



UNIVERSITY OF  
**SOUTH CAROLINA**

Office of Institutional Research, Assessment & Analytics

December 13, 2023

Dr. Kevin Sightler, Director of Substantive Change  
Commission on Colleges  
Southern Association of Colleges and Schools  
1866 Southern Lane  
Decatur, GA 30033-4097

Dear Dr. Sightler:

The University of South Carolina Columbia is submitting the attached prospectus for approval of a new program at the current degree level that is a significant departure from current programs. The Master Entry to Practice Nursing Program will be offered in Fall 2024. The program will be delivered via hybrid face-to-face and online didactic learning. Nursing courses have didactic components requiring both direct face-to-face learning as well as online learning. Clinical practice and other activities such as clinical conferencing or case-based projects along with timed on campus immersions to assess student competency are face-to-face experiences.

In addition to providing notice of this new program this prospectus also provides notification of a new off-campus instructional site location where students will be able to earn 25%-49% of the Master Entry to Practice Nursing Program. The address of the new off-campus site is: Lexington Medical Center Nursing Building, 150 Sunset Court, West Columbia, SC 29169.

The University of South Carolina has prepared a prospectus to request approval to offer the Master Entry to Practice Nursing Program. Should you have any questions or require further information, please do not hesitate to contact me.

Sincerely,

*Douglas Miles*

Donald Miles, Executive Director OIRAA  
SACSCOC Accreditation Liaison

Enclosure

# Substantive Change Cover Sheet

Submit to SACSCOC,  
Substantive Change, 1866  
Southern Lane, Decatur, GA  
30033. One copy only;  
electronic media preferred.  
Do not email submissions  
or send copies to staff.

**Note:**

1. Include a completed cover sheet with each submission; please don't submit a cover sheet only.
2. Submit substantive changes as separate submissions except as permitted by policy.
3. Submit substantive changes defined in policy only; others are not reviewable.
4. For best results, download this form and complete with [Adobe Reader](#). Hover mouse over fields for guidance.

## INSTITUTIONAL INFORMATION

INSTITUTION (NO ABBREVIATIONS PLEASE)

CITY + STATE/PROVINCE  
Columbia, SC

# University of South Carolina Columbia

## SUBSTANTIVE CHANGE RESTRICTION

- |   |                           |                                     |
|---|---------------------------|-------------------------------------|
| 1. Is the institution currently on Warning, Probation, or Probation for Good Cause?   | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| 2. Was the institution placed on Warning, Probation, or Probation for Good Cause on or after September 3, 2020, and subsequently removed from sanction? | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| 3. Is the institution currently under provisional certification for participation in federal financial aid programs?                                    | <input type="radio"/> Yes | <input checked="" type="radio"/> No |
| If ANY are "Yes" the institution is on <b>SUBSTANTIVE CHANGE RESTRICTION</b> . Additional and/or different requirements may apply; consult policy.      |                           | <input type="radio"/> Yes           |

## SUBMISSION INFORMATION

SUBSTANTIVE CHANGE TYPE (SELECT FROM DROP-DOWN LIST: SUBMIT ONLY TYPES DEFINED IN POLICY)

SUBMISSION DATE

Program Change: New Program-Approval

12/15/2023

SUBSTANTIVE CHANGE DESCRIPTION (BRIEF SUMMARY)

Prospectus for approval of the Master Entry to Practice Nursing Program

INTENDED IMPLEMENTATION

08/01/2024

## OFF-CAMPUS INSTRUCTIONAL SITES SUBMITTED IN THIS SUBSTANTIVE CHANGE

Site Name, Physical Address, City, State/Province, ZIP or Postal Code, and Country/Territory

1. Lexington Medical Center Nursing Building, 150 Sunset Court, West Columbia, SC 29169

2.

3.

4.

5.

There are more than 5 sites in this submission →

## PROGRAMS SUBMITTED IN THIS SUBSTANTIVE CHANGE

Include credential AND discipline: e.g., Associate of Arts in English, Bachelor of Science in Physics, Certificate in Office Management, etc.

1. Master of Science in Nursing

2.

3.

4.

5.

There are more than 5 programs in submission →

## SUBMITTED

I certify the information on this form is correct and accurately represents the current status of the institution at the time of submission.

FOR OFFICE USE

SUBMITTING LIAISON or CEO NAME

EMAIL ADDRESS

Donald Miles

dmiles@mailbox.sc.edu

Revised 04/07/2023

[Check for current version](#)

University of South Carolina - Columbia

Substantive Change Prospectus

Master Entry to Practice Nursing Program

December 15, 2023

*Douglas Miles*

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Donald Miles  
Executive Director OIRAA  
SACSCOC Liaison

**Contact:**

Donald Miles, Executive Director, SACSCOC Accreditation Liaison  
Office of Institutional Research, Assessment, and Analytics  
University of South Carolina  
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Columbia, SC 29208  
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## ABSTRACT

The Bureau of Labor Statistics states South Carolina is expected to have the 4th highest nursing shortage in 2030 across all states in the United States (US). To address this significant prospective nursing shortage, the University of South Carolina (UofSC), College of Nursing (CON) proposes the **Master's Entry to Practice (MEPN) program** as an entry into practice master's degree that provides students with a previously earned non-nursing bachelor's degree the opportunity to gain education and experience as a direct care provider of nursing in a variety of settings. The MEPN provides an advantage to adult learners choosing nursing as a second career allowing them to become a nurse in a shorter amount of time and to earn a higher degree as opposed to a second baccalaureate degree.

