S.C. COMMISSION ON HIGHER EDUCATION
NEW PROGRAM PROPOSAL EXECUTIVE SUMMARY
Joint Bachelor of Science in Nursing Degree (BSN)
College of Charleston and Medical University of South Carolina

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

☐ Arts, Audio/Video Technology, & Communications

☐ Education & Training

☐ Government & Public Administration

☐ Hospitality & Tourism

☐ Information Technology

☐ Manufacturing

☐ Science, Technology, Engineering, & Mathematics

☐Architecture & Construction

☐ Business Management &Administration

☐Finance

☒ **Health Science**

☐Human Services

☐ Law, Public Safety, Corrections, & Security

☐ Marketing

☐Transportation, Distribution, & Logistics

A. SUMMARY

The Medical University of South Carolina College of Nursing (MUSC CON) and the College of Charleston (CofC) propose a new joint Bachelor of Science in Nursing (BSN) program. The program will conveniently allow students to begin at the College of Charleston and remain on CofC's campus for all four years; the program will be collaboratively delivered to students by both institutions based on each school's expertise. There is a lower division portion (yrs 1-2) of the degree to be delivered by CofC, and an upper division portion (yrs 3-4) provided by MUSC. The proposed program allows students to remain enrolled at CofC while completing their upper division nursing course work, clinicals, and labs delivered by the MUSC CON. The degree conferred will be a Joint Degree from CofC and MUSC, reflected on the diploma and on the student's transcript. This follows SACSCOC policy document called "Agreements Involving Joint and Dual Academic Awards." The definition of a joint degree is where "two or more institutions grant a joint academic award, where students study at two or more institutions and the institutions grant a single academic award bearing the names, seals, and signatures or each of the participating institutions."

The BSN is a four-year degree that prepares graduates to take the National Council Licensure Examination (NCLEX-RN) to become registered nurses. There are currently no similar joint programs within the State of SC; there are 15 traditional BSN programs within the state. However, even with these

15 programs, the state and nation still need more BSN-prepared nurses entering the workforce (see Section D). With a bachelor's degree, nurses are eligible for higher-level positions in healthcare systems, and the evidence supporting BSN-prepared nurses is unequivocal: a highly educated nursing workforce saves lives. Nurses prepared at the baccalaureate level possess the advanced skillset to deliver safer care and better patient outcomes than their non-BSN counterparts. The reality is stark as the shortage of baccalaureate-prepared nurses is directly compromising healthcare quality and patient safety. This proposed program intends to address this issue through the creation of a seamless academic pathway to support the development of more BSN-prepared nurses in South Carolina.

The program will require the addition of 1 new course and the hiring of at least 13 new faculty and 6 new staff by MUSC and 6 new faculty and 1 staff by CofC. This program will meet all of CofC general education requirements, and a minimum of 132 credit hours will be required to meet all program requirements. As part of their general education requirements, all students at CofC must complete one of 17 CHE-approved, Founding Documents Required (FDR) courses that are REACH Act compliant (part of general education curriculum).

The proposed program will be delivered in person with the inaugural nursing majors being admitted to the lower division at CofC beginning in the Fall of 2027. Students will apply for admission to the upper-division BSN program facilitated by the MUSC CON during their 3rd semester. The inaugural upper division courses (initial cohort of upper division learners) will begin Summer of 2029. It will be made clear to all prospective students that acceptance into upper division nursing (years 3 and 4) is very competitive. We are hiring a full-time administrator within the School of Health Sciences at CofC who will advise/work with all students who are in the program. There will be regular meetings with each student where options will be discussed. For those not qualifying for upper division coursework, or who decide to pursue different degree, pathways towards graduation will be made available.

B. UNIVERSITY ENROLLMENT

In-state 70 (%)	**Out-of-State 30** (%)

C. ENROLLMENT PROJECTIONS

Projected Enrollment –Lower Division (CofC, begins Fall 2027)				
Year	**Fall Headcount**		**Spring Headcount**	
	New	**Total**	**New**	**Total**
2027	150	150	0	150
2028	200	350	0	350
2029	300	500	0	500
2030	400	700	0	700
2031	400	800	0	800
2032	400	800	0	800

Projected Enrollment – Upper Division (MUSC, begins Summer 2029)						
Year	Spring Headcount		Summer Headcount		Fall Headcount	
	New	Total	New	Total	New	Total
2029	0	0	100	100	0	100
2030	0	100	100	100	100	300
2031	0	200	100	100	100	400
2032	0	300	100	100	100	400
2033	0	300	100	100	100	400
2034	0	300	100	100	100	400

The upper division will begin with one entry point in Summer 2029 with 100 upper-division students. This will be scaled up in year 2, with 100 students entering upper-division each summer and a second entry point opening in Fall 2030, with 100 students entering upper-division each fall (in addition the 100 students entering each summer). Summer-entry upper-division students will take a summer break following their 7th semester; fall entry upper-division students will take a summer break following their 6th semester. Annually, by fall 2030, 200 qualified students will be enrolled in the Joint BSN program into the upper division (year 3 & 4).

The enrollment projection itself is based on:

In academic year 2025-26, the College of Charleston received over 32,000 undergraduate applications with approximately 25% expressing interest in majors that are typically seeking a degree in fields related to health and human behavior: Biology, Chemistry, Psychology, Exercise Science and Public Health.

CofC has sampled 251 currently enrolled full-time students seeking to understand their current interest in Nursing. Answers to the following questions are below:

- Which of the following programs do you intend to pursue after graduation?: 27% (69/252) of respondents stated Nursing.
- If CofC offered a BSN, would you be interested?: 35% (87/251) of respondents stated they would be “Very Interested,” and an additional 27% (69/251) stated they would be “Somewhat Interested.”
- Do you think CofC should offer a BSN in the future?: 93% (234/251) of respondents stated “Yes.”

Between 2022 and 2024, the MUSC Accelerated Bachelor of Science in Nursing program was unable to accommodate 256 of 1,052 qualified applicants due to limited seating capacity. Demand remains high, as evidenced by the Fall 2025 cohort requiring a waitlist that is now being carried over into the Spring 2026 cohort. A joint program would allow these students to remain on the CofC campus, thereby preserving their desired traditional college experience while completing a nationally recognized professional nursing degree program. This partnership would expand access, meet growing demand, and strengthen the pipeline of highly qualified nursing graduates.

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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	
Registered Nurses	45,164 active nurses in SC	19.6% growth by 2030. 19% shortage projected by 2030	4.56 million licensed registered nurses, and around 1.9 million are not actively in practice Estimated 450,000 job opening in 2025.	3,349,900 practicing registered nurses to replace attrition and retiring workforce (2030) 6% growth Projected 63,720 FTE shortage; 600,000 projected to retire 2030 193,100 Annual openings projected	SC: SCOHW 2022 RN Workforce Report US: HRSA, AACN, BLS
Advanced Practice Registered Nurse	9,877 RNs hold APRN licenses in SC	61% growth for NPs by 2030 (fastest-growing healthcare job and need in SC).	285,000 (NPs) 29,200 new APRN's posted job roles	38% growth projection to meet healthcare needs	SC: SCOHW 2022 RN Workforce Report US: AACN, BLS, HRSA
Nursing Faculty	1,326 nurse educators in SC	7.8% vacancy rate	1,977 vacancies (2023) 20,000 Expected to retire by 2030	Expected need for 18 % growth for postsecondary nursing instructors 2022–2030; Ongoing faculty	SC: SCOHW 2022 RN Workforce Report US: AACN Special Survey on Vacant Faculty Positions (2023)

				shortages causing bottle neck In nursing programs	

Additional Comments:

Employment opportunities for nursing graduates in South Carolina and across the United States are projected to remain exceptionally strong through 2030 and beyond. Registered Nurses (RNs) are the most in-demand occupation in South Carolina, with the state projected to face a 19% nurse shortage by 2030, one of the highest in the nation. This translates to a need for nearly 11,860 full-time equivalent nurses in South Carolina alone. The shortage is most pronounced in rural and nonmetropolitan counties, where nurse-to-population ratios are lowest and recruitment is most challenging. MUSC's affiliation with numerous regional healthcare networks (RHN) in these rural areas positions the institution to help address this critical gap. By leveraging clinical placements and job opportunities in these communities, MUSC can ensure nursing students gain hands-on experience while supporting workforce needs statewide. MUSC CON has garnered letters of support for Joint BSN clinical rotations from several Chief Nursing Officers across its RHN and affiliates (PeeDee Division, Midlands Division, Tidelands Health etc.; see "Appendix" at end of proposal) and regularly seeks grant and foundation funding to support scholarships, experiential clinical rotations, and exposure to various population foci in nonmetropolitan communities and communities with limited access to care.

MUSC nursing students complete rotations across a variety of population foci and locations via our longstanding academic practice partnerships; however, requiring such rotations is unnecessary and potentially limiting due to unforeseen constraints/barriers associated with these rotations: e.g., housing, student transportation issues etc.

The Joint BSN has garnered letters (see Appendix at end of this proposal) of support from the Chief Nursing Officers across multiple MUSC divisions which include nonmetropolitan/underserved areas (PeeDee, Tidelands, Midlands, Charleston etc). MUSC CON also regularly seeks grant funding for scholarships to integrate rotations and population foci experiences in nonmetropolitan/underserved areas (e.g. prior successful funding via The Duke Endownment etc)

Key highlights from the above *Table*

- **South Carolina** is projected to have a 19% nursing shortage by 2030, one of the highest in the nation (approx. 11,860 FTEs short).
- **Nationally**, the nursing workforce is expected to grow by 6% by 2030, but a shortage of 63,720 FTEs is projected.
- **Nurse Practitioners**: Rapid growth in both SC and the U.S.
- **Nursing Faculty**: Persistent shortages and high vacancy rates are limiting the ability to train new nurses, both in SC and nationally.

==========**FOR CHE STAFF ONLY** ==========

E. CHE STAFF STAGES OF CONSIDERATION

Considerations	Date	Comments
Program proposal received		
Summary of staff comments, responses, and versions		Summarize scope of comments Summarize how many revisions were submitted Document any phone conversations or meetings (total) occurred prior to posting on ACAP agenda
ACAP Considerations		ACAP questions Responses Vote
CAAL Considerations (See attached commissioner questions and responses)		CAAL questions Responses Vote
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

Choose an item.

b. ACAP RECOMMENDATION

Choose an item.

c. CAAL RECOMMENDATION

Choose an item.

d. CHE RECOMMENDATION

Choose an item.

Additional Comments:

S.C. Commission on Higher Education
New Academic Program Proposal

Name of Institution: College of Charleston (CofC) and Medical University of South Carolina (MUSC)

Institution Code:

Proposed Program Degree and Name: Joint Bachelor of Science in Nursing (BSN)

Proposed Program Concentrations (e.g. Options, Tracks, Emphases Specializations, & Cognates options, tracks): N/A

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

****Note: If this program is approved, please submit a separate Scholarship Enhancement Application to academicprograms@che.sc.gov.***

Proposed Date of Implementation: August 2027

CIP Code: 51.3801 (ADN, BSN Prelicensure Nursing)

Proposed Site Code(s) / Delivery Mode(s) (Select **all** that apply from the list):

☒Traditional/face-to-face (Provide **all** physical location Site Code(s)): 50201 & 50501 ☐Blended/Hybrid (Site Code: 85500) ☐Distance, Out-of-State (Site Code: 85250)

☐100% online (Site Code: 85750) ☐Distance, Receiver Site Unknown (Site Code: 85000)

☐Not Applicable ☐Distance, Out-of-Country (Site Code: 85276)

☐Other (provide explanation): _____

**** If there is no Site Code for the proposed site, you must request one from CHE Data: chedata@che.sc.gov by including the name and physical address for center, institute, or consortium.***

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

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

Classics
CLAS 133: Democracy from Athens to America

Education
EDFS 202: Founding Documents, Education, and the Social Studies

English
ENGL 185 Reading American Rights: Literature, Culture, and Justice

Political Science
POLI 101 American Government
HONS 165 Honors American Government
POLI 280 American Political Thought

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

Jewish Studies
JWST 260 American Jewish History: Colonial Times to the Present

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

Theatre
THTR 212 History of American Theatre

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

Wes Dudgeon, PhD
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Kristen M. Poston, DNP, APRN, FNP-C, CHSE
Assistant Dean for Undergraduate Programs
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Date of Submission to CHE:

Institutional Approvals and Dates of Approval (Include department through Provost/Chief Academic Officer, President, and Board of Trustees approval): EAC approval – December 19, 2025

CofC	Date	MUSC	Date
Internal Review	12/1/25	CON Undergraduate Curriculum Committee	11/17/25
Faculty Senate	2/3/26	CON Faculty Assembly	11/19/25
Board of Trustees	3/25/26-3/27/26	Univ Educ Advisory Council	12/19/25
		Provost Council	01/06/26
		Board of Trustees	*MUSC BOT approval anticipated 8/13 & 8/14*

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 College of Charleston (CofC) and the Medical University of South Carolina (MUSC) College of Nursing (CON) propose a new multi-institutional, multi-college joint Bachelor of Science in Nursing (BSN) program to address the critical need for highly educated registered nurses (RNs) in South Carolina and beyond. This collaborative initiative seeks to begin enrolling its first freshman cohort into the lower division (years 1 & 2) in Fall 2027, with students admitted annually to the upper division (years 3 & 4) beginning in Summer 2029. The program's mission, to establish and sustain a seamless academic pathway into the nursing profession, is central to the overarching missions of both institutions supporting the program. As South Carolina's only academic health sciences center, MUSC aims to preserve and optimize human life. Similarly, CofC is committed to creating innovative solutions to social, economic and environmental challenges. The joint BSN program will combine foundational coursework provided in years 1 & 2 by CofC (lower division), with advanced clinical, simulation and didactic nursing training provided in years 3 & 4 by MUSC (upper division); a residential college-experience will be maintained at CofC, where students will be CofC students for all 4 years of the program. For best experience for the students, their record will be retained solely by the CofC, as well as their student services provision and their financial aid disbursements. They will not "leave" CofC to "enroll" at MUSC; the nature of this agreement (and the MOUs between CofC and MUSC) achieves the benefits of joint degree without the disruption to students by having them unenroll at one institution in order to enroll at the other to earn the joint degree.

