

New Program Proposal
Bachelor of Science in Nursing
Coastal Carolina University

Summary

Coastal Carolina University (CCU) proposes a Bachelor of Science in Nursing (BSN) program to prepare nurses for various entry-level nursing roles in healthcare systems and organizations. The proposed program will provide Coastal Carolina University students with a 4-year bachelor of science program that prepares them to take the National Council Licensure Examination (NCLEX) to become a registered nurse. Coastal Carolina University (CCU) currently has an RN-BSN program serving registered nurses who are seeking a bachelor's degree. The proposed program allows students enrolled directly in CCU to pursue a BSN and a career in an in-demand field without needing post-graduate education to earn licensure. The proposed program will be delivered in person and begin in the Fall of 2024.

CHE staff evaluated the program to ensure the program met Commission requirements before transmitting the proposal to the Advisory Committee on Academic Programs (ACAP) for review and recommendation. ACAP voted unanimously to recommend approval of the proposal on March 23, 2023. The full program proposal and support documents are attached.

Coastal Carolina University Undergraduate Student Data, Fall 2022

Undergraduate In-State/Out-of-State Enrollment, Fall 2022	5,551 (46.96) / 5,195 (53.04%)
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Similar Programs in South Carolina – Public and Private Institutions

Program Name and Designation	Institution	Similarities	Differences
BSN-prelicensure	Clemson	<p>Direct freshman admission</p> <p>Science requirements include anatomy and physiology and chemistry, statistics, growth and development</p> <p>Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership)</p> <p>Health assessment course in semester 4, then progress to clinical experiences in semesters 5-8</p>	<p>120 credit hours rather than 124 at Clemson</p> <p>Offer 2 courses to address child/maternal health-CCU will have a combined course</p> <p>Has free standing gerontology course-at CCU gerontology will occur throughout the curriculum</p> <p>Free standing genetics course-genetics content is a content area in NUR 303 but not a full course</p> <p>Stand-alone nutrition course: CCU has nutrition throughout the curriculum</p> <p>CCU additional clinical course for fundamental concepts</p>
BSN-prelicensure	University of South Carolina	<p>Science requirements include anatomy and physiology and chemistry, statistics, growth and development</p> <p>Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership)</p>	<p>Progression to upper division is limited to a set number of qualified students based on available clinical faculty and placement sites.</p> <p>Major nursing courses with physical assessment starts in semester 5 (semester 4 at CCU)</p> <p>USC has a genetics and society course, this is embedded in NUR 303 as content area</p>
BSN-prelicensure	Francis Marion University	<p>Congruent science and foundational courses (anatomy and physiology, chemistry, growth and development, statistics) Nursing coursework reflects care of the person throughout the lifespan</p>	<p>Complete 59 credit hours in lower division and then apply for upper division courses</p>
BSN-prelicensure, accelerated	Medical University of SC	<p>Upper division courses reflect medical surgical and specialty coursework</p>	<p>16-month program</p>
BSN-prelicensure	Coker College	<p>New program</p> <p>Accept pre-nursing students for 1st 2 semesters then move to nursing coursework</p> <p>Both programs have a contemporary issues course</p> <p>Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership)</p>	<p>Stand-alone informatics course, content is a specific topic area in NUR 303 for CCU</p>

BSN- prelicensure	Anderson University	Similar admission standards-ACT 21, SAT 1100 Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership)	Admission test TEAS set at 60 (lower than CCU) Have traditional and accelerated programs Maternal child health and pediatrics are 2 courses (1 course at CCU)
BSN- prelicensure	Charleston Southern University	Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership) Accredited by ACEN	Higher admission standards: SAT 1270, ACT 26, and 2 of the following: top 20% class, 3.5 GPA, evidence of AP/Dual enrollment Traditional and accelerated programs Specialty electives
BSN- prelicensure	Lander University	Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership)	Pre-Nursing then move to upper division in semester 5, accept transfer students
BSN- prelicensure	USC Upstate	Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership)	Apply in 3 rd semester Can choose different tracks of sciences
BSN- prelicensure	Bob Jones University	Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership) Test required: a little lower ACT 20 (23 preferred), take the ATI TEAS (proficient)	3 years of clinical Have peds and OB in separate courses
BSN- prelicensure	The Citadel	Newer program Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership)	Stand-alone NCLEX prep course Clinical and didactic courses are separate from each other Take fundamentals of nursing before physical assessment

BSN-prelicensure	Limestone	New program Fall 2022, cohort fall 2024 Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership)	Pre-nursing the first 2 years, take TEAS and apply after 4 th semester Stand-alone information technology (IT) course, embedded in NUR 303 at CCU
BSN-prelicensure	USC-Aiken	Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership) Health assessment in semester 4	Must have a 3.0 on other courses prior to admission to nursing Has women and child health as separate courses.
BSN-prelicensure	USC-Beaufort	Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership)	Must take 3 semesters of prereqs and then apply, start clinical 4 th semester in conjunction with physical assessment Clinical and didactic courses separated No chemistry course
BSN-prelicensure	Columbia International University	Require the TEAS test, 1100SAT, 22ACT New program Similar science and clinical requirements	Apply to nursing after sophomore year Interview as part of admission process
BSN-prelicensure	Newberry	Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership) Requires TEAS test	Partnership with Lexington Medical center Must complete the first 64 credits prior to nursing division coursework Will accept transfer students from other institutions if seats open Stand-alone genetics course

Enrollment Projections

Year	Fall Headcount	Spring Headcount	Summer Headcount
2024-2025	32	28	0
2025-2026	68	64	0

2026-2027	112	107	0
2027-2028	155	150	0
2028-2029	185	180	0

Industry-related Occupational Wages and Projections in South Carolina, 2020-2030

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Registered Nurses	3,070	11%	203,200	6%	US Bureau of Labor Statistics O*Net Online
Licensed Practical Nurses	900	12%	58,800	4-7%	US Bureau of Labor Statistics ⁷ O*Net Online
Medical and Health Services Manager	790	35%	56,600	11%	US Bureau of Labor Statistics ⁷ O*Net Online

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

Internal Institutional Unit:	Approval Date:	Internal Institutional Unit:	Approval Date:
Department of Health Sciences:	12/26/2022	Faculty Senate:	2/1/2023
Board of Trustees:	02/16/2023	Provost:	2/6/2023
CMC College of Health & Human Performance:	12/30/2022	President:	2/7/2023
Academic Affairs:	01/10/2023		

NEW PROGRAM PROPOSAL FORM

Name of Institution: Coastal Carolina University

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

BS in Nursing

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" 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 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 2024

CIP Code: 51.3801

Delivery Site(s): 51001

Delivery Mode:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input 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) |

REACH Act Compliance: As part of their graduation requirements, all students must complete either *HIST* or *POLI 201*, which are both REACH Act compliant. Sample syllabi are available upon request.

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

Dr. Wanda Dooley
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843-349-2845
wdooley@coastal.edu

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

Internal Institutional Unit:
Department of Health Sciences:

Approval Date:
12/26/2022

Internal Institutional Unit:
Faculty Senate:

Approval Date:
2/1/2023

Agenda Item: 7L
CAAL: May 11, 2023
ACAP: March 23, 2023 (Item 7F)

Board of Trustees:	02/16/2023
CMC College of Health & Human Performance:	12/30/2022
Academic Affairs:	01/10/2023

Provost:	2/6/2023
President:	2/7/2023

Background Information

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

A Bachelor of Science in Nursing (BSN) will prepare nurses for a variety of entry-level nursing roles in the healthcare system and healthcare organizations. Many healthcare systems and employers are seeking out nurses with a Bachelor of Science in Nursing to improve safety and help prepare for future healthcare challenges. This program will provide Coastal Carolina University students a 4-year bachelor of science program that prepares them to take the National Council Licensure Examination (NCLEX) to become a registered nurse. There is strong evidence that shows a BSN provides graduates the skills and education they need to grow as clinicians and make a significant impact in the nursing profession. The program builds on documented student demand, local and regional need, and existing programs and faculty in the new Conway Medical Center College of Health and Human Performance.

The degree incorporates highly experiential and clinical learning practices to enhance academic instruction by experienced and professionally-active faculty. Furthermore, the program will foster academic excellence through a teacher-scholar model with enhanced and supported effective teaching and scholarly/creative endeavors, expanded learning opportunities, and engagement of all campus community members ([Strategies 1 and 3](#)). The resulting student experiences and opportunities promote student excellence ([Strategy 2](#)). It is highly probable that the new BSN will also be attractive to out-of-state students thereby aligning with Coastal Carolina University's commitment to building undergraduate degree programs of national or regional significance.

These outcomes directly support the [University Mission](#) to “develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective” and support “faculty research, creative activities, and expert collaboration in the community, state, nation and world” with a focus on “its leadership role as a regional center of economic and intellectual resources, lifelong learning, cultural and recreational opportunities, and athletic programs.” Considering CCU’s location in Horry County and the sustained growth of the region a 4- year bachelors of science in nursing will be in direct support of the University Mission.

