

NEW PROGRAM PROPOSAL EXECUTIVE SUMMARY

Doctor of Nursing Practice (D.N.P) in Nursing Education

University of South Carolina Columbia

WORKFORCE DEVELOPMENT:

Is this program recognized as a PRIORITY OCCUPATION according to the South Carolina Unified State Plan for Education and Workforce Development for 2024-2025? If so, please select the appropriate career cluster.

☒ Yes

☐ No

CAREER CLUSTER:

☐ Agriculture, Food, & Natural Resources

☐ Architecture & Construction

☐ Arts, Audio/Video Technology, & Communications

☐ Business Management & Administration

☒ Education & Training

☐ Finance

☐ Government & Public Administration

☒ Health Science

☐ Hospitality & Tourism

☐ Human Services

☐ Information Technology

☐ Law, Public Safety, Corrections, & Security

☐ Manufacturing

☐ Marketing

☐ Science, Technology, Engineering, & Mathematics

☐ Transportation, Distribution, & Logistics

A. SUMMARY

University of SC Columbia's College of Nursing proposes a new Doctor of Nursing Practice (D.N.P) in Nursing Education program. The program is formulated to prepare professional nurses to enter educational roles within both colleges and universities as well as work in hospital systems. Graduates of the program may be eligible to sit for the nurse educator certification examination.

The program will require no new courses and the hiring of no new faculty. There are currently no similar programs within the state. Program requirements include a minimum of BSN-Entry Level to DNP NE (66

credit hours), Post MSN-Nurse Educator Specialty to DNP NE (33 credit hours), Post MSN-Nurse Educator Specialty with 3 Core Courses (*) to DNP NE (42 credit hours), Post MSN-non nurse educator or non-APRN specialties to DNP NE (60 credit hours), Post MSN-APRN specialty to DNP NE (51 credit hours). The program fulfills the REACH Act requirement and received all institutional approval on 12.17.2024. The program will be delivered in an online model and will begin Fall 2025.

B. UNIVERSITY ENROLLMENT

In-state: 4555 (55%)	Out-of-State: 3790 (45%)
----------------------	--------------------------

*Provisional Enrollment Data Fall 2024

C. ENROLLMENT PROJECTIONS

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2025-26	7	7	6
2026-27	13	13	12
2027-28	19	19	18
2028-29	18	18	18
2029-2030	18	18	18

Enrollment projections are based on enrollment in other DNPs offered at USC. We anticipate enrolling 7 new students each year with the possible attrition of one student per year.

D. INDUSTRY-RELATED OCCUPATIONAL WAGES AND PROJECTIONS IN SOUTH CAROLINA

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Nursing Instructors and Teachers, Postsecondary (25-1072)	110 annually	24% from 2020-2030	8,900 annually	18% from 2023-2033	O*Net (see also South Carolina Employment Trends: 25-1072.00 - Nursing Instructors and Teachers, Postsecondary)
Registered Nurses	3,070 annually	11% from 2020-2030	194,500 annually	6% from 2023-2033	O*Net

E. CHE STAFF STAGES OF CONSIDERATION

Considerations	Date	Comments
Program proposal received	12.18.2024	Original Proposal received via email. Assigned lead reviewer and second reader.
Summary of staff comments, responses, and versions	1.3.2025	Revision requests: One (1) revision • Date correction • Data citation • Course credit hours needed • Pre and Co requisites requested • Program site • Contradiction of information • Budget chart justification • Institutional assessments • Accreditation fees
ACAP Considerations	1.30.2025	ACAP questions: None Responses: NA Vote: Approved

CAAL Considerations (See attached commissioner questions and responses)	2.20.25	CAAL questions: Commissioner Dyer- This is a great program. Commissioner Zais – One of the reasons for the shortage is that faculty pay is high. Is there a limit of capacity for the program push as GPA? Commissioner Seckinger – What happens to students who have a low GPA? Responses: USC – SC legislation as money for this nursing program. It is the first program in SC. Clemson and Lander will probably be up and coming. Most students come in under the upper of lower-level pathways. There is a GPA cut. Students come in as pre nursing majors. There are a suite of courses that are predictive of nursing school success. Top students get those seats. There is limited seating capacity, faculty and placement. CU has direct admissions in its nursing programs. Technical colleges also have pathways. BSN to MSN partnerships with Lexington Medical center will be helpful. We can get up to 400 students which doubles the current capacity. Students can take and courses again and received remediation. We are still limited by seating, faculty and site locations. It is very competitive program. 3.808 is the average GPA. Vote : Approved
CHE Considerations		CHE questions Responses Vote
Submission to IT for addition to inventory		Date completed

F. STAFF, ACAP, CAAL AND CHE RECOMMENDATIONS

a. STAFF RECOMMENDED ACTION

Recommended

b. ACAP RECOMMENDATION

Approved

c. CAAL RECOMMENDATION

Approved

d. CHE RECOMMENDATION

Choose an item.

