



UNIVERSITY OF
SOUTH CAROLINA

Office of Institutional Research, Assessment & Analytics

June 30, 2025

Dr. Kevin Sightler, Director of Substantive Change
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, GA 30033-4097

Dear Dr. Sightler:

I am writing to notify the Commission on Colleges that the University of South Carolina Columbia is requesting approval to offer the Doctor of Nurse Anesthesia Practice (DNAP) at the McLeod Health Florence campus, located at:

555 E. Cheves St
Florence, SC 29506

The University of South Carolina Columbia has prepared a prospectus to request approval for offering the DNAP degree at the site listed above. Should you have any questions or require further information, please do not hesitate to contact me.

Sincerely,

Douglas Miles

Donald Miles, Executive Director OIRAA
SACSCOC Accreditation Liaison

Enclosure

University of South Carolina Columbia
Degree Program requesting Substantive Change
Approval for Off-Campus Instructional Site by Limited Review

June 30, 2025

Donald Miles
Executive Director OIRAA and SACSCOC Liaison

Contact:

Donald Miles, Executive Director, SACSCOC Accreditation Liaison
Office of Institutional Research, Assessment, and Analytics
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COMMON CONTENT A – BACKGROUND AND CONTEXT

Abstract

The University of South Carolina provides education for many health care professionals and the profession of Nurse Anesthesia is one of those. The Nurse Anesthesia program has been in the Columbia area for over 50 years and with the university of South Carolina for about 30 years. The program has grown from a certificate program, with 8-10 students, to now a doctoral level program (Doctor of Nurse Anesthesia Practice (DNAP)) in the past few years. The program now admits about 40 students per year and the proposed addition of a Florence Campus would add an additional 4 students per year (program is 36 months long, so 3 cohorts are enrolled at any time).

The project would work with the McLeod Health System to provide education and clinical experiences for the students based in the Florence area. While Florence is a thriving city, the surrounding areas are predominantly rural, with limited access to advanced healthcare services. These communities face significant challenges in recruiting health care professionals, and in particular Certified Registered Nurse Anesthetists (CRNAs), who are essential for providing safe and effective anesthesia care. By establishing a regional cohort in Florence, we can directly address these challenges, helping to ensure that residents in these rural areas receive the high-quality care they need and deserve. This project would be a satellite campus under the direction of the main campus in Columbia and would be an ongoing project.

The USC Graduate Program in Nurse Anesthesia is an accredited by the Council on Accreditation (COA) of Nurse Anesthesia Education Programs, currently admits 40 students annually, with on average 26 completing their training here in Columbia and on average 14 completing their training in Greenville, SC. The Greenville campus began about 15 years ago and has been very successful, growing from 6 students to 14 per cohort. The proposed Florence campus would be created in the same fashion with live two-way AV communication/lectures, thus ensuring the curriculum remains to the highest standards. The Graduate Program in Nurse Anesthesia is approved by the University and the COA to be a distance education program for didactic learning.

The Learning Management System (Blackboard) allows USC faculty to create a secure course website for class communications, posting assignments, posting readings, linking to complementary websites, administering exams, and much more. In courses that use Blackboard, the course syllabus will provide basic information about accessing Blackboard.

The Program has received maximum accreditation status (10 years) for the past 4 cycles and has a strong academic history with 100% of all graduates obtaining employment within 6 months of graduation and a 95 percent first time national certification pass rate on the National Certification Exam administered by The National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA). With recent approval from the COA to increase the program's cohorts to 50 students per cohort, this expansion will increase the total number of students across three cohorts to 150. While this is the maximum number of students that can be admitted, the program is planning only a modest increase to 44 per cohort for several years to ensure the students and faculty continue to receive the resources and attention they deserve. Adding students at the Florence regional campus is a strategic initiative that will significantly

impact the healthcare needs of one of South Carolina's most medically underserved regions and create a program presence across the entire state.

DETERMINATION OF THE NEED FOR THE CHANGE/RELATIONSHIP TO MISSION/PLANNING AND APPROVALS FOR THE CHANGE

The need for this expansion is particularly evident in Florence, a region where access to healthcare remains a persistent challenge. The shortage of Certified Registered Nurse Anesthetists (CRNAs) in this area has left a service gap, disproportionately impacting rural and underserved populations. This expansion is an opportunity to grow our program and significantly impact healthcare in one of South Carolina's most underserved regions. By training more CRNAs, we can address the immediate needs of Florence residents and the longer-term challenges of healthcare access across the state. While the Graduate Program in Nurse Anesthesia at USC does have a student rotation at McLeod Florence (one student per month), it was noted during an annual visit to McLeod Florence that the area is in need of training CRNAs to help with recruiting and retention to meet the ever-growing shortage.

This proposal represents a sustainable and impactful expansion that serves both our educational mission and the healthcare needs of South Carolina. The Florence cohort will help bridge critical gaps in care, strengthen our ties with local healthcare providers, and prepare our students to excel in the demanding field of nurse anesthesia.