Assessment of Need

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

Institutional Need. Coastal Carolina University (CCU) currently has an RN-BSN program in place. This program is for registered nurses who are seeking a bachelor’s degree. Additionally, Coastal Carolina University and Horry Georgetown Technical College have a collaborative residential nursing program (1 + 2 + 1). Students in this program are admitted to CCU and live in CCU's residence halls for their first and second years. Students in this program will attend classes at CCU for the first year. For the second- and third-years students in the 1+2+1 program will take classes at HGTC to earn an Associate of Applied Science (A.A.S.) in nursing and take the RN licensing exam. Students who successfully complete these steps will return to CCU for their senior year, taking classes to earn a Bachelor of Science in Nursing (B.S.N.). It should be noted that the early admissions data for fall 2023 reveals that 442 high school seniors applied for the 1 + 2 + 1 program by the priority admission deadline. This program can only accommodate 24 students. Additionally, other related programs currently offered at the university

include a BS in public health (including a pre-profession concentration), and a BS Completion program in health administration. None of these programs prepare graduates who are eligible to take the RN licensing exam which does not help the nursing shortage in our area. Another related program is the BS in Health Sciences, currently being proposed as a new program in the Conway Medical Center College of Health and Human Performance. It is anticipated this program, if approved, will allow Coastal Carolina University nursing applicants who do not matriculate through nursing licensure to complete a related bachelor of science degree to pursue alternative clinical or patient healthcare careers.

Local Need. The nursing shortage is especially acute for the regional counties of Dillon, Marlboro, Chesterfield, Marion, Williamsburg, Georgetown and Horry. It is predicted that Horry County will be the second largest county in South Carolina by 2035. Horry County has experienced a growth rate of 36% since 2010.¹ However, according to the 2021 South Carolina Health Professions Data Book, the number of nurses in Horry County only grew 14.8% in that same time period.² A local healthcare system stated the following in their letter of support for the proposed program: "McLeod Health projects a demand to hire at least 1100-1300 registered nurses and licensed practical nurses in the next five years" (See Appendix B). The projected growth of the region is disproportionate in terms of age demographics. The estimated fastest growing age demographic in the area is individuals who are 65 years of age and older. This age demographic will utilize healthcare at a higher rate than those in younger demographics.

State Need. In South Carolina, the registered nurse shortage is an ongoing problem. South Carolina is ranked 4th in the nation in terms of nursing shortages. Data shows that every county in South Carolina is facing a nursing shortage.¹ South Carolina nursing needs are expected to grow by 9.4% by 2028.³ It is predicted that South Carolina will need an additional 10,400 nurses by 2030 to fill the gap.⁴ The shortage impacts all areas of healthcare but is especially significant for bedside nursing in hospitals.

If approved by the Commission, the proposed program will become the first public pre-licensure BSN degree program in Horry County. There are no pre-licensure BSN programs in the surrounding counties of Williamsburg, Dillon, Marion, Chesterfield or Marlboro. Despite what seems like a significant number of nursing preparation programs in the state, the nursing shortage in SC continues to deepen and existing programs are unable to meet the demand. There is not a 4-year public BSN program in Horry or Georgetown County. While there is a public program located approximately 50 miles to the west in Florence County and 90 miles to the south in Charleston, the demand for nurses locally and state-wide continues to exceed the supply.

National Need. Nurses are the foundation of the global healthcare field. The United States is facing a massive nursing shortage. It's projected that over the next decade, this shortage will only deepen. The nursing shortage is a global problem in which studies indicate it would take more than 13 million nurses worldwide to slow the shortage. The United States is projected to experience a shortage of Registered Nurses (RNs) that is expected to intensify as the population ages and the need for health care grows. It is predicted that over 1 million nurses will leave the workforce in the US by 2030.⁵

Compounding the nursing shortage is the fact that nursing schools across the country are struggling to

¹ <https://www.census.gov/quickfacts/horrycountysouthcarolina>

² <https://www.scahec.net/scohw/data/reports/136-SCOHW-Data-Book-2021.pdf>

³ <https://nursejournal.org/articles/the-us-nursing-shortage-state-by-state-breakdown>

⁴ <https://www.zippia.com/advice/nursing-shortage-statistics/>

⁵ <https://www.zippia.com/advice/nursing-shortage-statistics/>

expand capacity to meet the rising demand. According to the American Association of Colleges of Nursing (AACN) report on 2019-2020 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing, U.S. nursing schools turned away 80,407 qualified applicants from baccalaureate and graduate nursing programs in 2019 due to an insufficient number of faculty, clinical sites, classroom space, clinical preceptors, and budget constraints. The increasing nursing shortage will be difficult to overcome without additional undergraduate pre-licensure nursing programs.⁶

In response to the CAAL's request to demonstrate the viability and necessity of the program considering the pandemic's impact, this is clearly demonstrated by this program. In the budget section of the proposal, the financial support table shows the program's financial viability. Additionally, graduates of this degree program are prepared to contribute to the nursing field. Expertise in these areas was clearly needed, and exacerbated by the pandemic.

Transfer and Articulation

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

Students who complete an Associate of Science degree at a community or technical college will be on track to complete the nursing degree program in four years.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Registered Nurses	3,070	11% (2020-2030)	203,200	6% (2021-2031)	US Bureau of Labor Statistics ⁷ O*Net Online ⁸
Licensed Practical Nurses	900	12% (2020-2030)	58,800	4-7% (2021-2031)	US Bureau of Labor Statistics ⁷ O*Net Online ⁸
Medical and Health Services Manager	790	35% (2020-2030)	56,600	11% (2021-2031)	US Bureau of Labor Statistics ⁷ O*Net Online ⁸

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

According to the Bureau of Labor Statistics' Employment Projections 2021-2031, nursing is listed among the top occupations in terms of job growth through 2031. This nursing industry expected to grow 6% nationwide adding approximately 203,200 jobs by 2031. Additionally, the Bureau also projects 175,900 open nursing positions each year through 2029 when nurse retirements and

⁶ <https://www.aacnnursing.org/news-information/fact-sheets/nursing-shortage>

⁷ <https://www.bls.gov/ooh/healthcare/registered-nurses.htm#tab-7>

⁸ <https://www.onetonline.org/link/localtrends/29-1141.00?st=SC>

workforce exits are factored into the number of nurses needed in the U.S. In fact, the profession with the highest projected percent change of employment by 2031 is nurse practitioners (46%).⁷ These projections indicate South Carolina will experience an 11% Job growth for registered nurses between now and 2030. This projection correlates to an additional 3,070 nursing positions annually.

It is anticipated that 90% of graduates would secure an entry-level RN position within 9 months of graduation. By the year 2030, the Health Resources and Services Administration's Health Workforce Simulation Model predicts that SC will have the second worst nursing shortage in the nation. Based on the nursing shortage data previously provided, the employment outlook for registered nurses forecast is that supply will not meet demand. Graduates can be employed in hospitals, health care clinics, schools, nursing homes and a variety of applied health care settings. BSN program graduates will immediately enter the nursing workforce, and will be eligible to take the National Council of State Boards of Nursing (NCSBN) Licensing Exam for Registered Nurses (NCLEX-RN). In addition, the three largest hospitals in the areas Conway Medical Center, McLeod Health, and Tideland's Health) have made it clear that they have the ability to hire every licensed graduate of the program.

Description of the Program

This program will provide Coastal Carolina University students a 4-year bachelor of science program that prepares them to take the National Council Licensure Examination to become a registered nurse (NCLEX-RN). A total of 120 credits are required for completion of the Bachelor of Science in Nursing (BSN) Program, including 52 pre-nursing credits and 68 nursing credits. As part of the curriculum students will learn and be exposed to variety of settings which explore the complexities of health assessments, pharmacological concepts, pathophysiology, medical surgical nursing, community health nursing, mental health nursing and maternal-child health. The program is committed to providing quality education and a learning environment which promotes personal development, scholarship and competent practitioners who are skilled in the caring art and science of nursing. The program will include use of simulation, virtual reality and both clinical, laboratory, and didactic experiences to help prepare students for a career in nursing.

Projected Program Enrollment

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
	Total	Total	Total
2024-2025	32	28	0
2025-2026	68	64	0
2026-2027	112	107	0
2027-2028	155	150	0
2028-2029	185	180	0

Explain how the enrollment projections were calculated.

The enrollment projection is based on an enrollment of 32 new students in Fall 2024, 40 new students in Fall 2025, and 48 each fall after. Years one through five total headcounts based on 90% retention and a

40% graduation rate. Based on enrollment an additional tenure track faculty member will be needed to cover the demand for coursework. Course enrollments are based on cohorts of 8 students as required for clinical experiences.

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

☒ Yes

☐ No

While students can be admitted to CCU without test scores, acceptance to the nursing major is *not* test optional. Applicants who apply by March 1 each year will be given priority consideration. Applicants will be required to have a combined SAT score of at least 1100, a composite ACT score of 22, or TEAS-7 score of 78%. Current CCU students interested in changing their major to Nursing who were admitted to CCU without test scores, or who do not have the requisite test scores, are able to take the TEAS-7 test through CCU's testing center and test prep is available. Note that the Nursing program will be limited in size due to space and equipment availability, and admission will be competitive.