Additional Comments:

--

NEW PROGRAM PROPOSAL FORM

Name of Institution: University of South Carolina Columbia

Name of Program (include degree designation and all concentrations, options, or tracks): D.N.P., Nursing Education

Program Designation:

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

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

- ☐ Yes
☒ No

Proposed Date of Implementation: Fall 2025

CIP Code: 513203

Delivery Site(s): 85750

Delivery Mode:

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

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

Trena Houpp, Executive Director, Academic Program Planning and Decision Support, thoupp@sc.edu or 803-777-0460
Robin Dawson, Interim Associate Dean for Academics and Accreditation, College of Nursing, robin.dawson@sc.edu
or 803-777-4889

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

Provost Pre-Authorization: 9/7/2024

College of Nursing: 9/24/2024

Graduate Council Committee on Science, Math, and Related Professional Programs: 10/16/2024

Graduate Council: 10/25/2024

Provost: 11/25/2024

President: 11/26/2024

Board of Trustees – Academic Excellence and Student Experience Committee: 12/17/2024

Board of Trustees: 12/17/2024

Background Information

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

The Doctor of Nursing Practice (D.N.P) in Nursing Education is designed to prepare professional nurses to enter educational roles within both colleges and universities as well as work in hospital systems. Graduates of the program may be eligible to sit for the nurse educator certification examination.

In 2024, the American Association of Colleges of Nursing (AACN) recognized that a primary contributor to the ongoing nursing shortage is the lack of well-prepared nursing educators. The USC College of Nursing seeks to answer AACN's call for strategies to address this problem by proposing this DNP program. This DNP Nursing Education program will be the first in the state of South Carolina. The proposed program will require no new courses as it combines existing nursing education specialty courses with doctorate in nursing practice courses; USC currently offers a certificate and master's degree in Nursing Education and multiple DNP programs. In addition, with multiple entry pathways and online delivery, the program represents a cost-effective, flexible, and accessible opportunity for post-BSN and post-MSN nurses seeking to further their nursing education and attain the credentials required to educate future nurses at the highest levels.

The proposed program fits with the University's mission to educate "the state's citizens through teaching, research, creative activity, and community engagement" and to lead "the way in providing all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world." This program was developed to meet the state's and nation's need for nursing educators and nurses during a longstanding and projected continuation of a critical shortage of both.

Most institutions of higher education require a doctoral degree for full-time nurse educators. A 2021 nationwide Delphi study of 73 nursing schools revealed that 71 percent of the faculty at each institution were doctorally prepared, with many schools reporting that all of their graduate faculty held terminal degrees ([Scholarly Requirements and Support for Nursing Faculty Development and Career Advancement: A Nationwide Delphi Study](#)). Therefore, this degree option would be highly attractive to MSN prepared nursing faculty who need a doctoral degree or new potential nurse educators pursuing advanced degrees. Upon graduation and employment, nursing faculty will contribute to outstanding teaching, scholarship, and service in their educator roles and mentor the next generation of nurses.

USC College of Nursing holds an outstanding reputation for graduate education. The College of Nursing was ranked #1 for Online Graduate Education (four years in a row) and the MSN Nursing Education program was ranked #1 (2024) in the nation by *U.S. News and World Report*. Many of USC College of Nursing alumni return to our graduate programs; for example, approximately 40% of students admitted to our graduate programs in Fall 2024 obtained their undergraduate degree from USC. The online program makes it flexible for students who do not live in the Columbia area and/or have employment obligations.

Assessment of Need

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

There is a critical nursing faculty and nursing shortage in the state and nation and this proposed program is designed to address that need. The DNP has been recognized as strong terminal degree for nursing faculty, especially those teaching clinical content and active in clinical practice. USC's DNP programs are currently only available to students pursuing the Advanced Practice Registered Nurse roles (nurse practitioners) and Executive Healthcare Leader. Based on accreditation requirements and course content, these options are not available to students purely pursuing nursing education roles, thus we are proposing this program to meet that need.

Current nursing shortages are driven in part by the shortage of new doctorally-prepared nurse educators and impending retirements. According to the American Association of Colleges of Nursing's (AACN) report on *2023-2024 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*, U.S. nursing schools turned away 65,766 qualified applications from baccalaureate and graduate nursing programs in 2023 due to insufficient number of faculty, clinical sites, classroom space, and clinical preceptors, as well as budget constraints. Additionally, a Special Survey on Vacant Faculty Positions released by AACN in October 2023, identified a total of 1,977 full-time faculty vacancies in a survey of 922 nursing schools with baccalaureate and/or graduate programs across the country (84.6% response rate). According to AACN, besides the vacancies, schools cited the need to create an additional 103 faculty positions to accommodate student demand. The data show a national nurse faculty vacancy rate of 7.8% with most of the vacancies (79.8%) faculty positions requiring or preferring a doctoral degree (AACN, [Nursing Shortage Fact Sheet](#)). Furthermore, AACN notes the following factors contributing to the faculty shortage:

- Faculty age continues to climb, narrowing the number of productive years educators teach. The average ages of doctorally prepared nurse faculty holding the ranks of professor, associate professor, and assistant professor were 61.2, 55.6, and 49.6 years, respectively. For master's degree-prepared nurse faculty, the average ages for professors, associate professors, and assistant professors were 55.0, 54.7, and 47.5 years, respectively.
- A wave of faculty retirements is expected across the U.S. over the next decade.
- Higher compensation in clinical and private-sector settings is luring nurse educators away from teaching. According to the Bureau of Labor Statistics, the median salary across advanced practice registered nurse roles is \$129,480 while the median salary for a master's-prepared professors in schools of nursing is \$93,958.
- Master's and doctoral programs in nursing are not producing a large enough pool of potential nurse educators to meet the demand. According to AACN, from 2022 to 2023, enrollment in master's programs decreased by 0.9% or 1,176 students, marking the third consecutive year of declines, and enrollment in Ph.D. nursing programs was down by 3.1% or 137 students.
- In 2023, AACN found that 5,491 qualified applications were turned away from master's programs and 4,461 qualified applications were turned away from doctoral programs. The primary reasons for not accepting all qualified students were a shortage of faculty, preceptors, and clinical education sites (AACN, [Nursing Faculty Shortage Fact Sheet](#)).

