

**NEW PROGRAM PROPOSAL FORM**

Name of Institution: **University of South Carolina Upstate**

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

Concentration: **Public and Community Health Nursing**

Program Designation:

- |  |  |
|--|--|
| <input type="checkbox"/> Associate's Degree  | <input type="checkbox"/> Master's Degree   |
| <input type="checkbox"/> Bachelor's Degree: 4 Year   | <input type="checkbox"/> Specialist  |
| <input type="checkbox"/> Bachelor's Degree: 5 Year   | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input checked="" type="checkbox"/> 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: **Fall 2023**

CIP Code: **51.3818**

Delivery Site(s):  
**University of South Carolina Upstate - Greenville Campus**  
**225 S. Pleasantburg Dr.**  
**Greenville, SC 29607**

Delivery Mode:

- |  |   |
|--|---|
| <input type="checkbox"/> Traditional/face-to-face<br>*select if less than 25% online | <input type="checkbox"/> Distance Education                             |
|  | <input type="checkbox"/> 100% online                                    |
|  | <input checked="" type="checkbox"/> Blended/hybrid (50% or more online) |
|  | <input type="checkbox"/> Blended/hybrid (25-49% online)                 |
|  | <input type="checkbox"/> Other distance education (explain if selected) |

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

**Shirleatha T. Lee, PhD, RN, CNE**  
**Dean, Mary Black Endowed Chair for Nursing**  
**(864) 503-5444**  
[sl37@uscupstate.edu](mailto:sl37@uscupstate.edu)

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

**Mary Black School of Nursing 9-15-21**  
**University Graduate Committee 10-5-21**  
**University Academic Affairs 11-5-21**  
**University Faculty Senate 1-18-22**  
**Provost 3-29-22**

**President and BOT approval pending** (will be on December 13<sup>th</sup> BoT agenda)

### **Background Information**

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

#### **Nature and Purpose of the Proposed Program**

The proposed Doctoral Degree in Nursing Practice (DNP) program (*hereafter the DNP program*) will prepare advanced practice nurses in Public and Community Health Nursing. The DNP program at USC Upstate will be based on the American Association of Colleges of Nursing (AACN) *Essentials and Core Competencies for Professional Nursing Education (2021)*. The DNP program will focus on developing nurse leaders in practice who are innovative and evidence-based and will reflect the application of credible research findings. The primary goal of the DNP program will be to provide advanced knowledge and immersed leadership practice to nurses dedicated to providing high quality care to improve health outcomes for patients, families, and populations, transform healthcare, and reduce healthcare costs.

The DNP program will provide students with advanced knowledge and skills in theoretical constructs for advanced nursing practice, epidemiological and environmental health, organizational leadership and systems thinking, health care policy, finance, and economics, global and cultural diversity in population-focused health, program evaluation, and advanced leadership concepts in community and public health nursing. The distinctiveness of the DNP program focusing on *Public and Community Health Nursing* will be of value to those interested in pursuing careers as advanced practice nurses who lead change and advance health amid an ever-changing healthcare landscape. These nurses will influence population-level changes particularly through community health assessments and intervention and by evaluating the outcomes of public health programs. The DNP program is particularly vital for improving healthy living in the state of South Carolina. According to the Centers for Disease Control and Prevention's National Center for Health Statistics, health indicators within South Carolina include teen pregnancy, infant mortality, drug overdose, & COVID-19 (CDC, 2019). In addition, South Carolina is ranked eighth in the nation for preterm births and fifth for low birth weight and the leading cause of death in South Carolina is heart disease (CDC, 2019). Therefore, our state needs more nurses with advanced preparation and knowledge to lead efforts to promote health and wellness and eliminate such health disparities. A DNP degree in public and community health nursing will prepare nurses at the doctoral level to protect and promote health and wellness in the community by addressing these key health indicators and many others.

Doctorally prepared community and public health nurses serve in roles that plan, pilot, and implement evidenced-based population health programs initiated at the state or federal level. These roles include promoting health and providing preventative and curative nursing services for groups or communities under the supervision of a public health agency, including practice in the community (such as rural South Carolina), disease prevention, health education, and community health assessment. The distinctiveness of the DNP program focusing on public and community health will be of value to those interested in pursuing careers as evidenced-based advanced practice nurses who lead change and advance health amid an ever-changing healthcare landscape.

The graduate of the DNP Public and Community Health Nursing will be able to:

- Demonstrate expertise in Public and Community nursing practice.
- Integrate sciences, education, research, leadership, and technology into advanced nursing

practice within the Public Health and Community specialty by providing evidence-based care to improve the health of individuals, communities, and populations.

- Contribute to and evaluate evidence-based research and interventions for transition into practice to improve the health of individuals, communities, and populations.
- Promote health care through inter-professional collaboration, policy development, and technology utilization within Public and Community nursing practice.
- Assume leadership role in organizational and systems activities for enhance individual, community, and population outcomes.

### **Centrality to Institutional Mission/Strategic Plan**

The DNP program is in congruence with the University of South Carolina Upstate’s mission, *“to prepare its students to participate as responsible citizens in a diverse, global and knowledge-based society, to pursue excellence in their chosen careers and to continue learning throughout life.”* The addition of the DNP degree at USC Upstate will create a pathway for alumni who live and work in the region to pursue excellence in nursing, expand their knowledge base, and support lifelong learning while serving the Upstate community. The DNP program also aligns with the Commission on Higher Education public agenda released February 2021, which seeks *“to increase the proportion of South Carolinians with high-quality postsecondary credentials to 60% by 2030.”* The Commission defines this statement as *“credentials that provide clear pathways to further education, employment or both.”* Moreover, the DNP program will address both by providing an opportunity for the continuance of education and meet employer needs through its graduates.

### **Target Audience**

The University of South Carolina Upstate, Mary Black School of Nursing has historically provided a pipeline of graduates to meet the dire needs of healthcare in the Upstate and surrounding areas at the baccalaureate and master’s levels. The “DNP curriculum builds on traditional master’s programs by providing education in evidenced-based practice, quality improvement, and systems leadership among other key areas” (AACN, 2019). The DNP program in public and community health nursing will add value and provide a direct pipeline for the Mary Black School of Nursing alumni and nurses who live and work in the Upstate by providing an accessible, high-quality educational nursing doctoral program. Therefore, we will serve nurses who live and work in the Upstate area, most specifically former graduates of the BSN and MSN programs.

