

9. NEW PROGRAM PROPOSAL FORM

ACAP Meeting
December 12, 2024
Agenda Item: 6.b.

Name of Institution: **College of Charleston**

Name of Program (include degree designation and all concentrations, options, or tracks): **Bachelor of Science in Nursing (BSN)/A.B.**

Program Designation:

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

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

- ☒ Yes
☐ No

*REACH Act: As required by South Carolina statute (Sect. 59-29-120 and Sect. 59-29-130), all degree-seeking undergraduate students admitted or readmitted Fall 2021 forward must earn 3 credit hours from the following list of approved courses designated to satisfy the Founding Documents requirement as outlined in state law.

Proposed Date of Implementation: January 2026

CIP Code: 51.3801

Delivery Site(s): 85750

Delivery Mode:

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

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

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

- Dean, School of Health Sciences: 09/01/24
- Office of Institutional Effectiveness: 09/20/24
- Executive Team Review: (Office of Provost, President & CFO): 09/20/24
- Office of the Registrar: 09/20/24
- Academic Planning Committee: 10/04/24
- Faculty Curriculum Committee: 10/04/24
- Faculty Budget Committee: 10/04/24
- Faculty Senate: 10/08/24
- Board of Trustees: 10/17/24

Background Information

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

The proposed is a Bachelors in Nursing (BSN)/A.B. degree program for students who already possess an associate degree in nursing and are licensed as registered nurses (RN). The RN-BSN program will further train RNs for practice while also introducing these students to concepts in research, management and informatics that will prepare them for advanced nursing degrees and for administrative roles in the healthcare sector. According to the American Association of Colleges of Nursing (AACN), nursing degree completion programs provide an important bridge for creating a more highly educated nursing workforce and enhancing patient care; hospitals and other employers are encouraged to support nurses interested in completing these programs and strengthening their nursing practice. Connecting to the Academic Distinction pillar of the College's strategic plan, this program endeavors to attract new students, both locally and nationally, to the College of Charleston. This program will require an experiential learning component (e.g. practicum) that will attract students who seek applied learning opportunities in nursing, aligning with the College's strategic plan to "make experiential learning a differentiator," and building on established community networks in healthcare. The required Healthcare and Medical Services Management coursework (and electives in Public Health) will place RNs in the same classes as our Public Health and Healthcare Services Administration and Management students, thereby creating a diverse, dynamic, and innovative environment where the problems of our local, regional, national, and global communities can be addressed from multiple perspectives. Moreover, these skill sets support the College of Charleston Mission to develop "citizens who create innovative solutions to social, economic, and environmental challenges."

Assessment of Need

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

The United States is projected to experience a shortage of Registered Nurses (RNs) that will only intensify as Baby Boomers age and the need for health care grows (AACN, 2022). According to the Bureau of Labor Statistics' Employment Projections 2021-2031, the RN workforce is expected to grow by 6% over the next decade (2022), which equates to an increase of 195,400 nurses nationwide. In addition, because of expected nurse retirements and workforce exits, a projected 203,200 openings for RNs are anticipated through 2031 (American Nurses Association, 2022). The U.S. Department of Health and Human Services (2017) projects that South Carolina will be among the top four states to experience significant shortages, with a projected 10,000 nursing vacancies by 2030. These are staggering numbers, and local colleges and universities have a significant role in addressing this problem.

In 2011, the Institute of Medicine (IOM) published a report, "The Future of Nursing: Leading Change, Advancing Health," that explores the nurse's role in healthcare transformation. The report recognizes that nurses should be full partners in healthcare initiatives, practicing to the full extent of their education and training, in both in-patient and community settings. Additionally, it was concluded that there was a need to transform nursing education through an improved education system that promotes seamless academic progression. A recommendation was made to increase the number of baccalaureate-prepared nurses in the workforce to 80% by 2020. Much progress has been made towards acknowledging nurses as critical members of the healthcare team, but efforts have fallen short in preparing nurses at the baccalaureate level. A 2022 survey by the National Council of State Boards of Nursing (NCSBN) showed 70% of RNs hold a baccalaureate degree or higher. As noted in the National Academy of Medicine's (formerly IOM) subsequent reports in 2016 and 2021, a need to build a "broader coalition to increase awareness of nurse's ability to play a full role in health professions practice, education, collaboration, and leadership" (2016, p. x), is essential towards fostering a culture of health.