This aligns with both institutions' strategic plans to expand access to nursing education, foster experiential learning, and support the development of highly qualified baccalaureate-prepared nurses to meet the state's nursing workforce needs via an innovative workforce development pipeline.

Assessment of Need

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

The United States is projected to experience a shortage of Registered Nurses (RNs) that will only intensify as Baby Boomers age and the need for health care grows [American Association of Colleges of Nursing (AACN), 2024]. According to the Bureau of Labor Statistics' Employment Projections 2022-2032, the RN workforce is expected to grow by 6% over the next decade, which equates to an increase of 177,440 nurses nationwide. In addition, because of expected nurse retirements and workforce exits, a projected 193,100 openings for RNs are anticipated through 2032. According to the Health Workforce Analysis published by the Health Resources and Services Administration (HRSA), South Carolina will be among the top 10 states to experience significant RN shortages, with a projected 11,860 nursing vacancies by 2037. These are staggering numbers, and local colleges and universities have a significant role in addressing this problem.

In 2011, the Institute of Medicine (IOM) published a report, “The Future of Nursing: Leading Change, Advancing Health,” exploring the nurse's role in healthcare transformation. The report recognized that nurses should be full partners in healthcare initiatives, practicing to the full extent of their education and training, in both in-patient and community settings. Additionally, it was concluded that there was a need to transform nursing education through an improved education system that promotes seamless academic progression. **A recommendation was made to increase the number of baccalaureate-prepared nurses in the workforce to 80% by 2020 to enhance patient safety**. A goal that is still in progress.

Much progress has been made towards acknowledging nurses as critical members of the healthcare team, but efforts have fallen short in preparing nurses at the baccalaureate level due to a number of multifactorial challenges including, but not limited to, retirements exceeding new graduate production, faculty shortages and faculty retirements, limited classroom space/seats, and workforce attrition/burnout. Recent data from the 2024 National Nursing Workforce Survey show that the educational attainment of the nursing profession continues to rise. As of 2024, more than 73% of Registered Nurses (RNs) nationally hold a baccalaureate degree or higher, up from 70% in 2022 and 61% in 2015. This marks significant progress toward the IOM’s goal but also highlights that the 80% benchmark has not yet been reached. **In South Carolina, this number is even more dire, with only 57% of the state’s RNs holding a bachelor’s degree or higher (South Carolina Area Health Education Consortium, 2025)**. As noted in the National Academy of Medicine’s (formerly IOM) subsequent reports in 2016 and 2021, a need to build a “broader coalition to increase awareness of nurse’s ability to play a full role in health professions practice, education, collaboration, and leadership” is essential towards fostering a culture of health.

The evidence is unequivocal: a highly educated nursing workforce saves lives. **Research consistently demonstrates that nurses prepared at the baccalaureate and higher degree levels deliver care that results in lower mortality rates, fewer medical errors, and superior patient outcomes (AACN, 2024)**. The reality is stark; the shortage of baccalaureate-prepared RNs is directly compromising healthcare quality and patient safety.

Healthcare organizations are responding to this crisis. Hospitals and other healthcare settings are increasingly making hiring decisions that favor BSN-prepared nurses. According to the American Association of Colleges of Nursing, over 41% of hospitals and healthcare employers now require new hires to hold a bachelor’s degree in nursing, and an overwhelming 82% express a strong preference for BSN graduates.

Colleges and universities must act decisively. The imperative is clear: educational practices must evolve to meet the urgent needs of our communities and nation, ensuring a robust pipeline of baccalaureate-prepared nurses who can deliver the highest standard of care.

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

A Memorandum of Agreement/Understanding is made and entered into by and between CofC and MUSC. This multi-institution, multi-college joint program will be administered by CofC and MUSC’s College of Nursing, offering a Joint BSN degree to select CofC students. Input from both institutions will guide programmatic, logistical, and curricular decision-making, through a collaborative shared governance model administered via a joint Executive Committee. Whereas CofC faculty primarily administer the curriculum in year 1 and year 2, and MUSC CON faculty primarily administer the curriculum in year 3 and 4, with students remaining enrolled at CofC for the duration of their training. We are renovating space on the CofC campus to accommodate this program. MUSC faculty will deliver upper-level courses in years 3 and 4 in this space on the CofC campus.

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	**Employment Projection**	**Expected Number of Jobs**	**Employment Projection**	
Registered Nurse	45,164 active RNs in SC	19.6% growth by 2030. 19% shortage projected by 2030	4.56 million licensed registered nurses, and around 1.9 million are not actively in practice Estimated 450,000 job opening in 2025.	3,349,900 practicing registered nurses to replace attrition and retiring workforce (2030) 6% growth Projected 63,720 FTE shortage; 600,000 projected to retire 2030 193,100 Annual openings projected	SC: SCOHW 2022 RN Workforce Report US: HRSA, AACN, BLS
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Nursing Faculty	1,326 nurse educators in SC	7.8% vacancy rate	1,977 vacancies (2023) 20,000 Expected to retire by 2030	Expected need for 18 % growth for postsecondary nursing instructors 2022–2030; Ongoing faculty	SC: SCOHW 2022 RN Workforce Report US: AACN Special Survey on Vacant Faculty Positions (2023)

				shortages causing bottle neck In nursing programs	

Key highlights from the above *Table*

- South Carolina is projected to have a 19% RN shortage by 2030, one of the highest in the nation (approx. 11,860 FTEs short).
- Nationally, the RN workforce is expected to grow by 6% by 2030, but a shortage of 63,720 FTEs is projected.
- Nurse Practitioners: Rapid growth in both SC and the U.S.
- Nursing Faculty: Persistent shortages and high vacancy rates are limiting the ability to train new nurses, both in SC and nationally.

Supporting Evidence of Anticipated Employment Opportunities
Provide supporting evidence of anticipated employment opportunities for graduates.

The nursing shortage is a critical workforce and healthcare issue both in South Carolina (SC) and nationally.

South Carolina

Hospitals and other healthcare settings are increasingly making hiring decisions that favor BSN-prepared nurses. According to the American Association of Colleges of Nursing, over 41% of hospitals and healthcare employers now require new hires to hold a bachelor's degree in nursing, and an overwhelming 82% express a strong preference for BSN graduates. The proposed Joint BSN program simultaneously addresses both the need for more RNs entering the workforce as a whole, while also meeting the need for highly-qualified BSN-prepared nurses to support excellent quality outcomes, safe care, and progression into future leadership positions.

There is overwhelming evidence that employment opportunities for nursing graduates in SC and the United States are exceptionally strong through 2030 and beyond. Registered nurses (RNs) are the most in-demand occupation in South Carolina, with the state projected to face a 19% RN shortage by 2030, which is one of the highest in the nation. This translates to a need for nearly 11,860 full-time equivalent nurses in SC by 2030. This shortage is evident in rural and nonmetropolitan counties, where nurse/population ratios are lowest and recruitment is most challenging.

MUSC currently has an existing ADN to BSN pathway; our broader MUSC workforce development teams also actively address LPN/upskilling pathways. MUSC also has an accelerated program. This is a new, joint program specifically for learners seeking a traditional residential experience.

MUSC has access to and is affiliated with numerous regional healthcare networks in rural areas of SC. This supports filling these positions through nursing students completing clinicals and job placement at rural areas across the state of SC. The MUSC CON actively collaborates with academic-practice partners both internal and external to the MUSC Health system to support diversified workforce development across the state. This includes facilitation of clinical rotations within MUSC Health, and within other non-MUSC practice partner entities (community, inpatient, outpatient, and school-based etc) throughout a student's upper division BSN training, which often lead to RN employment post-clinical rotation. Some examples of current external practice partners include Roper St. Francis Healthcare, Novant Health, Charleston County School District, Department of Veterans Affairs, and Beaufort Memorial.

MUSC also actively seeks creative solutions to BSN workforce development in nonmetropolitan areas and areas with limited access to care. This includes prior success in securing grant funding to facilitate rotations in these areas, as well as active ADN to BSN pathway articulation agreements with 10+ technical schools across the state. Additionally, MUSC CON has sought several recent and ongoing funding submissions to support rural health workforce transformation initiatives supporting scholarship incentives for workforce placement into these areas.

The ***Table*** below highlights projected regional RN shortages and job opportunities for nurses.

***Table*: Regional RN Shortages in South Carolina (2030 projection)**

Region Type	% of SC RNs (2022)	RNs per 10,000 Residents	Projected RN Shortage (2030)
Metropolitan	90%	Up to 193.5	6%
Micropolitan	7%	Not specified	Not specified
Nonmetropolitan	3%	As low as 17.7	19%

Data retrieved from https://www.scahec.net/scohw

National

Nationally, the RN workforce is expected to grow by 6% by 2030, however, a persistent shortage due to retirement and nurses leaving the workforce results in a projected need for over 63,000 RNs. Furthermore, there are currently over 200,000 annual openings. Factors such as the aging population, nurses leaving the workforce, nursing faculty shortage, and the ongoing wave of nurse retirements, ensure that new nursing graduates will have abundant and diverse job opportunities across SC and the US for the foreseeable future.

MUSC fully recognizes the national shortage of nurse educators and the critical role it plays in the broader healthcare workforce challenge. From a human resources perspective, our greatest recruitment challenges exist at the graduate level, particularly within specialty practice areas, while undergraduate faculty recruitment has not experienced the same degree of pressure.

Accordingly, MUSC must address two interconnected workforce challenges simultaneously: expanding the supply of registered nurses while also strengthening the pipeline of future nurse educators. The College of Nursing is actively investing in this effort through its graduate education programs, including the Doctor of Nursing Practice (DNP) and Doctor of Philosophy (PhD) programs, which prepare advanced practice nurses, clinical leaders, researchers, and future faculty.

The proposed undergraduate program represents one component of a broader, multi-faceted workforce strategy designed to strengthen South Carolina's nursing pipeline. In addition to increasing the number of BSN-prepared nurses entering the workforce, the program is expected to create a sustainable pipeline of graduates who will pursue advanced education, with a portion ultimately matriculating into MUSC's graduate programs to become the next generation of nurse educators and advanced practice nurses.

Sources:

- HRSA Nurse Workforce Projections, Nov 2024
- AACN Nursing Shortage Fact Sheet, May 2024
- SC Office for Healthcare Workforce (SCOHW)
- U.S. Bureau of Labor Statistics (BLS)

Description of the Program

Table A: Lower Division (year 1 & 2) enrollment projections

Projected Enrollment –Lower Division (CofC, begins Fall 2027) *The clinical placement implications for these numbers is addressed in the Resources-Facilities section. No barriers are anticipated in securing additional placements, which has been proactively addressed.*				
Year	**Fall Headcount**		**Spring Headcount**	
	New	**Total**	**New**	**Total**
2027	150	150	0	150
2028	300	450	0	450
2029	400	700	0	700
2030	400	800	0	800
2031	400	800	0	800
2032	400	800	0	800

Table B: Upper Division (year 3 & 4) enrollment projections

Projected Enrollment – Upper Division (MUSC, begins Summer 2029)						
Year	**Spring Headcount**		**Summer Headcount**		**Fall Headcount**	
	New	**Total**	**New**	**Total**	**New**	**Total**
2029	0	0	100	100	0	100
2030	0	100	100	100	100	300
2031	0	200	100	100	100	400
2032	0	300	100	100	100	400
2033	0	300	100	100	100	400
2034	0	300	100	100	100	400

Explain how the enrollment projections were calculated.