The MEPN program encompasses full-time residential plan of study for a total of 68 credit hours over 5 semesters. We project accepting a yearly cohort of 32 students and according to a market analysis, we anticipate a high demand for this proposed program. Graduates of the MEPN program will earn a Master's in Nursing (MSN) degree and will be eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Once licensed as Registered Nurses (RN), graduates will be able to meet the nursing shortage demands as bedside nursing providers with additional knowledge such as outcomes management and transitions of care.

The projected start date for the first cohort of students is Fall 2024. The projections for the program enrollment are below:

Year	Fall	Spring	Summer
	Projected*	Projected*	Projected*
Year 1: 2024-2025	32	32	32
Year 2: 2025-2026	64	64	32
Year 3: 2026-2027	64	64	32

### Delivery Method of Program

The Master's Entry to Practice (MEPN) program is delivered via hybrid face-to-face and online didactic learning. Nursing courses have didactic components requiring both direct Face-to-face learning as well as online learning. Clinical practice and other activities such as clinical conferencing or case-based projects along with timed on campus immersions to assess student competency are face-to-face experiences.

The Learning Management System (Blackboard) allows USC faculty to create a secure course website for class communications, posting assignments, posting readings, linking to complementary websites, administering exams, and much more. In courses that use Blackboard, the course syllabus will provide basic information about accessing Blackboard (<https://blackboard.sc.edu>). Additional information about Blackboard is available at <http://www.uts.sc.edu/academic/blackboard/>.

## **Program Locations University of South Carolina Columbia**

Didactic, Lab and Immersions at Lexington Medical Center Nursing Building planned for NURS 704, 753 and 762 only. Address: 150 Sunset Court West Columbia, SC 29169

This prospectus provides also provides notification to SACSCOC of a new off-campus instructional site location, Lexington Medical Center Nursing Building, for the University of South Carolina Columbia where students will be able to earn 25%-49% of the Nurse Midwife Master of Science in Nursing Program Degrees. This change is effective August 2024. The address of the new off-campus site is listed below:

Lexington Medical Center Nursing Building  
150 Sunset Court West Columbia, SC 29169

The Lexington Medical Center location is not intended to be a branch campus. This location is an off-campus instructional site. This site will be ongoing.

## **DETERMINATION OF THE NEED FOR THE CHANGE/RELATIONSHIP TO MISSION/PLANNING AND APPROVALS FOR THE CHANGE**

### **USC's Mission Alignment**

The proposed program fits with the University's mission to educate "the state's citizens through teaching, research, creative activity, and community engagement" and to lead "the way in providing all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world." In addition, the proposed program aligns with the University's recently released Strategic Plan as it will help attract and retain a diverse student body and develop impactful community partnerships as this program was developed at the request of a community partner (PRISMA). Consistent with the University mission, through integration of education, research, and service, the CON serves local, regional, and global populations. In order to expand student enrollment to meet the workforce demands, addressing the regional/state nursing shortage the MEPN program is a priority for the CON. The curriculum will enhance integration of education, research, and service to develop competent and caring delivery with new knowledge, evidence-based practice, partnership, and policy to facilitate optimal health outcomes for all. Our CON values of diversity, inclusivity, commitment, caring, integrity, respect and professionalism serve as a foundational framework for the MEPN program.

### **Assessment of the Need**

The Bureau of Labor Statistics states South Carolina is expected to have the 4th highest nursing shortage in 2030 across all states in the United States (US). To address this significant prospective nursing shortage, the University of South Carolina (UofSC), College of Nursing (CON) proposes the Master's Entry to Practice (MEPN) program as an entry into practice master's degree that provides students with a previously earned non-nursing bachelor's degree the opportunity to gain education and experience as a direct care provider of nursing in a variety of settings. The MEPN provides an advantage to adult learners choosing nursing as a second career allowing them to become a nurse in a shorter amount of time and to earn a higher degree as opposed to a second baccalaureate degree.

The MEPN program encompasses full-time residential plan of study for a total of 68 credit hours over 5 semesters. We project accepting a yearly cohort of 32 students and according to a market analysis, we

anticipate a high demand for this proposed program. Graduates of the MEPN program will earn a Master's in Nursing (MSN) degree and will be eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Once licensed as Registered Nurses (RN), graduates will be able to meet the nursing shortage demands as bedside nursing providers with additional knowledge such as outcomes management and transitions of care.

The need for nurses prepared at the bachelor and advanced levels is significant across the county and state. The CON and the University of South Carolina both strive to improve the health of South Carolina citizens. The CON specifically seeks to increase the number of bachelor and graduate prepared nurses to directly impact patients and increase the number of nursing faculty. In partnership with Lexington Medical Center, the CON broke ground on a new 52,000-square-foot nursing simulation center and teaching facility in West Columbia, South Carolina. The MEPN program will be administrated at this site however will be overseen and part of the overall accreditation at the main campus USC Columbia campus. The site is anticipated to be completed in the Summer of 2024, with students occupying the site in Fall 2024. It is planned that the MEPN program faculty, staff, and students will move to the new Lexington Medical Center site at its campus in West Columbia at that time. The USC CON Lexington Medical Center 52,00 square foot building will house two new 150-seat state-of-the-art classrooms and one 110-seat classroom as well as a state-of-the-art "collaboratory" to support interactive student learning and collaboration on the first floor. The second floor will house the SAEL. The new 15,000-square-foot state-of-the-art center will have dedicated spaces to support the education of critical skills and acute and community simulation experiences. The building's third floor will provide 28 more private office spaces, four private hoteling spaces, and 32 flexible open hoteling office spaces.