Numerous research studies have shown evidence that a highly educated nursing workforce is linked to lower mortality rates, fewer errors, and quality outcomes when nurses are prepared at the baccalaureate and higher degree levels (AACN, 2022). Simply stated, a shortage of baccalaureate level RNs is affecting health care quality and patient outcomes. Healthcare organizations, such as hospitals, recognize this profound issue, and hiring decisions support a preferred baccalaureate level prepared nurse (BSN). A survey by the American Association of Colleges of Nurses (AACN) found that “41.1% of hospitals and other healthcare settings are requiring new hires to have a bachelor’s degree in nursing, while 82.4% of employers are expressing a strong preference for BSN program graduates” (2020, p. 2). Colleges and universities also recognize that educational practices must support the needs of their community and nation. With that understanding, steps to increase the percentage of baccalaureate prepared RNs must be examined.

In South Carolina, the shortage of nurses is evident and the call for highly educated nurses is crucial to support its citizens. The Charleston, South Carolina area is no exception to the state's need for nurses and anticipated shortages. According to Charleston County Economic Development (2023), the Charleston region is experiencing rapid population growth, and the region’s labor force is growing three times the national average. SC Works (2023) reports that registered nurses represent a high demand occupation; the Charleston region has over 1,000 openings, typically requiring a bachelor’s degree for entry. This is in alignment with the SC Commission on Higher Education’s (2018) acknowledgment that there are better employment opportunities for nurses who hold a baccalaureate degree or higher, as well as the SC Council of Deans and Directors of Nursing Education that recommends that nurses work towards a baccalaureate or graduate degree in the field. South Carolina public colleges and universities are in a position to address this significant issue through the development of degree completion programs and bridge programs between two- and four-year institutions.

The College of Charleston, recognizing current and predicted trends in the healthcare industry, is committed in its efforts to be in the forefront of change towards supporting its local community and state. Growth in the School of Health Sciences and continued interest in healthcare related fields, including nursing, have promoted discussion towards providing higher education options. This can be accomplished through the establishment of a degree completion program, RN to BSN, to include implementation of articulation agreements between two-year public institutions that offer associate degrees in nursing. Our initial work will be with our nearest technical neighbor, Trident Technical College. After assessing this relationship (enrollments, challenges, opportunities, etc.), we will determine if we have the capacity for more students or perhaps need to work with other institutions to strengthen enrollments. This is intended as a post-licensure program only.

An examination of public colleges and universities that offer RN to BSN programming in the Charleston region shows a need for additional educational options that offer quality and affordable education. Graduates of RN associate degree programs in the Charleston area, as well as the state, have various employment opportunities, but realize that employers prefer RNs with a baccalaureate degree. It has been noted that health care employers are eager to support nurses in educational efforts and many require a baccalaureate degree within a certain amount of time after hire. With that understanding, graduates and nurses with associate degrees seek opportunities from reputable institutions for higher education. To maintain continued excellence in the region and state and support the current and future workforce, the College of Charleston is proposing a RN to BSN program.

Transfer and Articulation

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

The College of Charleston (CofC) is currently finalizing an umbrella “Academic Course Transfer Agreement” with Trident Technical College (TTC) to promote and facilitate transfer courses taken by Trident Technical College students who desire to transfer to select degree programs at CofC. This new agreement, which we expect to execute in 2025, will articulate curriculum pathways for various CofC programs, both existing and future, that we are confident will encourage and help TTC students with pursuing these degree programs at CofC. Once the Health Services Administration and Management program is formally approved by CHE and SACSCOC, we will explore adding this to the list included with this agreement.