This need for more qualified nursing educators has also been noted by the South Carolina General Assembly. During the 2022-23 legislative session, the South Carolina General Assembly allocated \$10 million to the South Carolina Commission on Higher Education to help recruit and retain nursing educators. This support was continued in the 2023-24 legislative session when legislators authorized an additional \$10 million to be appropriated.

Transfer and Articulation

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

There are no special articulation agreements, however, course work may be transferred from another institution for credit toward a doctoral degree.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Nursing Instructors and Teachers, Postsecondary (25-1072)	110 annually	24% from 2020-2030	8,900 annually	18% from 2023-2033	O*Net (see also South Carolina Employment Trends: 25-1072.00 - Nursing Instructors and Teachers, Postsecondary)
Registered Nurses	3,070 annually	11% from 2020-2030	194,500 annually	6% from 2023-2033	O*Net

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

As stated above, employment of nursing faculty is expected to increase 24% (860 positions to 1,070 positions) from 2020-2030, with projected annual openings of 110. In addition, according to Lightcast, from July 2023 to July 2024, there were 362 unique postings for nurse educators in South Carolina. Furthermore, as stated above, the need for more qualified nursing educators has also been noted by the South Carolina General Assembly, which has appropriated funds to help recruit and retain nursing educators in the past two years to help address the need for more nurses in the state. Current nursing shortages are driven, in part, by the shortage of new doctorally-prepared nurse educators and impending retirements.

Description of the Program

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2025-26	7	7	6
2026-27	13	13	12
2027-28	19	19	18
2028-29	18	18	18
2029-2030	18	18	18

Explain how the enrollment projections were calculated.

Enrollment projections are based on enrollment in other DNP's offered at USC. We anticipate enrolling 7 new students each year with the possible attrition of one student per year.

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

☐ Yes

☒ No

Curriculum

New Courses

List and provide course descriptions for new courses.

No new courses are needed to implement the program as it will use existing nurse educator and DNP courses.

There would be 5 entry-levels to this degree, depending on the student's past education; Total Credit Hours Required: 33 (master's degree entry)-66 (bachelor's degree entry).

The entry points and requirements include:

- 1. BSN-Entry Level to DNP NE (66 credit hours):** Students would be required to take all specialty and doctoral content, including coursework in Advanced Pathophysiology, Advanced Health Assessment and Advanced Pharmacology courses, they would need to complete these courses (required for accreditation). Course hours and prerequisites (if applicable) are listed within parentheses.

YEAR	Fall Semester 1	Spring Semester 1	Summer Semester 1
One	NURS 737 Foundations for DNP Development (3 hours) NURS 710 Role of the Nurse Educator (3 hours) NURS 707 Advanced Pathophysiology for Nurses (3 hours)	NURS 789 Statistical and Research Methods for Nursing (3 hours; prerequisite B or better in NURS 700) NURS 724 Education in Nursing (3 hours) NURS 702 Pharmacologic Management of Pediatric, Adult, and Gerontological Patients Across the Healthcare Delivery Continuum (3 hours; prerequisite NURS 707)	NURS 720 Clinical Application of Population Analysis (3 hours; prerequisite B or better in NURS 717 or NURS 789) NURS 725 Nursing Education: Curriculum and Evaluation (3 hours) NURS 704 * Advanced Health Assessment and Diagnostic Reasoning (3 hours; 2 lecture, 1 lab; prerequisite NURS 702 and NURS 707)
YEAR	Fall Semester 2	Spring Semester 2	Summer Semester 2
Two	NURS 739 Online Instruction and Technology in Nursing Education (3 hours) NURS 743 * Advanced Nursing Practicum for the Educator (3 hours; prerequisite B or better	NURS 779 * Health Politics (3 hours) NURS 780 Organizational Theories and Systems in Healthcare (3 hours)	NURS 817 Application of Statistics for Evidenced Based Nursing Practice (3 hours; prerequisite NURS 717 or equivalent graduate level stats course in the past 5 years)

	in NURS 707, NURS 702, and NURS 704) NURS 808 Advance Nursing in Population Health (3 hours)	NURS 727 * Nurse Educator Practicum (3 hours)	NURS 819 Evidence and Nursing Practice (3 hours; prerequisite NURS 780)
YEAR	Fall Semester 3	Spring Semester 3	Summer Semester 3
Three	NURS 781 Applied Technology in Health Care (3 hours; 2 lecture, 1 lab; prerequisite NURS 817) NURS 783 * Clinical Project Immersion and Proposal Development (3 hours; prerequisite NURS 819 and NURS 781)	NURS 805 Advanced Nursing Leadership (3 hours) NURS 897 * DNP Project Preparation(1-6 hours; prerequisite B or better in NURS 783 or NURS 807)	NURS 897 * DNP Project Preparation (1-6 hours; prerequisite B or better in NURS 783 or NURS 807)

- 2. Post MSN-Nurse Educator Specialty to DNP NE (33 credit hours):** Students would not need additional nursing education courses. They would be required to take the doctoral content.