Curriculum

REACH Act Compliance: As part of their graduation requirements, all students at CCU must complete either *HIST 201 - History of the United States from Discovery to the Present: Discovery through Reconstruction*, or *POLI 201 - Introduction to American Government*, which are both REACH Act compliant. Sample syllabi are available upon request. These courses are highlighted in the curriculum plans presented below and a compliance statement is also highlighted at the end of the curriculum plans.

New Courses

List and provide course descriptions for new courses.

HCSI 306 - Pharmacological Concepts for the Healthcare Professional (3 credits)

Introductory course focusing on the integration of the nursing process with pharmacotherapeutics, including administration, monitoring, and related client education. Includes major drug classifications, indications for use, side effects, interactions, routes of administration, usual dosages, contraindications, and dosage calculations.

HCSI 308 - Pathophysiology for the Healthcare Professional (3 credits)

Introduction to the core concepts and basic principles of microbiology as applied to basic healthcare. The course relates manifestations of disease, risk factors for disease, and the principles of pathology underlying illness and injury to therapeutic nursing interventions and outcomes. The course examines microorganisms and how they interact with humans and the environment, and the interaction of pathogenic bacteria with humans.

NURS 310 - Fundamental Concepts of Professional Nursing (6 credits: 3 credits didactic, 1 credit Campus Lab, 2 credits Clinical Lab) (Prereq: NUR 305 & 305L) This course facilitates the development of basic knowledge, skills, and attitudes for the beginner baccalaureate level nursing student focusing on

therapeutic nursing interventions, including selected psychomotor skills, and communication skills. Campus labs and healthcare facilities are the major settings for clinical experiences.

NUR 312 - Medical Surgical I Basic Nursing Care of the (6 credits: 3 credits didactic, 1 credit Campus Lab, 2 credits Clinical Lab each week) (Prereq: NUR 310, HSCI 306, HSCI 308) This course incorporates theoretical and empirical knowledge from the physical and social sciences. It uses critical thinking to provide holistic, safe, individualized care to adults, including health promotion, maintenance, restoration and health teaching.

Nursing 412 - Medical Surgical Nursing II: Acute and Chronic Care (6 credits= 3 credits didactic, 3 credit clinical/laboratory) (Prereq: C or better in NUR 312) This course builds on the prior coursework and focuses on care of adult clients with acute and chronic health conditions while emphasizing use of clinical judgment to provide safe and evidence-based quality care.

Nursing 413 - Medical Surgical Nursing III: Advanced Nursing Concepts (6 credits: 3 didactic, 3 clinical/lab) (Prereq: C or better in NUR 412, NUR 416, NUR 424) This course builds on the prior coursework to focus on care of adult clients with acute and complex health problems related to all body systems. Emphasizes preparation for the licensing exam while using clinical judgment to provide safe and evidence-based quality care.

NUR 415 - Mental Health Nursing (3: 2 credits didactic and 1 credit clinical) (Prereq: Successful completion of NUR 310) This course covers application of critical thinking skills and nursing concepts in the care of clients with selected mental health problems in a variety of settings. The course includes the study of dynamics of human behavior ranging from normal to extreme.

NUR 416 - Maternal Child Nursing (4: 2 credits didactic and 2 credits clinical) (Prereq: NUR 312 and EDUC 336 or PSYC 302) This course facilitates the application of clinical judgment in the care of persons during the childbearing years and from birth through adolescence to promote optimal individual health and development at any stage of the health continuum. Content includes math computational skills; basic computer instruction related to the delivery of nursing; assessment and nursing care of the child; nursing care of reproductive health/disorders, pre/intra/postnatal childbearing family. Provides supervised learning experiences in college nursing laboratories and/or cooperating agencies.

Total Credit Hours Required: 120 hours. The complete program catalog description, including the Core Curriculum, is found in Appendix A.

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
ENGL 101 (Core)	4	ENGL 102 (Core)	4		
UNIV 110 (Graduation Requirement)	3	STAT 201/201L (Found.)	4		
Foreign Language 115 (Core)	5	PHIL 110 (Core-example)	3		
CHEM 101/101L or 111/111L (Foundation)	4	RELG 103 (Core -example)	3		
Total Semester Hours	16	Total Semester Hours	14	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
PSYC 101 (Core - example)	3	BIOL 242/242L (Foundation)	4		
NUR 201 (Core - example)	3	NUR 301 (Major)	3		
ENGL 205 (Core - example)	3	NUR 305/305L (Major)	4		
BIOL 232/232L (Foundation)	4	Artistic expression (Core)	3		
HIST 201 or POLI 201 (3) (REACH Act)	3				
Total Semester Hours	16	Total Semester Hours	14	Total Semester Hours	
Year 3					
Fall		Spring		Summer	
NUR 310 (Major)	6	NUR 312 (Major)	6		
NUR 303 (Major)	3	NUR 401 (Major)	3		
HSCI 306 (Major)	3	NUR 415 (Major)	3		
HSCI 308 (Major)	3	EDUC 336 or PSYC 302 (Foundation)	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
NUR 416 (Major)	4	NUR 420 (Major)	4		
NUR 412 (Major)	6	NUR 413(Major)	6		
NUR 424 (Major)	3	NUR 410(Major)	4		
NUR 430 (Major)	3				
Total Semester Hours	16	Total Semester Hours	14	Total Semester Hours	

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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
BSN-prelicensure	124	Clemson	Direct freshman admission Science requirements include anatomy and physiology and chemistry, statistics, growth and development Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership) Health assessment course in semester 4, then progress to clinical experiences in semesters 5-8	120 credit hours rather than 124 at Clemson Offer 2 courses to address child/maternal health-CCU will have a combined course Has free standing gerontology course-at CCU gerontology will occur throughout the curriculum Free standing genetics course-genetics content is a content area in NUR 303 but not a full course Stand-alone nutrition course: CCU has nutrition throughout the curriculum CCU additional clinical course for fundamental concepts
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BSN-prelicensure	120	Francis Marion University	Congruent science and foundational courses (anatomy and physiology, chemistry, growth and development,	Complete 59 credit hours in lower division and then apply for upper division courses

			statistics) Nursing coursework reflects care of the person throughout the lifespan	
BSN-prelicensure, accelerated	121	Medical University of SC	Upper division courses reflect medical surgical and specialty coursework	16-month program
BSN-prelicensure	120	Coker College	New program Accept pre-nursing students for 1 st 2 semesters then move to nursing coursework Both programs have a contemporary issues course Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership)	Stand-alone informatics course, content is a specific topic area in NUR 303 for CCU
BSN-prelicensure	129	Anderson University	Similar admission standards-ACT 21, SAT 1100 Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership)	Admission test TEAS set at 60 (lower than CCU) Have traditional and accelerated programs Maternal child health and pediatrics are 2 courses (1 course at CCU)
BSN-prelicensure	125-129	Charleston Southern University	Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership) Accredited by ACEN	Higher admission standards: SAT 1270, ACT 26, and 2 of the following: top 20% class, 3.5 GPA, evidence of AP/Dual enrollment Traditional and accelerated programs Specialty electives
BSN-prelicensure	120	Lander University	Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties	Pre-Nursing then move to upper division in semester 5, accept transfer students

			(maternal/child, pediatrics, mental health, community health, leadership)	
BSN-prelicensure	126	USC Upstate	Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership)	Apply in 3 rd semester Can choose different tracks of sciences
BSN-prelicensure	123	Bob Jones University	Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership) Test required: a little lower ACT 20 (23 preferred), take the ATI TEAS (proficient)	3 years of clinical Have peds and OB in separate courses
BSN-prelicensure	125	The Citadel	Newer program Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership)	Stand-alone NCLEX prep course Clinical and didactic courses are separate from each other Take fundamentals of nursing before physical assessment
BSN-prelicensure	120	Limestone	New program Fall 2022, cohort fall 2024 Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership)	Pre-nursing the first 2 years, take TEAS and apply after 4 th semester Stand-alone information technology (IT) course, embedded in NUR 303 at CCU

BSN-prelicensure	124	USC-Aiken	Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership) Health assessment in semester 4	Must have a 3.0 on other courses prior to admission to nursing Has women and child health as separate courses.
BSN-prelicensure	121	USC-Beaufort	Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership)	Must take 3 semesters of prereqs and then apply, start clinical 4 th semester in conjunction with physical assessment Clinical and didactic courses separated No chemistry course
BSN-prelicensure	129	Columbia International University	Require the TEAS test, 1100SAT, 22ACT New program Similar science and clinical requirements	Apply to nursing after sophomore year Interview as part of admission process
BSN-prelicensure	127	Newberry	Curriculum addresses concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership) Requires TEAS test	Partnership with Lexington Medical center Must complete the first 64 credits prior to nursing division coursework Will accept transfer students from other institutions if seats open Stand-alone genetics course