Employment Opportunities

Occupation	State		National		Median Earnings (SC)
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
BSN Practice	47,045	1.01%	3,172,500	6.0	\$75,7611 annually/ \$36.35/ hour

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

The US Bureau of Labor and Statistics estimates a 6% increase in nursing jobs nationally over the next decade, while the growth in South Carolina is only projected to be 1%. However, when looking at employment opportunities in this sector, one must factor in the current nurse shortages in the state. Taken together, both growth and filling vacancies, results in over 10,000 nursing openings in South Carolina by the year 2030, a number that current SC institutions are not able to fully accommodate. This degree completion program will help address the significant workforce shortage in South Carolina.

a) US Bureau of Labor and Statistics: <https://www.bls.gov/ooh/healthcare/registered-nurses.htm> (accessed 05/21/2024)

b) SC Works Online Services:

<https://jobs.scworks.org/vosnet/lmi/profiles/profileDetails.aspx?valueName=occupation&session=occdetail&geo=4501000000&returnto=oeswage&searchCode=group%2c§ion=fullProfile> (accessed 05/21/2024)

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2026		30	30
2027	60	60	60
2028	60	60	60
2029	60	60	60
2030	60	60	60

Explain how the enrollment projections were calculated.

We gathered feedback from a sample of potential students at Trident Technical College through surveys, asking about their interest in the program (should we have it), preferred content delivery format, and factors influencing their decision to participate. In addition, we reviewed industry data (EAB Market Insights report), including participation trends in similar programs and benchmarks from other educational institutions with comparable offerings (Charleston Southern, Lander, Claflin, Francis Marion, etc.). We also factored in best practices at the College of Charleston for class size related to online content delivery.

Students will be admitted as cohorts of 30 in the fall and spring. (Note that we are planning on only admitting a Fall Cohort in 2025-26.) Each cohort can complete the BSN curriculum in 3 semesters, so that by Spring year 2, and thereafter, the program will have 60 full-time students. College of Charleston is unique from our peers in that this program will be a joint effort between Health Sciences and School of Business and our positioning as a mid-sized, state-funded, primarily undergraduate liberal arts and sciences institution. The table above represents our best estimation of student interest and enrollments given our unique position in the higher education marketplace. We will undoubtedly have part-time students in this program, so we have limited cohorts to 30 to allow for these students to take courses.

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

☒ Yes

☐ No

- In order to get into this program, applicants must have an Associate's Degree in Nursing and be a Registered Nurse.

Curriculum

New Courses

List and provide course descriptions for new courses.

NURS 301: Issues & Trends in Health Care (3)

This course examines issues and events impacting healthcare, including economic, demographic, and technological forces on health care delivery. Current healthcare issues are analyzed with an emphasis on the professional nurses' role as a change agent in healthcare policy. Content will be delivered online, asynchronous format.

NURS 302: Professional Nursing Role Transition (3)

This course explores the scope and standards of professional nursing practice. Nursing theory, nursing research, legal and ethical principles, and interprofessional communication and collaboration are examined in relation to their impact on current nursing practice for improving patient health outcomes. Content will be delivered online, asynchronous format.

NURS 303: Health Assessment w/ Lab (4)

This course builds on the students' current knowledge of nursing assessment towards a comprehensive and holistic view of the patients physical, mental, emotional, and spiritual wellbeing across the lifespan, considering cultural and ethnic variations. The process of a thorough health assessment is examined. Students analyze assessment data for common risk factors and identify strategies for teaching patients about health promotion and disease prevention. The lab experience is designed to apply learned concepts of clinical judgment and assessment in a patient population. Content will be delivered online, asynchronous format.

NURS 304: Transcultural Nursing Considerations (3)

This course offers the student an opportunity to explore the cultures of a variety of populations. The course is designed to provide the student with tools to effectively deliver healthcare to people of different cultures. Emphasis is placed on cultural communication, assessment, and evidence-based practice related to cultural care. Content will be delivered online, asynchronous format.

NURS 305: Research in Professional Nursing Practice (3)

This course examines the steps of the research process towards critically analyzing and evaluating both qualitative and quantitative research. Emphasis is on evaluating current research for application to evidence-based nursing practice. Ethical and legal issues in health care research are reviewed. Content will be delivered online, asynchronous format.

NURS 306: Community & Population Focused Nursing Care (4)

This course is designed to develop the students' knowledge in applying health promotion and disease prevention strategies, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. The practicum experience will include application of theory in the development of a community or population health project with a vulnerable population and advocacy to influence policy change. Content will be delivered online, asynchronous format.