YEAR	Fall Semester 1	Spring Semester 1	Summer Semester 1
One	NURS 737 Foundations for DNP Development (3 hours) NURS 808 Advance Nursing in Population Health (3 hours)	NURS 780 Organizational Theories and Systems in Healthcare (3 hours) NURS 779* Health Politics (3 hours)	NURS 817 Application of Statistics for Evidenced Based Nursing Practice (3 hours; prerequisite NURS 717 or equivalent graduate level stats course in the past 5 years) NURS 819 Evidence and Nursing Practice (3 hours; prerequisite NURS 780)
YEAR	Fall Semester 2	Spring Semester 2	Summer Semester 2
Two	NURS 781 Applied Technology in Health Care (3 hours; 2 lecture, 1 lab; prerequisite NURS 817) NURS 783 * Clinical Project Immersion and Proposal Development (3 hours; prerequisite NURS 819 and NURS 781)	NURS 805 Advanced Nursing Leadership (3 hours) NURS 897 * DNP Project Preparation (1-6 hours; prerequisite B or better in NURS 783 or NURS 807)	897 * DNP Project Preparation (1-6 hours; prerequisite B or better in NURS 783 or NURS 807)

- 3. Post MSN-Nurse Educator Specialty with 3 Core Courses (*) to DNP NE (42 credit hours):** Students in this option would complete the same courses as the Post MSN-Nurse Educator Specialty to DNP, but would also need to take three additional core courses (*Three core courses required are Advanced Pathophysiology, Advanced Health Assessment and Diagnostic Reasoning, and Advanced Pharmacologic Management of Pediatric, Adult and Gerontological Patients Across the healthcare Delivery Continuum)

YEAR	Fall Semester 1	Spring Semester 1	Summer Semester 1
One	NURS 737 Foundations for DNP Development (3 hours) NURS 808 Advance Nursing in Population Health (3 hours) NURS 707 Advanced Pathophysiology for Nurses (3 hours)	NURS 780 Organizational Theories and Systems in Healthcare (3 hours) NURS 779* Health Politics (3 hours) NURS 702 Pharmacologic Management of Pediatric, Adult, and Gerontological Patients Across the Healthcare Delivery Continuum (3 hours; prerequisite NURS 707)	NURS 817 Application of Statistics for Evidenced Based Nursing Practice (3 hours; prerequisite NURS 717 or equivalent graduate level stats course in the past 5 years) NURS 819 Evidence and Nursing Practice (3 hours; prerequisite NURS 780) NURS 704 * Advanced Health Assessment and Diagnostic Reasoning (3 hours; 2 lecture, 1 lab; prerequisite NURS 702 and NURS 707)
YEAR	Fall Semester 2	Spring Semester 2	Summer Semester 2
Two	NURS 781 Applied Technology in Health Care (3 hours; 2 lecture, 1 lab; prerequisite NURS 817) NURS 783 * Clinical Project Immersion and Proposal Development (3 hours; prerequisite NURS 819 and NURS 781)	NURS 805 Advanced Nursing Leadership (3 hours) NURS 897 * DNP Project Preparation (1-6 hours; prerequisite B or better in NURS 783 or NURS 807)	897 * DNP Project Preparation (1-6 hours; prerequisite B or better in NURS 783 or NURS 807)

- 4. Post MSN-non nurse educator or non-APRN specialties to DNP NE (60 credit hours):** Students would need to complete the nursing education courses and the doctoral level content. They would also complete the three core courses required: Advanced Pathophysiology, Advanced Health Assessment and Diagnostic Reasoning, and Advanced Pharmacologic Management of Pediatric, Adult and Gerontological Patients Across the healthcare Delivery Continuum.

YEAR	Fall Semester 1	Spring Semester 1	Summer Semester 1
One	NURS 710 Role of the Nurse Educator (3 hours) NURS 737 Foundations for DNP Development (3 hours) NURS 707 Advanced Pathophysiology for Nurses (3 hours)	NURS 724 Education in Nursing NURS 780 Organizational Theories and Systems in Healthcare (3 hours) NURS 702 Pharmacologic Management of Pediatric, Adult, and Gerontological Patients Across the Healthcare Delivery Continuum (3 hours; prerequisite NURS 707)	NURS 725 Nursing Education: Curriculum and Evaluation (3 hours) NURS 704 * Advanced Health Assessment and Diagnostic Reasoning (3 hours; 2 lecture, 1 lab; prerequisite NURS 702 and NURS 707)
YEAR	Fall Semester 2	Spring Semester 2	Summer Semester 2