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.)
Professor, Full time	NUR 305 Physical Assessment NUR 305L Physical Assessment Lab NUR 301 Transition to Professional Nursing Practice NUR 303 Emerging Trends and Issues in Healthcare and Application to Practice	Doctor of Nursing Practice (DNP) Old Dominion University, MSN George Mason University	Family Nurse Practitioner (FNP) Certified Nursing Educator (CNE) Program Director Previous administrative experience in prelicensure program Neonatal specialty Research and teaching experience Scholarly publications and presentations Previous clinical, laboratory and didactic experiences in prelicensure program teaching a variety of courses Previous assistant dean of nursing for a prelicensure program in Virginia
Associate Professor, Full time	NUR 401 Transcultural Healthcare NUR 424 Nursing Research Medical Surgical Nursing II Nursing 413 - Medical Surgical Nursing III	Doctor of Nursing Practice (DNP) Duquesne University, MS Nursing Education Walden University	Certified Nursing Educator (CNE) Certification: CCRN-K Interim Director of Nursing-Ohio Northern University BSN program and RN-BSN Program Previous clinical, laboratory, and didactic experience in prelicensure program teaching Introductory Professional Concepts, Medical Surgical Nursing across the lifespan from acute to critical care, Obstetrics, Care of the Older Adult, Pharmacology, Nursing Research, Transcultural Healthcare, Transition to Professional Practice, Community Health, Leadership and Management, Impaired Healthcare Provider elective Led Interprofessional education committee Research and teaching experience Scholarly publications and presentations

Assistant Professor, Full time	<p>NUR 310 Fundamental Concepts of Professional Nursing</p> <p>420 Leadership and Management in Nursing</p> <p>NUR 424 Nursing Research</p> <p>NUR 430 Healthcare Politics and Policies</p>	EdD Gardner Webb University, MSN Gardner Webb	<p>Certified Nursing Educator (CNE) Member Advisory Committee On Nursing Education Coordinated and developed certificate programs Previous Chair of Allied Health Sciences, Assistant Chair Nursing at HGTC Professional consultant to SCSNA Board of Directors Taught coursework at BSN and prelicensure level in ADN program didactic, laboratory and clinical including Medical Terminology, Fundamental Concepts, Medical Surgical Nursing, Pharmacology, Mental Health, Nutrition Research and teaching experience Scholarly presentations</p>
Teaching Associate, Part time	NUR 410 Community Health Nursing	<p>Doctor of Nursing Practice (DNP)- University of South Carolina MSN- Family Health Nursing, Nurse Practitioner Program, University of South Carolina</p>	<p>Telehealth summit speaker Current clinical practice Pee Dee Mental Health, HopeHealth Inc. Advanced Practice registered Nurse (APRN) Previous teaching experience at BSN level, community health nursing, psychiatric nursing, pathophysiology, population focused nursing care, leadership and management, physical assessment, care of clients across the lifespan, Graduate level course instruction in health systems and risk management Research (mentoring students) and teaching experience</p>
Teaching Associate, Part time	<p>NUR 301 Transition to Professional Nursing Practice</p> <p>NUR 415 Mental Health Nursing</p>	<p>Doctor of Nursing Practice (DNP) -Nurse Executive Leadership, University of South Carolina MS-Nursing Education, Liberty University</p>	<p>Certified Nursing Educator (CNE) Assistant Chair Horry Georgetown Technical College Courses Taught at the ADN Level include: Basic Nursing Concepts, Nutrition, Mental Health Nursing, Current Issues and Trends, Chronic Care Experienced in clinical coordination, screenings for schools, and clinical instruction Teaching experience</p>

Teaching Associate, Part time	NUR 305 Health Assessment NUR 305L Health Assessment Laboratory	Doctor of Nursing Practice (DNP) Old Dominion University, MSN George Mason University, post-masters FNP certificate, Marymount University	Current FNP Experienced as a psych/mental health nurse, as well as medical-surgical nursing. Current provider in medication assisted clinic, treating addicts in recovery Pre- and post-licensure Teaching experience
Assistant Professor (NEW)	NUR 310 Fundamental Concepts of Professional Nursing NUR 312 - Medical Surgical Nursing I NUR 416 Maternal Child Nursing	Doctor of Nursing Practice (DNP) or terminal degree	
Lab Coordinator (NEW)		M.S Nursing	

Faculty, Staff, and Administrative Personnel

Total FTE needed to support the proposed program: 2.48

Faculty: 2.21

Staff: 0.13

Administration: 0.14

One additional faculty member will need to be hired prior to admitting students (Fall 2024). Nursing faculty must hold a minimum of an MSN and be currently licensed to practice in SC. Tenure-track faculty need to have a doctorate to pursue tenure and promotion. Per the SC Nurse Practice Act, the maximum ratio of faculty to students in an acute care inpatient setting is one faculty member to eight students. A cohort of 32 students would require four clinical instructors. The program will need 4 clinical instructors. Three clinical instructors can be part-time teaching associates (in place already) however, one new full-time clinical instructor will need to be hired. Per state law in the Nurse Practice Act, the majority of nursing faculty need to be full-time in their role; the full-time equivalent of clinical instructors shall not exceed 30% of the filled full-time faculty positions.

Additional faculty include a simulation lab coordinator and a nursing skills lab coordinator. That could be one full-time person or two part-time positions. A salary of at least \$50,000 plus benefits would be expected for this clinical position(s), but it does not need to be tenure-track. A part-time lab coordinator would be needed to set up simulation scenarios, maintain the high fidelity mannikins, maintain the lab, and instruct students

Resources

Library and Learning Resources

Kimbel Library has holdings of approximately 1.1 million items in all formats, including more than 375,000 eBooks provided by PASCAL, a statewide consortium. The library currently subscribes to approximately 230,000 periodicals, including magazines, newspapers, scholarly journals and proceedings in print and online formats. The library provides access to its print holdings, as well as 175 online citation, full-text, and reference resources, via the library website at www.coastal.edu/library. All electronic resources, including books, articles and videos, are available to Coastal students, faculty and staff from off campus.

Course-integrated library instruction sessions are available to all academic departments; the library also offers one-credit information literacy courses. Librarians offer appointments for in-depth research help. Kimbel Library is open 98 hours per week during the fall and spring semesters; during that time, library staff members are available to assist students via phone, chat, or in-person at the help desk. Teaching faculty provide input regarding selection of library resources, including both print and electronic resources. The nursing program has a designated library liaison who takes order requests and communicates with faculty when new resources are available.

Library holdings are as follows:

Monographs

Subject areas for nursing were identified for this program. Kimbel Library currently has access to more than 8,500 relevant titles in print or e-book format.

Audiovisual

The library provides access to more than 1,700 streaming videos in support of the nursing curriculum, and currently has access to more than nine thousand health sciences films.

Serials and Subscriptions

Kimbel Library currently provides access to 290 peer-reviewed and trade journals classified under Nursing. Online access is provided via aggregator databases, publisher packages, open access titles, and direct online subscriptions.

Current access points for nursing journals include, but are not limited to:

- CINAHL Complete
- Health Source – Nursing Academic Edition
- MEDLINE with Full Text
- Health and Psychosocial Instruments
- JAMA & Archives
- Liebert Online
- LWW Nursing & Health Professions Premier
- Web of Science

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.

All CCU students, have access to University sponsored student support services including Accessibility and Disability Services, Student Computing Services, Kimbel Library, Student Health Services, and the Coastal Student Success Center including the Tutoring and Learning Center.

Nursing majors will receive academic advising from an assigned university advisor as well as a Nursing advisor. The Conway Medical Center College of Health and Human Performance has a director of student success who can work with students to help them engage with student support services as listed above. Furthermore, the College will provide dedicated support for courses for upper level students without additional cost.

Physical Resources/Facilities

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

As the program grows, additional facilities will need to accommodate educational demands. A larger classroom space will be needed to accommodate full cohort instruction. The current nursing lab (Swain 141/142) will be renovated to accommodate a 3-bed clinical/simulation space. The renovation will accommodate the initial cohort for nursing. This renovation has been approved by the university and is included in the program budget.

In order to support the full cohort of nursing students as the program reaches total capacity, clinical and simulation lab spaces will need to also be added. Simulation and skill development facilities are essential for the education, training, and preparation of nursing students, which aids in their clinical readiness and professional development. In addition to the actual lab areas an observation space is needed with a one-way window so students can learn by observing and critiquing and so the simulation lab coordinator can make programming adjustments as needed during a simulation. A telephone or intercom that is linked from the "patient room" to the observation room is another important part of the simulation lab. Conference room/classroom space is also needed for student debriefing and could serve as instructional space. The space should be a flexible multi-use space with counters and storage for all nursing equipment.

A fully equipped nursing lab would need to be available by Spring 2026, and ideally, a fully operational simulation lab by Fall 2026. This lab and simulation space will be included in the new academic building that will house the Conway Medical Center College of Health and Human Performance. It is also anticipated that new clinical facilities will be made available as the CMC College of Health and Human Performance develops new programs in collaboration with the Conway Medical Center, a major supporter.