NURS 307: Leadership & Management in Nursing Practice (4)

This course incorporates concepts of leadership and management as they relate to the role of the professional nurse. Emphasis is placed on key skills employed by highly successful nurse leaders in organizational and community settings for effective change. The practicum experience will incorporate application of theory, evidence-based practice, nursing management, and leadership. Content will be delivered online, asynchronous format.

Proposed Curriculum

Core (30 credits)

1. HMSM 302: Structure of the US Healthcare System (3)
2. NURS 301: Issues & Trends in Health Care (3)
3. NURS 302: Professional Nursing Role Transition (3)
4. NURS 303: Health Assessment (4) w/lab
5. NURS 304: Transcultural Nursing Considerations (3)
6. NURS 305: Research in Professional Nursing Practice (3)
7. HMSM 325: Healthcare Information Management (3)
8. NURS 306: Community & Population Focused Nursing Care (4) w/practicum
10. NURS 307: Leadership & Management in Nursing Practice (4) w/practicum

Total Credit Hours Required: **30**

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
NURS 301	3	NURS 304	3	NURS 307	4
NURS 302	3	NURS 305	3		
NURS 303	4	NURS 306	4		
HMSM 302	3	HMSM 325	3		
Total Semester Hours	13	Total Semester Hours	13	Total Semester Hours	4

* Please note that all required coursework will be delivered in an online, asynchronous format.

***REACH Act:** As required by South Carolina statute (Sect. 59-29-120 and Sect. 59-29-130), all degree-seeking undergraduate students admitted or readmitted Fall 2021 forward must earn 3 credit hours from the following list of approved courses designated to satisfy the Founding Documents requirement as outlined in state law.

All students in this proposed program are required to take 3 credit hours from one of the following courses of the College's Founding Documents Requirement:

Political Science

POLI 101 American Government
HONS 165 Honors American Government
POLI 280 American Political Thought
POLI 320 Constitutional Law

History

HIST 201 United States to 1865
HIST 202 United States since 1865
HIST 213 American Jewish History: Colonial Times to the Present
HIST 216 African American History to 1865
HIST 217 African American History since 1865
HIST 223 Civil War and Reconstruction in the Atlantic World
HIST 304 History of the United States: Civil War and Reconstruction, 1845-1877

Jewish Studies

JWST 260 American Jewish History: Colonial Times to the Present

Philosophy

PHIL 209 Political Philosophy
PHIL 220 American Political Thought
PHIL 270 Philosophy of Law
PHIL 310 American Philosophy

Theatre

THTR 212 History of American Theatre

Similar Programs in South Carolina offered by Public and Independent Institutions

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

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
RN to BSN Program	125	MUSC	Online; FT and PT	ABSN not for RN's; Fall Start only; \$10,960 + fees/yr (in-state tuition)
Degree Completion Program	60	Citadel	Degree completion program is available.	In-person program; FT only; Summer Start only; primarily evening and weekend courses; \$13,140/yr (in-state tuition) Degree completion does not require an RN
No RN to BSN	-	Charleston Southern	Accelerated BSN available	BSN and ABSN not for RN's Accelerated BSN not for RN's
RN to BSN Completion Program	120	Coastal Carolina University	FT and PT; Fall & Spring Start	Hybrid coursework; \$10,560 + fees/yr (in-state tuition)
RN to BSN Program	28	USC Columbia	Online; FT and PT	Fall Start only; Practicum Experience (56-hour Face-to-Face); \$12,288 + fees/yr (in-state tuition)
RNBS Completion Program	63	Clemson	Online; Fall & Spring Start	Completion of NURS 4060 first automatically gives students 31 semester hours. Then complete 32 additional semester hours; FT only; \$17,120/yr (in-state tuition)
RN to BSN Program	30	Claflin University	Online, FT & PT	Fall Start; \$13,770 + fees/year (doesn't specify in-state vs. out-of-state)
RN to BSN Program	30	Coker College	Online	\$12,750 + fees/year (doesn't specify in-state vs. out-of-state)
RN to BSN	30	Francis Marion	Online, FT & PT; lives within their School of Health Sciences	Can be completed in 11 months under FT plan of study; Fall start; \$6,262 + fees/year for both in-state and out-of-state residents
RN to BSN Online	32	Newberry College	Online	No application fee; \$12,960 + books, supplies, & transcript fees - other fees lumped in with tuition (doesn't specify in-state vs. out-of-state); Can begin in any semester of the student's choosing; Each course