### **Assessment of Need**

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

Providing care that is “safe, effective, patient-centered, efficient, and equitable” is the responsibility of all health professionals and underscores the pivotal role of nurses. Nurses are on the front line of patient care, are the largest healthcare workforce, and provide the safety net for our health care system. Increasingly complex, health care environments require nurses to possess the highest level of scientific knowledge and practice expertise to assure high-quality patient outcomes. The DNP graduate is predominantly prepared to use research findings for evidence-based decision-making. Thus, the DNP- prepared nurse has the knowledge and skills necessary to translate research into nursing practice and provide leadership for improving healthcare, resulting in policies and plans that support best practices when providing patient care. “Nursing is moving in the direction of other health professions in the transition to the DNP; Medicine (MD), Dentistry (DDS), Pharmacy (PharmD), Psychology (PsyD), Physical Therapy (DPT), and Audiology (AudD) all require or offer practice doctorates,” (AACN, 2019). The AACN 2019) also reports, “employers are quickly recognizing the unique contribution these expert nurses are making in the practice arena and the demand for DNP-prepared nurses continues to grow.”

The National Academy of Medicine: Future of Nursing Report (2021) indicates, “the number of RNs who have obtained a doctoral degree has increased rapidly...with the number of DNP graduates growing over 500 percent from 1,282 graduates in 2010 to 7,944 graduates in 2019.”

As the nursing profession identifies the DNP as the terminal degree in nursing practice, schools with current MSN programs have started offering the DNP as well. Since the first DNP programs began in 2005, 357 DNP programs have been established, with an additional 60 post-baccalaureates and 46 post-master’s DNP programs in the planning stages (AACN, 2019). DNP programs are now available in all 50 states plus the District of Columbia (AACN, 2019). According to the AACN, South Carolina has 3 DNP programs that are accredited by the Commission on Collegiate Nursing Education (CCNE). North Carolina and Georgia have 5 and 7 respectively. In 2013, enrollment in DNP programs was 14,688 and was last reported at 36,069 in 2019. The DNP remains a newly emerging field of study within the nursing profession, and the demand for DNP education continues to grow.

Nurses with a DNP are clinical scholars with a unique set of skills. These nurses can utilize and translate research into practice, and shape systems of care. Nurses with a DNP can expand care provided to individuals to populations, and even address clinical issues that influence organization-level performance. Additionally, one of the greatest barriers to assuring a well-educated nursing workforce is the shortage of doctorally prepared faculty to teach at all academic levels. On average SC loses an average of 60 nursing faculty each year, and 54% of nursing faculty in SC are 51 years or older; nearing retirement. Therefore, the DNP also addresses workforce needs for more highly educated nurses and is a positive step toward closing the nursing faculty shortage gap by preparing doctoral faculty who can not only meet practice needs but also nursing educational program needs. Therefore, DNP graduates can also alleviate the faculty shortage. So, as the nursing profession calls for the DNP as the terminal degree in nursing practice, it is inevitable that current universities offering MSN programs begin offering the DNP as well.

A needs assessment was completed by N=51 respondents that included alumni, current students, and practicing nurses. Ages ranged from 20-30 years (62%), 31-40 years (11%), 41-50 years (15%), 51-60 years (7%), over 60 years (1%). Highest degree earned included associate degree (10%), bachelor’s degree (82%), master’s in nursing student (4%), DNP student (2%), other (2%). Among respondents 46% indicated they are considering pursuing a doctorate degree in nursing with Community and Public Health nursing having the highest level of interest at 25%, followed by Health Care Systems (19%), and Informatics (19%), Leadership (17%), Other 14%, and Interdisciplinary Studies (4%). 61% of total respondents expressed interest in pursuing a doctorate within the next 3 years and 37% within greater than 3 years of time. Regarding delivery format 50% preferred hybrid (online and face to face combined) and 43% preferred online only with 56% preferring a part-time option as work commitments was listed as the number one barrier to pursuing a doctorate (24%). When asked if a doctoral degree were offered at USC Upstate, how interested they would be in applying to this program within the next 3 years, 100% of respondents to this question indicated they would be interested. (Respondents with doctoral degrees did not respond to this item.)

The USC Upstate MBSON DNP program will serve the interests of the healthcare community as supported by nurse executives in the Upstate area. DNP programs are available in the Academic Common Market; however, a DNP degree focused on Public and Community Health Nursing is only offered at seven institutions nationally, and none in the state of South Carolina.

**Transfer and Articulation**

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

There are no special articulation or MOU agreements for this program.

### Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs (2028)	Employment Projection (2028)	Expected Number of Jobs (2028)	Employment Projection (2028)	
Nursing Instructors and Teachers, Postsecondary	640	+19%	85,700	+18%	O*Net, <a href="http://www.onetonline.org">www.onetonline.org</a> , accessed April 29, 2021
Community Health Workers	330	+18%	74,800	+15%	O*Net, <a href="http://www.onetonline.org">www.onetonline.org</a> , accessed April 29, 2021

#### Supporting Evidence of Anticipated Employment Opportunities

**Provide supporting evidence of anticipated employment opportunities for graduates.**

Currently, there continues to be an increased need for nurses with advanced degrees throughout South Carolina and nationally. This is particularly true for doctoral prepared nurses. The Bureau of Labor Statistics and O\*Net (a database developed by the US Department of Labor) projected that there will be a +19% change in the number of job openings for post-secondary nurse educators in South Carolina between 2018 and 2028. In 2018, there were 540 nursing instructors and educators. By 2028, the numbers of nurse educators to meet the need in SC is projected to be 640 ([www.onetonline.org](http://www.onetonline.org)). For Community Health Workers, there is also projected to be a net growth in job vacancies of +18% in the State of South Carolina and +15% nationally. The data is located in the table below.

