

**New Program Proposal
 Master of Science in Nursing, Adult-Gerontology Acute Care Nurse Practitioner
 Francis Marion University**

Executive Summary

Francis Marion University requests approval to offer the program leading to the Master of Science in Nursing (MSN), Adult-Gerontology Acute Care Nurse Practitioner (AGACNP), to be implemented in August 2019 through blended delivery. The following chart outlines the stages of approval for the proposal. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval. The full program proposal and support documents are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	9/4/18	Not Applicable
ACAP Consideration	9/27/18	<p>Representatives from Francis Marion University (FMU) introduced the proposal, citing the current nursing programs at Francis Marion, and the need for the specific new focus on adult-gerontology acute care in the underserved, rural adult-gerontology patients (young and older adults, and frail elderly) especially in the Pee Dee region of South Carolina where Francis Marion is situated.</p> <p>Members of the Advisory Committee on Academic Programs (ACAP) discussed the proposal, inquiring about current nursing programs at FMU, implementation needs, enrollment, and credit hours. Due to the highly skilled nature of AGACNP, the University of South Carolina encouraged FMU to operate the proposed program, if approved, as a stand-alone degree and not as a track; encouraged FMU to provide student access to Level 1 trauma center training, and not Level 2 only; and advised FMU of the high demand for needed faculty. FMU representatives cited the partnerships with two hospital systems in the area that adequately train enrollees and hire program completers. FMU explained the credit hours required for sufficient training, and explained the budget as a reallocation from the existing nursing programs.</p> <p>After remaining discussion, ACAP voted to approve the program proposal. Staff transmitted remaining questions for additional clarity.</p>
Comments and suggestions from CHE staff sent to the institution	10/1/18	Staff requested the proposal be revised to include information provided at ACAP about the budget, credit hours and training.
Revised Program Proposal Received	10/10/18	The revised proposal satisfactorily addressed request for updates.

Recommendation

The staff recommends the Committee on Academic Affairs and Licensing approve the program leading to Masters of Science in Nursing, Adult-Gerontology Acute Care Nurse Practitioner to be implemented in Fall 2019.

Francis Marion University Student and Program Data

Graduate In-/Out-of-State Enrollment, Fall 2017	307 (94.17%)/19(5.83%)
Number of Approved Programs in 10 Yrs. (FY 2008- 2018)	12
Number of Terminated Programs in 10 Yrs. (FY 2008- 2018)	2

Industry Related Occupational Wages and Projections in South Carolina, 2016 – 2026*

Occupational Field¹	2016 Median Income²	2016 Estimated Employment³	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
Healthcare Practitioners and Technical	\$56,870	124,135	145,742	21,607	1.62%	17.41%

¹ “Occupational Field” represents the closest related occupation category that includes the occupations aligned with the program proposal.

² SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2016 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

³ SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2016-2026 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

* Data downloaded October 8, 2018; Most recent data available.

NEW PROGRAM PROPOSAL FORM

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

Name of Program (include degree designation and all concentrations, options, or tracks):

Master of Science in Nursing, MSN

Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) track

Program Designation:

- Associate's Degree Master's Degree
 Bachelor's Degree: 4 Year Specialist
 Bachelor's Degree: 5 Year Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)
 Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

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

- Yes
 No

Proposed Date of Implementation: **August 2019**

CIP Code: **51.3821**

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

Delivery Mode:

- Traditional/face-to-face
*select if less than 25% online
- Distance Education
 100% online
 Blended/hybrid (50% or more online)
 Blended/hybrid (25-49% online)
 Other distance education (explain if selected)

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

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

- **Department of Nursing:** February 1, 2018
- **University Graduate Council:** February 20, 2018
- **University Senate:** March 6, 2018
- **University Full Faculty:** April 3, 2018
- **Provost:** April 4, 2018
- **President:** April 4, 2018
- **Board of Trustees:** June 21, 2018

Background Information

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

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

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

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

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

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

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

Assessment of Need

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

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

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

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

Transfer and Articulation

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

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

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
APRNs	There has been a 33.5% increase in NPs in SC from 2010	2,036 NPs in SC in 2016 with an increase expected above	203,800 in 2016 with a 31% increase yearly	31% increase	US Department of Labor Statistics

	to 2015.	national rates until at least 2020 due to low starting numbers (SC Health Professions Data Book 2016).			
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<https://www.scohw.org/projects/databook/2016.pdf>

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

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

APRN Occupational Outlook Nationally

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

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

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

Description of the Program

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

Explain how the enrollment projections were calculated.