				only offered once per year on a fixed schedule;
Bachelor of Science (RN to BSN)	61	South University	Online	150 clinical hours required; 18,300 + fees/year (doesn't specify in-state vs. out-of-state)
RN to BSN Program	31	USC-Aiken	Online	Multiple Start Dates; 40-hour application-based preceptorship: \$9,486 + fees/year for both in-state and out-of-state
RN to BSN	32	USC-Upstate	FT & PT; Fall & Spring Start	Hybrid model - online w/ one day a week on campus or can attend in person; FT students receive in-state \$5,199 + fees/semester tuition regardless of residency status/PT students pay \$433.25/credit hour; Five different start dates available; RN to MSN option available where student receive BSN & MSN.
Bachelor of Science in Nursing (RN to BSN)	39	Columbia International University	Online	Students take 2 courses at a time, every 8 weeks; Cohort-based; \$13,260 + fees/year (rental books included in tuition cost)
RN-BSN Completion	46	Limestone University	Online	\$14,004 + fees/year (doesn't specify in-state vs. out-of-state); provided Military discount on tuition of \$8,784 + fees/year; asynchronous

Faculty

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.)
Nursing Director/FT	NURS 301/NURS 302	MSN or higher	This will be a new hire who will serve as the Director of Nursing Education and must possess prior administrative and teaching experience.
Instructor/FT	NURS 303/NURS 304/NURS 305/NURS 306	MSN or higher	This will be a new hire who must have prior teaching experience.
Instructor/FT	HMSM 302/HMSM 325/ NURS 307	MSN or higher	This will be a new hire who must have prior teaching experience.

Total FTE needed to support the proposed program:

Faculty: **2.5**

Staff: **0**

Administration: **0.25**

Faculty, Staff, and Administrative Personnel

Discuss the program's faculty, staff, and administrative personnel needs.

This new program will be housed in the Dean's office and will not require dedicated administrative support. The Director of Nursing Education will handle the administrative duties associated with this program, including marketing, curriculum, accreditation, scheduling, and interfacing with relevant campus entities, such as the Registrar's Office, Admissions, etc. This program will require two additional nursing faculty members who will teach nursing-specific courses, as well as the two HMSM (Health Services Administration & Management) courses that are required for the RN to BSN program.

The School of Health Sciences has a business manager who will work with the Director of Nursing Education to handle financial needs. The assistant to the dean will support the Director of Nursing Education with other administrative duties (social media, marketing, etc.) as 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.

The CofC libraries are structured around one main facility, the Marlene and Nathan Addlestone Library, with smaller, more specialized libraries that support the institution's diverse teaching and research needs. The Addlestone Library encompasses 140,000 square feet, accommodates one million volumes, seats 1,600 patrons, offers 20 study group rooms, and maintains over 239 computer workstations. The facility was designed to accommodate the technological needs of a contemporary academic library. The computer workstations are equipped with several web browsers, a suite of Microsoft Office software, statistical software packages, and other standard computer applications. These computers are networked to seven high-capacity laser printers; one color printer is also available. In addition to the desktop computers, students may borrow one of 20 laptops equipped with wireless internet hardware and software for use