Equipment

Identify new instructional equipment needed for the proposed program.

The purchase and installation of several specialized patient simulators will be needed. The costs for equipment are been included in the sources of funding tables included with this proposal. In addition, it is anticipated that student lab fees would likely need to be implemented to defray costs of expendable supplies and lab maintenance/updates.

For the initial program start up, 3-bed hospital bedroom space that is configured like a hospital room with a hospital beds, linens, IV pumps (including bags, tubing, and related equipment), suction, oxygen, medication carts, LifePac and low-level simulators for will be needed by the time the program starts. Over the next 4 years additional equipment will need to be purchased to outfit the lab and simulation spaces to meet instructional needs. The five-year expense is included in the financial justification and budget section of this proposal.

Year 1

Classroom renovation of Swain 141/142, Initial set up of health assessment lab (Scopes, calipers, LifePac, Auscultation manikin, and equipment (Hospital beds, Curtains, IV poles, torso manikin simulators with heart and Lung sounds, Medication Cart, Chest and Arm access trainer, anatomical models);
Total: \$80,000.

Year 2

Initial purchase for Phase 1 of Nursing Simulation lab - High Fidelity Simulator, Mid-Level Simulator, Low Level Simulator, OB Simulation Equipment, Torso manikins, Additional lab supplies and equipment;
Total: \$365,000

Year 3

2nd Initial purchases for Phase 1 of Nursing Simulation lab – Additional Mid-Level Simulators, Equipment for Fundamental Labs (ECG, Integrated Diagnostic systems, EKG, Blood infusion sets); Additional lab supplies and equipment;
Total: \$270,000

Year 4

Initial purchases for Phase 2 of Nursing Simulation lab \$150,000 – Low level Simulators and Dialysis trainers, Trauma kits, Trach kits, Additional lab supplies and equipment;
Total: \$160,000

Year 5

Second set purchases for Phase 2 of Nursing Simulation lab; Additional lab supplies and equipment;
Total: \$160,000

The outfitting of specialized classroom space and purchase of specialized equipment is detailed for each year below:

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

This program will impact departments that support the core curriculum as the new program enroll students who may not have enrolled at Coastal Carolina University without the nursing program. Additionally, the new program will have an impact on the Health Science department as they will support the teaching of two of the nursing courses. In both cases, the overall impact is low. The new program should not impact the current RN to BSN program as those students already have completed licensure and would not need to enroll in this program. The program may impact students who want to pursue the 1 + 2 + 1 program; again this impact is thought to be minimal as that program is limited to 24 students a year.

Agenda Item: 7L
CAAL: May 11, 2023
ACAP: March 23, 2023 (Item 7F)

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	\$585,510	\$585,510	\$1,313,884	\$1,313,884	\$2,213,298	\$2,213,298	\$3,148,163	\$3,148,163	\$3,844,901	\$3,844,901	\$11,105,756	\$11,105,756
Program-Specific Fees											\$0	\$0
Special State Appropriation											\$0	\$0
Reallocation of Existing Funds											\$0	\$0
Federal, Grant or Other Funding											\$0	\$0
Total	\$585,510	\$585,510	\$1,313,884	\$1,313,884	\$2,213,298	\$2,213,298	\$3,148,163	\$3,148,163	\$3,844,901	\$3,844,901	\$11,105,756	\$11,105,756
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
Program Administration and Faculty/Staff Salaries	\$121,600	\$206,208	\$124,032	\$398,600	\$126,513	\$638,689	\$129,043	\$884,419	\$131,625	\$1,068,923	\$632,813	\$3,196,839
Facilities, Equipment, Supplies, and Materials	\$80,000	\$80,000	\$365,000	\$365,000	\$270,000	\$270,000	\$160,000	\$160,000	\$160,000	\$160,000	\$1,035,000	\$1,035,000
Library Resources		\$0		\$0		\$0		\$0		\$0	\$0	\$0
Other												
Total	\$201,600	\$286,208	\$489,032	\$763,600	\$396,513	\$908,689	\$289,043	\$1,044,419	\$291,625	\$1,228,923	\$1,667,813	\$4,231,839
Net Total (Sources of Financing Minus Estimated Costs)	\$383,910	\$299,302	\$824,852	\$550,285	\$1,816,785	\$1,304,609	\$2,859,120	\$2,103,743	\$3,553,276	\$2,615,977	\$9,437,943	\$6,873,917

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.

Program cost-effectiveness and return-on-investment are evaluated institutionally using an induced revenue/expense model. As shown in the Financial Support table, tuition revenues are based on a 15-credit course load for each student projected to enroll in the program. These revenues represent course revenues derived from all courses taken by the student, including both departmental-fielded courses and cross-department electives. The expenses shown in the Financial Support table represent only direct expenses necessary for delivering program courses and administration. The university uses a 50% gross academic margin assessment to ensure that new graduate and certificate programs will provide sufficient revenues to support their expense impact on institutional operations.

To derive gross academic margin, total induced revenue (\$11,105,756 for the period) is calculated minus total direct expenses (\$4,085,827 for the period) divided by total induced revenue (\$11,105,756 for the period). [(Revenue-Expenses)/Revenue]

For a program to be considered cost-effective, the University looks for undergraduate and certificate programs to produce a gross academic margin of 50% or better. This program's gross academic margin is 61.90% for the period, which indicates that this program has a high likelihood of producing sustainable revenues.

Evaluation and Assessment

The traditional BSN program will prepare graduates with entry-level RN skills, knowledge base, and ethical values to pass the national licensure examination for registered nurses (NCLEX-RN) and enter the profession as novice Registered Nurses.

Program Student Learning Outcomes (PSLOs) are statements of the overarching knowledge, skills, attitudes and/or values that students should acquire in the program of study. The PSLOs and the curriculum of the Bachelor of Science in Nursing is derived from the university, college, and program mission, the American Nurses Association (ANA) Scope and Standards of Practice, and the National League for Nursing (NLN) Competencies for Baccalaureate Nursing Education. At the completion of the pre-licensure BSN program, graduates will be able to:

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
1. Apply knowledge from nursing, the sciences, and a liberal education as the foundation for clinical judgment, reflective practice and decision making in a variety of dynamic settings.	1. Review historical and contemporary forces that have influenced the profession of nursing. 2. Demonstrate the use of nursing judgment and problem-solving skills to analyze and interpret client data to determine appropriate nursing diagnoses and interventions. 3. Implement nursing care that reflects critical thinking and application of the nursing process for	Clinical Evaluation Tool: Students are evaluated in each clinical course to demonstrate satisfactory completion of didactic and laboratory/clinical courses (NUR 310, NUR 312, NUR 410, NUR 412, NUR 413, NUR 415, NUR 416, NUR 420).

	adult patients with selected health problems.	
2. Incorporate principles of person-centered care including compassionate, individualized, coordinated, holistic, and evidence-based practice.	<ol style="list-style-type: none"> 1. Discuss human needs as a basis for therapeutic nursing interventions within the nursing process. 2. Apply communication techniques utilizing interpersonal processes in class, lab, and clinical settings. 3. Communicate effectively with the client, family, and members of the healthcare team. 4. Utilize the nursing process in care for adults and their families experiencing common health problems to deliver safe, holistic individualized nursing care to clients. 5. Manage patient-centered care that values individual rights and needs while respecting diversity to provide and coordinate quality, cost-effective nursing care that supports positive change and serve as an advocate for obstetrical, newborn, and pediatric clients in a family centered care environment. 	<p>Evaluation Tool: Students are evaluated in each of the following courses to demonstrate satisfactory competency of the concepts (NUR 312, NUR 412, NUR 413, NUR 415, NUR 416, NUR 420, NUR 430).</p> <p>Applied Assignment: Community Health Teaching Project: Building upon the windshield survey and community assessment, the student selects an aggregate or vulnerable population group with an associated health risk within their chosen community. A primary, secondary, or tertiary prevention program or an early detection health program is developed, implemented and evaluated.</p> <p>Evaluation of Teaching Project: The student will develop evaluation outcome measures to determine if learning occurred following the educational intervention by the group. This outcome data will be presented along with the education project in a powerpoint presentation or poster presentation for the final assignment.</p>