College of Charleston enrollment numbers are 50% higher than those entering the upper division to account for 1) those students who do not meet admission criteria to upper division courses, 2) those who elect to change their academic major and 3) the 84% retention rate typically observed at College of Charleston. We believe this will right size the number of lower division students who wish to qualify to enter upper division without any need to turn away qualified students into the upper division. The nursing administrator at CofC will actively monitor all students in the program. Studetns who are at risk of not meeting upper division requirements will be provided a remediation plan that may include retaking coursework, delaying entry into upper division, changing of major, etc.

The upper division will begin with one entry point in Summer 2029 with 100 upper-division students. This will be scaled up in year 2 with 100 students entering upper division each summer and a second entry point opening in Fall 2030 with 100 students entering upper division each fall (in addition to the 100 students entering each summer). Summer-entry upper-division students will take a summer break following their 7th semester; fall-entry upper-division students will take a summer break following their 6th semester. Annually, by fall 2030, 200 qualified students will be enrolled in the Joint BSN program into the upper division (years 3 & 4).

These enrollment numbers are justified by the following:

In academic year 2025-26, the College of Charleston received over 32,000 undergraduate applications with approximately 25% expressing interest in majors that are typically seeking a degree in a field related to health and human behavior: Biology, Chemistry, Psychology, Exercise Science and Public Health.

CofC has sampled 251 currently-enrolled full-time students seeking to understand their current interest in Nursing. Answers to the following questions are below:

- Which of the following programs do you intend to pursue after graduation?: 27% (69/252) of respondents stated Nursing.
- If CofC offered a BSN would you be interested? 35% (87/251) of respondents stated they would be “Very Interested,” and an additional 27% (69/251) of respondents stated they would be “Somewhat Interested.”
- Do you think CofC should offer a BSN in the future? 93% (234/251) of respondents stated “Yes.”

From 2022-2024, the MUSC Accelerated Bachelor of Science in Nursing program denied 256/1052 applications (see table below). Additionally, MUSC’s most recent fall 2025 cohort required a waitlist due to the number of applicants exceeding available cohort seats; that waitlist is being carried over into the Spring 2026 cohort. Denials noted above were multifactorial, and included reasons such as applicants failing to qualify and limited classroom/seat capacity. Addition of the Joint BSN will expand annual seat capacity by 200, will provide more physical classroom and simulation space, supporting overall BSN enrollment expansion and the number of BSN-prepared graduates.

Additionally, over a 5-year period between 2020-2024, only 18% of enrolled ABSN (Accelerated Bachelor of Science in Nursing) students had a prior affiliation with CofC, with the majority of ABSN students entering the program following a prior earned degree. This suggests that while the ABSN pathway is a viable option for many students across the state and region, CofC students may intend to stay enrolled at CofC for the duration of their undergraduate training to maintain a “traditional” residential experience, which the ABSN pathway does not currently provide. Of the 796 offers represented below between 2022-2024, 490 students ultimately were enrolled in the program.

The Accelerated Bachelor of Science in Nursing (ABSN) program serves a distinctly different student population than the proposed Joint BSN program. The ABSN is designed for individuals who have

already earned a bachelor's degree in another discipline or are seeking an accelerated pathway into the nursing profession.

In contrast, the Joint BSN program is intended to attract traditional first-time college students entering directly from high school. By providing a seamless four-year pathway to a Bachelor of Science in Nursing, the program expands access to nursing education for a demographic that is not typically served by the ABSN. Together, these programs complement one another by serving different student populations and broadening MUSC's overall nursing workforce pipeline rather than competing for the same applicants.

Year	Applications	Offers	%
2022	335	248	74%
2023	370	282	76%
2024	347	266	77%
Overall Total	**1052**	**796***	**76%**

*490 were ultimately enrolled.

The College of Charleston and MUSC will advertise and recruit for the joint program. CofC enrollment planning is fully committed to advertising and marketing the Joint BSN degree to attract prospective students into the lower division prior to beginning the lower division (year 1).

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

☒ **Yes**

No

Initial student identification will occur at the CofC lower-division level. Acceptance into lower division will be determined by the CofC Office of Admissions, based on CofC admission requirements. Lower-division pre-nursing students will be eligible to apply to upper division during their 3rd semester of studies. All semester 1-3 courses must be completed per the plan of study in order to be reviewed for upper division (see minimum eligibility requirements for application for advancement into upper division below). All students in this Joint BSN program will first be admitted to CofC, adhering to all current admissions criteria specified by CofC.

CofC will have sole discretion of the students it admits into lower division. As part of the Joint BSN's continued recruitment forecasting, it is possible that the admissions teams will explore creative pathways to support direct enrollment opportunities specifically for South Carolina students. If this is established, CofC will also have discretion over students admitted into any direct-admit Early Assurance pathway(s) that are established. Early assurance pathway may be established to support direct admission into upper division, assuming a learner stays in good-standing and meets minimum qualifications at the time of upper division application. If this is established, CofC will have discretion over the lower division admission process.The CofC's academic, progression, graduation, and retention standards will apply during the lower division.

The minimum eligibility requirements for advancement into the MUSC CON upper division are listed below. These standards are defined by the MUSC CON and subject to review and modification by the MUSC CON as needed. Meeting minimum eligibility criteria does not guarantee admission into upper division. Admission and enrollment from lower division into upper division will be subject to number of seats available in upper division as determined by number of available seats (~100 per cohort) and by

advancement scores that will determine student ranking/progression into upper division. Applications to upper division will be internal only (i.e. not through an external admission process/vendor).

Minimum eligibility requirements for application to upper division include:

- Lower-division GPA of 3.0 or higher at the time of review. All lower-division courses must be passed with a C or higher at the time of review.
- Lower-division GPA and additional minimum eligibility requirements will be utilized to calculate an advancement score for each applicant. Advancement scores will rank students and will dictate advancement selections into upper division. Additional requirements are as follows (subject to change at the discretion of MUSC CON):
    - Nursing key GPA of 3.0 or higher at the time of review. All nursing key courses must be passed with a C or higher at the time of review.
    - Completion of essay by assigned deadline.
    - Proof of work/volunteer/military experience by assigned deadline.
    - Submission of two professional references by assigned deadline.
    - Completion of application form by assigned deadline.

It is anticipated that the advancement score calculation will be employed as noted below:

Advancement score calculation:

Cumulative lower division GPA	55% of advancement score
Nursing key GPA	20% of advancement score
Essay or personal statement (according to rubric)	15% of advancement score
Work, volunteer, or military experience	10% of advancement score
Two professional references	Not included in percentages above; however, required for advancement into upper division

Once admitted to the MUSC CON upper division, MUSC CON's academic, progression, graduation, clinical, competency and healthcare/nursing professionalism standards per MUSC CON student handbook and per MUSC University policies will apply. This is a joint program so the students are in our (CofC and MUSC) Nursing program the entire time. When they transition to upper-division, which will only involve nursing-specific coursework, MUSC faculty/staff will track/record all metrics necessary for nursing accreditation. Similarly, in years 1 and 2 CofC faculty/staff will track all metrics necessary for accreditation purposes.

Students who do not meet minimum eligibility criteria, who are not accepted into upper division following upper division application due to advancement score not qualifying for a seat, or who are not successful in upper division, will be supported by a CofC advisor to explore transition to another major and/or alternate pathways into nursing. Students who do not qualify for upper-division courses will be advised to complete an undergraduate degree at CofC (they will be over halfway towards completion) and then apply for the ABSN program at MUSC. In-state students may also find an RN program at an accredited 2-year institution in SC a viable option. Finally, a MEPN program may be an option for some students following graduation from CofC.

Curriculum

New Courses
List and provide course descriptions for new courses.

Year 1 & 2 Lower Division:

REACH Act Compliance: As part of the College of Charleston's Founding Documents Requirement (FDR), all students at CofC must complete one of 17 approved courses that are REACH Act compliant (see pages 1-2 of this proposal).

FYE Intro to Nursing (3 cr)
In this introductory course, learners will be introduced to the essential competencies and concepts of professional nursing practice. Each learner will develop the framework for a professional ePortfolio to be used throughout their upper division program to demonstrate competency development. The course introduces expected outcomes and supports the transition of learners into the expectations of the nursing profession. Emphasis is given to personal resilience, well-being, and professional fulfillment to establish a strong foundation for successfully navigating stress, challenges, and perceived adversity. Strategies for professional growth, reflective practice, and goal exploration will help students build a foundation for holistic, evidence-based, and person-centered nursing practice. Learners will enhance scholarly reasoning, creativity, and build a foundation for clinical judgment through aesthetics, reflective dialogue, solution-based learning, virtual simulation, and case studies. This course offers learning experiences with key topics including clinical judgment, compassionate care, ethics, health policy, communication, dosage calculation, evidence-based practice, and social determinants of health.

Total Credit Hours Required: 132 Credit Hours (72 Lower Division Credit Hours)

Curriculum by Year – Year 1 & 2 Lower Division (CofC)			
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**
Year 1 (Lower Division CofC)			
Fall		**Spring**	
BIOL 111 & Lab/BIOL 101 & Lab	4	BIOL 112 & Lab/BIOL 102 & Lab	4
ENGL 110	4	Math 2 of 2 – MATH 250	3
Foreign Language 1 of 4	3	Foreign Language 2 of 4	3
FYE Intro to Nursing	3	Humanities 1 of 4*	3
Math 1 of 2 – MATH 104	3	Social Science 1 of 2 – PSYC 103	3
		History 1 of 2	3
Total Semester Hours	17	Total Semester Hours	19
Year 2 (Lower Division CofC)			
Fall		**Spring**	
BIOL 221 & Lab	4	BIOL 222 & Lab	4
Humanities 2 of 4	3	Foreign Language 4 of 4	3
Foreign Language 3 of 4	3	Humanities 4 of 4	3
Humanities 3 of 4	3	Social Science 2 of 2 – PSYC 224	3
BIOL 225 & Lab	4	Principles of Nutrition (PBHL 257)	3
HIST 2 of 2	3		

Total Semester Hours	20	Total Semester Hours	16
Lower division = 72 semester hours *Student will choose a course that satisfies the REACH Act			

Year 3 & 4 Upper Division

The upper-division courses outlined below will be new additions to CofC's curriculum, (taught on the CofC campus in the newly constructed Nursing center) but they are not new courses at MUSC; we include them here to be thorough. All courses listed in Years 3 & 4 below are practically identical to the courses offered currently to the Accelerated Bachelor of Science in Nursing students at MUSC College of Nursing. These equivalent courses are noted with an asterisk beside each course description below. Please note: C*ourse numbers for upper division reflect the current course numbers in the MUSC catalog and may be subject to change.*

Also, depending on whether the student enters the upper division in Summer semester or in Fall semester, the cadence of courses differ. For students entering in Summer semester, they will have a semester (summer) break following their 7th semester and will complete their degree requirements in the Fall. For students entering in Fall semester, they will have a semester (summer) break following their 6th semester and will graduate in the Spring. For simplicity the Summer entry curriculum plan is shown.

All courses listed in year 3 and 4 below will be delivered in lockstep fashion. All semester 5 courses are required prerequisites for semester 6 courses, all semester 6 courses are required prerequisites for semester 7 courses and so on. A student cannot progress to the next sequential upper division semester without completing all of the prior upper division semester's coursework successfully.

NURSU 315 Health Assessment*

This course develops foundational skills for comprehensive health assessment across the lifespan. Emphasizing clinical judgment, compassionate care, patient safety, and effective communication, learners will collect and interpret patient data while prioritizing quality and minimizing risk. Through a person-centered approach that integrates attention to diversity and social determinants of health, learners are equipped to provide equitable, evidence-based care in diverse clinical settings.

NURSU 451 Pathophysiology-Pharmacology I*

This introductory Pathopharmacology course provides a comprehensive foundation in pharmacodynamics, pharmacotherapeutics, and pharmacokinetics, emphasizing essential medication administration skills for novice learners. A brief review of pathophysiology sets the stage for applying pharmacological interventions safely and effectively. The course integrates principles of social determinants of health, availability, and access across the lifespan within diverse populations, aligning to improve equitable population health outcomes. Quality and safety concepts are reinforced through adherence to medication administration rights and prioritization of potential adverse effects, promoting collaborative, interprofessional approaches to patient safety. Learners will identify and manage medication-related risks, ensuring patient safety and using best practices for medication administration. Learners will demonstrate competency in dosage calculations and develop skills for using healthcare technologies and resources to enhance their knowledge, communication, and advocacy in clinical settings.