### **Industry Collaboration and Feedback**

The CON has a long history with developing affiliation agreements with clinical partners for both undergraduate and graduate experiential learning. The CON has a dedicated staff member, a Clinical Compliance Coordinator, who initiates, maintains and renews all affiliation agreements on behalf of the CON. All affiliation agreements are approved by the CON Associate Dean for Academics and Dean prior to moving forward to legal. The Clinical Compliance Coordinator works directly with the UofSC Office of Legal Counsel and the dedicated health sciences division legal officer to execute all affiliation agreements.

### **Admission and Completion Requirements**

#### **Admission Criteria**

- Bachelor's Degree from a nationally accredited program
- Minimum GPA of 3.0 on a 4.0 scale from previous undergraduate course work
- Three professional references - The professional recommendation form should come from individuals with a master's or higher in their chosen profession who can evaluate your potential for success in a graduate program. (Letters of recommendation cannot be used in lieu of our recommendation form.) Recommendations from family members are not appropriate.
- A personal goal statement that reflects MSN program outcomes
- Current curriculum vitae or resume
- GRE not required
- \*Pre-requisite courses: Anatomy & Physiology 1 and 2 with lab (ex. BIOL 243, BIOL 243L, BIOL 244, BIOL 244L), Microbiology with Lab (ex. BIOL 250, BIOL 250L), Chemistry with Lab

(ex. CHEM 102, CHEM 102L or CHEM 111, CHEM111L, CHEM 112, and CHEM 112L) and Human Growth and Development (ex. PSYC 420). All prerequisites should be completed prior to submitting your application. Courses should be completed at a regionally accredited university.

- NOTE: Anyone admitted to the MEPN program must complete Basic Life Support\*\* CPR certification prior to the start of the program.
- \*All pre-requisites must have been completed in the last 10 years with a C or greater grade. Please check with academic advisor regarding specific courses/timeframe.
- \*\* One of the following is required: American Heart Association BLS for Healthcare Provider course OR American Heart Association Basic Life Support Provider course OR American Red Cross BLS/CPR for Healthcare OR Military Training Network Healthcare Provider (in accordance with the curriculum of the American Heart Association for the BLS for the Healthcare Provider).

**Requirements for earning the Masters include:**

1. completion of an approved program of study;
2. completion of an applied research course, **NURS 791**;
3. a GPA of 3.00 (on a 4.00 scale) on all courses attempted for graduate credit and all courses numbered 700 and above;
4. a GPA of a 3.00 (on a 4.00 scale) on all courses on the approved program of study;
5. passing a comprehensive assessment during the last semester of the program.

**CURRICULUM**

**Master's Entry to Practice, M.S.N.**

The Master's Entry to Practice (MEPN) program is an entry into practice master's degree that provides students with a previously earned bachelor's degree the opportunity to gain education and experience as a direct care provider of nursing in a variety of settings. The degree also provides an advantage to adult learners choosing nursing as a second career allowing them to become a nurse in a shorter amount of time and to earn a higher degree as opposed to a second baccalaureate degree. Graduates of this program are eligible to apply to sit for the National Council Licensure Examination (NCLEX-RN), examination in order to obtain a registered nurse license.

**MEPN MSN Program Learning Outcomes**

At the conclusion of the program, the MSN graduate will be able to:

1. Apply evidence-based, culturally sensitive, clinically competent care across the healthcare continuum.
2. Utilize information and health care technologies to assist in making clinical judgments using reflection, critical thinking, and problem-solving skills for effective health care delivery.
3. Demonstrate professionalism at the entry to practice level in the clinical setting.
4. Pursue quality, effectiveness, and innovation in shared leadership of interprofessional health teams.

**Requirements for Earning the M.S.N. Degree Include the Following:**

1. completion of an approved program of study;
2. completion of an applied research course, **NURS 791**;
3. a GPA of 3.00 (on a 4.00 scale) on all courses attempted for graduate credit and all courses numbered 700 and above;
4. a GPA of a 3.00 (on a 4.00 scale) on all courses on the approved program of study;
5. passing a comprehensive assessment during the last semester of the program.

**Course Requirements (68 hours)**

Course	Title	Credits
<b>NURS 701</b>	Introduction to Nursing Practice and Theory	3
<b>NURS 709</b>	Pathophysiological Concepts for Nursing Practice	3
<b>NURS 711</b>	Pharmacotherapies for Nursing Practice	3
<b>NURS 712</b>	Health Assessment for Nursing Practice <sup>+</sup>	3
<b>NURS 713</b>	Nursing Practice Fundamentals <sup>*,+</sup>	5
<b>NURS 716</b>	Maternal, Newborn, and Pediatric Nursing	6
<b>NURS 721</b>	Gerontological Nursing Care	2
<b>NURS 723</b>	Medical Surgical Nursing Practice I <sup>*,+</sup>	5
<b>NURS 726</b>	Medical Surgical Nursing Practice II <sup>*</sup>	5
<b>NURS 729</b>	Psychiatric Nursing Practice <sup>*,+</sup>	4
<b>NURS 730</b>	Population Health Nursing	3
<b>NURS 745</b>	Nursing Ethics, Policy & Advocacy	3
<b>NURS 746</b>	Informatics, Technology, and Emerging Issues	3
<b>NURS 747</b>	Leadership and Safety for Nursing Practice	3
<b>NURS 748</b>	Care Coordination and Outcomes Management <sup>*</sup>	3
<b>NURS 750</b>	Transition to Nursing Practice I <sup>*</sup>	3
<b>NURS 751</b>	Transition to Nursing Practice II	5
<b>NURS 789</b>	Statistical and Research Methods for Nursing Practice	3
<b>NURS 791</b>	Seminar in Clinical Nursing Research	3
<b>Total Credit Hours</b>		<b>68</b>
<b>Course List</b>		