within the building and grounds, 3 flip cameras, and 2 iMac computers with video editing capabilities. There are 60 iPads to enhance student learning in the classroom, including 5 iPads that students can check out at any time. Wireless access is available throughout the library. The library's collections consist of over 1,085,194 cataloged monographs, serials and other hard copy items, including 13,472 audiovisual items in the media collection, and 3,202 print subscriptions to journals and other periodicals. The print subscriptions are supplemented by 388,290 electronic books and 110,032 electronic journals, which are available online and 24/7/365. All faculty and students with a valid CofC account may access these electronic resources from anywhere in the world. The library is a member of the Partnership among South Carolina Academic Libraries (PASCAL), a consortium of the state's academic libraries together with their parent institutions and state agency partners. PASCAL fosters cooperation on a broad range of issues such as shared licensing of electronic resources (including unlimited access to over 200,000 e-book titles from major publishers and university presses) and universal borrowing. Other significant materials can be found in the Lowcountry Digital Library. Established by the College in 2009, the Lowcountry Digital Library (LCDL) produces digital collections and projects that support research about the Lowcountry region of South Carolina and historically interconnected sites in the Atlantic World. LCDL is committed to a multifaceted approach that incorporates historical and anthropological scholarship, oral history, integrative archival practices, digital librarianship, and spatial, temporal, and environmental information. Together with its institutional partners, LCDL helps students, scholars, and a wide range of public audiences develop a better understanding of the history and culture of the South Carolina Lowcountry relative to the nation and the world. In order to provide a well-rounded digital collection, the library works with over 17 partner institutions across the coastal region of South Carolina and Barbados to digitize and describe unique local resources while adhering to national best practices and standards, ensuring the overall quality, accessibility and sustainability of these digital resources. The Addlestone Library completed a major renovation project in the summer of 2014, adding 200 seats for students, new outlets for charging laptops, tablets and other mobile devices, and a new high-tech lecture room that doubles as added study space for students. Every CofC student is required to enroll in a First-Year Experience course (FYE), which includes training regarding library and learning resources. These topics are also included in first-year orientation for all incoming students. Many of these resources are available online via the library portal, and the library main page includes resources to support students including chat, email, and phone contact information. All new faculty are required to attend a new faculty orientation session during which Library staff provide training on how to access and utilize library resources. In addition, 23 the front Information Desk provides guidance for general research inquiries, support for student computing, help using the computer lab and equipment, and answers to general questions

The current quantitative count of the College of Charleston Libraries' holdings in the subject areas associated with nursing are 8,494 print monographs, access to 26,604 eBooks, and access to 5,353 journals (relevant across the medicine, nursing, medical informatics, and public health disciplines), available in print or electronically through a number of databases that the College of Charleston Libraries subscribes to. The following table breaks down the monographic holdings in the subclasses of the Library of Congress classification areas identified for this assessment as relevant to the proposed curriculum.

Library of Congress Classification: Subclass Area	# of Print Titles	# of eBooks
HD: Industries, Land Use, Labor Management, Industrial Management (HD28-HD70)	2,548	9,198
HF: Commerce Personnel Management, Employment	909	2,312

Management (HF5549-HF5549.5) Business Communication (incl. business report writing, business correspondence (HF5717-HF5734.7)	165	475
HG: Finance Insurance (incl. business insurance, health insurance (HG8011-HG9999)	166	308
R: Medicine (R5-R920) Medicine as a Profession, Physicians (R690- R697) Medical Philosophy, Medical Ethics (R723-R726) Medical Personnel and the Public, Physician and the Public (R727-R727.5) Medical Education, Medical Schools, Research (R735- R854) Computer Applications to Medicine, Medical Informatics (R858-R859.7)	1,335 70 243 34 154 19	6,075 115 495 123 760 739
RA: Public Aspects of Medicine Medicine and the State (RA1-RA418.5) <i>Regulation of Medical Practice, Evaluation and Quality Control of Medical Care, Medical Audit (RA399) Medical Economics, Economics of Medical Care, Employment (RA410-RA410.9)</i> Public Health, hygiene, preventive medicine (incl. Epidemiology)	909 18 136 2,198	1,797 123 366 4,944

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.