<p>3. Engage in collaborative partnerships, advocate for policy, and prepare for public health response that supports improvement of equitable population health outcomes.</p>	<p>1. Collaborate with other members of the healthcare team to provide patient-centered care. 2. Demonstrate the integration of active teamwork, collaborative processes, and the effective use of appropriate communication in order to facilitate positive patient outcomes. 3. Discuss strategies for the professional nurse to manage ethical, cultural, legal, and socioeconomic issues that impact health care delivery.</p>	<p>Evaluation: Students are evaluated in each of the following courses to demonstrate satisfactory competency of the concepts (NUR 312, NUR 412, NUR 413, NUR 415, NUR 416, NUR 420, NUR 430).</p> <p>Applied Assignment: Students demonstrate the acquisition of knowledge related to the state/US government current facts through the successful completion of an online quiz. Students complete a letter to a politician and a position statement which demonstrate how professional nurses share their voice, advocate for themselves/patients/communities, and make a persuasive political proclamation about a nursing practice issue relevant to the student and the nursing profession.</p>
<p>4. Apply ethical principles, the Code for Nurses, and professional standards to promote patient safety and quality care.</p>	<p>1. Describe the scope and standards of practice, and codes and laws that govern nursing practice. 2. Discuss legal and ethical implications of providing therapeutic nursing interventions. 3. Demonstrate accountability and responsibility for one's own actions while implementing the professional role of the nurse. 4. Integrate ethical principles into individualized comprehensive nursing care.</p>	<p>Evaluation: Students are evaluated in each of the following courses to demonstrate satisfactory competency of the concepts (NUR 301 NUR 310, NUR 312, NUR 412, NUR 413, NUR 415, NUR 416, NUR 420).</p> <p>Applied Assignment: Students complete discussion forums which demonstrate evidence-based, ethical decision-making and problem solving for advancing student/nursing judgements as BSN-prepared nurses. Student must integrate standards of practices and code of ethics in the assignment.</p>
<p>5. Integrate nursing research findings and best practice evidence to promote ethical practice decisions.</p>	<p>1. Apply common research terminology. 2. Explain the ethical principles that assure the protection of the subjects in nursing research.</p>	<p>Evaluation: Students are evaluated in each of the following courses to demonstrate satisfactory competency of the concepts (NUR 312, NUR 412, NUR 413, NUR 424).</p>

	<p>3. Identify the steps of the research process for various research methodologies.</p> <p>4. Appraise research studies for their application to the practice setting.</p> <p>5. Demonstrate how evidence-based practice stems from nursing research.</p> <p>6. Apply selected research findings and clinical judgment to promote quality and safety in evidence-based nursing practice.</p>	<p>Applied Assignment:</p> <p>NUR 424: Literature Search Paper: Students will explore the literature on a specific topic using current nursing research articles.</p>
6. Employ principles of safety and improvement science to mitigate the risk of harm to individuals, populations, and providers.	<p>1. Demonstrate proficiency in calculating medication dosages and infusion rates for clients throughout the lifespan.</p> <p>2. Integrate leadership and management principles to facilitate quality and safety in the healthcare environment.</p> <p>3. Use nursing judgment to develop a scholarly project pertinent to the health care environment.</p>	<p>Evaluation: Students are evaluated in each of the following courses to demonstrate satisfactory competency of the concepts (NUR 312, NUR 420).</p> <p>Applied Assignment:</p> <p>NUR 420 Scholarly Project Students lead and complete a major <u>quality improvement</u> project for a practicum agency, demonstrating mastery of theory and change management concepts and application of research and evidence-based decisions to nursing practice.</p>
7. Engage in self-reflection and other activities that foster lifelong learning, personal health, and professional growth.	<p>1. Examine how historical and contemporary issues influence the</p> <p>2. Examine health beliefs and practices of different cultures to provide culturally sensitive nursing care.</p> <p>3. Demonstrate clinical judgment in preparation for the national nursing licensure examination.</p>	<p>Evaluation: Students are evaluated in each of the following courses to demonstrate satisfactory competency of the concepts (NUR 310, NUR 401, NUR 410).</p> <p>Applied Assignment:</p> <p>Students complete a self-reflection assignment at the end of the semester detailing how they met each end of course student learning outcome.</p>

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.

All course student learning outcomes are linked to the end of program student learning outcomes. As a result, respective student learning outcomes are assessed in each course. Successful course completion supports program outcomes.

Students will complete an end of program evaluation addressing a self-report of meeting the end of program outcomes. Students will also be asked about employment at this time. This is currently delivered via our learning management system (Moodle) with a high response rate. Since the students need to successfully pass the NCLEX-RN, time to employment varies. We will work with the IRAA office to send out the Alumni survey 9 months post-graduation, which also addresses employment. Students are currently sent a text message and email reminder about the alumni survey and email addresses are confirmed. We will also work with alumni relations, other administrative offices, and local employers on our Advisory Board regarding employment. NCLEX-RN pass rates and employment rates are an item reported to ACEN.

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

Accreditation will be expected. However, the RN-to-BSN Completion Program is fully accredited as a BSN program by the Accreditation Commission on Education in Nursing (ACEN). There is no differentiation in ACEN standards and criteria for pre-licensure BSN nursing programs and post-licensure BSN completion programs so a separate accreditation site visit is not required. The next Program Self-Study Report will be written during the 2023-24 academic year for submission in fall 2024 in preparation for a program site visit in spring 2025. The new pre-licensure BSN program, if approved, will be included in the next self-study and the spring 2025 site visit.

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

☒ Yes

☐ No

Graduates of this program will be eligible to take the National Council Licensure Exam for Registered Nurses (NCLEX-RN). Successfully completing that exam leads to licensure as a registered nurse.

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

The program will prepare students for licensure by following the South Carolina Nurse Practice Act and the standards and criteria of the Accreditation Commission for Education in Nursing regarding faculty credentialing and pre-licensure curriculum requirements, as well as a full array of student services. The criteria include requirements for didactic courses, nursing skills labs, and clinical experiences to prepare students to successfully meet the program student learning outcomes. The program will provide graduates the entry-level knowledge, skills, and attitudes needed to successfully complete the NCLEX-RN and enter the nursing profession as a novice nurse.

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

Appendix A: Catalog description for B.S. in Nursing

Nursing, B.S.

A Bachelor of Science in Nursing prepares nurses for a variety of entry-level nursing roles in the healthcare system and healthcare organizations. This program provides Coastal Carolina University students a 4-year bachelors program that prepares graduates to pursue nursing licensure as a registered nurse. The Bachelor of Science in nursing program is committed to advancing the education of registered nurses to meet the growing health care needs in the community, state, nation and the world.

The pre-licensure BSN program at Coastal Carolina University is a specialization within the College of Health & Human Performance and requires a separate application process. The BSN degree prepares graduates to pursue nursing licensure and entry-level nursing positions.

The traditional BSN program will prepare graduates with entry-level RN skills, knowledge base, and ethical values to pass the national licensure examination for registered nurses (NCLEX-RN) and enter the profession as novice Registered Nurses.

Acceptance to the nursing major is not test optional. Applicants who apply by March 1 will be given priority consideration. Applicants will be required to have a combined SAT score of at least 1100, a composite ACT score of 22, or TEAS-7 score of 78%. The 46-credit core curriculum and graduation requirements will be the same as it is for all Coastal Carolina University students. Approximately 26 credits of Foundation courses will be specific to the major, as will 55 credits of courses in the major. Courses in the major include didactic, lab, and clinical practice. The BSN curriculum is provided below. The specific program sequence is available upon request.

Admission to the BSN program is competitive, and the application process differs for first-time freshmen and change of major or transfer students. Incoming freshmen who seek to enroll in pre-nursing must meet all university admissions requirements and have a minimum SAT composite score of 1100, minimum score of 22 on the ACT, or a minimum score of 78% on the TEAS test. There is limited availability of this program, so meeting the minimum test scores does not guarantee acceptance to nursing. Acceptance into the pre-nursing program as a freshman does not guarantee progression into the BSN major. Incoming freshmen who meet the eligibility requirements will be admitted to pre-nursing. There will be an additional application in the sophomore year to change the major to nursing.

Transfer students wanting to major in pre-nursing must meet the same minimum test score requirements as incoming freshmen and have a minimum GPA of 3.0. Current students who want to change their major to pre-nursing also must document their minimum eligibility with standardized test scores, and have a C or better in all courses attempted.

Mission Statement

In recognition of the value of a comprehensive baccalaureate nursing education and sound liberal arts foundation, our mission is to prepare graduates who can provide evidence-based comprehensive nursing care that is scientifically based, caring and respectful of diverse individual needs.

Student Learning Outcomes

Students who complete the requirements for the degree in Nursing will be able to:

1. Apply knowledge from nursing, the sciences, and a liberal education as the foundation for clinical judgment, reflective practice and decision making in a variety of dynamic settings.
2. Incorporate principles of person-centered care including compassionate, individualized, coordinated, holistic, and evidence-based practice.
3. Engage in collaborative partnerships, advocate for policy, and prepare for public health response that supports improvement of equitable population health outcomes.
4. Apply ethical principles, the Code for Nurses, and professional standards to promote patient safety and quality care.
5. Integrate nursing research findings and best practice evidence to promote ethical practice decisions.
6. Employ principles of safety and improvement science to mitigate the risk of harm to individuals, populations, and providers.
7. Engage in self-reflection and other activities that foster lifelong learning, personal health, and professional growth.

Policies and Requirements

Students must earn a grade of 'C' or better in each course used to satisfy a) NUR Foundation Courses and b) all NUR required courses

A grade of 'C' or better is also required in ENGL 101 and ENGL 102.