\*

Indicates courses with field study hours

+

Indicates courses with lab hours

**Curriculum Map:**

MEPN

Full-time (5 semesters)

Spring semester start (January)

Year 1	Spring Semester 1 (12)	Summer Semester 2 (13)	Fall Semester 3 (15)
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	NURS 709 (3 credits) NURS 712 (3 credits) + NURS 711 (3 credits) NURS 701 (3 credits)	NURS 713 (5 credits) + * NURS 716 (6 credits) + * NURS 721 (2 credits)	NURS 723 (5 credits) * NURS 729 (4 credits) * NURS 730 (3 credits) NURS 745 (3 credits)
Year 2	Spring Semester 4 (14)		Summer Semester 5 (14)
	NURS 789 (3 credits) <sup>A</sup>	NURS 746 (3 credits) <sup>B</sup>	NURS 791 (3 credits) <sup>A</sup>
	NURS 726 (5 credits) * NURS 750 (3 credits) *		NURS 747 (3 credits) NURS 748 (3 credits) NURS 751 (5 credits) + Increase hours 3 to 5

Total 68 credit hours

+ on-campus immersion

\* course requires clinical hours

<sup>A</sup> course offered in A term only

<sup>B</sup> course offered in B term only

## Course Descriptions

### MEPN Course Description

#### [NURS 701 Introduction to Nursing Practice and Theory](#) (3 Credits)

Introduction to the profession of nursing. Provides the framework for the development of nursing practice through the critical analysis of current nursing and systems theories.

[NURS 709 Pathophysiological Concepts for Nursing Practice](#) (3 Credits) Pathophysiological processes and application for nursing practice.

[NURS 711 Pharmacotherapies for Nursing Practice](#) (3 Credits) Pharmacotherapies treatments and application for nursing practice.

[NURS 712 Health Assessment for Nursing Practice](#) (3 Credits) Health assessment processes and application for nursing practice.

[NURS 713 Nursing Practice Fundamentals](#) (5 Credits) Introduction to cognitive, affective, and psychomotor skills and technology needed for nursing interventions.

#### [NURS 716 Maternal, Newborn, and Pediatric Nursing](#) (6 Credits)

Nursing care of childbearing families, focusing on support for childbearing individuals, child growth and development, health promotion and health restoration. Field study required.

[NURS 721 Gerontological Nursing Care](#) (2 Credits) Nursing care focusing on health promotion, restoration and support of older adults.

[NURS 723 Medical Surgical Nursing Practice I](#) (5 Credits) Nursing Care of the patient with Chronic Health Problems.

[NURS 726 Medical Surgical Nursing Practice II](#) (5 Credits) Nursing care of the patient with acute health issues.

[NURS 729 Psychiatric Nursing Practice](#) (4 Credits) Nursing care of clients experiencing psychiatric/mental health problems, with a focus on health promotion, restoration, and support.

[NURS 730 Population Health Nursing](#) (3 Credits) Trends of the public health workforce capacity and issues impacting the health of individuals and communities.

[NURS 745 Nursing Ethics, Policy & Advocacy](#) (3 Credits) Issues and trends in ethics, policy and advocacy for nursing practice.

[NURS 746 Informatics, Technology, and Emerging Issues](#) (3 Credits) Explores the application of informatics and technology in healthcare and other emerging issues in the field.

[NURS 747 Leadership and Safety for Nursing Practice](#) (3 Credits) Concepts and principles of leadership roles and the management functions of professional nurses in a contemporary health care environment, interprofessional relationships and quality/safety principles. Students will also utilize evidence-based research to examine clinical questions.

[NURS 748 Care Coordination and Outcomes Management](#) (3 Credits) Strategies for effective care coordination and effective measurement of patient outcomes related to care transitions.

[NURS 750 Transition to Nursing Practice I](#) (3 Credits) Focuses on quality/safety in the healthcare setting and includes field study.

[NURS 751 Transition to Nursing Practice II](#) (5 Credits) Application and synthesizing knowledge and skills learned throughout the nursing program. Students will integrate content from previous courses during class time and clinical experiences.

[NURS 789 Statistical and Research Methods for Nursing Practice](#) (3 credits) Exploration of research methods, including application of basic statistical principles and procedures. Evaluation of published nursing research reports.

[NURS 791 Seminar in Clinical Nursing Research](#) (3 credits) Survey and critical analysis of current research in clinical nursing and related disciplines.

Total Credit hours: 68

## **Objectives and Outcomes**

### **Master's Entry to Practice, M.S.N.**

The Master's Entry to Practice (MEPN) program is an entry into practice master's degree that provides students with a previously earned bachelor's degree the opportunity to gain education and experience as a direct care provider of nursing in a variety of settings. The degree also provides an advantage to adult learners choosing nursing as a second career allowing them to become a nurse in a shorter amount of time and to earn a higher degree as opposed to a second baccalaureate degree.

Graduates of this program are eligible to apply to sit for the National Council Licensure Examination (NCLEX-RN), examination in order to obtain a registered nurse license.