Two	NURS 808 Advance Nursing in Population Health (3 hours) NURS 739 Online Instruction and Technology in Nursing Education (3 hours) NURS 743 * Advanced Nursing Practicum for the Educator (3 hours; prerequisite B or better in NURS 707, NURS 702, and NURS 704)	NURS 727 * Nurse Educator Practicum (3 hours) NURS 779* Health Politics (3 hours)	NURS 817 Application of Statistics for Evidenced Based Nursing Practice (3 hours; prerequisite NURS 717 or equivalent graduate level stats course in the past 5 years) NURS 819 Evidence and Nursing Practice (3 hours; prerequisite NURS 780)
YEAR	Fall Semester 3	Spring Semester 3	
Three	NURS 781 Applied Technology in Health Care (3 hours; 2 lecture, 1 lab; prerequisite NURS 817) NURS 783 * Clinical Project Immersion and Proposal Development (3 hours; prerequisite NURS 819 and NURS 781)	NURS 805 Advanced Nursing Leadership (3 hours) NURS 897 * DNP Project Preparation (1-6 hours; prerequisite B or better in NURS 783 or NURS 807)	897 * DNP Project Preparation (1-6 hours; prerequisite B or better in NURS 783 or NURS 807)

5. Post MSN-APRN specialty to DNP NE (51 credit hours): (nurse practitioner, clinical nurse specialist, nurse midwife, nurse anesthetist), they would need to complete the nursing education specialty courses and the doctoral level content but would not be required to complete the three P's core courses (Advanced Pathophysiology, Advanced Physical or Health Assessment and Advanced Pharmacology), as these are part of APRN programs.

YEAR	Fall Semester 1	Spring Semester 1	Summer Semester 1
One	NURS 710 Role of the Nurse Educator (3 hours) NURS 737 Foundations for DNP Development (3 hours) NURS 808 Advance Nursing in Population Health (3 hours)	NURS 724 Education in Nursing (3 hours) NURS 780 Organizational Theories and Systems in Healthcare (3 hours) NURS 779* Health Politics (3 hours)	NURS 725 Nursing Education: Curriculum and Evaluation (3 hours) NURS 817 Application of Statistics for Evidenced Based Nursing Practice (3 hours; prerequisite NURS 717 or equivalent graduate level stats course in the past 5 years)
YEAR	Fall Semester 2	Spring Semester 2	Summer Semester 2
Two	NURS 739 Online Instruction and Technology in Nursing Education (3 hours)	NURS 727 * Nurse Educator Practicum (3 hours)	NURS 819 Evidence and Nursing Practice (3 hours; prerequisite NURS 780)

	NURS 743 * Advanced Nursing Practicum for the Educator (3 hours; prerequisite B or better in NURS 707, NURS 702, and NURS 704)	NURS 805 Advanced Nursing Leadership (3 hours)	
YEAR	Fall Semester 3	Spring Semester 3	
Three	NURS 781 Applied Technology in Health Care (3 hours; 2 lecture, 1 lab; prerequisite NURS 817) NURS 783 * Clinical Project Immersion and Proposal Development (3 hours; prerequisite NURS 819 and NURS 781)	NURS 897 * DNP Project Preparation (1-6 hours; prerequisite B or better in NURS 783 or NURS 807)	897 * DNP Project Preparation (1-6 hours; prerequisite B or better in NURS 783 or NURS 807)

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
None				

The accrediting body, Commission on Collegiate Nursing Education (CCNE), just approved this degree specialty. Since the Commission on Collegiate Nursing Education has not previously approved a DNP with a Nursing Education specialty, there are currently no accredited programs offering this degree in South Carolina, North Carolina, Alabama, Georgia, Florida, Tennessee, Kentucky, Louisiana, or Mississippi. Another accrediting body, the National League for Nursing Commission for Nursing Education Accreditation also has no programs listed as accredited to offer the DNP in Nursing Education specialty in the above states. Several universities in South Carolina offer Master of Science in Nursing degrees with a specialty in nursing education: Clemson University, Frances Marion University, Medical College of South Carolina, University of South Carolina Upstate, Anderson University, and South University.

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.)
Clinical Assistant Professor and Director Full-Time	Nurse Educator Core	EdD, MSN Maternal Newborn	RNC, Curriculum and Instruction, Nursing Education. Accreditation experience and academic leadership role.
Clinical Assistant Professor/ Director Clinical Simulation Laboratory Full Time	Adult Health, Pharmacology	PhD, MSN Simulation	CHSE, Simulation. Accreditation experience for simulation and academic leadership role.
Clinical Assistant Professor Full Time	Community Health	DNP, MSN Community Outreach	CCM, Community Outreach
Clinical Associate Professor Full Time	Nurse Educator Core Professional Practice	PhD, MPH	CNE, Education Administration. Accreditation experience and academic leadership role.
Clinical Assistant Professor Full Time	Adult Health, Nursing Research and Theory	PhD, MSN NCLEX Preparation Coordinator	CNE

Total FTE needed to support the proposed program:

Faculty: .30 FTE total needed (no new faculty)

Staff: 1 staff at .30 FTE (not new)

Administration: .30 FTE (not new)

Faculty, Staff, and Administrative Personnel

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

Nurse educator courses are already offered (we offer the certificate and MSN in Nursing Education) and the program will also use DNP coursework currently offered. Current faculty have the expertise and knowledge in nursing science and practice areas which meet or exceed CCNE accreditation standards. However, we will need to offer one additional section of NURS 783, so we have included this additional clinical faculty cost under new costs in the sources of financing table. Existing administrative personnel will provide support and advisement for these students.