#### State (South Carolina) and National Trends

United States	Employment		Percent Change	Projected Annual Job Openings
	2018	2028		
Nursing Instructors and Teachers, Postsecondary	72,900	85,700	+18%	7,200
Community Health Workers	64,900	74,800	+15%	7,600
South Carolina	Employment		Percent Change	Projected Annual Job Openings
	2018	2028		
Nursing Instructors and Teachers, Postsecondary	540	640	+19%	60
Community Health Workers	280	330	+18%	40

Projected Annual Job Openings refers to the average annual job openings due to growth and net replacement. (O\*Net, [www.onetonline.org](http://www.onetonline.org), accessed April 29, 2021)

Currently, there are 513 job openings within a 100-mile radius of the USC Upstate campus for nursing that indicates a doctoral degree or higher is required or preferred (National Labor Exchange; Assessed June 1, 2021).

**Description of the Program**

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2022-2023	8	(+8)*16	*16
2023-2024	(+10)*26	(+8)*34	(-8)*26
2024-2025	(+10)*36	(+8)*44	(-8)*36
2025-2026	(+10)*46	(+8)*54	(-18)*36
2026-2027	(+10)*46	(+8)*54	(-18)*36

\*graduating completers (-) and accepting new admissions (+)

**Explain how the enrollment projections were calculated.**

The chart above shows modest initial enrollments into the DNP program in comparison to national trends. The Mary Black School of Nursing will admit students in both fall and spring semesters. The column labeled as headcount identifies the total number of students in the track by an asterisk. Some students will matriculate on a part-time basis. The number of students is conservative and based on small incremental growth in the graduate program.

Many students in our current graduate program work full-time and complete school on a part-time basis, which is common within the nursing profession. The Mary Black School of Nursing will offer all courses in the curriculum as they appear for full-time progression and part-time progression will also be an option. As previously stated, the projected growth is modest in comparison to national growth trends in DNP programs. Also, the MBSN has maintained high retention rates > 90 percent for graduate programs, so based on our success efforts with regard to retention we anticipate a stop out rate of 5 percent or less.

The attainability of the estimated growth in enrollment is feasible considering the conservative projections. Courses will be offered in a sequence to ensure students matriculate in adequate numbers so the school of nursing does not incur additional expenses. No associated risks are projected, and the DNP program will not affect other nursing programs within the institution or external to the institution.

**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 are as follows for the DNP program:

- Bachelor of Science in Nursing and a Master of Science in Nursing (MSN) degree from a nationally accredited program.
- Preferred cumulative grade point average (GPA) of 3.0 on a 4.0 scale for graduate coursework (official transcripts for all graduate coursework are required).
- Preferred cumulative grade point average (GPA) of 3.0 on a 4.0 scale for undergraduate coursework (official transcripts for all nursing coursework are required).



- Evidence of writing competence, which will be evaluated through the candidate’s prepared written statement submitted with the application.
- Personal goal statement
- Current CV or Resume (in addition to their education and professional experiences, to include any certifications, leadership experiences, experiences with diverse or underserved population, paid or volunteer healthcare experiences).
- A letter of reference that attest to the applicant’s academic ability, professional competency and personal character from doctoral-prepared registered nurses or physician.
- Unencumbered, active registered nurse (RN) or advanced practice registered nurse (APRN) license in state where clinical experiences will occur.
- Current BLS certification
- Verification of clinical hours completed during the applicant’s MSN program.

### Curriculum

#### New Courses

List and provide course descriptions for new courses.

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
0	14	0

The DNP program will add 14 new courses. The chart below provides the description for each new course.

<u>New Course Title</u>	<u>Description</u>
NURS U801 Translating Science Based Theories and Evidence into Nursing Practice (3)	Focuses on ethical, biophysical, psychosocial, analytical, and organizational theories from a range of disciplines. Content targets the principles of philosophy of science, social, political, and historical factors that have shaped the evolution of nursing science and practice are included. Theories and concepts providing the framework for the practice doctorate in nursing are critiqued.
NURS U802 Epidemiology and Environmental Health for Advanced Nursing Practice (3)	Focuses on epidemiological research and the distribution and determinants of health and disease in human populations Students learn to improve health by altering personal and environmental risk factors will be a major focus.
NURS U803 Global and Cultural Inequities, Disparities, and Access in Population Focused Health (3)	Global health problems facing the world's populations today and efforts taken to improve health at a global level and its impact at the national, state, and local levels on public and community health among diverse populations.
NURS U804 Global and Cultural Diversity in Population Focused Health Practicum (90 clinical hours) (2)	Practicum focused on global health problems facing the world's populations today and efforts taken to improve health at a global level and its impact at the national, state, and local levels on public and community health among diverse populations.
NURS U805 Disaster Preparedness and Management for Advanced Community and Public Health Nursing (2)	Focus on the leadership role of the DNP in natural and manmade disasters. Students will be prepared in emergency preparedness including, planning, response, mitigation, and remediation. Content highlights public health risks. Utilize systems analysis to promote effective collaboration in disasters.