Program Learning Outcomes

Program Learning Outcomes	
Outcome 1	Apply evidence-based, culturally sensitive, clinically competent care across the healthcare continuum.
Outcome 2	Utilize information and health care technologies to assist in making clinical judgments using reflection, critical thinking, and problem-solving skills for effective health care delivery.
Outcome 3	Demonstrate professionalism at the entry to practice level in the clinical setting.
Outcome 4	Pursue quality, effectiveness, and innovation in shared leadership of interprofessional health teams.

Evaluation and Assessment

**MEPN MSN Program Learning Outcomes:**

Learning Outcomes (LOs)	Curriculum	Measures and Criteria	Methods
At the conclusion of the program, the master's graduate will be able to:	<ul style="list-style-type: none"> <li>- Where in your curriculum are students exposed to the material covered in this learning outcome?</li> <li>- Do you have a course/experience that covers this?</li> </ul>	What assignment/experience will you use to assess the skill/knowledge in this outcome?	<ul style="list-style-type: none"> <li>Who in your department is collecting your determined assessment measure?</li> <li>How often is it being collected?</li> <li>Who will analyze the results for all students?</li> <li>Who will see the analysis?</li> <li>What mechanisms does your department have in place to respond to the assessment results and make changes to your curriculum if the results warrant changes?</li> </ul>
1. Apply evidence-based, culturally sensitive, clinically competent care across the healthcare continuum.	NURS 701	<p><b>Assignment:</b> Patient Care Project.</p> <p><b>Outcome Assessed:</b> 80% of students earn a B or higher on the assignment.</p>	<p><b>Collection plan:</b> NURS 701 faculty will report the grades each time NURS 701 is taught for the Patient Care Project to the DNP/MSN/CGS Evaluation committee.</p> <p>The committee will assess results and determine if results: exceed, meet, or</p>

			<p>falls below the stated benchmark.</p> <p>The evaluation committee will report the results to the academic council and Assistant/Associate Dean.</p> <p>The DNP/MSN/CGS Evaluation committee will work with the faculty to make changes to the course should results warrant.</p> <p>Final approval would be in DNP/MSN/CGS council.</p>
<p>2. Utilize information and health care technologies to assist in making clinical judgments using reflection, critical thinking, and problem-solving skills for effective health care delivery.</p>	<p>NURS 748</p>	<p><b>Assignment:</b> Care Connection Group Project</p> <p><b>Outcome Assessed:</b> 80% of students demonstrate competency with a grade of B or higher on the assignment.</p>	<p><b>Collection plan:</b> NURS 748 faculty will report the grades each time NURS 748 is taught for the Care Connection Group Project to the DNP/MSN/CGS Evaluation committee.</p> <p>The committee will assess results and determine if results: exceed, meet, or falls below the stated benchmark.</p> <p>The evaluation committee will report the results to the academic council and Assistant/Associate Dean.</p> <p>The DNP/MSN/CGS Evaluation committee will work with the faculty to make changes to the course should results warrant.</p> <p>Final approval would be in DNP/MSN/CGS council.</p>

<p>3. Demonstrate professionalism at the entry to practice level in the clinical setting.</p>	<p>NURS 751</p>	<p><b>Assignment:</b> Completion of clinical experiences.</p> <p><b>Outcomes Assessed:</b> Faculty review of preceptor evaluation and determined satisfactory completion of practicum experience as demonstrated by evaluation of the tool specific to program.</p>	<p><b>Collection plan:</b> Course faculty for NURS 751 will report the numbers of students satisfactorily completing the clinical requirements to the DNP/MSN/CGS/DNP Evaluation committee each time the courses are taught.</p> <p>The committee will assess results and determine if results: exceed, meet, or falls below the stated benchmark.</p> <p>The evaluation committee will report the results to the academic council and Assistant/Associate Dean.</p> <p>The DNP/MSN/CGS Evaluation committee will work with the faculty to make changes to the course should results warrant.</p> <p>Final approval would be in DNP/MSN/CGS council.</p>
<p>4. Pursue quality, effectiveness, and innovation in shared leadership of interprofessional health teams.</p>	<p>NURS 750</p>	<p><b>Assignment:</b> Discussion board assignment on interprofessional leadership using a case study approach.</p> <p><b>Outcomes Assessed:</b> 85% of students participate in the discussion board initial posting and peer responses.</p>	<p><b>Collection plan:</b> Course faculty for NURS 750 will report the numbers of students satisfactorily completing the case study / discussion to the DNP/MSN/CGS Evaluation committee each time the courses are taught</p> <p>The committee will assess results and determine if results: exceed, meet, or falls below the stated benchmark.</p> <p>The evaluation committee will report the results to the academic council and Assistant/Associate Dean.</p> <p>The DNP/MSN/CGS Evaluation committee will</p>

			<p>work with the faculty to make changes to the course should results warrant.</p> <p>Final approval would be in DNP/MSN/CGS council.</p>
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**Other Evaluation measure include the following:**

**TEQ and CEQ:** Teacher and Course Evaluations. Collected each semester from MSN students by class climate online. Data collected by the Office of Research College of Nursing and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate are used to collect and store data. Assessments are used as a quality improvement process for course content, teaching strategies, and course materials as appropriate.

**PAQ:** Program Assessment Questionnaire of Graduating MSN students: Collected each semester from graduating NE students by class climate online. Data collected by the Office of Research College of Nursing and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate are used to collect and store data. Assessments are used as a quality improvement process for course content, program content deficits, and course materials as appropriate.