Resources

Library and Learning Resources

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

No additional library resources are needed to implement this program. The Thomas Cooper Library acquires material in a variety of formats to support current and projected curricular offerings, the needs of students, and faculty teaching and researching. Reference librarians are available during normal operating hours. Reference and literature search requests are accepted in-person, by telephone, or online. Assistance is offered in locating materials, computerized bibliographic searches, identifying authoritative web sites with quality content, using local databases, interlibrary loan requests, class presentations, and advice on library services and policies.

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

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

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

Students also have access to additional library collections, databases, and resources provided by the Partnership Among South Carolina Academic Libraries (PASCAL). In addition to shared licensing of electronic resources, PASCAL Delivers enables students, faculty, and staff to request and receive print books from participating academic libraries in South Carolina.

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

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

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

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

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.

The College of Nursing (CON) has student support services to support the growth in all the nursing programs for academic advising and contracts. Student resources are listed in the graduate student handbook located at

http://www.sc.edu/study/colleges_schools/nursing/internal/current_students/index.php

All nursing courses are delivered online through Blackboard. The CON employs a full-time instructional designer who has 20+ years of experience with online educational best practices and pedagogy. This individual provides support to all faculty teaching online. The College has a long, successful history of online education that meets the needs of working nurses at the graduate level.

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

Log in credentials entered at <https://blackboard.sc.edu/webapps/portal/frameset.jsp>

Courses offered in this format are constructed and conducted differently than traditional classroom courses. Below are some suggestions on how to be successful in online courses:

- Become familiar with Blackboard, the learning management system (LMS)
- Access Bb through your VIP account
- Read the “How to...” guides that are found in each course.
- Participate actively in the course

Nursing courses have didactic components online but require direct clinical practice and other activities such as clinical conferencing or case-based projects.

The Executive Director of Student Affairs is the student’s advocate in the College of Nursing and serves as the initial contact for concerns such as requesting exception to a college policy or a grievance. In addition, The Graduate School Ombudsman serves as a confidential, neutral, informal and independent resource for graduate student concerns and conflicts. More information about the role of the Graduate School Ombudsman is available on the Graduate School website at

<http://gradschool.sc.edu/students/ombs.asp>. Students will also have access to USC’s writing center.

The USC College of Nursing is also committed to providing reasonable accommodations for students with disabilities. Students with disabilities must contact the Office of Student Disability Services (<http://www.sa.sc.edu/sds/>) prior to or early in their academic program to determine if they are eligible for reasonable accommodations. Students with disabilities, like all other students in the nursing

program, must be able to continually meet core performance standards and functional abilities established to ensure that they meet the objectives of the nursing program. (See http://www.sc.edu/study/colleges_schools/nursing/internal/current_students/index.php)

Physical Resources/Facilities

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

No new resources are needed. The proposed program will be offered online.

Equipment

Identify new instructional equipment needed for the proposed program.

No new resources are needed. The budget does include total equipment, supplies and materials costs calculated using existing costs in FY 2024 as a baseline for the program's share of costs. The materials, facilities and equipment costs shown is an allocation of University overhead that is charged to the College of Nursing with a portion allocated to this program.

Impact on Existing Programs

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

☐ Yes

☒ No

Financial Support

Sources of Financing for the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$123,900.00	\$123,900.00	\$105,000.00	\$228,900.00	\$77,700.00	\$306,600.00	\$33,600.00	\$340,200.00	\$33,600.00	\$340,200.00	\$373,800.00	\$1,339,800.00
Program-Specific Fees	\$18,220.00	\$18,220.00		\$38,220.00		\$54,060.00		\$55,080.00		\$53,160.00	\$18,220.00	\$218,740.00
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	\$142,120.00	\$142,120.00	\$105,000.00	\$267,120.00	\$77,700.00	\$360,660.00	\$33,600.00	\$395,280.00	\$33,600.00	\$393,360.00	\$392,020.00	\$1,558,540.00
Estimated Costs Associated with Implementing the Program by Year												
Category	1 st		2 nd		3 rd		4 th		5 th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$2,262.96	\$42,158.87	\$ 4,202.64	\$ 55,085.25	\$6,142.32	\$ 75,623.57	\$ 5,819.04	\$ 81,016.74	\$5,819.04	\$81,453.95	\$24,246.00	\$335,338.37
Facilities, Equipment, Supplies, and Materials		\$26,000.00		\$58,484.74		\$93,199.12		\$103,210.00		\$103,210.00	\$26,000.00	\$384,103.85
Library Resources												
Other USC Participation Tax	\$4,956.00	\$4,956.00	\$4,200.00	\$9,156.00	\$3,108.00	\$ 12,264.00	\$ 1,344.00	\$ 13,608.00	\$1,344.00	\$13,608.00	\$14,952.00	\$53,592.00
Other Support Unit Allocation		\$58,269.20	\$43,050.00	\$109,519.20	\$31,857.00	\$147,870.60	\$13,776.00	\$162,064.80	\$13,776.00	\$161,277.60	\$102,459.00	\$639,001.40
Total	\$ 7,218.96	\$105,384.07	\$ 51,452.64	\$232,245.18	\$41,107.32	\$328,957.28	\$20,939.04	\$359,899.54	\$20,939.04	\$359,549.55	\$141,657.00	\$1,386,035.62
Net Total (Sources of Financing Minus Estimated Costs)	\$134,901.04	\$36,735.93	\$53,547.36	\$34,874.82	\$36,592.68	\$31,702.72	\$12,660.96	\$35,380.46	\$12,660.96	\$ 33,810.45	\$250,363.00	\$ 172,504.38

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

Budget Justification

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

Tuition was calculated using the per credit hour rate for graduate nursing coursework assuming 25% of students will be out of state residents. The program specific fees listed are the Lab, Health Profession and malpractice fees.