<p>NURS U806          Patient Care Technology in Population Focused Care (2)</p>	<p>Analyzes phenomena of scholarly inquiry based upon contextual understanding of the setting or system, including recommendations for improvement and dissemination of findings using translational research methods and applicable nursing informatics principles in population focused health.</p>
<p>NURS U807          Healthcare Economics, Policy, and Finance (3)</p>	<p>Explores formulation of health policy in the United States, including the historical and cultural underpinnings of policies and politics that shape national health, health care and the nursing profession. The course emphasizes the economic, fiscal, and regulatory aspects of health, healthcare and nursing and their impact on individuals, communities, delivery systems, providers of care and advanced nursing in public and community health.</p>
<p>NURS U808          Organizational Leadership and Systems Thinking (3)</p>	<p>Examines essential elements of community and health systems to achieve high quality health and healthcare. Applies best practices to achieve optimal healthcare outcomes. In this didactic course, students analyze structures and processes in public and community health settings, including alternative strategies to bridge gaps between desired and actual healthcare outcomes. Emphasis on assessing and understanding organizational and population cultures, strategies to transform communities and systems of care, and systems change. Focuses on upstream strategies for health care systems improvement in quality and safety in complex health environments.</p>
<p>NURS U809          Organizational Leadership and Systems Thinking Practicum (90 clinical hours) (2)</p>	<p>Practicum focused on the application of best practices to achieve optimal healthcare outcomes. Students analyze structures and processes in public and community health settings, including alternative strategies to bridge gaps between desired and actual healthcare outcomes. Focuses on upstream strategies for health care systems improvement in quality and safety in complex health environments.</p>
<p>NURS U810          Program Evaluation in Community and Public Health Nursing (3)</p>	<p>Provides students with the information and tools needed to strategically evaluate change initiatives and outcomes in public and community health practice environments.</p>
<p>NURS U811          DNP Project Practicum I (135 clinical hours) (3)</p>	<p>Synthesizes essentials of doctoral nursing practice in collaboration with advanced healthcare professionals and faculty, including in-depth study of a select phenomenon of scholarly interest. This is the first of three DNP project practicum courses focused on providing students with experience in the application of advanced nursing practice and systems level knowledge in a public/community healthcare setting. In the entirety of the practicum series, students will translate current best evidence and use collaborative skills, leadership skills, and knowledge of informatics to design, implement, and evaluate a project to improve health outcomes. The focus of this course is to develop a project proposal that is innovative and evidence-based, feasible, and demonstrates value to the organization and population served.</p>
<p>NURS U812          DNP Project Practicum II (180 clinical hours) (4)</p>	<p>Synthesizes essentials of doctoral nursing practice in collaboration with advanced healthcare professionals and faculty, including in-depth study of a select phenomenon of scholarly interest. This is the second of three DNP project practicum courses focused on providing students with experience in the application of advanced nursing practice and systems level knowledge in a public/community healthcare setting. In the entirety of the practicum series, students will translate current best evidence and use collaborative skills, leadership skills, and knowledge of informatics to design, implement, and evaluate a project to improve health outcomes. The focus of this course is project implementation.</p>

<p>NURS U813 DNP Project Practicum III (180 clinical hours) (4)</p>	<p>Synthesizes essentials of doctoral nursing practice in collaboration with advanced healthcare professionals and faculty, including in-depth study of a select phenomenon of scholarly interest. This is the third of three DNP project practicum courses focused on providing students with experience in the application of advanced nursing practice and systems level knowledge in a public/community healthcare setting. In the entirety of the practicum series, students will translate current best evidence and use collaborative skills, leadership skills, and knowledge of informatics to design, implement, and evaluate a project to improve health outcomes. The focus of this course is project evaluation and dissemination.</p>
<p>NURS U814 DNP Project Practicum IV (45 clinical hours) (1)</p>	<p>This course is for those students who continue to work on their DNP Project and/or project practicum hours in the previous semesters after the conclusion of NURS U813. Students register for the one credit course every semester until their DNP Projects are completed and practicum hours are satisfied.</p>

Total Credit Hours Required: 37 credit hours (Post-MSN)

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
NURS U801 Translating Science Based Theories and Evidence into Nursing Practice	3	NURS U803 Global and Cultural Inequities, Disparities, and Access in Population Focused Health	3	NURS U806 Patient Care Technology in Population Focused Care	2
NURS U802 Epidemiology and Environmental Health for Advanced Nursing Practice	3	NURS U804 Global and Cultural Diversity in Population Focused Health Practicum (90 clinical hours)	2	NURS U807 Healthcare Economics, Policy, and Finance	3
		NURS U805 Disaster Preparedness and Management for Advanced Community and Public Health Nursing	2		
Total Semester Hours	6	Total Semester Hours	7	Total Semester Hours	5
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
NURS U808 Organizational Leadership and Systems Thinking	3	NURS U810 Program Evaluation in Community and Public Health Nursing	3	NURS U813 DNP Project Practicum III (180 clinical hours)	4
NURS U809 Organizational Leadership and Systems Thinking Practicum (90 clinical hours)	2	NURS U812 DNP Project Practicum II (180 clinical hours)	4		
NURS U811 DNP Project Practicum I (135 clinical hours)	3				
Total Semester Hours	8	Total Semester Hours	7	Total Semester Hours	4

**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.

<b>Program Name and Designation</b>	<b>Total Credit Hours</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
DNP	35	Clemson		Online Prepares APRNs
DNP	30	Francis Marion University		Online General DNP (no specialty focus)
DNP	33-39	USC Columbia	Blended-Distance Education	Online <ul style="list-style-type: none"> <li>• Nurse Executive Leadership</li> <li>• Adult Gerontology Acute Care NP</li> <li>• Family Nurse Practitioner</li> <li>• Psych Mental Health Nurse Practitioner</li> </ul>
DNP	36	Medical University of South Carolina		Online <ul style="list-style-type: none"> <li>• Pediatric Nurse Practitioner</li> <li>• Family Nurse Practitioner</li> <li>• Adult Gerontology Nurse Practitioner</li> <li>• Executive Leadership &amp; Innovations</li> <li>• Psych Mental Health Nurse Practitioner</li> </ul>
DNP	39	Anderson University		Face to Face <ul style="list-style-type: none"> <li>• Executive Leadership</li> <li>• Family Nurse Practitioner</li> <li>• Psych Mental Health Nurse Practitioner</li> </ul>
DNP	66	South University		Face to Face <ul style="list-style-type: none"> <li>• Administration/Research/Clinical</li> </ul>

**Faculty**

The Mary Black School of Nursing currently has 33 full-time faculty with nearly 50% (15) having doctoral degrees (8 PhD and 7 DNP) who are all qualified to teach within the DNP program.