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

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

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

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

- Yes
- No

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

To receive a Master’s Degree in Nursing as an Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) from FMU, a student must fulfill the following requirements:

1. Complete 56 graduate credit hours, which include over 500 practicum hours.
 - a. Graduate Nursing Core Courses (All MSN program options) 12 Hours
 - APRN 501 Advanced Practice Role: theory and Knowledge Development
 - APRN 502 Biostatistics
 - APRN 503 Advanced Research and Evidence-based Practice
 - APRN 504 Health Policy and Leadership
 - b. Direct Care Core (All MSN program options)19 Hours
 - APRN 505 Population Health and Epidemiology
 - APRN 506 Health Systems and Risk Management
 - APRN 507 Patient Education and Advocacy
 - APRN 601 Advanced Pathophysiology
 - APRN 602 Advanced Pharmacology
 - APRN 603 Advanced Physical Assessment and Health Promotion
 - c. Functional Area Content (Specific to each MSN program option).....25 Hours
 - APRN 707 Clinical Decision-making and Ethics

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

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

Curriculum

New Courses

List and provide course descriptions for new courses.

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

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

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

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

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

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

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

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

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

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

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

The Francis Marion University (FMU) Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) plan of study (56 semester hours) in comparison to the University of South Carolina's AGACNP plan of study (37 to 42 semester hours).

1. Both programs of study USC and FMU meet the requirements put forth by NONPF and the NP Consensus Model.
2. The FMU plan of study for the AGACNP is congruent with the very successful FMU Family Nurse Practitioner (FNP) program, which is 55 credit hours.
3. The USC AGACNP plan of study requires an addition applied research course of 3 or 6 hours to complete the requirements for the MSN.
4. The USC AGACNP student can take a 3 hour pediatric course along with their plan of study if they wish. The young adult course is built into the FMU plan of study.
5. The nursing education movement from the BSN to DNP, which was addressed as a concern in USC's initial response, differs between the two universities.
6. The FMU DNP is 30 semester hours and USC's is 33.

7. The FMU MSN students do not need any other semester hours to complete the DNP, it can be done in 30 semester hours.
8. The USC MSN AGACNP students moving from an MSN to DNP will need three additional courses in addition to regular DNP courses.
9. An FMU AGACNP with an MSN who comes back for their DNP will have a total of 86 semester hours (56 MSN and 30 DNP).

Both Universities are meeting all requirements. FMU's nursing faculty chose to include the needed education for seamless BSN to DNP in the master's portion of the curriculum to enhance the return of MSN students who are practicing in the profession by making the DNP less semester hours.

Faculty

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

An administrative assistant will be shared with other nursing programs.