In addition to the library and learning resources, a number of academic and student support resources are available to students at CofC:

- Information Technology: A variety of computing resources are available to students, including a COUGARS email account and student computing system assistance. A dedicated student help desk is available to students via email or telephone.
- Center for Disability Services: CofC is committed to ensuring that all programs and services are accessible to a diverse student population. The center provides reasonable and effective accommodations to facilitate student learning, and offers educational opportunities to students, faculty, and staff that enhance understanding of a broad spectrum of disabilities and promotes an environment of institutional respect for disabilities.
- Office of Research and Grants Administration (ORGA): ORGA is the central resource for information and assistance regarding major government agencies, foundations, and corporations that support research and scholarship. Dedicated staff is available to assist faculty, students, and administrators in identifying extramural funding sources, developing funding and completing proposals, developing narratives and budgets, ensuring compliance with federal and state regulations, negotiating grant awards and contracts, and administering funded projects.
- Center for Student Learning (CSL): CSL provides students with academic assistance to facilitate effective learning strategies. Supplemental instruction, study groups and study skills seminars are scheduled throughout each semester.
- Career Center: The Career Center is a multifaceted resource center with a goal of educating and assisting students in preparing for transition to the dynamic work environment.

- Bookstore: Barnes & Noble College Booksellers manages the CofC Bookstore, which houses an extensive selection of periodicals, best sellers, and feature titles that reflect the breadth and depth of scholarship at the college.
- Cougar Card Services: All students will receive a Cougar Card. This official CofC identification card connects students to all campus resources.
- Resource Coordinator: The Resource Coordinator acts as an impartial party who gives guidance and/or explanations of policies and procedures for employees, faculty and students who encounter problems arising from the operation of the college and who request assistance in identifying the proper person, office, policy, or procedure that can best address their situation.
- Dining Services: A variety of dining options located throughout the CofC campus are available to students.
- Attorney Assistance Program: Up to one hour of legal services are available on a pro bono basis to students who face a variety of financial or legal difficulties.
- Campus Recreation Services: Multiple fitness facilities are available to students to enhance their overall physical wellness.
- Counseling and Substance Abuse Services: The mission of the College's Counseling and Substance Abuse Services is to increase student psychological resilience and personal growth to support persistence and success in school.
- Student Health Services: Student Health Services provide quality primary health care in an ambulatory setting. The center provides students with access to early diagnosis and treatment of the conditions that they have or develop while in attendance at the College, and promotes awareness of the importance of regular health maintenance
- Office of Victims Services: Services are available to CofC students regardless of whether the crime occurs on campus or the student elects to file an official police report or not. Certified victim assistance specialists provide support for both short and long-term issues associated with trauma and victimization issues, and help students address issues related to the crime and its impact on the college experience.

Physical Resources/Facilities

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

Existing facilities will accommodate all teaching and research requirements. The new courses proposed will be taught online, so classroom availability will not be an issue. The new faculty hires will be provided with an office in the School of Health Sciences building.

Equipment

Identify new instructional equipment needed for the proposed program.

- No new unique equipment will be needed for this program.

Impact on Existing Programs

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

☐ Yes

☒ No

Financial Support

Sources of Financing for the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	163,746	163,746	420,657	584,403	429,002	1,013,405	437,599	1,451,004	446,397	1,897,401	1,897,401	1,897,401
Program-Specific Fees	3,000	3,000	6,000	9,000	6,000	15,000	6,000	23,000	6,000	29,000	29,000	29,000
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	166,746	166,746	426,657	593,403	435,002	1,028,405	443,599	1,474,004	452,397	1,926,401	1,926,401	1,926,401
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	251,125	251,125	0	251,125	107,625	358,750	0	358,750	0	358,750	358,750	358,750
Facilities, Equipment, Supplies, and Materials	21,500	21,500	14,000	35,500	14,000	49,500	14,000	63,500	14,000	77,500	77,500	77,500
Library Resources	0	0										
Other (Accreditation)	5,000	5,000	5,000	10,000	5,000	15,000	5,000	20,000	5,000	25,000	25,000	25,000
Total	170,000	170,000	401,450	571,450	403,950	975,400	403,950	1,379,350	403,950	1,783,300	1,783,300	1,783,300
Net Total (Sources of Financing Minus Estimated Costs)	-3,253	-3,253	25,207	21,954	31,052	53,006	39,649	92,655	48,447	141,102	141,102	141,102

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.