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.)
Amendolair, Darlene	NURS U807 Healthcare Economics, Policy, and Finance  NURS U808 Organizational Leadership and Systems Thinking	BSN – Indiana University – 1976  MSN – University of South Carolina – 1983  MA Arts Resource Management – Webster University – 1986  Certificate in Military Art and Science - 1989  PhD Organization and Management, Leadership – Capella University - 2007	PhD in Organization and Leadership Management  Colonel US Army Nurse Corps Walter Reed Army Medical Center
Barnhill, Stephanie	NURS U809 Organizational Leadership and Systems Thinking Practicum ( <i>90 clinical hours</i> )	BSN – Clemson University – 2000  MSN – Clemson University – 2006  DNP– University of South Carolina - 2019	Family Nurse Practitioner- Board Certified- American Nurses Credentialing Center  Six years of practice experience with the South Carolina Department of Health and Environmental Control
Branan, Sarah	NURS U801 Translating Science Based Theories and Evidence into Nursing Practice	BS Psychobiology – Centre College of Kentucky – 1994  MSN – Vanderbilt University – 1997  DNP – Samford University - Nursing Administration 2020	Certified Childbirth Educator
Camp-Spivey, Logan	NURS U801 Translating Science Based Theories and	BSN – Clemson University – 2008	Director of Simulation

	Evidence into Nursing Practice	MSN – Gardner-Webb University – 2014  PhD – Medical University of South Carolina 2021	Four years of practice experience in community based setting (Spartanburg County School District Two)
Cook, Tamara	NURS U812 DNP Project Practicum II (180 clinical hours)  NURS U813 DNP Project Practicum III (180 clinical hours)	BSN – Gardner-Webb University – 2010  MN – Education - Gardner-Webb University – 2011  DNP – University of South Carolina - 2017	Family Nurse Practitioner – Board Certified, ANCC  Certified Pediatric Nurse Pediatric Nursing Certification Board
Crawford, Ryan	NURS U810 Program Evaluation in Community and Public Health Nursing	BSN – USC Upstate – 2006  MSN – Benedictine University – 2012 Post Masters in Education from Gardner Webb from 2014  PhD – Mercer University -2021	Certified Nurse Educator (CNE) -National League for Nursing
Henderson, Dawn	NURS U808 Organizational Leadership and Systems Thinking  NURS U809 Organizational Leadership and Systems Thinking Practicum (90 clinical hours)	BSN – University of Phoenix – 2007  MSN – University of Phoenix – 2008  DNP – Academic Leadership Union University - 2014	Community & Public Health Nursing based experience in Home Care, Congregational Health/Faith Community Nursing, Crisis Pregnancy Center (co-founder and executive director of the 501c3 non-profit community organization), community Free Clinic & with Ohio Department of Health including regulatory compliance and physical abuse investigator
Jenkins, Felicia	NURS U803 Global and Cultural Inequities, Disparities, and Access in Population Focused Health  NURS U804 Global and Cultural Diversity in Population Focused Health Practicum (90 clinical hours)	BSN – USC Spartanburg – 2002  MSN – Gardner-Webb University – 2006  PhD Nursing – Medical University of South Carolina - 2016	Ten years of Public and Community Health Nursing experience with the Spartanburg County Health Department (SC Department of Health and Environmental Control)
Jones, Monique	NURS U801 Translating Science Based Theories and	ADN – USC Spartanburg – 2003	Served as Nurse Administrator Manager for the South Carolina Department of Health and Environmental Control

	Evidence into Nursing Practice	BSN – Gardner-Webb University – 2009 MSN – Gardner-Webb University – 2011  DNP – Gardner Webb University – 2020	
Kennedy, Toshua	NURS U802 Epidemiology and Environmental Health for Advanced Nursing Practice  NURS U805 Disaster Preparedness and Management for Advanced Community and Public Health Nursing	ADN – Midlands Technical College – 1994  BSN – USC Spartanburg – 2001  Master of Public Health – University of South Carolina – 2007  MSN – University of South Carolina – 2007  PhD Nursing – Medical University of South Carolina - 2015	Clinical Nurse Specialist - Board Certified American Nurses Credentialing Center  Master’s in Public Health  12 years of experience with SC Department of Health and Environmental Control in the following roles (Clinic Team Leader for Family Planning, Preventive Health Nurse Family Planning, & Home Health)
Kilgore, Colleen	NURS U806 Patient Care Technology in Population Focused Care	AAS Nursing – Excelsior College, NY – 1992  Master of Public Health – Emory University – 1997  MSN – Emory University – 1997  PhD Nursing – Florida International University - 2014	Certified Family Nurse Practitioner American Nurses Credentialing Center  Over 10 years of experience in family practice in rural communities
Lee, Shirleatha	NURS U810 Program Evaluation in Community and Public Health Nursing  NURS 808 Organizational Leadership and Systems Thinking	BSN – University of TN at Martin - 2002  MSN Education – Union University - 2004  PhD Nursing – University of TN Health Science Center Memphis - 2009	Certified Nurse Educator (CNE) -National League for Nursing
Miller, Kristi	NURS U810 Program Evaluation in Community and Public Health Nursing	BSN – Western Carolina University - 2008	Certified Professional In Patient Safety (CPPS) - Institute For Healthcare Improvement.  HNB-BC -Holistic Nurse Baccalaureate - Board-Certified American Holistic Nurses Credentialing Corporation.



		MS Nursing Educator – Western Carolina University – 2010  PhD Nursing – East Tennessee State University - 2018	Experience in Public and community health (home health)
Miller, Tracey	NURS U801 Translating Science Based Theories and Evidence into Nursing Practice	BSN – South University – 2009 MSN – Walden University – 2012  Post MSN/FNP- USC 2015  DNP – Nurse Executive Leadership - 2020	Family Nurse Practitioner – Certified American Nurses Credentialing Center
Stoelting, Jessica	NURS U808 Organizational Leadership and Systems Thinking	BS – Pennsylvania State University – 2000  MSN – Grand Canyon University – 2015  DNP – University of South Carolina, Nurse Executive Leadership - 2020	Vaccination nurse experience in community and public health

**Total FTE needed to support the proposed program:**

**Faculty:** 3.5 FTEs

**Staff:** 0.25 FTEs

**Administration:** 0.5 FTEs

**Faculty, Staff, and Administrative Personnel**

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

Due to the incremental increases projected and current faculty positions allotted to MBSON, there are no immediate proposed changes in faculty. The MBSON has three unfilled full-time FTE faculty positions, currently on hold due to COVID-19 budget cuts. There are 14 new courses in the DNP Program (37 credit hours). FTE faculty teaching in the graduate program carry a workload of 12 credit hours/semester. A DNP Program Director 0.5 FTE faculty noted above will be appointed to 50% teaching and 50% administrative responsibilities to support the Graduate Program Director.