NURSU 461 Foundations & Gerontologic Nursing*

This course serves as an introduction to the role of critical thinking and clinical judgment as it relates to synthesizing knowledge and mastering foundational nursing skills essential for promoting, maintaining, and restoring the health of the adult and older adult patient. It will integrate the nursing process and

clinical judgment model with principles of communication, decision-making, and essential nursing skills. Learners will apply health assessment data and pathophysiology knowledge to the health and illness experiences of individuals from diverse ethnic, cultural, and geographic backgrounds. This is an introductory course to hospital-based clinical learning, where learners will lay the foundation for developing essential nursing practice skills.

IP 711 IP Foundations & TeamSTEPPS*

This course provides the foundations for beginning healthcare professions students to develop competency in interprofessional collaborative practice. The goal of the course is to help prepare future health professionals for enhanced team-based care of patients and improve patient and population health outcomes through evidence-based team strategies and understanding of professional roles and responsibilities. *Due to cadence of course offerings, it is anticipated that IP courses will be offered during the 7th semester in the summer entry upper division plan of study, and during the 5th semester in the upper division fall entry plan of study.*

IP Elective (concentration)*

In combination with required IP elective session 2nd half of semester. Learners will choose from one of the following concentration options: 719, 718, 741, 753, 767, 768. *Due to cadence of course offerings, it is anticipated that IP courses will be offered during the 7th semester in the summer entry plan of study, and during the 5th semester in the fall entry plan of study.*

NURSU 452 Pathophysiology-Pharmacology II*

This second pathopharmacology course builds upon the foundational knowledge acquired in the first course. It provides a review of pharmacodynamics, pharmacotherapeutics, and pharmacokinetics, with a continued emphasis on essential medication administration skills for learners. A brief review of pathophysiology concepts reinforces the application of pharmacological interventions safely and effectively. The course integrates principles of social determinants of health, availability, and access across the lifespan within diverse populations, aligning to improve equitable population health outcomes. Quality and safety concepts are reinforced through adherence to medication administration rights and prioritization of potential adverse effects, promoting collaborative, interprofessional approaches to patient safety. Learners will further develop their ability to identify and manage medication-related risks, ensuring patient safety and using best practices for medication administration. Learners will demonstrate advanced competency in dosage calculations and enhance their skills in using healthcare technologies and resources to improve their knowledge, communication, and advocacy in clinical settings.

NURSU 464 Research and Evidence Based Practice in Nursing*

This course is designed to empower learners to become proficient in developing clinical questions, conducting literature searches, critically analyzing research, and applying evidence to nursing practice, thereby improving patient outcomes and contributing to the broader body of nursing knowledge. Learners will gain the skills necessary to actively participate in the continuous evolution of evidence-based practice in nursing. In addition, learners will work collaboratively to analyze and synthesize research findings and disseminate their results. This course will enhance learners' ability to communicate evidence-based practice findings and contribute to the advancement of nursing knowledge and quality of care.

NURSU 454 Medical Surgical Nursing I*

This introductory medical-surgical course focuses on enhancing critical thinking and clinical judgment by applying foundational and intermediate nursing concepts. Learners will conduct comprehensive health assessments, analyze and synthesize data, and develop individualized care plans to address patients' complex medical needs. The course integrates principles of pathophysiology, pharmacology, and the nursing process to manage symptoms, prevent complications, and promote recovery in hospital-based

settings. Through immersive clinical practice, learners will build competency in delivering person-centered care using evidence-based practices to support individuals from diverse backgrounds. This course equips learners for dynamic, real-world decision-making in acute care environments.

NURSU 387 Psychiatric and Mental Health Nursing*

This course provides a comprehensive introduction to the principles and practices of psychiatric and mental health nursing. Learners will develop a strong foundation in the assessment and management of individuals experiencing psychiatric and/or mental health disorders. Biological, psychological, and socio-cultural factors contributing to the development and continuation of these disorders are examined. The course emphasizes the application of therapeutic communication, evidence-based interventions, knowledge of psychotherapeutic medications, and culturally competent care to individuals with psychiatric and/or mental health disorders.

NURSU 409 Population Focused Nursing*

This course prepares learners to positively impact population health by identifying social determinants of health, prioritizing health equity, and reaching diverse groups of individuals. Emphasis is placed on health promotion, disease prevention, safety, ethics, systems thinking and risk reduction. Learners will apply their knowledge and skills across various population health settings spanning the healthcare delivery continuum, utilizing interprofessional collaboration to enhance person-centered care. Real-world experiences in a variety of populations will equip learners to meet modern nursing demands.

NURSU 417 Women's Health*

This course provides a foundational understanding of women's health, focusing on physical, emotional, and social aspects of care. Emphasizing clinical judgment, compassionate care, ethical practice, patient safety, and family-centered care, learners will use an evidence-based approach to examine key topics in reproductive health, pregnancy, and newborn care. The course also addresses the physiological and psychological needs related to pregnancy and birth. Additionally, it considers the impact of social determinants of health on care outcomes. Learners will examine how diversity, culture, socioeconomic and systemic factors affect equitable access and quality of care. Learners will employ maternal and newborn assessment techniques, effective communication, interprofessional collaboration, and advocacy to deliver high-quality, inclusive care in diverse healthcare settings.

NURSU 405 Nursing Care of Children and their Families*

This course offers a comprehensive introduction to pediatric nursing, focusing on the unique needs of pediatric patients across diverse healthcare settings. Learners will continue to develop clinical judgment and communication skills to provide safe, ethical, and compassionate family-centered care. The course emphasizes the importance of family-centered care, health promotion, and equitable strategies to prevent common health issues at each developmental stage. By integrating evidence-based practices and cultural humility, learners will be prepared to provide tailored care for pediatric patients and families.

NURSU 472 Professional Practice Seminar II*

In this seminar, learners will build upon the foundational concepts and competencies introduced in their First Year Experience (FYE) Intro to Nursing course, including introduction to professional identity, personal resilience, clinical judgment, ethics, health policy, evidence-based practice, and beginning development of their ePortfolio. The emphasis will shift toward systems innovation and improvement. Learners will delve deeper into essential competencies and integrated concepts of professional nursing practice and continue developing their professional ePortfolio. The course emphasizes expected outcomes related to systems thinking, quality improvement, and patient safety. Learners will continue to enhance their scholarly reasoning, creativity, and clinical judgment through self-assessment, reflection, and dialogue.

NURSU 372 Healthcare Systems and Policy*

This course examines health policy and its impact on healthcare consumers and nursing practice. Learners explore the healthcare system's organization and policymaking process, focusing on legal, political, economic, social, cultural, and environmental influences. Emphasis is placed on systems-based practice to understand healthcare structure and policy impact. Key topics include health policy, advocacy, safety, and leadership for policy improvement and nursing advancement. Learners will develop skills in policy development and implementation, interprofessional collaboration on policy issues, and evaluation of how social determinants and environmental factors impact health outcomes in diverse populations.

NURSU 376 Leadership and Management in Nursing*

This course introduces entry-level learners to essential nursing leadership and management skills, with an emphasis on clinical judgment, systems- based practice, prioritization, delegation, and effective communication. Learners will explore ethical decision-making, evidence-based practices, and strategies to advocate for patient-centered care within complex healthcare systems. The course focuses on the nurse's role in influencing health policy, promoting interprofessional collaboration, and applying leadership principles to improve care delivery. Learners will focus on prioritizing patient needs, delegating tasks effectively, leading with integrity, communicating clearly, and advancing evidence-based care in diverse healthcare settings.

NURSU 455 Medical Surgical Nursing II Synthesis Practicum*

This course builds upon the foundational knowledge acquired in the first Medical-Surgical course and is designed to deepen learners' critical thinking and clinical judgment skills through advanced applications of foundational nursing concepts in the didactic and clinical setting. Learners will engage in comprehensive health assessments, analyze and synthesize data, and formulate individualized care plans tailored to individuals' complex medical needs. This course integrates pathophysiology, pharmacology, and the nursing process to manage symptoms, prevent complications, and promote patient recovery in hospital-based settings, with an introduction to critical care concepts. Through diverse didactic and clinical activities, learners will build competency in person-centered care, utilizing evidence-based practices to support individuals from various backgrounds. This course prepares learners for dynamic, real-world decision-making in the medical-surgical environment.

NURSU 473 Professional Practice Seminar III*

In this advanced seminar, learners will build upon the foundational concepts and competencies introduced in FYE Intro to Nursing and Professional Practice Seminar II. Emphasis is given to interprofessional practice. Learners will have the opportunity to choose a focus area from a list of topics, including palliative care, telehealth, social determinants of health, population health, mental health, and primary care. Each focus area will provide a unique lens through which students can explore interprofessional teamwork and collaboration. Learners will delve deeper into essential competencies and integrated concepts of professional nursing practice, completing their professional ePortfolio and showcasing evidence of demonstrated competencies.

Total Credit Hours Required: 132 Credit Hours (60 Upper Division Credit Hours)

Curriculum by Year – Year 3 & 4 Upper Division (MUSC)					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 3					
Fall		**Spring**		**Summer**	
				NURSU 315 Health Assessment*	4
				NURSU 451 Pathophysiology-Pharmacology I	3
				NURSU 461 Foundations & Gerontologic Nursing*	6
Total Semester Hours		Total Semester Hours		Total Semester Hours	13
Year 3 (Fall) & Year 4 (Spring)					
Fall		**Spring**		**Summer**	
NURSU 452 Pathophysiology-Pharmacology II	3	NURSU 409 Population Focused Nursing*	5		
NURSU 464 Research and Evidence Based Practice in Nursing**	2	NURSU 417 Womens Health*	5		
NURSU 454 Medical Surgical Nursing I*	6	NURSU 405 Nursing Care of Children and their Families*	5		
NURSU 387 Psychiatric & Mental Health Nursing*	5	NURSU 472 Professional Practice Seminar II**	1		
		IP 711 IP Foundations & TeamSTEPPS	1		
		IP ??? Required IP Elective Section (learners may select which IP elective concentration to take; therefore the specific course number is not yet included in this plan of study)	1		
Total Semester Hours	16	Total Semester Hours	18	Total Semester Hours	0

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 4 (Fall)					
Fall		**Spring**		**Summer**	
NURSU 372 Healthcare Systems and Policy**	2				
NURSU 376 Leadership and Management in Nursing**	3				
NURSU 455 Medical Surgical Nursing II Synthesis Practicum*	7				
NURSU 473 Professional Practice Seminar III**	1				
Total Semester Hours	13	Total Semester Hours		Total Semester Hours	
Upper division *Clinical Courses / **Online Courses (the proportion of online courses for this program will be less than 25% of total credits) Upper division = 60 semester hours (Didactic = 41; Clinical = 19)					

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.

While several institutions across South Carolina offer BSN degree programs, the state continues to face a persistent and critical shortage of baccalaureate-prepared nurses. The urgency of the nursing workforce crisis means that the introduction of a joint BSN program between the College of Charleston and MUSC is not duplicative, but rather an essential step toward addressing the overwhelming and unmet demand for professional nurses.

Despite the presence of existing programs, current capacity is insufficient to meet the needs of South Carolina's healthcare system and its rapidly growing population. The proposed joint degree will directly contribute to alleviating the statewide and national shortage, ensuring more graduates are prepared to enter the workforce and support the health of our communities.

A unique aspect of the Joint BSN is MUSC CON's dedicated clinical placement team, which has experience leveraging MUSC's RHN and affiliate network. This network will be utilized to support clinical rotations in the Charleston area, and beyond, in combination with pursuit of creative funding solutions (rural health scholarship initiatives) to support interest in nonmetropolitan areas and areas with limited access to care. Additionally, our joint teams will explore student recruitment across the state and region, and will explore intentional preceptorship placements that pair students with rotations aligned with the geographic areas they are from. The CON's clinical placement team has demonstrated prior success in implementing this preceptorship pairing model, by leveraging the RHN and affiliate network to support preceptorship rotations in a student's home city/county, with subsequent workforce placements in those respective areas.