New faculty costs include costs for one additional section of NURS 783. The total cost includes faculty, clinical instructors, Program Director & Assoc Dean salary plus fringe with an estimated 2.25% increase yearly. The amount shown item includes 3% of the Associate Dean of Academics salary as admin time devoted to the program, 7% of the salary paid to the faculty program director for program admin time, teaching costs using to teach the number of students using an average actual cost per credit hour of faculty who taught the core courses in FY 24 plus the cost to teach one additional section to the number of students using the average actual cost per credit hour of the core courses.

The total equipment, supplies and materials costs were calculated using existing costs in FY 2024 as a baseline (a portion of the overhead is being allocated to this program, but no new direct costs).

For other costs, for the College of Nursing, the USC Support unit allocation is currently 41% of total revenue per the budget model and the USC Participation Tax is the net tax rate on tuition after subvention inflow from the Provost (approximately 4% of tuition).

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Acquire knowledge and skills required for nursing educators.	Identify direct and indirect clinical problems in complex health settings and work with interprofessional teams to address them.	NURS 737 – 80% of students earn a B or higher on the clinical significance assignment; NURS 897 – 90% of all DNP students reaching NURS 897 will successfully complete the DNP project.
	Differentiate theoretical knowledge as it applies to direct or indirect clinical care.	80% of students earn a B or higher on the two theoretical knowledge mini papers are written in NURS 780.
	Translate evidence to address nursing and health care workforce issues.	80% of students earn a B or higher on the Summary of Population Analysis assignment in NURS 808 and the Evidence Table, Literature Review and Synthesis assignment in NURS 819
	Integrate databases and information literacy in designing interventions for system level health care practice.	80% of students earn a B or higher on the database project assignment in NURS 781.

	Execute evidence-based interventions to improve health care outcomes.	90% of all DNP students reaching NURS 897 will successfully complete the DNP project.
--	---	---

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

The USC College of Nursing has a comprehensive Master Evaluation Plan that guides evaluation of all programs for CCNE accreditation purposes. This plan will be used for this program as well. Evaluation metrics include teaching evaluations, course evaluations, program evaluations, and post-graduation employment. The College of Nursing has a dedicated faculty member/statistician responsible for teaching, course, and program data collection, aggregation, and analysis at the end of each semester; program directors collect information regarding program satisfaction, certification pass rates, and licensure at end of program and post-graduation, and the College of Nursing department of communication and public relations collects post-graduation information, including employment. All metrics are then evaluated by faculty members within the Evaluation and Outcomes Council to inform new program goals annually.

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

No later than 90 days prior to the admission of the first students to this program, the Dean of the College of Nursing will send a "Substantive Change" form to the Commission on Collegiate Nursing Education (accreditation body) to inform them of the new program. This puts the College in compliance with accreditation and begins the cycles of evaluation.

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

☒ Yes

☐ No

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

This program will provide graduates the necessary coursework to prepare to apply for certification in Nursing Education through the National League for Nursing, a nationally recognized organization. Graduates will have other requirements, namely practice/on the job time in the specialty, that will need to be met prior to qualifying to apply for and sit for the certification exam.

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

N/A



THE OHIO STATE UNIVERSITY
COLLEGE OF NURSING

College of Nursing

Heminger Hall 300N
1577 Neil Ave
Columbus, OH 43215

Phone (614) 292-8900
Fax (614) 292-4535
E-mail nursing@osu.edu
Web nursing.osu.edu

January 23, 2025

Jeannette Andrews, PhD, RN, FAAN
Dean and Helen Gurley Wolford Professor of Nursing
University of South Carolina
College of Nursing
1601 Greene St.
Columbia, SC 29208

RE: External Review for the DNP in Nursing Education program

Dear Dean Andrews:

Please consider this letter as an external review of the Doctor of Nursing Practice (DNP) in Nursing Education within the College of Nursing at the University of South Carolina (USC). As instructed, I will analyze the merits of the proposed program, including its potential impact on existing programs at the institution. I will also examine its relationship with similar programs at the state, regional, and national levels, as well as the institution's readiness and capacity to support the proposed program. Additionally, I will assess the workforce and market demand for nursing education in South Carolina, with a particular focus on relevant statistics from the state and surrounding regions.

1. Merits of the proposed program, including its potential impact on existing programs at the institution.

The proposed Doctor of Nursing Practice (DNP) in Nursing Education is a new professional doctoral degree program designed to enhance nurses' ability to understand and apply effective educational principles in colleges, universities, and complex healthcare systems. This program represents a terminal degree that sets itself apart from the existing USC certificate and master's degree programs in Nursing Education, as well as from other DNP programs.