Therefore, an estimated 3.5 FTE faculty will be needed to support the DNP program at the point of maximum enrollment in year three and afterward (this includes time allotted for the Program Director). The Mary Black School of Nursing has the support of university administration to return these three unfilled vacancies over the next 3 years to MBSON to meet enrollment needs incrementally as the DNP program meets growth projections. Additionally, adjunct faculty (1-2 individuals) will be hired to cover the remaining 0.5 FTE, teaching six credits per term. Lastly, an Administrative Assistant currently supports the graduate program. Therefore, the 0.25 FTE staff responsibilities will consist of the same job description and coverage as other graduate programs, so no additional staff will be needed.

## 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.**

Students currently in the graduate program utilize online databases and library resources. The same will apply to students in the DNP program. The library on the USC Upstate campus provides 24/7 support through the “ask the librarian” service, has a 24/7 computer lab, and resources for distance learning.

The physical library space is available to students days and nights opening as early as 7:30am and closing as late as 2:00am. The Library anticipates and strives to use innovations in education and technology and responds to the evolving curriculum. The efforts of every member of the Library staff are committed to the ultimate objective of providing the highest possible quality of service.

To these ends, the librarians select, acquire process, organize, and maintain materials appropriate to the academic and cultural interests in the USC Upstate community. The Library facilitates access to information and materials through the provision of a wide variety of services. The Library provides an environment conducive to learning by providing study and reading facilities. The librarians teach students to find information independently and support students in becoming well-informed members of society. With more than 60,000 square feet, the USC Upstate Library has more than 240,000 print volumes and provides access to additional resources through [databases](#) and [Full Text Finder](#) as well as the [PASCAL Delivers](#) and [Interlibrary Loan Services](#). Therefore, no additional library resources are required.

### 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.**

Adequate student support services are available to support students who will be enrolled in the DNP program on both the Greenville and Spartanburg campuses. The MBSON has allocated space in the University Center Greenville (UCG), in Greenville, South Carolina. The UCG consists of approximately 160,000 square feet with about 100,000 square feet shared by ten member universities, and 60,000 square feet dedicated to academic members that include USC Upstate. The center has 65 total classrooms (shared and dedicated); with instructional and digital technology, with five being outfitted with Dell computers as computer testing labs. The two large testing labs have 35 computers in each, and two smaller labs are each equipped with 15 computers. In the UCG all member universities share a 7,000 square foot library with Dell mid-range computers, large student seating areas, and numerous private and group study rooms. The UCG also has one shared auditorium/classroom that is approximately 3,000 square feet. The MBSON has a total of approximately 9,000 sq. ft. in UCG that includes space for 20 faculty offices, simulation labs, and supply rooms for simulation. The simulation space (3,280 square feet) is equipped with one high fidelity patient simulator, SimMan Essential; multiple mid-fidelity patient simulators, SimJunior and Nursing Annes; and several static manikins. The setup of the rooms in the simulation space allows for individual, small, or large group learning activities.

The UCG is open during times that are convenient to adult learners, many of whom work during the day, for example, it is open from Monday to Thursday from 8:00 a.m. to 9:00 p.m., Friday and Saturday, 8:00 a.m. to 5:00 p.m., and the library is open Sunday from 1:00 to 5:00 p.m. It has wired and wireless

internet access along with approximately 65 high capacity seamless wireless access points/devices. The following services are also provided to member university academic programs, faculty, students, and staff: security, high-definition security cameras with motion-activated recording, a Director of Library Services who holds a Master of Library and Information Science, an Operations Director and staff who schedule classrooms and events, technology specialists who assist students and faculty with instructional/digital technology. Therefore, no additional student support resources will be needed.

The USC Upstate academic support services include an array of services to assist students in their daily academic demands. These include free tutorial services, supplemental instruction, facilitation of study groups, one-on-one consultations. Also, various workshops and seminars are offered for students to hone their skills in areas such as time management, study skills, note-taking, and reading strategies. Programs such as early intervention reporting to identify students who are not performing well academically are beneficial in supporting follow-up and advising to boost success rates. The writing center is also a resource for students and can assist experienced and inexperienced writers at all stages of writing, in any discipline. This center assists students with pre-writing, revision strategies, and proofreading techniques. Tutors in the writing center can also help with global aspects of student writing such as organization and structure, or provide instruction on word choice, punctuation, and grammar. University of South Carolina Upstate, Greenville Campus, provides a wide array of student services in the Administration and Student Support Services Office. Staff provides direct services to students and coordinates individual student needs with service providers from the USC Upstate Spartanburg Campus who visit Greenville routinely. Staff and faculty maintain communication via phone and email. Some of the services include counseling, financial aid, disability services, and health services for immunizations. The dedicated librarian and technician from Information Technology and Data Services are physically present on a regular schedule. In the library, there are computers and printers for USC Upstate students. In the Student Services Suite, there are five computers and headphones for students needing alternative testing accommodations through Disability Services.

The MBSON clinical placement coordinator will work collaboratively with faculty to secure clinical placements for students enrolled in the DNP program. Students will be able to make recommendations for clinical sites, but faculty/staff will be responsible for ensuring students receive the clinical experiences needed to be successful in the degree program.

### **Physical Resources/Facilities**

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

Students will complete practicum courses with the agency of their choice, including current employers. University of South Carolina Upstate has contracts with multiple agencies for student experiences. As part of students' outcomes in the program, we encourage professionalism and effective communication to identify nurse preceptors to facilitate their learning needs. Faculty for practicum courses facilitate students' learning and maintain contact with preceptors throughout the course. The Program Director and course faculty will collaboratively evaluate the preceptors' credentials for appropriateness based on the course objectives. The student will evaluate the preceptors during and after the completion of the practicum.