Program Name and Designation	**Total Credit Hours**	**Institution**	**Similarities**	**Differences**
BSN-prelicensure	124 Credit Hours	Clemson (R1)	● Similar Science Requirements ● On-Campus Courses ● Curriculum focus on competency-based learning addressing concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership) ● Health Assessment and Community Health clinicals ● Health assessment course in semester	● Direct Freshman Admission ● 124 credit hours, offers 2 courses to address child/maternal health- 1 course offered in Joint Program ● Stand-alone course in genetics and Stand-alone nutrition course ● Offers Study Abroad

BSN-prelicensure	120 Credit Hours	University of South Carolina (R1)	● Similar Science Requirements ● On-Campus Courses ● Curriculum focus on competency-based learning addressing concepts of pharmacology, pathophysiology, nursing research, foundational medical surgical nursing and specialties (maternal/child, pediatrics, mental health, community health, leadership) ● Health Assessment and Community Health clinicals ● Health assessment course in semester ● Intended Nursing Major as Freshman ● Admission dependent upon upper division admission standards	● Clinical placement at Dedicated Education Units at Lexington Medical Center ● 120 Credit Hours total ● On campus dedicated nursing simulation lab ● Stand-alone genetics and society course (this is weaved across patho/pharm curriculum at MUSC) ● Offers Study Abroad
BSN-prelicensure	120 Credit Hours	Francis Marion University	● Similar Science Requirements ● On-Campus Courses ● Apply for Upper Division	● Complete 59 credit hours in lower division as opposed to 71 credit hours for the CofC/MUSC Joint Program (difference in hours is due to the different Gen Ed requirements at CofC, which emphasize critical thinking, problem solving, communication and foreign language competency

				during first two years of instruction; these are strengths)
BSN-Accelerated prelicensure	122 Credit Hours	Medical University of SC	● Only upper division courses are delivered in this program; admitted students must have completed Gen Ed requirements elsewhere	● 16-month program with entry points in Fall and Spring as opposed to summer & fall entry points NB: MUSC is at full capacity for the ABSN program, and Trident Tech has a wait list for admission to its RN program. The construction of a nursing center on the CofC campus will allow us to train the intended number of students. It could not happen without this joint program. Furthermore, only 18% of ABSN students over a 5-year period were CofC students, which indicates that the ABSN is NOT the pathway of choice for those wishing to maintain The Accelerated Bachelor of Science in Nursing (ABSN) program serves a distinctly different student population than the proposed Joint BSN program. The ABSN is designed for individuals who have already earned a bachelor's degree in another discipline and/or are seeking an accelerated pathway into the nursing profession. In contrast, the Joint BSN program is intended to attract traditional first-time college students entering directly from high school. By providing a seamless four-year pathway to a Bachelor of Science in Nursing, the program expands

				access to nursing education for a demographic that is not typically served by the ABSN. Together, these programs complement one another by serving different student populations and broadening MUSC's overall nursing workforce pipeline rather than competing for the same applicants.
BSN-prelicensure	120 Credit Hours	Coker College	● Similar Science Requirements, Pre-requisites, and admissions ● New program ● On-campus courses	● Stand-alone informatics course, content is a specific topic area weaved across CofC and MUSC curriculum ● Accept pre-nursing students for during lower division semesters 1 and 2- then move to pre-nursing coursework ● Private University
BSN-prelicensure	123 Credit Hours	Anderson University	● Similar Science Requirements ● On-Campus Program ● Dedicated Maternal/Child and Pediatric Course	● Require an ACT or SAT score for admission ● TEAS test minimum is 60 which is lower than MUSC CON ● Private University
BSN-prelicensure	120 Credit Hours	Charleston Southern University	● Similar Science Requirements ● On-Campus Program	● Accredited by ACEN ● Private University ● Require ACT or SAT score for admission ● Specialty Electives
BSN-prelicensure	120 Credit Hours	Lander University	● Similar Science, Pre-reqs, and admissions requirements ● Admitted to upper division in Semester 5	● Private University ● Accept transfer students

BSN-prelicensure	120 Credit Hours	USC Upstate	• Similar Science, Pre-reqs, and admissions requirements • On-Campus Program	• Direct Freshman Admission • Apply in 3rd semester • Can choose different tracks of sciences
BSN-prelicensure	120 Credit Hours	The Citadel	• Similar Science, Pre-reqs, and admissions requirements • On-Campus Program • Stand-alone NCLEX prep-CourseSimilar course sequences	• Clinical and didactic are separate from each other
BSN-prelicensure	120 Credit Hours	USC- Aiken	• Similar Science, Pre-reqs, and admissions requirements • On-Campus Program	• Health Assessment Course Falls in Semester 4 (2nd semester of sophomore year) • 5 Semester Program
BSN-prelicensure	120 Credit Hours	USC-Beaufort	• Similar Science, Pre-reqs, and admissions requirements • On-Campus Program	• Must take 3 semesters of pre-reqs and then apply, start clinical 4th semester in conjunction with physical assessment • Clinical and Didactic courses are separated • No chemistry course
BSN-prelicensure	129 Credit Hours	Columbia International University	• New Program • Similar science pre-reqs	• Apply to nursing after sophomore year • Interview as part of admission process • Standardized testing required
BSN-prelicensure	126 Credit Hours	Newberry University	• Similar Science, Pre-reqs, and admissions requirements • On-Campus Program	• Partnership with Lexington Medical center • Must complete the first 64 credits prior to nursing division coursework • Accepts transfer students from other institutions if available • Stand-alone genetics course

BSN-prelicensure	120 Credit Hours	Coastal Carolina University	● Newer program ● Similar Science, Pre-reqs, and admissions requirements ● On-Campus Program	● Accredited by ACEN ● Inaugural Cohort Admission of 32

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.)
Assistant/Associate/Full Professor (internally filled, reallocation of time) *MUSC Full-time	Program administration +0.5-1 FTE	DNP/PhD	2+ years nursing experience as Registered Nurse & prior programmatic leadership experience Doctoral degree
Assistant/Associate/Full Professor (internally filled, reallocation of time) *MUSC Full-time	Program administration +0.7 FTE	DNP/PhD	2+ years nursing experience as Registered Nurse & prior programmatic leadership experience Doctoral degree
Assistant/Assoicate/Full Professor (internally filled, reallocation of time) *MUSC Full-time	Simulation administration +0.5 FTE	DNP/PhD	2+ years nursing experience as Registered Nurse Doctoral degree Certified in Healthcare Simulation
Instructor/Assistant Professor (internally filled, reallocation of time) *MUSC Full-time	Expanding administration (additional lead faculty expansion) +0.4 FTE	MSN/DNP/PhD	2+ years nursing experience in relevant content area and experience in nursing enrichment/remediation
Vacant 1 Instructor/Assistant Professor *MUSC Full-time	Nursing Care of Children; Professional Practice Seminars	MSN/DNP/PhD	2+ years nursing experience in relevant content area
Vacant 2 Instructor/Assistant Professor *MUSC Full-time	Women's Health; Professional Practice Seminars	MSN/DNP/PhD	2+ years nursing experience in relevant content area
Vacant 3 Instructor/Assistant Professor *MUSC Full-time	Medical-Surgical I & II	MSN/DNP/PhD	2+ years nursing experience in relevant content area
Vacant 4 Instructor/Assistant Professor *MUSC Full-time	Pathopharmocology I & II	MSN/DNP/PhD	2+ years nursing experience in relevant content area

Vacant 5 Instructor/Assistant Professor *MUSC Full-time	Foundations & Health Assessment	MSN/DNP/PhD	2+ years nursing experience in relevant content area
Vacant 6 Instructor/Assistant Professor *MUSC Full-time	Research; Health Policy; Leadership	MSN/DNP/PhD	2+ years nursing experience in relevant content area
Vacant 7 Instructor/Assistant Professor *MUSC Full-time	Psychiatric/mental health nursing	MSN/DNP/PhD	2+ years nursing experience in relevant content area
Vacant 8 Clinical Instructor *MUSC Full-time	Simulation Coordinator	MSN	2+ years nursing experience in relevant content area
Vacant 9 Clinical Instructor *MUSC Full-time	Academic Support Team/Clinical Instruction	MSN	2+ years nursing experience in relevant content area
Vacant 10 Clinical Instructor *MUSC Full-time	Academic Support Team/Clinical Instruction	MSN	2+ years nursing experience in relevant content area
Vacant 11 Instructor/Assistant Professor *MUSC Full-time	Medical Surgical I & II	MSN/DNP/PhD	2+ years nursing experience in relevant content area
Vacant 12 Instructor/Assistant Professor *MUSC Full-time	Pathopharmacology I & II	MSN/DNP/PhD	2+ years nursing experience in relevant content area
Vacant 13 Instructor/Assistant Professor *MUSC Full-time	Foundations & Health Assessment	MSN/DNP/PhD	2+ years nursing experience in relevant content area
Vacant 14 Instructor/Assistant Professor *CofC	HEAL 257	MS/PhD	Training and Experience to teach Nutrition at undergraduate level
Vacant 15 Instructor/Assistant Professor *CofC	HEAL 257	MS/PhD	Training and Experience to teach Nutrition at undergraduate level
Vacant 16 Instructor/Assistant Professor *CofC	PSYC 224	MS/PhD	Training and Experience to teach Lifespan Development at undergraduate level
Vacant 17 Instructor/Assistant Professor *CofC	PSYC 224	MS/PhD	Training and Experience to teach Lifespan Development at undergraduate level
Vacant 18 Instructor/Assistant Professor *CofC	BIOL 225	MS/PhD	Training and Experience to teach Human Microbiology at undergraduate level

Vacant 19 Instructor/Assistant Professor *CofC	BIOL 225	MS/PhD	Training and Experience to teach Human Microbiology at undergraduate level

Total FTE needed to support the proposed program:
Lower Division:
Faculty: 6 FTE
Staff: 1 FTE
Administration: 0

Upper Division:
Faculty: 13 FTE
Staff: 5.5-6.5 FTE
Administration: *0 FTE (no hiring of additional administrative positions; reallocation of current time/roles at approximately 2.6 FTE)*

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

Lower Division: The three courses that all lower division students are required to take are HEAL 257, PSYC 224 and BIOL 225. To accommodate this demand, CofC will need to hire 2 full-time faculty dedicated for each of these courses (6 FTE total). In addition, CofC will hire a full-time staff member who will work as a student-advisor for the day-to-day administrative duties. All CofC students, including those in the nursing program, will be required to complete a FYE course. CofC and MUSC will provide instructional support for these courses with existing and the new lines outlined in this proposal. The intent for these FYE courses is to be taught jointly by CofC and MUSC faculty so as to help foster a sense of belonging in these first year nursing students.

Upper Division: It is anticipated that the upper division portion of the nursing program will add 13 full-time faculty FTE to deliver didactic, clinical, and academic support content. The program also anticipates adding approximately 5.5-6.5 staff FTE's in the MUSC CON across critical infrastructure areas including information technology, instructional design, student services etc. Approximately 2.6 FTE will be reallocated via current positions for program administration across Assistant/Associate Deans of Undergraduate Programs, Director of Prelicensure Programs, Director of Simulation, and Lead Faculty—this will not result in any external hiring of administrative positions (0 FTE admin vacant/hired). It is anticipated the FYE Intro to Nursing course will be taught by one of the 13 FTE additions above in addition to existing CofC faculty.

Addition of all FTE noted in table above will be scaffolded thoughtfully over time to match enrollment increases congruent with fiscal resources.

The MUSC CON is proactively planning for the successful addition of 13 faculty FTE via the following solutions below. The CON has a strong record of successfully filling vacant undergraduate faculty positions due to a number of strategies including active maintenance of a robust adjunct faculty pipeline, competitive faculty salaries, support of faculty practice and research opportunities, readily available faculty development resources, and maintenance of several faculty funding programs.

- Ongoing funding via the Nurse Faculty Loan Program (NFLP) to support a pipeline of qualified nurse faculty required to serve in a nurse faculty role following program completion. Currently 6 MUSC doctoral students are receiving funding, with an additional 7 requested in 2026-2027. The NFLP program has led to 24 nurse faculty accepting positions with MUSC CON following program completion.
- Ongoing funding via the Blue Cross Blue Shield of South Carolina Foundation to support development of 3 qualified nurse faculty required to serve in a nurse faculty role following program completion (graduation date 2027-2028).

- Recent and ongoing recruitment of a robust adjunct faculty pipeline to support future FTE. The MUSC CON has more than doubled its roster of qualified part-time clinical instructors, with the intent to leverage this adjunct pipeline into future applicants for full-time FTE in the Joint BSN.

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.

College of Charleston Libraries:
The Marlene and Nathan Addlestone Library serves as the main facility, complemented by specialized libraries that support diverse teaching and research needs. The Addlestone Library offers 140,000 square feet of space, one million volumes, seating for 1,600 patrons, 20 study group rooms, and over 239 computer workstations equipped with modern software and statistical packages. The facility is designed to meet the technological demands of contemporary academic study.

Medical University of South Carolina Library:
MUSC's library is deeply integrated with the College of Nursing (CON), providing both physical and digital collections tailored to nursing education. A dedicated nursing librarian is available to support students and faculty, offering expert guidance in research, resource navigation, and evidence-based practice. The library maintains program-specific databases, including CINAHL, PubMed, and the Nursing & Allied Health Database, as well as access to full-text journals and eBooks. These resources are curated to meet the unique needs of nursing students and are identical to those provided to MUSC's current Accelerated BSN students.