**EAQ:** Employer Assessment Questionnaire who employ NE graduates: Will be collected annually from employers of NE graduates by class climate online. Data collected by the Office of Research College of Nursing and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate are used to collect and store data. Assessments are used to amend the program to ensure the graduate is meeting the employer's demands and expectations.

**SEP:** Student Evaluation of Preceptor. Collected each semester from the NE students in the practicum course by class climate online. Data collected by the Office of Research College of Nursing and disseminated to course faculty and College of Nursing Administrators. Aggregate data presented to College of Nursing Graduate Faculty. SAS software and class climate are used to collect and store data. Assessments are used to evaluate the effectiveness of a preceptor for the student learning environment.

**FPES:** Faculty/Preceptor Evaluation of the Student. Collected a minimum of two times per semester for each NE student in each practicum course. Direct observation. Hard copy tool FPES is used by the Course Faculty Member and Preceptor to evaluate the student's competency proficiencies in the specialty criterion. Evaluations are shared with students to enhance or strengthen skills and competencies.

## **Compliance with SACSCOC Standard 10.7**

The College of Nursing follows University policies for determining the amount and level of credit awarded for its courses. Course development begins with an assigned faculty member with content expertise, with the help of the Director of Distributed Learning as applicable. Decisions regarding the number of credit hours and level of the proposed course are proposed to the Curriculum committee and voted on within the appropriate Academic Council.

Clinical course hours: credit allocation is at an 8:1 ratio. For every eight (8) clock hours of direct clinical 1 credit is awarded.

Simulation course hours: credit allocation is at a 4:1 ratio. For every four (4) clock hours of direct clinical 1 credit is awarded.

Lab course hours: credit allocation is at a 2:1 ratio. For every two (2) clock hours of direct clinical 1 credit is awarded.

Clock hours: are allocated at the 50-minute academic hour.

All courses are overseen by qualified faculty.

## **Administrative Resources and Oversight**

Chief Nursing Administrator: Jeannette O. Andrews, PhD, RN, ANP, FAAN is the seventh Dean of the USC College of Nursing beginning January 2013. Dr. Andrews' distinguished record of leadership in education, scholarship, practice, administration, strategic planning, and development clearly demonstrates her ability to lead the College forward in the years ahead.

Chief Academic Administrator: Alicia Ribar, PhD, APRN, FNP-BC, CNE is the chief academic officer, providing leadership in the strategic development and implementation of curricula that meet the needs of a diverse undergraduate and graduate student population. She oversees the Office of Student Affairs and Clinical Simulation Center.

Program Director: Eboni Herbert Harris, PhD, APRN, FNP-BC, CNE is a professor and serves as the program director and also serve as a full-time program faculty member. Dr. Harris provides day-to-day oversight of the program.

Academic Advisor: A shared professional advisor will provide student support for the program.

Shared Faculty Governance: The faculty component of the shared governance model is organized around three academic councils (BSN, DNP/ MSN/Certificate, and PhD). The DNP/ MSN/Certificate Council will provide admission, curricular, and evaluation of the Nurse Midwife Certificate, MSN, and DNP programs.

Academic Assessment & Accreditation Manager: The Academic Assessment and Accreditation Manager will work directly with the Chief Academic Administrator on all matters related to assessment and accreditation; oversee the work of the Academic Councils by supporting the council and committee chairs in assisting with their assessment needs, conduct training, research and/or program administration.

## Faculty Qualifications

### Faculty Qualifications

The University of South Carolina Faculty Manual outlines the minimum qualifications required of teaching faculty by rank. For tenured/tenure/track appointments (e.g., Professor, Associate Professor, Assistant Professor) faculty are required to hold a terminal degree in the teaching, or in a closely related, discipline in addition to a potential, for untenured faculty, or an established scholarly presence within a disciplinary area of expertise. For Instructors, a faculty member is expected to possess a master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline. ACAF 1.20: Credentials Verification for Instructors of Record (**Appendix D**) requires that the credentials of all instructors of record are in compliance with accreditation requirements. For instructors of record at the graduate level, faculty must have earned a doctoral/terminal degree in the teaching discipline or related discipline. When the credentials of an instructor of record does not meet these requirements but demonstrates outstanding professional experience or contributions to the teaching discipline, the individual may be alternatively credentialed. To teach a course at the graduate level this requires that the course department explain and provide documentation of the instructor's alternative qualifications to teach a specific course, which may include research, professional licensure or qualification, professional development, or other specialized training. In addition, for graduate courses, the instructor must have, at a minimum, 18 hours of relevant graduate coursework in addition to alternative credentials. Any exceptions require approval from the Office of the Provost.

Please see (**Appendix C**) for the faculty roster containing information for those faculty teaching required coursework within the Master's Entry to Practice (MEPN) program. The faculty roster includes courses taught during Spring 2023 and Fall 2023. Faculty listed in roster are the same faculty that are expected to teach when the program starts in Fall 2024.

### Resources and Budget

Total FTE supporting the program:

The program is supported by the full-time faculty member serving as the program director as well as fulltime teaching faculty. All courses in the program are allocated as 25% (twenty-five) percent teaching workload for the assigned faculty. Total human resources are:

Faculty: 5.5 FTE

Staff: 0.25 FTE

Administration: 0.5 FTE

#### Non-Instructional Staff

The College of Nursing (CON) recently added an additional staff line in student services to support the growth in all the CON programs for academic advising and contracts. Student resources are listed in the graduate student handbook located at

[http://www.sc.edu/study/colleges\\_schools/nursing/internal/current\\_students/index.php](http://www.sc.edu/study/colleges_schools/nursing/internal/current_students/index.php) (**APPENDIX E**)

The College of Nursing uses standard templates developed to meet quality matters and accessibility standards and housed in the classroom management portal Blackboard for all nursing courses in the MEPN Program.