### **Equipment**

**Identify new instructional equipment needed for the proposed program.**

With the addition of the DNP program, there is no need for new equipment.

**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

**Financial Support**

Sources of Financing for the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$164,808	\$164,808	\$185,409	\$350,217	\$185,409	\$535,626	\$185,409	\$721,035	\$185,409	\$906,444	\$906,444	\$906,444
Program-Specific Fees (\$40/CH)	\$11,520	\$11,520	\$13,680	\$25,200	\$13,680	\$36,720	\$13,680	\$50,400	\$13,680	\$64,080	\$64,080	\$64,080
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
<b>Total</b>	\$176,328	\$176,328	\$199,089	\$375,417	\$199,089	\$572,346	\$199,089	\$771,435	\$199,089	\$970,524	\$970,524	\$970,524
Estimated Costs Associated with Implementing the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries (\$750/CH)	\$4,500	\$4,500	\$4,500	\$9,000	\$4,500	\$13,500	\$4,500	\$18,000	\$4,500	\$22,500	\$22,500	\$22,500
Facilities, Equipment, Supplies, and Materials	\$1,000	\$1,000	\$1,000	\$2,000	\$1,500	\$3,500	\$1,500	\$5,000	\$2,000	\$7,000	\$7,000	\$7,000
Library Resources	\$1,500	\$1,500	\$1,500	\$3,000	\$3,000	\$6,000	\$3,000	\$9,000	\$4,500	\$13,500	\$13,500	\$13,500
Other (specify)												
<b>Total</b>	\$7,000	\$7,000	\$7,000	\$14,000	\$9,000	\$23,000	\$9,000	\$32,000	\$11,000	\$43,000	\$43,000	\$43,000
<b>Net Total</b> (Sources of Financing Minus Estimated Costs)	\$169,328	\$169,328	\$192,089	\$361,417	\$190,089	\$549,346	\$190,089	\$739,435	\$188,089	\$927,524	\$927,524	\$927,524

**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.**

Currently, the Mary Black School of Nursing has one operational budget. All incurred costs will be supported through existing resources within the Mary Black School of Nursing, tuition revenue, and course fees. As noted in the financial plan, enrollment revenue will offset expenses.

**Evaluation and Assessment**

<b>Program Objectives</b>	<b>Student Learning Outcomes Aligned to Program Objectives</b>	<b>Methods of Assessment (Examples)</b>
Design clinical prevention and population health interventions through the application, translation, and implementation of evidenced based practice into clinical decision-making in the planning and delivery of care across the health care continuum	<p>Manage population health.</p> <p>Engage in effective partnerships.</p> <p>Consider the socioeconomic impact of the delivery of health care.</p> <p>Demonstrate advocacy strategies.</p> <p>Advance preparedness to protect population health during disasters and public health emergencies.</p>	<p>DNP project</p> <p>Clinical evaluation in Global and Cultural Inequities, Disparities, and Access in Population Focused Health Practicum</p> <p>Oral presentation in Advanced Leadership Concepts in Community and Public Health Nursing</p>
Translate scientific underpinnings into practice while influencing health care policy for advocacy in health care and instilling ethical comportment, professionalism, and health equity in nursing practice.	<p>Demonstrate an understanding of the discipline of nursing’s distinct perspective and where shared perspectives exist with other disciplines.</p> <p>Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.</p> <p>Demonstrate clinical judgment founded on a broad knowledge base.</p> <p>Develop capacity for leadership.</p> <p>Demonstrate advocacy strategies.</p> <p>Engage with the individual (or population) in establishing a caring relationship.</p> <p>Employ participatory approach to nursing care.</p>	<p>DNP project.</p> <p>Critique of health policy ion Healthcare Economics, Policy, and Finance course</p> <p>Project paper in Disaster Preparedness and Management for Advanced Community and Public Health Nursing course.</p> <p>Oral Project in Healthcare Economics, Policy and Finance Course.</p>

	<p>Demonstrate accountability to the individual, society, and the profession.</p> <p>Demonstrate an ethical comportment in one’s practice reflective of nursing’s mission to society.</p> <p>Comply with relevant laws, policies, and regulations.</p> <p>Demonstrate the professional identity of nursing.</p> <p>Integrate diversity, equity, and inclusion as core to one’s professional identity.</p>	
<p>Demonstrate organizational and systems leadership in addressing complex health problems while using information systems and patient care technology for the transformation of health care.</p>	<p>Apply knowledge of systems to work effectively across the continuum of care.</p> <p>Incorporate consideration of cost-effectiveness of care.</p> <p>Optimize system effectiveness through application of innovation and evidence-based practice.</p> <p>Describe the various information and communication technology tools used in the care of patients, communities, and populations.</p> <p>Use information and communication technology to gather data, create information, and generate knowledge.</p> <p>Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.</p> <p>Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.</p>	<p>DNP project</p> <p>Formal paper in Organizational Leadership and Systems Thinking course.</p> <p>Abstract and poster presentation in Patient Care Technology in Population Focused Care course</p>

	Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.	
Demonstrate expertise in advanced nursing practice addressing contributors and barriers to global and cultural inequities, disparities, and accessibility of quality and safe healthcare.	Apply quality improvement principles in care delivery.  Contribute to a culture of patient safety.	Oral presentation in Global and Cultural inequities, disparities, and access in Population Focused Health
Collaborate inter-professionally to improve patient and population health outcomes.	Communicate in a manner that facilitates a partnership approach to quality care delivery.  Perform effectively in different team roles, using principles and values of team dynamics.  Use knowledge of nursing and other professions to address healthcare needs.  Work with other professions to maintain a climate of mutual learning, respect, and shared values.	DNP Project  Clinical Evaluation in Advanced Leadership Concepts in Community and Public Health Nursing Practicum course

**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 Assessment Committee for USC Upstate is responsible for developing campus-wide awareness and understanding of outcomes assessment, developing a systematic process for collecting and maintaining unit assessment plans, and providing guidance to departments and programs on the assessment requirements of external agencies. The School of Nursing has an Assessment Coordinator who is responsible for on-going evaluation of student-success and program effectiveness. This coordinator serves on the University’s Assessment Committee.