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Associate Professor Full-time (Currently teaching these courses at FMU)	APRN 501 Advanced Practice Role Theory and Knowledge APRN 504 Health Policy and Leadership	Undergraduate Degree: BSN 1989- Medical University of South Carolina (MUSC) at FMU Graduate Degrees: DNP –2009- University of South Carolina (USC) MSN/FNP –1993- USC	<ul style="list-style-type: none"> • Critical Care • Primary care in outpatient settings FNP Director ANCC Certification as a Family Nurse Practitioner, #0195098
Assistant Professor Full-time (Currently teaching these courses at FMU)	APRN 502 Biostatistics APRN 503 Advanced Research and Evidence-based Practice	BSN Undergraduate Degree: RN Clemson University Graduate Degrees: PhD –2016- MUSC	
Instructor Full-time (Currently teaching this course at FMU)	APRN 505 Population Health and Epidemiology	Undergraduate Degree: BSN USC - Columbia Graduate Degrees: MSN- 2016 – Frontier Nursing University	ANCC Certification as a Family Nurse Practitioner, # 20776
Assistant Professor Full-time (Currently teaching these courses at FMU)	APRN 506 Health Systems and Risk Management APRN 507 Patient Education and Advocacy	Undergraduate Degree: RN component of MSN/FNP Program- 1998- Vanderbilt University Graduate Degrees: DNP –2014- MUSC MSN/FNP –1999- Vanderbilt University	ANCC Certification as a Family Nurse Practitioner, # 034259
Assistant Professor Full-time (Currently teaching this course at FMU)	APRN 601 Advanced Pathophysiology	Undergraduate Degree: BSN 1996- Allentown College Graduate Degrees: MSN/FNP –2000- DeSales University	ANCC Certification as a Family Nurse Practitioner, #2006010552

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

Total FTE needed to support the proposed program (1)

Faculty: One full-time faculty member who has the credentials of AGACNP Certification and Adult-Geriatric NP Acute care clinical experience will be hired.

Faculty, Staff, and Administrative Personnel

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

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

Resources

Library and Learning Resources

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

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

Learning Resources:

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

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

Student Support Services

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

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

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

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

Equipment

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

Impact on Existing Programs

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

Yes

No

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

Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total								
Tuition Funding	110,030	110,030	235,214	235,214	311,861	311,861	353,589	353,589	366,912	366,912	1,377,606	1,377,606
Program-Specific Fees												
Special State Appropriation – Allocation		20,400		40,800		54,400		61,200		61,200		238,000
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	110,030	130,430	235,214	276,014	311,861	366,261	353,589	414,789	366,912	428,112	1,377,606	1,615,606
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total								
Program Administration and Faculty/Staff Salaries	149,600	183,861	149,600	218,122	174,600	265,964	174,600	277,384	174,600	277,384	823,000	1,222,715
Facilities, Equipment, Supplies, and Materials		4,653		9,307		12,410		13,961		13,961		54,292
Library Resources		2,398		4,796		6,395		7,195		7,195		27,979
Other (Indirect Costs - Allocation)		20,899		41,798		55,732		62,698		62,698		243,825
Total	149,600	211,811	149,600	274,023	174,600	340,501	174,600	361,238	174,600	361,238	823,000	1,548,811
Net Total (Sources of Financing Minus Estimated Costs)	(39,570)	(81,381)	85,614	1,991	137,261	25,760	178,989	53,551	192,312	66,874	554,606	66,795

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

Budget Justification

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

Personnel:

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

Tuition:

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

Equipment and Supplies:

This will include printing and marketing of the program in the Pee Dee Region of SC.

The items listed under total cost are costs based on the proposed enrollment in the Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) track and allocated from the current expenditure in the existing Master of Science in Nursing (MSN). They are not newly incurred costs due to the new track but the share of some costs in the current program.

This is not a new program but a modification to the existing Master of Science in Nursing program. All costs other than those expressed in the “New” column are already being incurred and are currently allocated to the current MSN program.

This program by increasing enrollment in the program as a whole will generate revenue as indicated in the “New” column by the second year. For example: There are no new library resources needed for this program. The library resources allocated to the current MSN program have been reallocated to the students in the new track on a per student basis and this reduces the allocation on a per student base for the whole program. The allocated library resources cost for the current Family Nurse Practitioner track will be reduced by the amount allocated to library resources in the new AGACNP track.