Additionally, MUSC participates in the PASCAL consortium, enabling interlibrary loan and shared access to academic resources across South Carolina institutions. The extensive collection includes thousands of nursing and health sciences eBooks, clinical guidelines, and multimedia learning tools, ensuring students have access to the latest evidence-based information and professional literature.

No new resources are required for the proposed program. Students enrolled in the joint BSN degree will benefit from the full spectrum of library services, including personalized research support, discipline-specific databases, and a wealth of digital and print materials—positioning them for academic and professional success.

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.

College of Charleston (CofC)
The College of Charleston (CofC) will provide all administrative services for students (Registration; Transcripts; Financial Aid processing; student support services; processing of tuition and fee payments)—for all intents and purposes, these joint BSN students remain fully enrolled in the CofC receiving central student services from CofC, with the MUSC CON providing the upper-division BSN curriculum and clinical experiences. The students will apply to the MUSC CON but for administrative purposes will remain fully enrolled in CofC so that there is continuity in their education record and support services needed regarding financial aid and other administrative and regulatory activities. Examples of student support services available to students in the Joint BSN program include:

· Information Technology: A variety of computing resources are available to students, including a COUGARS email account and student computing system assistance. A dedicated student help desk is available to students via email or telephone.
· Center for Disability Services: CofC is committed to ensuring that all programs and services are accessible to the entire student population. The center provides reasonable and effective accommodations to facilitate student learning, and offers educational opportunities to students, faculty, and staff that enhance understanding of a broad spectrum of disabilities and promotes an environment of institutional respect for disabilities.
· Office of Research and Grants Administration (ORGA): ORGA is the central resource for information and assistance regarding major government agencies, foundations, and corporations that support research and scholarship. Dedicated staff is available to assist faculty, students, and administrators in identifying extramural funding sources, developing funding and completing proposals, developing narratives and budgets, ensuring compliance with federal and state regulations, negotiating grant awards and contracts, and administering funded projects.
· Center for Student Learning (CSL): CSL provides students with academic assistance to facilitate effective learning strategies. Supplemental instruction, study groups and study skills seminars are scheduled throughout each semester.
· Campus Recreation Services: Multiple fitness facilities are available to students to enhance their overall physical wellness.
· Counseling and Substance Abuse Services: The mission of the College's Counseling and Substance Abuse Services is to increase student psychological resilience and personal growth to support persistence and success in school.
· Student Health Services: Student Health Services provide quality primary health care in an ambulatory setting. The center provides students with access to early diagnosis and treatment of the conditions that they have or develop while in attendance at the College, and promotes awareness of the importance of regular health maintenance
· Center for Student Learning (CSL): CSL provides students with academic assistance to facilitate effective learning strategies. Supplemental instruction, study groups and study skills seminars are scheduled throughout each semester.
· Career Center: The Career Center is a multifaceted resource center with a goal of educating and assisting students in preparing for transition to the dynamic work environment.
· Bookstore: Barnes & Noble College Booksellers manages the CofC Bookstore, which houses an extensive selection of periodicals, best sellers, and feature titles that reflect the breadth and depth of scholarship at the college.
· Cougar Card Services: All students will receive a Cougar Card. This official CofC identification card connects students to all campus resources.
· Resource Coordinator: The Resource Coordinator acts as an impartial party who gives guidance and/or explanations of policies and procedures for employees, faculty and students who encounter problems arising from the operation of the college and who request assistance in identifying the proper person, office, policy, or procedure that can best address their situation.
· Dining Services: A variety of dining options located throughout the CofC campus are available to students.

MUSC College Of Nursing

The MUSC CON responsibilities (which are further expounded in an MOU) include approving advertisements and recruiting and advising plan. This includes administering the upper division curriculum for Years 3 and 4 of the program (Semesters 5,6,7, & 8); providing qualified educators and delivering training that meets nursing accrediting body and board of nursing standards. This also includes providing student resources of library services and clinical resources for students in Years 3 and 4 of the program; providing clinical sites, simulation, and laboratory resources for Years 3 and 4 of the program. The education provided by MUSC's College of Nursing will prepare the students to pass the RN licensing (NCLEX-RN) exam.

The MUSC CON will also provide nursing-specific academic support via its academic support team faculty. The MUSC CON will follow CofC's education technology standards, to include the Learning

Management System used by CofC; the Student Information System used by CofC; and semester start/end dates so as to minimally impact these joint degree students.

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

To support this joint BSN program, CofC and MUSC plan to renovate approximately 23,000 square feet of the Robert Scott Small building on the CofC campus: the state approval processes have already begun, we selected an architect, met with MUSC nursing representatives to begin refining the design process, and identified funding for this space; the design team will provide ample lead time to vendors in order to meet the stated timeline; the architects are confident the renovation will be completed in time for the first cohort to use. It is also important to note that MUSC has a fully established academic and clinical infrastructure in close proximity to the proposed program. Should implementation or facility-related delays occur, the College is uniquely positioned to temporarily leverage existing MUSC resources to ensure continuity of operations, maintain the student experience, and minimize disruptions to program delivery. This space will house state-of-the-art clinical simulation labs, classrooms, and administrative offices, providing a modern environment for nursing education and interprofessional collaboration. Students in the joint BSN program will also utilize the MUSC Healthcare Simulation Center and have clinical placements primarily at, but not limited to, MUSC Health and its affiliates. Both institutions are committed to maintaining ADA compliance and providing a safe, modern learning environment. Both institutions are currently working with an architectural firm for renovation planning. A joint institutional steering committee is leading the architecture and construction process, and an architecture firm has been selected. It is anticipated that plans will be solidified by Fall 2026, , with substantial completion in 2027.

The CNOs across multiple MUSC divisions and affiliates (PeeDee Division, Midlands Division, Tidelands Health etc.) have been highly supportive of this Joint BSN program, and no issues are anticipated when placing these Joint BSN students into clinical experiences. As part of the anticipated approvals processes via the South Carolina Board of Nursing, proactive meetings with CNOs have already occurred, and letters of support for clinical placements have already been secured. Additionally, any potential strain in clinical placements will be further mitigated by implementing creative timing of rotations through leveraging rotation schedules (e.g. alternating nights, weekends). In addition to rotations at MUSC Health and its affiliates, we anticipate continued rotations at our external academic practice partners mentioned earlier in the proposal (Roper St. Francis, Novant Health, Department of Veterans Affairs, Charleston County School District, Beaufort Memorial etc.)

Equipment
Identify new instructional equipment needed for the proposed program.

To support the delivery of high-quality nursing education, the MUSC CON will be responsible for procurement and implementation of all skills, simulation, and experiential learning equipment housed within the CofC space. MUSC CON will maintain sole ownership of all skills, simulation and experiential learning equipment and software. Should the memorandum of understanding cease to exist, all skills, simulation and experiential equipment and software will return to MUSC CON. This will be funded through institutional capital investment and external grant opportunities etc.

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	**1st**		**2nd**		**3rd**		**4th**		**5th**		**Grand Total**	
	New	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**	**New**	**Total**
Tuition Funding	1,178,740	1,178,740	3,290,220	4,468,960	3,351,220	7,820,180	1,198,974	9,019,154	82,859	9,102,013	9,102,013	31,589,048
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Cash Reserves - Faculty Start Up	1,902,736	1,902,736	(1,879,051)	23,685	(23,685)						-	1,926,421
Cash Reserves - Renovation	10,800,000	10,800,000	(10,800,000)	-							-	10,800,000
Total	13,881,476	13,881,476	(9,388,831)	4,492,645	3,327,535	7,820,180	1,198,974	9,019,154	82,859	9,102,013	9,102,014	44,315,469

Estimated Costs Associated with Implementing the Program by Year

Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Personnel	1,452,02*0	1,452,020	1,730,315	3,182,336*	1,180,226	4,362,562	112,023	4,474,585	75,913	4,550,498	4,550,498	18,022,001
General Operating	147,340	147,340	74,811	222,150	184,262	406,412	12,320	418,732	12,935	431,667	431,667	1,626,301
Contractual Support Services	-	-	122,534	122,534	55,822	178,356	97,629	275,984	63,059	339,043	339,043	915,917
SIF/A&S	1,264,749	1,264,749	(126,275)	1,138,474	720,436	1,858,910	260,235	2,119,145	26,795	2,145,941	2,145,941	8,527,219
CON Support Services	117,367	117,367	124,667	242,034	161,400	403,434	91,732	495,166	3,084	498,250	498,250	1,756,251
Facilities and Services	100,000	100,000	150,000	250,000	200,000	450,000	350,000	800,000	-	800,000	800,000	2,400,000
Capital Expense and Renovation	10,800,000	10,800,000	(10,757,220)	42,780	32,220	75,000	-	75,000	-	75,000	75,000	11,067,780

Total	13,881,476	13,881,476	(8,681,167)	5,200,309	2,534,365	7,734,674	923,939	8,658,612	181,786	8,840,398	8,840,399	44,315,469
Net Total** (Sources of Financing Minus Estimated Costs)		(0)	(707,664)	(707,664)	793,170	85,506	275,036	360,542	(98,927)	261,615	261,615	(0))

*Faculty recruitment will begin in Fiscal Year 2029 in advance of the inaugural Summer 2029 cohort. Because the Fall cohort will not be introduced until Fiscal Year 2030, faculty hiring will follow a phased, multi-year staffing plan that aligns with enrollment growth and program needs. This deliberate approach allows the College to recruit strategically while maintaining an appropriate faculty-to-student ratio throughout implementation.
The program is not dependent solely on newly hired faculty during the startup phase. Existing MUSC College of Nursing faculty will be leveraged to support teaching and program delivery, ensuring a successful ramp-up while maintaining the College's established standards for academic quality and student outcomes. As enrollment grows, additional faculty will be hired in accordance with the phased staffing plan to support long-term program sustainability and effectiveness.

**MUSC and the College of Charleston have already identified funding to support the initial capital investment for facility renovations and faculty startup costs. The long-term financial focus is on achieving and maintaining a positive annual operating position, and the financial projections demonstrate that the program is well positioned to meet that objective.

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
CofC will begin enrolling nursing students in fall of 2027. . The first student entry point for upper division begins in Summer 2029, and the second entry point will not be added until Fall 2030. Full tuition potential will not be realized until Fiscal Year 2032, when enrollment has fully scaled and cohort overlap is established. A hybrid approach between MUSC and CofC for in-state and out-of-state enrollment assumptions was applied in the financial projections to reflect the unique structure of this joint program.

Cash Reserves
Discussed in Construction/Capital below. MUSC and its partnership entities maintain sufficient reserves and resources to support this upfront investment.

Program Solvency

Initial program investments include facility renovations and the strategic onboarding of faculty and staff approximately six months prior to the launch of each student cohort. The inaugural cohort will begin in Summer 2029, with a Fall cohort added in 2030. This phased approach provides adequate time for recruitment, onboarding, training, and operational readiness. It positions the program for strong performance from its initial launch while allowing sufficient time to address any recruitment challenges before students begin.

Neither MUSC nor the College of Charleston has concerns regarding the upfront startup investments associated with facility renovations or the initial faculty and staff hiring that will occur prior to tuition revenue generation. These one-time implementation costs will be supported through existing cash reserves and available one-time workforce development funding rather than ongoing operating revenues.

The primary financial objective for both institutions is the long-term annual solvency of the program. Financial modeling demonstrates that the program achieves a positive annual net operating position by Year 3, exceeding MUSC's standard expectation that new academic programs reach financial sustainability by Year 5.

Importantly, the Joint BSN program advances not only the educational missions of MUSC and the College of Charleston but also the workforce development priorities of South Carolina. As a result, the program is well positioned to pursue future state, federal, philanthropic, and workforce development funding opportunities that support initiatives addressing critical nursing workforce shortages.

The financial model is intentionally conservative and is based solely on tuition revenue. No additional external funding sources have been incorporated into the projections, despite the strong potential to secure workforce development and other strategic investments as the program is implemented. Any future external funding would be reinvested to enhance student success, strengthen academic programming, expand workforce development initiatives, support faculty and student resources, and further advance nursing education in South Carolina. The program is designed to be financially sustainable based on tuition revenue alone, ensuring that any additional funding enhances the student experience and the state's nursing workforce rather than supporting routine operating expenses.