Three months after graduation, students complete assessments in the form of surveys to share feedback with the University. The DNP program will be included in the evaluation of the graduate programs in the Mary Black School of Nursing. The assessment data, which includes information on employment, will be used for determining program effectiveness and for evaluating program needs.

**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



We anticipate the DNP program, upon approval and implementation in the fall 2022 and Commission on Collegiate Nursing Education (CCNE) accreditation will be scheduled for the following academic year 2023-2024.

**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.**

N/A

**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. Not applicable**

Yes

No

# USC Upstate Mission Statement and Values Statements

**USC Upstate Mission Statement and Values Statements Revisions**  
(approved by USC BOT June 25, 2021)

**3. Previous Mission Statement in Word format.**

PREVIOUS MISSION STATEMENT

University of South Carolina Upstate aims to become one of the Southeast's leading "metropolitan" universities ... a university that acknowledges as its fundamental reason for being its relationship to expanding populations along the I-85 corridor. It aims to be recognized nationally among its peer institutions for its excellence in education and commitment to its students, for its involvement in the Upstate, and for the clarity and integrity of its mission. As a senior public institution of the University of South Carolina with a comprehensive residential campus in Spartanburg and commuting and degree completion operations at the University Center Greenville, the University's primary responsibilities are to offer baccalaureate education to the citizens of the Upstate of South Carolina and to offer selected master's degrees in response to regional demand.

USC Upstate strives to prepare its students to participate as responsible citizens in a diverse, global and knowledge-based society, to pursue excellence in their chosen careers and to continue learning throughout life. Curricula and services are designed for the University's students, four to seven thousand in headcount, who are diverse in background, age, race, ethnicity, educational experience and academic goals. Students are drawn in large proportion from the Upstate where many choose to remain for their careers. A broad range of major curricula are provided in arts and sciences and in professional fields of study required by the regional economy, including business, education, and nursing. Through on-site instruction, distance learning, continuing education and inter-institutional articulation agreements, both traditional students and working professionals are served across the region.

Consistent with the international character of the Upstate, the University promotes global perspectives across its programs. Supporting the regional employment objectives of most of its students, it provides extensive experiential learning opportunities.

The university's mission rests upon a foundation of partnerships with the education, corporate and service organizations of the Upstate. The faculty provides leadership in promoting the Upstate's economic, social and cultural development. This is achieved through its teaching, professional and public service, basic and applied scholarship and research, and creative endeavors.

PREVIOUS VALUE STATEMENTS

PEOPLE come first. We are committed to creating an inclusive environment wherein we respect our differences as we pursue our common academic purposes. Our employees, students, parents and partners are the University's most valuable assets. We aim to work hard, work smart and always do the right thing. We cooperate and collaborate with colleagues and constituents, aiming to be responsive, flexible, accessible and friendly in our service. We strive to be goodwill ambassadors for the University, and to advance its reputation and its metropolitan mission.

STEWARDSHIP of resources is critical to accomplishing the University's mission. We understand the importance of evaluating and reflecting on our daily activities in order to gain the highest value in return for the University's and our own professional investments. As employees, we aim to apply principles of honesty and fiscal responsibility in order to conserve student, partner, and University resources as though they were our own.

INTEGRITY as an academic institution drives our daily activities. That integrity includes a passion for teaching and learning, and a belief that every employee and student has a right to learn and progress as far as he or she is able. We seek, therefore, to provide a distinctive learning environment that supports and encourages employee growth and personal and professional development.

#### **4. Revised Mission Statement in Word format showing tracked changes.**

##### REVISED MISSION STATEMENT:

The University of South Carolina Upstate is a leading regional public university that transforms the lives of our diverse students, their families, and communities – advancing social and economic mobility throughout the Upstate region. Consistent with the international character of the Upstate, the University promotes global perspectives and serves as a driver of economic growth. Our innovative courses and programs are offered in a variety of formats and locations to meet undergraduate and graduate student needs. The University attracts exceptional, diverse faculty, staff, and students who engage in high-impact experiential learning, cutting-edge research, and deeply-connected community engagement. A University of South Carolina Upstate education empowers students to become lifelong leaders in their professions and communities.

##### REVISED VALUE STATEMENTS:

- **PEOPLE first.** USC Upstate cultivates an inclusive community that advances equity, wellness, and civility.
- **INTEGRITY.** USC Upstate prioritizes honesty and ethical conduct as fundamental to our core mission of student success.
- **Access.** USC Upstate removes barriers to opportunity and success.
- **STEWARDSHIP.** USC Upstate is committed to affordability and intentional stewardship of resources – human and financial.
- **Continuous Improvement.** USC Upstate strives for excellence in all operations.
- **Community Connection.** USC Upstate prioritizes community collaboration and engagement.

## 5. Final version of revised Mission Statement in Word format without tracked changes

### REVISED MISSION STATEMENT:

The University of South Carolina Upstate is a leading regional public university that transforms the lives of our diverse students, their families, and communities – advancing social and economic mobility throughout the Upstate region. Consistent with the international character of the Upstate, the University promotes global perspectives and serves as a driver of economic growth. Our innovative courses and programs are offered in a variety of formats and locations to meet undergraduate and graduate student needs. The University attracts exceptional, diverse faculty, staff, and students who engage in high-impact experiential learning, cutting-edge research, and deeply-connected community engagement. A University of South Carolina Upstate education empowers students to become lifelong leaders in their professions and communities.

### REVISED VALUE STATEMENTS:

- **People First.** USC Upstate cultivates an inclusive community that advances equity, wellness, and civility.
- **Integrity.** USC Upstate prioritizes honesty and ethical conduct as fundamental to our core mission of student success.
- **Access.** USC Upstate removes barriers to opportunity and success.
- **Stewardship.** USC Upstate is committed to affordability and intentional stewardship of resources – human and financial.
- **Continuous Improvement.** USC Upstate strives for excellence in all operations.
- **Community Connection.** USC Upstate prioritizes community collaboration and engagement.