Evaluation and Assessment

Program Objectives (for AGACNP track)	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
1. Demonstrate leadership and integrity in an advanced practice role that effects and changes systems to promote quality acute care healthcare, thereby enhancing human flourishing for young adults, older adults, and frail elderly patients from rural and underserved environments.	Demonstrate leadership and integrity in an advanced practice role that effects and changes systems to promote patient-centered care thereby enhancing human flourishing.	<ul style="list-style-type: none"> • Clinical evaluations • Change project
2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based practice.	Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of evidence-based practice.	<ul style="list-style-type: none"> • Research proposal • Clinical evaluations
3. Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, systems, and excellence in the nursing profession.	Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, systems, and excellence in the nursing profession.	Clinical practice and interprofessional simulation experiences
4. Use informatics to analyze underlying disparities, and knowledge; formulate research questions; promote safety and quality improvement for young adults, older adults, and frail elderly patients requiring acute care.	Use informatics to analyze underlying disparities, and knowledge; formulate research questions; promote safety and quality improvement for patient care.	Clinical practice using documentation systems, telemedicine, and UptoDate evidence-based practice apps
5. Apply advanced	Apply advanced concepts in	<ul style="list-style-type: none"> • Clinical practice

	concepts in science and nursing knowledge to implement acute illness healthcare and promote disease prevention for young adults, adults, and frail elderly.	science and nursing knowledge to implement health promotion and disease prevention.	<ul style="list-style-type: none"> • Patient education project
6.	Employ knowledge in health policy and financing of healthcare in order to promote healthcare access and availability to promote human flourishing for young adults, older adults, and frail elderly patients from rural and underserved environments.	Employ knowledge in health policy and financing of health care in order to promote healthcare access and availability to promote human flourishing.	<ul style="list-style-type: none"> • Health policy project • Providing value-based care in clinical practice as noted on evaluation
7.	Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective care	Engage in ethical decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective care	<ul style="list-style-type: none"> • Project in ethics course • Clinical practice evaluations
8.	Value cultural and ethnic diversity and caring in order to provide holistic patient-centered care for young adults, older adults, and frail elderly patients, from rural and underserved environments.	Value cultural and ethnic diversity and caring in order to provide holistic patient-centered care.	<ul style="list-style-type: none"> • Clinical evaluations • Discussion boards

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

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

Program Outcome	Data Collection Methods	Benchmark	Time for analysis	Anticipated PI Based on Possible Data
Retention rates	Collect number of students enrolled and complete the	80% of admitted students complete in 150% of	Each semester student progress will be recorded and data	If benchmark is not met after two (1) graduating cohorts or

	program in 150% of program length.	program time.	will be aggregated at each graduation	one (1) academic year, the nursing Graduate Committee will review admission criteria and individual courses attrition and the course evaluation methods.
Certification rates	Certification first-time pass data will be collected through the certification organization and/or direct communication with graduates.	90% will pass certification on their first attempt.	Every calendar year after the first graduating cohort.	If certification rates fall below 90%, the NGC will review entire curriculum matrix for content deficits and increase objective proctored testing methods.
Graduate satisfaction rates	Satisfaction data will be collected via electronic survey at one (1) year post graduation for each cohort.	80% satisfaction rate at 4 to 5 on a five (5)-point Likert scale.	Every cohort will be surveyed.	If satisfaction rates are under the established benchmark, nursing faculty will develop focus groups to gain qualitative data needed for PI.
Employee satisfaction rates	Satisfaction data will be collected via electronic survey at one (1) year post graduation for each cohort.	80% satisfaction rate at 4 to 5 on a five (5)-point Likert scale.	Employers of every cohort will be surveyed.	If satisfaction rates are under the established benchmark, nursing faculty will interview leadership at the acute care organizations to gain qualitative data needed for PI.

Accreditation and Licensure/Certification

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

Yes

No

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

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

Yes

No

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

The American Nurses Credentialing Center (ANCC) certifies AGACNPs

Article I. Initial Eligibility Requirements & Fees

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

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

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

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

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

The entire program ensure the competencies needed by graduates to practice as AGACNPs as described by the National Organization of Nurse Practitioner Faculties (NONPF). The competencies are outlined in the 2016 Adult-Gerontology Acute Care Competency publication which can be found at:

https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/competencies/NP_Adult_Geri_competencies_4.pdf

The broad areas of the competencies include:

- Scientific knowledge
- Leadership
- Quality
- Practice inquiry
- Technology and Information Literacy
- Policy
- Health delivery System
- Ethics

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

Yes

No