Faculty and Staff
CofC will hire a full time nursing administrator to begin in 2027. To support instruction in specific courses impacted by this program (PBHL 227, BIOL 225, PSYC 224) CofC will hire 3 new faculty to begin instruction in 2028 and 3 more faculty to begin instruction in 2029. All other coursework in years 1 & 2 are part of the CofC general education curriculum and new nursing student enrollments can be accommodated. Hiring of staff for upper division courses will be phased in during Fiscal Years 2029 and 2030 because the first student entry point begins in Summer 2029 and the second entry point will not be added until Fall 2030. Faculty recruitment will begin in Fiscal Year 2029 in advance of the inaugural Summer 2029 cohort. Because the Fall cohort will not be introduced until Fiscal Year 2030,

faculty hiring will follow a phased, multi-year staffing plan that aligns with enrollment growth and program needs. This deliberate approach allows the College to recruit strategically while maintaining an appropriate faculty-to-student ratio throughout implementation.

The program is not dependent solely on newly hired faculty during the startup phase. Existing MUSC College of Nursing faculty will be leveraged to support teaching and program delivery, ensuring a successful ramp-up while maintaining the College's established standards for academic quality and student outcomes. As enrollment grows, additional faculty will be hired in accordance with the phased staffing plan to support long-term program sustainability and effectiveness.

As enrollment scales up, full tuition potential will not be realized until Fiscal Year 2032. Fiscal year 2029 begins July 1 2028. Hiring of faculty and staff for upper division will begin during this time. Hiring of lower division faculty will begin prior to this date.

Staffing levels are aligned with MUSC's existing ABSN program, which enrolls a similar number of students and also operates with two entry points. Comparative budgets were reviewed to establish appropriate adjunct faculty needs. At full capacity, the program will operate with 13 faculty and instructors. In addition, allocations are included for staff positions that support student services, IT, administrative operations, and HR and finance functions.

Cost of living adjustments and benefit rate increases are incorporated into total compensation projections each year to reflect the potential for rising expenses in an environment with limited attrition. MUSC also has a high benefit rate, which, without mitigation strategies, may present long-term financial challenges.

Facilities, Equipment, Supplies, and Materials
Marginal increases in operating expenses and a contingency line item for miscellaneous needs were included. An initial investment in operating expenses has also been incorporated to support recruitment and onboarding of faculty and staff beginning six months prior to each new entry point, ensuring the program is positioned for success. This results in a higher allocation to this category in year one.

Construction/Capital
Up-front expenses associated with renovating the CofC space, driven largely by limited available space within MUSC's existing infrastructure, are the primary contributors to the higher initial cost of the program. Due to the constraints of locating the program on the peninsula, alternative facility options were limited. The CofC space was selected to ensure proximity to essential student resources, including residence halls, student life services, and parking within the CofC campus footprint.

The age and condition of the available facility significantly increase renovation costs, as required updates will extend beyond cosmetic improvements to include mechanical, electrical, and other core systems. Both CofC and MUSC (and its partnership entities) maintain sufficient reserves and resources to support this upfront investment.

Overall Analysis
Expense projections were intentionally conservative to ensure program viability. Additional factors to support a successful program launch were incorporated, including hiring and onboarding faculty and staff at least six months prior to each cohort entry, allocating a higher portion of the operating budget to recruitment and training in year one, anticipating a mix of faculty tenure levels within the position pool, and accounting for year-over-year increases in expenses. A contingency allocation was also included. For the purposes of this format, construction expenses were included in year one.

Once fully operational, the program will admit 200 new students annually, providing a significant return on investment to the nursing workforce.

At full scale (Year 2032), the program is projected to generate stable, recurring tuition revenue from 200 annual admissions, resulting in a sustained positive net operating margin. This reflects break-even occurring in Year 3 and

full financial maturity achieved by Year 5. The program therefore functions as a revenue-stabilized academic enterprise following the initial ramp-up period.

In addition to direct tuition revenue, the program is expected to generate broader system-wide economic value by reducing downstream workforce vacancy costs for partner clinical systems through increased production of practice-ready BSN-prepared nurses. This contributes to improved workforce stability, reduced reliance on travel nursing, and enhanced staffing continuity across South Carolina healthcare systems.

The program is structured to operate without adverse financial impact to existing MUSC CON programs. Shared faculty utilization during the ramp-up phase is carefully phased and offset by subsequent faculty expansion aligned with enrollment growth. No displacement of existing program capacity is anticipated, and general education coursework at the College of Charleston is already primarily embedded within existing instructional infrastructure.

The joint governance structure between MUSC and the College of Charleston enhances program resilience by distributing operational responsibilities, leveraging complementary institutional strengths, and reducing single-institution financial exposure during startup. This model strengthens long-term sustainability compared to a standalone program expansion.

In addition to undergraduate tuition revenue, the Joint BSN program creates a structured pipeline into MUSC graduate nursing programs, including MSN, DNP, and PhD pathways. This pipeline is expected to increase enrollment in advanced practice and research-focused programs, generating additional downstream tuition revenue and strengthening overall graduate program demand.

This academic progression pathway also directly supports efforts to address the regional and national nurse educator shortage by increasing the number of BSN graduates who advance into doctoral and advanced practice preparation. These graduates represent the future nurse faculty and clinical educators needed to sustain nursing education capacity across South Carolina and the Southeast.

Collectively, this creates a compounding return on investment: each undergraduate cohort not only supports direct tuition revenue but also expands the future applicant pool for higher-degree programs with longer enrollment cycles and higher per-student tuition value. This multi-tiered pipeline enhances long-term institutional financial sustainability while advancing MUSC's mission in workforce development, academic leadership, and nursing education capacity building.

Evaluation and Assessment

Program Objectives	**Student Learning Outcomes Aligned to Program Objectives**	**Methods of Assessment**
The program prepares graduates to enter the workforce as qualified bachelors-trained nurses. *EOP 1-7 (All domains assessed via NCLEX licensing exam).*	*SLO 1-7 (all domains assessed via NCLEX licensing exam)*	Percentage of full time enrolled Joint BSN students who graduate on time. Percentage of students who graduate within 150% of program length, or 6 semesters. *Information provided by CofC Enrollment Management/Office for Institutional Effectiveness. Target = 90%.* First time pass rate on NCLEX licensing exam. *Documentation from the SCBON following NCLEX licensing exam.*

		Target = ≥ national rate (and at least 80% per CCNE)
End of Program Outcome (EOP) 1: Demonstrate the ability to generate, integrate, translate, and apply disciplinary nursing knowledge, as well as knowledge from other disciplines, to provide ethical and evidence-based care utilizing clinical judgment in nursing practice. (**Knowledge for Nursing Practice and Scholarship)**	Student Learning Outcome 1: Use current knowledge, theory, and research to provide evidence-based nursing care	Percentage of students achieving a 90% or better on the group "Evidence Based Practice Presentation" in the *Research and Evidence Based Practice in Nursing* course. *Target = 90%.* Percentage of students achieving an 85% or better on the "Quantitative Critique Assignment" in the *Research and Evidence Based Practice in Nursing* course. *Target = 90%.* Percentage of students achieving an 85% or better on the "Quantitative Critique Assignment" in the *Research and Evidence Based Practice in Nursing* course. *Target = 90%.* Percentage of graduates that agree/strongly agree that the ABSN program prepared them to apply research-based knowledge to inform evidence-based nursing care. *Information provided by CON Exit Survey. Target = 100%.*
EOP 2: Provide coordinated and compassionate care that is evidence-based, developmentally appropriate, holistic, individualized, just, respectful, and communicated effectively, focusing on the individual and important others within multiple complicated contexts. (**Person-Centered Care)** EOP 3: Contribute to the improvement of population health outcomes, spanning the healthcare delivery continuum from public health prevention to disease management of populations. (**Population Health)**	Student Learning Outcome 2: Demonstrate knowledge of nursing's role on the influence of social determinants of health and lifestyle variations for interventions related to health promotion, risk reduction, and disease prevention for individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare	Percentage of students achieving a 90% or better on the "Population Health Group Project" in the *Population Focused Nursing* course. *Target = 90%.* Percentage of graduates that agree/strongly agree that the ABSN program prepared them to provide human-centered and evidence-based care to all patients. *Information provided by the CON Exit Survey. Target = 100%.*
EOP 4: Employ established and emerging principles of safety and	Student Learning Outcome 3: Assume accountability for quality	Percentage of fourth semester students achieving a first-time

improvement science to enhance quality through interprofessional teamwork, collaboration, and communication, minimizing risk of harm to patients and providers through both system effectiveness and individual performance. (**Quality and Safety)** EOP 5: Cultivate a professional nursing identity, demonstrating accountability, collaborative disposition, and behaviors that reflect nursing's characteristics and values, including self-reflection and activities that foster personal health, resilience, well-being, lifelong learning, and support the acquisition of nursing expertise and leadership development. (**Professionalism and Leadership Development)**	and safety for one's own practice and delegated nursing care	pass rate of 90% on the Medical-Surgical II dosage calculation exam. *Target = 90%*. Percentage of fourth semester students that agree/strongly agree that they plan to apply what they learned during the final high-fidelity simulation experience to their practice. *Information provided by the MUSC Healthcare Simulation Center. Target = 90%.*
EOP 1	Student Learning Outcome 4: Scientific Literacy: Understand basic scientific concepts and the ability to apply scientific reasoning to comprehend and address real-world issues.	Percentage of students achieving an 85% or better on the "Quantitative Critique Assignment" in the *Research and Evidence Based Practice in Nursing* course. *Target = 90%.* Percentage of students achieving an 85% or better on the "Quantitative Critique Assignment" in the *Research and Evidence Based Practice in Nursing* course. *Target = 90%*. Percentage of graduates that agree/strongly agree that the ABSN program prepared them to apply research-based knowledge to inform evidence-based nursing care. *Information provided by CON Exit Survey. Target = 100%.*
EOP 4, 5	Student Learning Outcome 5: Quantitative Literacy: Understand and use mathematical concepts and reasoning to solve problems in real-world contexts.	Percentage of fourth semester students achieving a first-time pass rate of 90% on the Medical-Surgical II dosage calculation exam. *Target = 90%.* Percentage of graduates that agree/strongly agree that the ABSN program prepared them to

		process assessment data in order to make judgements about nursing interventions and evaluate patient outcomes. *Information provided by CON Exit Survey. Target = 100%.*
EOP 1 EOP 6: Leverage information and communication technologies, informatics processes, and emerging technologies to enhance care delivery, data gathering, decision making, and professional development. **(Informatics and Healthcare Technologies)**	Student Learning Outcome 6: Communication Skills: Proficiency in expressing ideas clearly and effectively through written and oral communication.	Percentage of students achieving a 90% or better on the group "Evidence Based Practice Presentation" in the *Research and Evidence Based Practice in Nursing* course. *Target = 90%.* Percentage of graduates that agree/strongly agree that the ABSN program prepared them to communicate effectively with diverse clients and disciplines using a variety of strategies. *Information provided by CON Exit Survey. Target = 100%.*
EOP 2, 3 EOP 7: Advocate for health policy, collaborate with interprofessional healthcare teams, and lead within complex systems of care to improve nursing practice and health outcomes. **(Interprofessional Partnerships, Systems-based Practice, Health Policy)**	Student Learning Outcome 7: Cultural Competency and Diversity Awareness: Recognition and appreciation of diverse perspectives, cultures, and values, fostering an inclusive and global mindset	Percentage of students achieving a 90% or better on the "Population Health Group Project" in the *Population Focused Nursing* course. *Target = 90%.* Percentage of graduates that agree/strongly agree that the ABSN program prepared them to provide human-centered and evidence-based care to all patients. *Information provided by CON Exit Survey. Target = 100%.*
EOP 1-7	Student Learning Outcome 8: Percentage of students in their final semester achieving proficiency on NCLEX preparation comprehensive exam.	Percentage of students in their final semester achieving a Level 2 or Level 3 on the "Comprehensive Predictor Exam" in the *Medical Surgical II* course. *Target = 95%*

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.

Program Evaluation, Accreditation, and Continuous Improvement

The proposed Joint BSN program will be evaluated through a rigorous, multi-layered process led by the College of Nursing's Office of Academics and College of Charleston's Office of Institutional Effectiveness, anchored in respective Systematic Evaluation Plans (SEP). This framework ensures ongoing assessment of program effectiveness, alignment with institutional goals, and compliance with accreditation and regulatory standards, including CCNE, SACSCOC, and South Carolina Board of Nursing requirements.

The Joint BSN program is a jointly administered academic and professional nursing program operating collaboratively under parallel accreditation and regulatory frameworks. CofC, will serve as the lead administrative institution, and shall retain responsibility for institutional accreditation obligations required by SACSCOC, including institutional reporting, degree conferral requirements, institutional effectiveness reporting, general education compliance, student records administration, and institutional academic policy compliance applicable to all degree programs. MUSC CON shall retain primary authority and responsibility for all matters required under CCNE standards, South Carolina Board of Nursing requirements, and other applicable nursing accreditation or regulatory standards.