The DNP in Nursing Education emphasizes the application of teaching and learning principles rather than focusing solely on nursing practice or advanced nursing skills. While no new courses are required, there may be some overlap in content delivery. However, the expectations for DNP nurse educators will align with a doctoral level of expertise. Furthermore, the proposed program targets a different audience than those pursuing doctoral preparation in clinical practice.

Even though there are 15 colleges and schools within USC, this program addresses a unique and unmet need. The College of Education consists of four departments that offer education degrees at the undergraduate and graduate levels. These programs are dedicated to preparing graduates to become skilled practitioners and adept scholars in the education field. However, they are not specifically designed to equip educators with the skill set or knowledge necessary for nursing education, whether in academic settings or clinical practice environments.

2. Relationship to similar programs at the state, regional, and national levels.

The Doctor of Nursing Practice (DNP) in Nursing Education is expected to be in demand both regionally and nationally. While there are similar programs across the country, most are at the master's level. Nationally, there are only about 12 doctoral degree programs in nursing that focus on education. These programs largely differ in their curricular emphasis, with 4 offering an EdD, 3 providing a PhD, and 1 dedicated to a Doctor of Nursing Education located in the Midwest region. Although EdD and PhD programs are viable options, they generally focus more on administration or educational leadership rather than on nursing education specifically.

Currently, there are no accredited DNP Education programs in South Carolina. The proposed program aims to address the unmet need for qualified nurse educators at the doctoral level, where programs typically conclude with a master's degree in education. Therefore, the College of Nursing (CON) is strategically positioned to offer an online DNP nursing education program to students in South Carolina and throughout the nation.

3. The institution's readiness and capacity to support the proposed program

The proposed program is conceptually similar to the current Doctor of Nursing Practice (DNP) program but will have a specific focus on nursing education. The DNP in nursing education emphasizes teaching, whereas the current DNP programs center on practice and leadership. The College has an established infrastructure with experienced leaders and faculty ready to support the proposed program. A leading education management system will continue to provide all course materials. The College also has a proven track record in offering distance education through its existing online programs. The dedication and expertise of the faculty, along with a significant level of resources and support, the College is well-equipped to implement this new program.

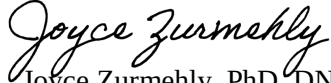
4. The institution's readiness and capacity to support the proposed program, and the workforce and market demand in South Carolina (including statistics from South Carolina and the surrounding region).

In a recent survey by the American Association of Colleges of Nursing (October 2023), there were 1,977 full-time faculty vacancies identified across 922 nursing programs, resulting in a vacancy rate of 7.8%. Notably, 79.8% of these faculty positions required or preferred a doctoral degree. Specifically, in the Southeastern region there is currently a 9.8% faculty vacancy rate 2.0% above the national average. The high vacancy rates are limiting student enrollment, which is essential to meet workforce demands. Additionally, the U.S. Resources and Services Administration (March 2024) reports that South Carolina ranks 7th among 10 states predicted to face the most severe nursing shortages by 2026, with an anticipated 21% shortage by 2036. According to the Bureau of Labor Statistics (2023), the average salary for a nurse educator is approximately \$86,530 per year, while the annual average salary in South Carolina is \$77,590. In contrast, nurses in healthcare practice have abundant earning opportunities, with salaries around \$110,000. This salary discrepancy of over \$30,000 presents a significant barrier to recruiting qualified nurse educators. To combat the potential nursing shortage, the South Carolina legislature has allocated more than \$30 million to nursing programs over the past three years. This funding includes \$5 million to increase nursing faculty salaries and \$5 million in loan forgiveness for individuals returning to school to become nurse educators. Despite these efforts to address salary disparities, the projected retirement of the workforce and existing low staffing levels lead to an anticipated vacancy rate of 13,600 registered nurses, meaning 1 in 5 positions may remain unfilled (HRSA, 2024). Workforce trends in South Carolina also indicate an expected loss of approximately 60 faculty members annually due to retirement and job changes, further escalating the need for more nurse educators.

Summary,

The proposed DNP in Nursing Education program aims to address the growing demand for nurse educators. The College of Nursing (CON) is an established leader with a stellar reputation for graduate education. It has achieved recognition as the #1 institution for Online Graduate Education for the past four years and was ranked #1 in the nation by U.S. News and World Report in 2024. As a result, the CON has full authorization to offer the proposed program across multiple states. Therefore, it is strategically positioned to deliver an outstanding program for students in South Carolina and throughout the nation.

Most sincerely,

A handwritten signature in black ink that reads "Joyce Zurmehly". The signature is written in a cursive, flowing style.

Joyce Zurmehly, PhD, DNP, RN, NEA-BC, ANEF, FAAN
Professor of Clinical Nursing
Zurmehly.8@osu.edu

References:

American Association of Colleges of Nursing. (2024) Fact Sheet at
<https://www.aacnnursing.org/Portals/0/PDFs/Fact-Sheets/Faculty-Shortage-Factsheet.pdf>

U.S. Bureau of Labor of Statistics. (2024) Nurse Workforce Projects at
<https://bhw.hrsa.gov/sites/default/files/bureau-health-workforce/data-research/nursing-projections-factsheet.pdf>

U.S Bureau of Labor Statistics: Occupational Employment and Wage Statistics at
<https://www.bls.gov/oes/current/oes251072.htm>