Tuition Funding—Enrollment projections based on degree conferrals at similar institutions and after consultation with potential feed schools. We anticipate enrolling 60 students per year (30 each in a spring and fall cohort) who would not otherwise have attended the College of Charleston. The table above only includes revenue generated from RN-BSN coursework with 30 such students in Year 1 and adding 60 per year in Year 3 and beyond. This program will require summer coursework, which is included in the table above. We have set tuition for all students at 80% of the current College of Charleston in-state tuition (\$303/ credit hour).

Program-Specific Fees— A course fee of \$100 will be assessed for each student admitted to the RN-BSN program to offset the costs associated with administering this program. Estimates are based on an expected cohort of 30 students admitted each fall and spring.

Reallocation of Funds—the College has committed to supporting the new RN-BSN program in the School of Health Sciences through increasing the school budget to cover the costs of program administration, the program supply budget, travel, and marketing.

Program Administration and Faculty/Staff Salaries— We will have 3 full-time faculty (at the instructor/senior instructor rank) to support the instructional needs of this program. For Year 1 we will hire a Director of Nursing Education and a full-time instructor, and will hire a second full-time instructor to begin in Year 3. The College of Charleston does not currently employ faculty with expertise specific to Nursing; therefore we will search for faculty who hold a current RN and have at least earned an MSN. Salary and fringe for the director position will be \$143,500 and each full-time instructor will equal \$107,625. Before graduating the first cohort of RN-BSN students, we plan to apply for program certification through The Accreditation Commission of Education in Nursing (ACEN).

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
US Healthcare System: Current Structure and Future Trends	Students completing a BSN in Nursing degree will be able to describe the nature of healthcare services, including the demographic, social, political, economic, technological, ethical, and professional factors that influence the present and future direction of healthcare.	NURS 301: Issues and Trends in Healthcare 70% of students will score an 80% or higher on the midterm exam that covers the demographic, social, political, and historical factors that influence current healthcare practices. HMSM 302: Structure of the US Healthcare System 70% of students will score an 80% or higher on the first assignment that covers the

		technological, economic, and professional factors shaping current and future healthcare practices.
Disease Risk and Health Promotion	Students completing a BSN in Nursing degree will be able to demonstrate fluency in recognizing disease risks, impacts of culture on disease risk factors and applying health promotion and prevention strategies.	NURS 303: Health Assessment 70% of students will demonstrate an ability to identify and categorize disease risks by scoring an 80% or above on the Practical Exam NURS 304: Cultural Nursing Considerations 70% of students will score an 80% or higher on the Midterm Exam demonstrating competency in explaining the impact of culture on disease risk factors. NURS 306: Community and Population Focused Nursing Care 70% of students will demonstrate an ability to effectively communicate disease risk mitigation strategies by scoring an 80% or above on the Health Promotion assignment.
Program Evaluation and Analysis	Students completing a BSN in Nursing degree will be able to create, implement, manage, communicate, and evaluate programs for public health and healthcare organizations. analyze data and effectively communicate findings to healthcare organizations and community stakeholders.	NURS 305: Research in Professional Nursing Practice 70% of students will score an 80% or higher on the Translational Research Project assignment demonstrating the ability to apply current research to evidence-based practice. NURS 306: Community and Population Focused Nursing Care 70% of students will demonstrate an ability to identify and develop a community-based health promotion initiative by scoring an 80% or above on the community or population health project.

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.

Data will be collected annually from the six courses listed above and used for program assessment. The director of Nursing Education will work with the instructors of the relevant courses to ensure in-course assessment tools are effective, and if not, will revise as needed. This data will also ensure the program maintains compliance with AECN. Additionally, program outcomes will be reported to the Director of Assessment at College of Charleston as part of our annual review process.

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 will work to have the RN-BSN program accredited by the Accreditation Commission for Education in Nursing (AECN), and the approved curriculum is already aligned with AECN standards. In January 2025, we will submit our Eligibility Application, at which time AECN will also begin reviewing our program for candidacy. After receiving feedback from this review, we anticipate submitting our packet for Candidacy in Fall 2025. Once the first cohort of RN-BSN students begins the program in January 2026, we will schedule AECN representatives to come to campus for a site visit. Once feedback from this review/visit is received, we will submit our final packet for review, and we can be fully accredited by Summer 2026.

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.

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

☐ Yes

☒ No