Input from both institutions will guide programmatic, logistical, and curricular decision-making, through a collaborative shared governance model administered via a joint Executive Committee, with equal representation from both institutions. Whereas CofC primarily administers the curriculum in year 1 and year 2, and MUSC CON primarily administers the curriculum in years 3 and 4.

An Assessment Committee will also be formed and will include equal membership from both institutions to collect, evaluate, and interpret data relevant to program assessment. The result will culminate in annual program assessment report(s), and assessment metrics will include any relevant metrics required by the regulatory bodies governing CofC or MUSC. Reporting to regulatory bodies, including but not limited to the South Carolina Commission on Higher Education, the Southern Association of Colleges and Schools Commission on Colleges, Commission on Collegiate Nursing Education, South Carolina Board of Nursing and any relevant course, faculty, student data will be facilitated and shared by each primary institution based on their contribution.

Continuous Quality Improvement and Data-Informed Decision Making
The SEP is built on principles of Continuous Quality Improvement (CQI), data-driven decision-making, and transparency. Annual assessments of program and student learning outcomes are conducted using both direct and indirect measures, such as standardized exams, course-embedded assessments, clinical evaluations, surveys, and stakeholder feedback. Results will be documented in the university's accountability system via the CofC Office for Institutional Effectiveness and reviewed cyclically to support longitudinal analysis and continuous refinement.

Faculty Engagement and Process Improvement
To ensure innovation and quality, the College of Nursing has an established Evaluation Committee and recently created (2024) the Nursing Education Policy/Process Improvement and Innovation Council (NEPIIC). These groups support "closing the loop" by ensuring faculty participation at all levels of program assessment and improvement. A standardized Curriculum Committee Checklist is used to maintain consistency in program review and benchmark tracking.

Assessment Across All Program Levels
Both lower and upper division courses are included in the assessment process. Data from these assessments are systematically analyzed to inform curricular adjustments, support student progression, and guide resource allocation and strategic planning.

Employment Tracking and Accountability
Employment outcomes are tracked annually within 12 months of program completion, with the program maintaining an employment rate of 80% or higher in accordance with Commission on Collegiate Nursing Education standards.

This data, along with licensure pass rates and employer feedback, is used to drive ongoing program improvement and ensure graduates are prepared for professional practice.

Oversight and Accountability
Additional oversight is provided at the university level through the CofC Office for Institutional Effectiveness (OIE) (and in collaboration with MUSC where needed/applicable), in conjunction with the collaborative joint Assessment committee, which reviews assessment data and program outcomes. This structure ensures that the program remains responsive to evolving standards and workforce needs and supports continuous improvement at every stage.

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

The program plans to seek baccalaureate accreditation through the CCNE as a new applicant. Given that this is a Joint BSN degree, the program is considered a consortia per CCNE. Per CCNE new applicant status requirements, a new applicant must complete a self-study document and host an on-site evaluation by CCNE within 2 years of the date of the acceptance as a new applicant. Degree programs must have students enrolled for 2 semesters prior to hosting an on-site evaluation. New applicants for accreditation are eligible for a maximum accreditation term of 5 years. *Timelines are based upon upper division delivery of nursing-specific courses.*

The timeline below represents initial and subsequent accreditation (draft) dates based on the information above:

Submit CCNE new applicant materials Fall 2027/Spring 2028

Host on-site evaluation Fall 2029/Spring 2030

Host onsite evaluation Fall 2034/Spring 2035

The program also plans to seek approval as a new nursing program through the South Carolina Board of Nursing's New Nursing Program Approval process. Per regulation 91-4, all nursing programs located in South Carolina preparing students for initial registered nursing licensure shall be board approved. Feasibility study, self-evaluation, and site visit will be completed per Board of Nursing requirements beginning Spring 2026, with anticipated site visit completion and board approval by Fall 2026.

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

☒ **Yes**

☐No

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

Graduates of the Joint BSN program will sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN®), developed by the National Council of State Boards of Nursing, Inc. (NCSBN®).
The program will implement a scaffolded NCLEX-RN® preparation program throughout the upper division curricula, to include robust academic support resources (central CofC university resources, and MUSC-led nursing-specific academic support team resources) as well as opportunities for remediation and enrichment consistent with educational best-practices.

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.

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. Submit the additional information required by SCDE.

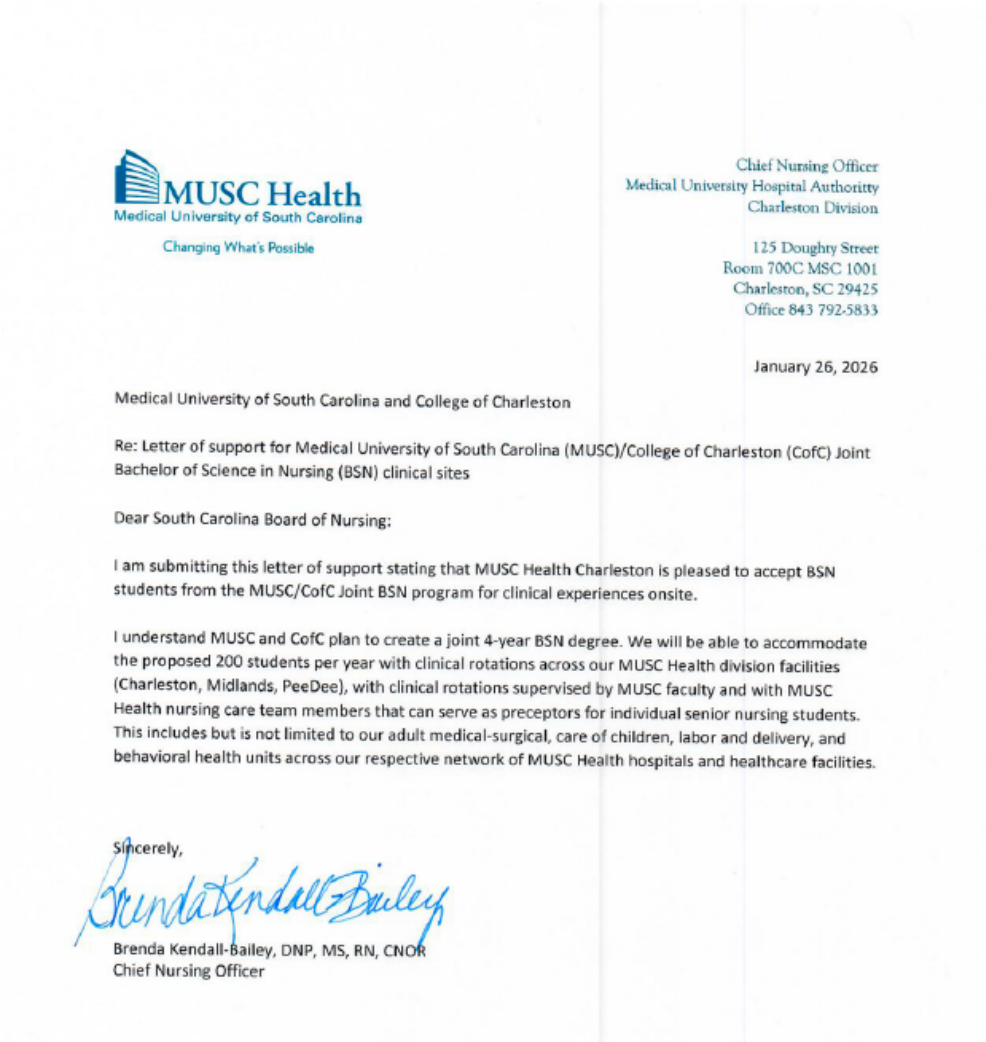
☐Yes

☒ **No**

Appendix

Letters of support signed by the Chief Nursing Officers across three divisions of MUSC Health (Charleston; PeeDee; Midlands) & VP of Human Resources of MUSC affiliate Tidelands Health

MUSC Health Charleston: Brenda Kendall-Bailey, DNP, MS, RN, CNOR



MUSC Health
Medical University of South Carolina
Changing What's Possible

Chief Nursing Officer
Medical University Hospital Authority
Charleston Division

125 Doughty Street
Room 700C MSC 1001
Charleston, SC 29425
Office 843 792-5833

January 26, 2026

Medical University of South Carolina and College of Charleston

Re: Letter of support for Medical University of South Carolina (MUSC)/College of Charleston (CofC) Joint Bachelor of Science in Nursing (BSN) clinical sites

Dear South Carolina Board of Nursing:

I am submitting this letter of support stating that MUSC Health Charleston is pleased to accept BSN students from the MUSC/CofC Joint BSN program for clinical experiences onsite.

I understand MUSC and CofC plan to create a joint 4-year BSN degree. We will be able to accommodate the proposed 200 students per year with clinical rotations across our MUSC Health division facilities (Charleston, Midlands, PeeDee), with clinical rotations supervised by MUSC faculty and with MUSC Health nursing care team members that can serve as preceptors for individual senior nursing students. This includes but is not limited to our adult medical-surgical, care of children, labor and delivery, and behavioral health units across our respective network of MUSC Health hospitals and healthcare facilities.

Sincerely,

Brenda Kendall-Bailey, DNP, MS, RN, CNOR
Chief Nursing Officer

MUSC Health PeeDee: Donna Wilmoth, MSN, RN, NE-BC, FACHE

MUSC Health
Medical University of South Carolina
Florence Medical Center

805 Pamplico Highway
Florence, SC 29505
843-674-5000

January 26, 2026

Kristen M. Poston, DNP, APRN, FNP-C, CHSE
Assistant Dean for Undergraduate Programs
Assistant Professor
College of Nursing
Medical University of South Carolina
99 Jonathan Lucas Street, Suite 300B
MSC 160, Charleston, SC 29425

Re: Letter of support for Medical University of South Carolina (MUSC)/College of Charleston (CofC) Joint Bachelor of Science in Nursing (BSN) clinical sites

Dear South Carolina Board of Nursing:

I am submitting this letter of support stating that the MUSC Health PeeDee Division is pleased to accept BSN students from the MUSC/CofC Joint BSN program for clinical experiences onsite.

I understand MUSC and CofC plan to create a joint 4-year BSN degree. We will be able to accommodate the proposed 200 students per year with clinical rotations across our MUSC Health division facilities (Charleston, Midlands, PeeDee), with clinical rotations supervised by MUSC faculty and with MUSC Health nursing care team members that can serve as preceptors for individual senior nursing students. This includes, but is not limited to, our adult medical-surgical, care of children, labor and delivery, and behavioral health units across our respective network of MUSC Health hospitals and healthcare facilities.

Sincerely,

Donna Wilmoth, MSN, RN, NE-BC, FACHE
Chief Nursing Officer
MUSC Health Pee Dee Division

MUSC Health Midlands: Lance Coleman, MSN, MBA, RN

January 26, 2026

Medical University of South Carolina and College of Charleston
Re: Letter of support for Medical University of South Carolina (MUSC)/College of Charleston (CofC) Joint Bachelor of Science in Nursing (BSN) clinical sites

Dear South Carolina Board of Nursing:

I am submitting this letter of support stating that the MUSC Health Midlands Division is pleased to accept BSN students from the MUSC/CofC Joint BSN program for clinical experiences onsite.

I understand MUSC and CofC plan to create a joint 4-year BSN degree. We will be able to accommodate the proposed 200 students per year with clinical rotations across our MUSC Health division facilities (Charleston, Midlands, PeeDee), with clinical rotations supervised by MUSC faculty and with MUSC Health nursing care team members that can serve as preceptors for individual senior nursing students. This includes, but is not limited to, our adult medical-surgical, care of children, labor and delivery, and behavioral health units across our respective network of MUSC Health hospitals and healthcare facilities.

Sincerely,

Lance Coleman CNO

Tidelands Health: Busy Kimball, VP Human Resources Operations

TIDELANDS HEALTH
with MUSC Health

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

February 23, 2026

Medical University of South Carolina and College of Charleston
Re: Letter of support for Medical University of South Carolina (MUSC)/College of Charleston (CofC) Joint Bachelor of Science in Nursing (BSN) clinical sites

Dear South Carolina Board of Nursing:

I am submitting this letter of support stating that Tidelands Health is pleased to accept BSN students from the MUSC/CofC Joint BSN program for clinical experiences onsite.

I understand MUSC and CofC plan to create a joint 4-year BSN degree. We will be able to accommodate the proposed students with clinical rotations across our Tidelands Health facilities, with clinical rotations supervised by MUSC faculty and with Tidelands Health nursing care team members that can serve as preceptors for individual senior nursing students. This includes, but is not limited to, our adult medical-surgical, care of children, labor and delivery, and behavioral health units across our respective network of Tidelands Health hospitals and healthcare facilities.

Sincerely,

Busy Kimball, VP Human Resources