Degree Requirements (120 credits)

Core Curriculum (36-40 Total Credit Hours):

The purpose of the Core Curriculum is to provide an educational experience in the liberal arts tradition that promotes inquiry, creativity, and critical thinking. The Core Curriculum provides opportunities for students to develop skills in the following: critical thinking and reasoning, written and oral communication, and quantitative and information literacy. The Core Curriculum provides opportunities for students to apply the above-mentioned skills in the practice of the natural sciences, the social sciences, the humanities, and the arts in the context of global and diverse cultural perspectives.

Students are required to complete courses in the follow areas:

- A. Critical Thinking and Reasoning (3 credit hours)
- B. Critical Reading, Writing, and Information Literacy (8 credit hours)
- C. Communication Across Cultures (3-6 credit hours)
- D. Quantitative Literacy (3-4 credit hours)
- E. Scientific Concepts (4 credit hours)
- F. Human and Social Behavior (6 credit hours)
- G. Humanistic Thought (6 credit hours)

More information can be found here: https://catalog.coastal.edu/preview_program.php?catoid=22&poid=3976

Graduation Requirements (3-6+ Credits):

UNIV 110 - The First-Year Experience (3 credits)

REACH Act Compliance: As part of their graduation requirements, all students at CCU must complete either HIST 201 - History of the United States from Discovery to the Present: Discovery through Reconstruction, or POLI 201 - Introduction to American Government

Both HIST 201 and POLI 201 are REACH Act compliant. Sample syllabi are available upon request.

More information can be found here: https://catalog.coastal.edu/preview_program.php?catoid=22&poid=4140

Foundation Courses (11-22 Credits):

Complete the Following Courses:

PSYC 101 or SOC 101 - Introduction to Psychology or Sociology (3 credits) *

CHEM 111/111L – General Chemistry I* (4 credits)

PSYC 302 or EDUC 336 - Human Growth & Development (3 credits)

STAT 201/201L, CBAD 291, POLI 205, OR PSYC 225/225L*(3-4 credits)

BIOL 232 & 232L - Anatomy & Physiology I (4 credits)

BIOL 242 & 242L - Anatomy & Physiology II (4 credits)

Nursing Major Courses (64 Credits):

NUR 301 – Transitions to Professional Nursing (3 credits)

NUR 305 - Health Assessment (3 credits)

NUR 305L Q - Health Assessment Lab (1 credit)

NUR 310 - Fundamental Concepts of Nursing Practice (6 credits)

NUR 303 - Emerging Trends in Healthcare and Application to Practice (3 credits)

HSCI - 306 - Pharmacological Concepts for the Healthcare Professional (3 credits)

HSCI - 308 - Pathophysiology for the Healthcare Professional (3 credits)

NUR 312 - Medical Surgical I Basic Nursing Care of the Adult (6 credits)

NUR 401 - Transcultural Concepts in Nursing Care (3 credits)

NUR 410 - Community Health Nursing (4 credits)

NUR 415 - Mental Health Nursing (3 credits)

NUR 416 – Maternal-Child Health (4 credits)

NUR 412 - Medical Surgical Nursing II – Acute and Chronic Care (6 credits)

NUR 420 – Nursing Leadership and Management (4 credits)

NUR 424 - Nursing Research (3 credits)

NUR 430 - Health Care Systems Politics and Policy (3 credits)

NUR 413- Medical Surgical Nursing III: Advanced Nursing Concepts (6 credits)

Electives (0-6 Credits)

Total Credits Required (120)

Appendix B: Current Clinical Affiliation Agreements List and Letters of Support

CURRENT 2023 SPRING CLINICAL CONTRACTS LISTING

Agape Hospice of the Low Country
Brightwater
Conway Medical Center
Florence School District #5
Fresenius Medical Care
Georgetown County School District
Grand Strand Regional Medical Center
Horry County School District
Horry-Georgetown Technical College
Lighthouse Behavioral Health Hospital
Little River Medical Center
McLeod Regional Medical Center
MSA, Incare Home Health Inc.
MUSC
National Health Care of Garden City
Smith Clinic
SC DHEC
Tidelands Health



Conway Medical Center
300 Singleton Ridge Road
Conway, SC 29526

January 19, 2023

Re: Letter of Intent for Coastal Carolina University Bachelors of Science in Nursing (BSN) Clinical Sites

Dear South Carolina Board of Nursing:

We are submitting this letter of intent from our facility stating we are pleased to accept 32 Bachelors of Science in Nursing (BSN) students from Coastal Carolina University (CCU) in the Conway Medical Center College of Health and Human Performance for clinical and practicum experiences onsite. We have a current affiliation agreement with Coastal Carolina University.

We understand Coastal Carolina University plans to create a traditional 4-year Bachelor of Science in Nursing degree. We will be able to accommodate 32 students each semester with clinical rotations at Conway Medical Center facilities supervised by CCU clinical faculty in our specialty units of medical surgical, care of children, labor and delivery, and mental health. We have staff onsite that can serve as preceptors for individual senior nursing students. We look forward to continuing in our clinical affiliation agreement with Coastal Carolina University and to assist with the education of BSN students.

Sincerely,

A handwritten signature in dark ink that reads "Treena Thibodeau". The signature is fluid and cursive, with the first name "Treena" and last name "Thibodeau" clearly distinguishable.

Treena Thibodeau, RN BSN
AVP of Patient Care Services



Conway Medical Center
300 Singleton Ridge Road
Conway, SC 29526

January 19, 2023

Re: Letter of Intent for Coastal Carolina University Bachelors of Science in Nursing (BSN) Clinical Sites

Dear South Carolina Board of Nursing:

We are submitting this letter of intent from our facility stating we are pleased to accept 32 Bachelors of Science in Nursing (BSN) students from Coastal Carolina University (CCU) in the Conway Medical Center College of Health and Human Performance for clinical and practicum experiences onsite. We have a current affiliation agreement with Coastal Carolina University.

We understand Coastal Carolina University plans to create a traditional 4-year Bachelor of Science in Nursing degree. We will be able to accommodate 32 students each semester with clinical rotations at Conway Medical Center facilities supervised by CCU clinical faculty in our specialty units of medical surgical, care of children, labor and delivery, and mental health. We have staff onsite that can serve as preceptors for individual senior nursing students. We look forward to continuing in our clinical affiliation agreement with Coastal Carolina University and to assist with the education of BSN students.

Sincerely,

A handwritten signature in black ink, appearing to read "Heather Bader", with a long horizontal flourish extending to the right.

Heather Bader, MSN RN
AVP of Patient Care Services

McLeod Health

The Choice for Medical Excellence

January 5, 2023

To Whom It May Concern:

Our organization is committed to participating in and supporting Coastal Carolina University's initiative to create a dynamic and equitable bachelorette nursing program. This program will provide for a more diverse and robust pipeline of nursing professionals to better serve the needs of our local service area, which is desperately in need of qualified registered nurses.

Eastern South Carolina and adjoining counties in North Carolina share the unprecedented nursing workforce crisis challenge of healthcare organizations across the country. Coastal Carolina University proposes to address and improve the local healthcare emergency through enhancing training opportunities and developing a BSN program to diversify and expand the local nursing workforce. McLeod Health is committed to partnering with CCU to aid in the success and implementation of this program.

McLeod Health is the region's destination for medical excellence. Our excellence extends from the Midlands to the Coast along the border of North and South Carolina - serving more than one million people. As medical needs grow – we grow, expand, and improve our facilities and services. The McLeod Health network is comprised of 7 hospitals with locations in Florence, Darlington, Dillon, Manning, Cheraw, Loris, and Little River. We have also expanded into the Carolina Forest area of Myrtle Beach with physician practices, outpatient services and a free-standing emergency department.

Founded over a century ago, McLeod is a locally owned, not-for-profit healthcare system which features the strength of 850 physicians and 2,700 registered nurses, and approximately 15,000 team members. McLeod constantly seeks to improve patient care with efforts that are physician led, data-driven and evidence-based.

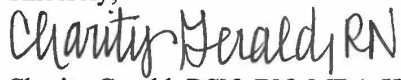
We project a demand to hire at least 1100-1300 Registered Nurses and Licensed Practical Nurses over the next five years. This initiative provides a crucial opportunity to address our needs. As a result, we are committed to assisting Coastal Carolina University in achieving the goals presented in their proposal.

McLeod Health commits to assisting CCU's efforts in the following strategies:

- Assisting Coastal Carolina University providing input into curriculum and program operations as needed with a commitment to the university's advisory board.
- Provide sites for nursing student clinical rotations in specialty areas as outlined by the university.
- Providing preceptors to develop assist in training, mentoring, supporting, and engaging student nurses.
- Serving on the worker-centered healthcare sector partnership to address diversity and equity initiatives, a preceptor development program, and other strategies to promote the success of this proposal.

We believe this program will be effective in advancing the pipeline of nursing professionals to meet the healthcare needs of our communities. We look forward to working with Coastal Carolina University as they embark on this journey to provide much needed nursing professionals in our service area.

Sincerely,

A handwritten signature in black ink that reads "Charity Gerald RN". The signature is written in a cursive, flowing style.