The CON employs a full-time instructional designer who has 20+ years of experience with online educational best practices and pedagogy. This person supports all faculty teaching online. The College



has a long, successful history of online education and face-to-face innovative delivery methods that meet the needs of adult learners.

### Library and Learning Resources

The Thomas Cooper Library acquires material in a variety of formats to support current and projected curricular offerings, the needs of students, and faculty teaching and researching. Reference librarians are available during normal operating hours. Reference and literature search requests are accepted in-person, by telephone, or online. Assistance is offered in locating materials, computerized bibliographic searches, identifying authoritative web sites with quality content, using local databases, interlibrary loan requests, class presentations, and advice on library services and policies.

The Thomas Cooper Library's Research & Instruction Department offers a range of instructional services. Class-tailored sessions are offered to provide general library introductions and hands-on instruction focusing on the information needs of a particular class. Personal instruction is available at the reference desk, via email, Ask a Librarian online chat, via the telephone, and by appointment via the Library's Book a Librarian service.

The Educational Film Collection is housed in Thomas Cooper Library and provides documentary and feature films for classroom education. Collections include videotapes, 16mm films, DVDs and streaming film resources licensed for classroom use. For example, a mediated access model is available for Kanopy, which is a streaming video platform. Faculty or instructors can request a Kanopy film license to provide required course material. The Educational Film Collection has a Film Manager who can work with faculty or instructors to research options for and secure films that are required course material.

Interlibrary loan services are provided to obtain materials that are not available from University Libraries. The University Libraries provides interlibrary loan services to current students, faculty, and staff of the University of South Carolina Columbia campus free of charge. Faculty may have up to 100 active requests, staff may have up to 25 active requests, graduate students may have up to 50 active requests, and undergraduates may have up to 15 active requests. Electronic desktop delivery of book chapters and periodical articles can be requested through the Scan and Deliver link located in the library catalog or via the Scan and Deliver option in ILL Express.

Students also have access to additional library collections, databases, and resources provided by the Partnership Among South Carolina Academic Libraries (PASCAL). In addition to shared licensing of electronic resources, PASCAL Delivers enables students, faculty, and staff to request and receive print books from participating academic libraries in South Carolina. Students are made aware of learning information resources available to them during orientation sessions, course syllabi, and individual course orientation.

Students will utilize the online resources provided to all University of South Carolina (USC) students via Thomas Cooper Library and PASCAL. A search of the Thomas Cooper library shows 300-400 holdings under "maternal child health/nursing." Nursing also has several key databases available through the library:

CINAHL Complete is coverage of the literature in nursing and allied health care areas. PubMed-Medline is the premier database of worldwide biomedical literature including research, clinical practice, administration, policy issues, and health care services.

Joanna Briggs Institute EBP (Evidence-Based Practice) Database covers a wide range of medical, nursing, and health science specialties and includes a unique suite of information that has been analyzed, appraised, and prepared by expert reviewers at the JBI so you can integrate the world's best evidence into your research. It includes evidence summaries, evidence-based recommended practices, best

practice information sheets, systematic reviews, consumer information sheets, systematic review protocols, and technical reports.

The Cochrane Library at the School of Medicine also provides reliable and up-to-date information on the effects of interventions in health care.

### Equipment

The USC – Columbia campus Center for Simulation and Experiential Learning (SAEL) is a clinical teaching environment designed as a hospital-like setting including beds with head wall units that house suction and oxygen, exam tables, task trainers, and high-fidelity manikins. There is an open classroom area equipped with advanced audio/visual equipment for group simulation learning activities for groups of 40 students. There are eight individual simulation suites replicating hospital/clinical environments and an additional four clinical exam rooms for Simulated Participant experiences. Each of these rooms are equipped with cameras and microphones to capture simulation experiences with a web-based learning management system. Experiences can be viewed live or after it has been recorded from anywhere on campus. Students and faculty also have access to one of five rooms, all outfitted with audio/visual equipment, that can be used for debriefing simulated experiences or using those spaces for skills activities. Current equipment used for nurse practitioner education will be used for the proposed program. In December 2020, the SAEL was accredited by the Society for Simulation in Healthcare and the Council for Accreditation of Healthcare Simulation, demonstrating a high level of quality.

### Facilities

In partnership with Lexington Medical Center, the CON broke ground on a new 52,000-square-foot nursing simulation center and teaching facility in West Columbia, South Carolina. The MEPN program will be administrated at this site however will be overseen and part of of the overall accreditation at the man campus USC COlumbia campus. The site is anticipated to be completed in the Summer of 2024, with students occupying the site in Fall 2024. It is planned that the MEPN program faculty, staff, and students will move to the new Lexington Medical Center site at its campus in West Columbia at that time. The USC CON Lexington Medical Center 52,00 square foot building will house two new 150-seat state-of-the-art classrooms and one 110-seat classroom as well as a state-of-the-art “collaboratory” to support interactive student learning and collaboration on the first floor. The second floor will house the SAEL. The new 15,000-square-foot state-of-the-art center will have dedicated spaces to support the education of critical skills and acute and community simulation experiences. The building's third floor will provide 28 more private office spaces, four private hoteling spaces, and 32 flexible open hoteling office spaces.

