitions (especially online resources) are included, but the modification can be implemented without them.

Also presented in Table 3 is how the estimated cost will be financed primarily through tuition funding of \$852,844 over the five years that represent the expected percent of increased student enrollment projected on Table 2 on page 7 of this same document.

Table 3: Proposed Modifications Cost to the Institution

ESTIMATED NEW COSTS BY YEAR						
CATEGORY	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total
Program Administration						
Faculty Salaries (1)	\$68,000	\$69,360	\$70,747	\$72,162	\$73,605	\$353,875
Graduate Assistants						
Clerical/Support Personnel	\$12,480	\$12,730	\$12,984	\$13,244	\$13,509	\$64,946
Supplies and Materials	\$4,000	\$4,000	\$4,000	\$4,000	\$4,000	\$20,000
Library Resources	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
Equipment	\$10,200	\$1,700	\$1,700	\$1,700	\$1,700	\$17,000
Facilities						
Other (Accreditation NLNAC)						
TOTALS	\$96,680	\$89,790	\$91,431	\$93,106	\$94,814	\$465,821
SOURCES OF NEW FINANCING BY YEAR						
CATEGORY	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Total
Estimated FTE Revenue from State						
Tuition Funding (new students)	\$161,915	\$165,895	\$170,769	\$175,168	\$179,138	\$852,884
Other State Funding (Legis. Approp.)						
Reallocation of Existing Funds						
Total	\$161,915	\$165,895	\$170,769	\$175,168	\$179,138	\$852,884
Notes:						
Expenditures are based on estimated costs associated with the estimated new headcount.						

Any costs associated with this modification will be paid from the tuition funding earned by the program. No new sources of funding will be requested from the state.

APPENDIX A
COURSE DESCRIPTIONS

Course Descriptions

- NUR 301** **Transitions to Professional Nursing.** (3) (Prereq: admission to the BSN completion program) Overview of the historical aspects of professional nursing with emphasis on the development of nursing theories, nursing research, legal & ethical principles and their impact on current nursing practice. The role of communication and teaching/learning in nursing practice will be emphasized. Designed to develop the critical reading, thinking and writing skills necessary for a successful university-level study.
- NUR 305** **Health Assessment.** (3) (Prereq: admission to the BSN completion Program) (Coreq: NUR 305L) Provides the knowledge to perform a comprehensive health assessment on adults and an overview of health assessment of special age groups. Emphasis is on identification of normal and abnormal findings with consideration for cultural and ethnic variations and developmental changes across the life span. Designed to develop critical thinking skills necessary to analyze assessment findings and apply to professional nursing practice.
- NUR 305L** **Health Assessment Laboratory.** (2) (6contact hours) (Prereq: admission to the BSN completion program) (Coreq: NUR 305) Provides the student with the opportunity to practice the concepts and skills used when conducting a comprehensive health assessment including a health history, systems review and a complete physical exam.
- NUR 398** **Special Topics in Nursing.** (3) (Prereq: permission of the instructor) This course is designed as a seminar that will focus on a specialty area of professional nursing practice. Examples may be: Multicultural Nursing, Oncology Nursing, Gerontology Nursing, Cardiopulmonary Nursing, and Hospice nursing. May be repeated for credit with different topics.
- NUR 399** **Independent Study in Nursing.** (1-6) Students may select a special topic in nursing or a special area of practice in nursing that they wish to learn more about. The faculty member most qualified will direct the independent study with the individual student. The student and the faculty member will jointly write the course objectives and the student learning outcomes for the course. A plan of study will be developed jointly and the method of evaluation will be determined by the faculty. Independent studies may be repeated as the topic changes.
- NUR 401** **Transcultural Concepts in Nursing Care.** (3) This course is designed to introduce the students to transcultural nursing in health care today. Different cultural health and healing practices will be explored. Students will examine their own cultural health practices and compare these health practices to other culture groups. Students will examine various ways in which transcultural nursing facilitates nurses' knowledge and skills in communicating with and caring for people from diverse cultures. May be repeated with different topics.
- NUR 408** **Primary Nursing Across the Life Span.** (3) (Prereq: NUR 301, NUR 305, and NUR 305L) Introduces major concepts and theories applied to nursing care of groups, families and communities. Growth and development stages throughout the life span provide the framework for this course with emphasis

placed on normal development as well as specific health issues and disease complications common to each stage.

- NUR 410 Community Health Nursing.** (3)(Prereq: NUR 301, NUR 305, and NUR 305L (Coreq: NUR 410P) Provides the student with the knowledge and skills to apply health promotion, prevention of disease complications, environmental and epidemiological concepts and teaching/learning principles in working with populations in the community. Emphasis is placed on establishing community partnerships, community assessment strategies and implementation of nursing care programs in the community.
- NUR 410P Community Health Nursing Practicum.** (2)(6 contact hours) (Coreq: NUR 410) Provides the student with the opportunity to observe nurses practicing in roles outside the hospital: such as home health nurses, school nurses, community health nurses, hospice nurses or parish nurses. Students will assess, plan and implement a health promotion or disease complication prevention program for a selected aggregate population.
- NUR 420 Nursing Leadership and Management.** (3)(Prereq: NUR 301, NUR 305, NUR 305L)(Coreq: NUR 420P) This Course introduces concepts in leadership, management and fellowship as they relate to the role of professional nursing in the sociopolitical health care environment. Cost containment and cost effective financial management of human and material resources is emphasized. Group dynamics, change process, crisis management and the role of quality improvement in professional nursing leadership will be included in this course.
- NUR 420P Nursing Leadership and Management Practicum.** (2) (6 contact hours) (Prereq: NUR 301, NUR 305, and NUR 305L) (Coreq: NUR 420) Provide the student with the opportunity to observe nurses practicing in management roles in various health care agencies. Students will get practice experiences in managing costs and budgets, scheduling, quality improvement, and conflict management.
- NUR 424 Nursing Research.** (3) (Prereq: Stat 201/201L) Provides the student with an overview of the research methods commonly used in nursing research. Ethical/legal issues in health care research are discussed. Emphasis is on evaluating current nursing research for application to evidence-based nursing practice.
- NUR 430 Health Care System Policies and Politics.** (3) (Prereq: admission to the BSN completion program) This course focuses on health policy and issues that affect consumers of health care and nursing practice. The organization of the U.S. health care system and the policy making process are explored and the legal, political, economic, social and environmental influences are analyzed. Designed to encourage the students to take an active role as a professional nurse in the political process and policy development process that defines health care in the U.S.