Charity Gerald, BSN, RN, MBA-HM
Director, Workforce Development
McLeod Health

McLeod Loris Seacoast

January 18, 2023

Re: Letter of Intent for Coastal Carolina University Bachelors of Science in Nursing (BSN) Clinical Sites

Dear South Carolina Board of Nursing:

We are submitting this letter of intent from our facility stating we are pleased to accept 16-24 Bachelors of Science in Nursing (BSN) students from Coastal Carolina University for clinical and practicum experiences onsite. We have a current affiliation agreement with Coastal Carolina University.

We understand Coastal Carolina University plans to create a traditional 4-year Bachelor of Science in Nursing degree. We will be able to accommodate 16-24 students each semester with clinical rotations at McLeod Health facilities supervised by CCU clinical faculty in our specialty units of medical surgical, surgical services, labor and delivery, newborn nursery and emergency care. We have staff onsite that can serve as preceptors for individual senior nursing students.

We look forward to continuing in our clinical affiliation agreement with Coastal Carolina University and to assist with the education of BSN students.

Sincerely,



Nancy Barnes, MSN, NEA-BC
Vice President, Chief Nursing Officer
McLeod Loris, Carolina Forest ED

McLeod Loris: 3655 Mitchell Street • Loris, SC 29569 • Phone (843) 716-7000
McLeod Seacoast: 4000 Highway 9 East • Little River, SC 29566 • Phone (843) 390-8100
www.mcleodhealth.org



Department of Health and Environmental Control

January 11, 2023

Re: Letter of Intent for Coastal Carolina University Bachelors of Science in Nursing (BSN) Clinical Sites

Dear South Carolina Board of Nursing:

We are submitting this letter of intent from our facility stating we are pleased to accept a minimum of 4-8 Bachelors of Science in Nursing (BSN) students from Coastal Carolina University for onsite clinical/practicum experiences.

We understand Coastal Carolina University plans to create a traditional 4-year Bachelor of Science in Nursing degree. We will be able to accommodate a minimum of 4-8 students each semester with clinical/practicum experiences at the Department of Health and Environmental Control clinics supervised by CCU clinical faculty. We have staff available to function in the preceptor role for practicum experiences. We look forward to continuing a clinical affiliation agreement with Coastal Carolina University and to assist with the education of BSN students.

Sincerely,

A handwritten signature in black ink that reads "Lynn Bulloch".

Lynn Bulloch DBA, MN, RN, CQM/OE
Regional Nursing Director
Senior Nurse Executive & Chief Strategy Officer
Pee Dee Region
S.C. Dept. of Health & Environmental Control
Mobile: (843) 250-1334
Connect: www.scdhec.gov [Facebook](#) [Twitter](#)



Embracing Service | Inspiring Innovation | Promoting Teamwork | Pursuing Excellence



Our mission: We help people live better lives through better health.
Our vision: We will be our region's first choice for health and wellness.
Our purpose: Better health begins here.

P.O. Box 421718 • Georgetown, SC 29442
Phone: 843-527-7000 • Fax: 843-520-8510 • tidelandshealth.org

Tidelands Health
606 Black River Road
Georgetown, SC 29440

January 10, 2023

Re: Letter of Intent for Coastal Carolina University Bachelors of Science in Nursing (BSN) Clinical Sites

Dear South Carolina Board of Nursing:

We are submitting this letter of intent from our facility stating we are pleased to accept 32

Bachelors of Science in Nursing (BSN) students from Coastal Carolina University for clinical and practicum experiences onsite.

We understand Coastal Carolina University plans to create a traditional 4-year Bachelor of Science in Nursing degree. We will be able to accommodate 16-24 students each semester with clinical rotations at Tidelands Health facilities supervised by CCU clinical faculty in our specialty units of medical surgical, care of children, labor and delivery, and mental health. We have staff onsite that can serve as preceptors for individual senior nursing students. We look forward to continuing in our clinical affiliation agreement with Coastal Carolina University and to assist with the education of BSN students.

Sincerely,

A handwritten signature in black ink that reads "Ashley Capps".

Ashley Capps, MSN, RN, NEA-BC
Vice President of Nursing & Operations



Our mission: We help people live better lives through better health.
Our vision: We will be our region's first choice for health and wellness.
Our purpose: Better health begins here.

Tidelands Health
606 Black River Road
Georgetown, SC 29440

January 2, 2023

Coastal Carolina University
Re: Letter of Intent for Coastal Carolina University BSN Clinical Sites

Dear SC Board of Nursing:

We are submitting this letter of intent from our facility stating we are pleased to accept BSN students from Coastal Carolina University for clinical practicum experience onsite.

We understand Coastal Carolina University plans to create a traditional 4-year Bachelor of Science in nursing degree. We will be able to accommodate students each semester with clinical rotations at Tidelands Health facilities. We have staff onsite that can serve of preceptors for individual senior nursing students. We look forward to continuing in our clinical affiliation agreement with Coastal Carolina University and to assist with the education of BSN students.

Sincerely,

A handwritten signature in black ink that reads "Caitlyn Krask".

Caitlyn Krask
Student Programs Manager
Tidelands Health
ckrask@tidelandshealth.org



Tidelands Health Rehabilitation Hospital
4070 Highway 17 Bypass South, 4th Floor
Murrells Inlet, SC 29576
O 843.652.1415
F 843.652.1719

Tidelands Health Rehabilitation Hospital
100 Water Grande Boulevard
Little River, SC 29566
O 843.366.4000
F 843.366.4395

Tidelands Health Rehabilitation Hospitals, an affiliate of Encompass Health
Murrells Inlet, SC
Little River, SC

January 17, 2023

Re: Letter of Intent for Coastal Carolina University Bachelors of Science in Nursing (BSN) Clinical Sites

Dear South Carolina Board of Nursing:

We are submitting this letter of intent from our facility stating we are pleased to accept a minimum of 8-16 Bachelors of Science in Nursing (BSN) students from Coastal Carolina University for onsite clinical/practicum experiences in our Murrells Inlet and Little River, SC locations.

We understand Coastal Carolina University plans to create a traditional 4-year Bachelor of Science in Nursing degree. We will be able to accommodate a minimum of 8-16 students each semester with clinical/practicum experiences in our and rehabilitation hospitals, supervised by CCU clinical faculty. We have staff available to function in the preceptor role for practicum experiences. We look forward to continuing a clinical affiliation agreement with Coastal Carolina University and to assist with the education of BSN students.

Sincerely,

A handwritten signature in black ink that reads "Linda Gilhuly RN, BSN, MSN". The signature is fluid and cursive.

Linda Gilhuly RN, BSN, MSN, CRRN CNO

linda.gilhuly@encompasshealth.com
843-366-4025

GCS**D**
GEORGETOWN COUNTY
SCHOOL DISTRICT
J. B. Beck Administration and Education Center
Office of Special Services

2018 Church Street ♦ Georgetown, SC 29440 ♦ TELEPHONE (843) 436-7126 ♦ FAX (843) 436-7112

Michael J. Caviris, Executive Director ♦ Kendra Greene, Coordinator

January 11, 2023

Re: Letter of Intent for Coastal Carolina University Bachelors of Science in Nursing (BSN) Clinical Sites

Dear South Carolina Board of Nursing:

We are submitting this letter of intent from our organization stating we are pleased to accept up to 12 Bachelors of Science in Nursing (BSN) students from Coastal Carolina University (CCU) for clinical and practicum experiences onsite. We have a current affiliation agreement with Coastal Carolina University.

We understand Coastal Carolina University plans to create a traditional 4-year Bachelor of Science in Nursing degree. We will be able to accommodate up to 12 students each semester with clinical rotations within Georgetown County School District schools supervised by CCU clinical faculty. We have staff onsite that can serve as preceptors if needed. We look forward to continuing in our clinical affiliation agreement with Coastal Carolina University and to assist with the education of BSN students.

Sincerely,

Ashley McCall, RN, BSN

Ashley M. McCall, RN, BSN
Georgetown County School District Lead Nurse



National Health Care
Garden City, SC

January 11, 2023

Re: Letter of Intent for Coastal Carolina University Bachelors of Science in Nursing (BSN) Clinical Sites

Dear South Carolina Board of Nursing:

We are submitting this letter of intent from our facility stating we are pleased to accept a minimum of 8 Bachelors of Science in Nursing (BSN) students from Coastal Carolina University for clinical and practicum experiences onsite.

We understand Coastal Carolina University plans to create a traditional 4-year Bachelor of Science in Nursing degree. We will be able to accommodate a minimum of 8 students each semester with clinical rotations at National Health Care supervised by CCU clinical faculty your long-term care and rehabilitation nursing units. We have staff onsite that can serve as preceptors for individual senior nursing students. We look forward to continuing in our clinical affiliation agreement with Coastal Carolina University and to assist with the education of BSN students.

Sincerely,

A handwritten signature in black ink, appearing to read "Skylek Taylor BSN". The signature is fluid and cursive, with the letters "BSN" written in a slightly larger, more distinct font at the end of the line.

Skylek Taylor, BSN, RN