### Overview of budget

The university budget development process is consistent across colleges and other operating units. Deans of the colleges are responsible for planning and allocating resources for their respective colleges. At 2023-2024 rates, the 68-hour MEPN program tuition costs would be \$46,160 (in-state) and \$86,225 (out-of-state). Approximate program fees would be \$10,445 (in-state) and \$11,945 (out-of-state). Fees include a university and departmental costs of health professions fee, a health center fee, a technology fee, lab fees, health insurance, and malpractice insurance. Additionally, a one-time matriculation fee of \$80 is billed in the 1st semester of enrollment.

Estimated Costs by Year						
Category	Year 1		Year 2		Year 3	
	Projected*	Actual	Projected*	Actual	Projected*	Actual
Program Administration and Faculty and Staff Salaries	\$367,325.00	\$313,224.37	\$654,766.00	\$516,766.00	\$645,766.00	\$756,949.00
Facilities, Equipment, Supplies, and Materials	\$20,000.00	\$16,000.00	\$20,000.00	\$18,000.00	\$20,000.00	\$27,000.00
Library Resources						
Other - Service Support						
Other (specify)	\$94,718.56	\$74,875.00	\$151,517.60	\$122,900.00	\$151,517.60	\$177,200.00
<b>Total Estimated Costs</b>	\$482,043.56	\$404,099.37	\$826,283.60	\$657,666.00	\$817,283.60	\$961,149.00
Sources of Financing by Year						
Category	Year 1		Year 2		Year 3	
	Projected*	Actual	Projected*	Actual	Projected*	Actual
Tuition Funding	\$877,536.00	\$534,840.00	\$1,462,560.00	\$1,171,721.10	\$1,462,560.00	\$1,736,041.00
Program-Specific Fees	\$236,800.00	\$113,600.00	\$320,000.00	\$310,777.00	\$320,000.00	\$414,343.00
Special State Appropriation						
*Reallocation of Existing Funds						
Federal, Grant or Other Funding (specify)						
<b>Total Sources of Financing</b>	\$1,114,336.00	\$648,440.00	\$1,782,560.00	\$1,482,498.10	\$1,782,560.00	\$2,150,384.00
<b>Net Income (put any loss in red in parentheses)</b>	\$632,292.44	\$244,340.63	\$956,276.40	\$824,832.10	\$965,276.40	\$1,189,235.00

### MEPN Library Resources

Porth, C.M. (2020). *Essentials of Pathophysiology: Concepts of Altered Health States*. (5th ed). Lippincott Williams & Wilkins. ISBN 9781975107192

Stanhope, M., & Lancaster, J. (2020). *Public Health Nursing: Population-Centered Health Care in the Community*. 10th ed. St. Louis: Mosby.

Yoder-Wise, P. (2019) *Leading and Managing in Nursing* (7<sup>th</sup> ed.). Elsevier.

American Psychological Association. (2011). *Publication manual of the American Psychological Association*. (6th ed.). Washington DC: APA. (ISBN-13: 978-1-4338-0561-5)

Davies, B., & Logan, J. (2018). *Reading research: A user-friendly guide for health professionals* (7<sup>th</sup> ed.). Ontario, Canada: Elsevier. (ISBN: 9780323759243)

Gray, J.R., & Grove, S.K. (2020). *The practice of nursing research: Appraisal, synthesis, and generation of evidence*. (9th ed.). St. Louis, MO: Elsevier. (ISBN: 978-0323673174).

Melnyk, B. M., & Fineout-Overholt, E. (Eds.) (2019). *Evidence-based practice in nursing & healthcare: A guide to best practice*. (4th ed.). Philadelphia: Lippincott Williams & Wilkins. ISBN: 9781451190946

Burns, N. & Grove, S. K. (2017). *The practice of nursing research: Conduct, critique, and utilization*. (8th ed.). St. Louis: Elsevier Saunders. ISBN: 9781455707362

LaCharity, L.A., Kumagai, C.K., & Hosler, S. (2021). *Prioritization, delegation and assignment: Practice exercises for the NCLEX-RN examination 5th ed.*. Elsevier  
ISBN: 9780323683166

Manning, L., & Zager, L. (2019). *Medical surgical nursing concepts made insanely easy: A new approach to the Next Generation NCLEX (2nd ed.)*. ICAN Publishing.  
ISBN 9780990354291

### **Description of Institutional Evaluation and Assessment Process for Change**

The University of South Carolina, Columbia has an assessment protocol in place for all programs within academic units. The program assessment process occurs on a 2-year schedule in which programs report their assessment data as means to analyze student performance, evaluate program efficiency, and utilize results to influence program and/or assessment revisions. The program will be assessed through the standard University of South Carolina assessment software system, Assessment Plan Composer, which is used to report results on all program goals and objectives and within, or outside of, specific course assessment will occur. Assessment data will be reviewed each year by the program director, program faculty, and department chair to determine if changes need to be made to individual courses and/or the program.

### **Contingency Plan for Master's Entry to Practice (MEPN) Program**

Most of the resources for the Master's Entry to Practice (MEPN) Program build of the existing infrastructure that is already in place at the University. Enrollment projections are very conservative based on anticipated demand and our assessment of need within the institution, state, region, and nationally. Therefore, if enrollment numbers decline, we can propose and implement a teach out plan if needed.