The proposed program fits with the University's mission to educate "the state's citizens through teaching, research, creative activity, and community engagement" and to lead "the way in providing all students with the highest-quality education, including the knowledge, skills, and values necessary for success and responsible citizenship in a complex and changing world." This program was developed to meet the state's need to improve access to care. Additionally, the proposed program aligns with USC's recently released Strategic Plan as it will help attract and retain a diverse student body and develop impactful community partnerships as this program was developed at the request of a community partner (McLeod Health).

See **Appendix C** for letters of support from the School of Medicine Columbia Dean and the Associate Dean for Academic Affairs and the Academic Programs' Liaison.

Program Curriculum and Projected Schedule

The Doctor of Nursing Anesthesia Practice (DNAP) is a practice degree designed to prepare registered nurses as clinical practitioners/scholars to assume advanced practice clinical and leadership roles. The DNAP program has one entry point for the student holding a bachelor's degree in nursing or an associate degree in nursing with a bachelor's degree in a basic science qualify for admission, if prerequisite courses in anatomy, physiology, microbiology and chemistry are completed from an accredited college or university.

The curriculum prepares students to take the National Certification Exam (NCE) administered by The National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA).

Curriculum and Degree Requirements (114 Hours)

Integration of clinical training with coursework is a key feature of the program with students beginning supervised clinical experience in the third semester. A state-of-the-art simulation laboratory provides an interactive system to teach both psychomotor clinical skills and crisis resource management. The curriculum consists of a 36-month course of study including clinical training and didactic courses in physiology, pharmacology, principles of anesthesia, and others. To meet the criteria for graduation and to meet the requirements to sit for the Certification Exam from the Council on Certification, students participate in a minimum of 600 anesthesia cases covering a variety of clinical experiences including general and regional anesthetics for pediatrics, obstetrics, geriatrics, cardiovascular-thoracic, neurological, plastic otolaryngology, ophthalmology, urology, orthopedics, and radiological procedures.

In addition, all students must maintain an RN license in good standing, and ACLS, BLS, and PALS training must be current at the time of graduation. Students must meet all the requirements of The National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA) to be eligible to take the Certification exam upon graduation. These requirements can be found on the NBCRNA website.

Required Courses

The following courses are required in the Graduate Program in Nurse Anesthesia:

Course	Title	Credits
ASNR 700	Introduction to Nurse Anesthesia Practice	2
ASNR 702	Professional Roles and Scholarship for the DNAP	3
ASNR 704	Nurse Anesthesia Doctoral Student Development	3
ASNR 750	Health Policy, Ethics, and Legal Concepts for the DNAP Nurse Anesthetist	3
ASNR 752	Health Systems for the Nurse Anesthetist	3
ASNR 754	Health Care Informatics for the Nurse Anesthetist	3
ASNR 760	Clinical Topics in Nurse Anesthesia Practice I	2
ASNR 761	Basic Anesthesia Principles I	4

Course	Title	Credits
ASNR 762	Basic Anesthesia Principles II	4
ASNR 763	Advanced Principles in Nurse Anesthesia Practice	4
ASNR 771	Introduction to Nurse Anesthesia Practicum	1
ASNR 772	Seminar in Nurse Anesthesia I	2
ASNR 773	Clinical Practicum I	2
ASNR 775	Clinical Practicum II	6
ASNR 777	Clinical Practicum III	6
ASNR 779	Clinical Practicum IV	6
ASNR 781	Clinical Practicum V	6
ASNR 795	Application of Physical and Chemical Concepts in Nurse Anesthesia Practice	3
ASNR 797	Professional Role of the DNAP Nurse Anesthetist I	3
ASNR 800	Integration of Concepts Across Nurse Anesthesia Practice	2
ASNR 801	Specialty Focus Simulation I	1
ASNR 798	Application of Biomedical Concepts in Nurse Anesthesia Practice	3
ASNR 802	Specialty Focus Simulation II	1
ASNR 824	Evidence-Based Decisions and Nurse Anesthesia	3
ASNR 860	Clinical Topics in Nurse Anesthesia Practice II	2
ASNR 872	Seminar in Nurse Anesthesia II	2

Course	Title	Credits
ASNR 896	Professional Role of the DNAP Nurse Anesthetist II	3
ASNR 897	DNAP Project I	2
ASNR 898	DNAP Project II (offered twice)	2
NURS 707	Advanced Pathophysiology for Nurses	3
ASNR 720	Advanced Comprehensive Health Assessment	3
NURS 717	Application of Basic Statistics for Nursing Practice & Service Management	3
NURS 790	Research Methods for Nursing	3
PHPH 701	Physiology for Health Sciences	6
ASNR 724	Leadership in Nurse Anesthesia Practice	3
PHPH 705	Biomedical Pharmacology	6
Total Credit Hours		114

Curriculum by Year Total of 9 semesters (3/Year)					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Summer		Fall		Spring	
NURS 717 Application of Basic Statistics	3	ASNR 720 Advanced Health Assessment	3	PHPH 701 Physiology for Health Science	6
NURS 790 Research Methods for Nursing	3	ASNR 702 Foundations for DNAP Development	3	ASNR 761 Basic Anesthesia Principles I	4
NURS 707 Advanced Pathophysiology for Nurses	3	ASNR 724 Advanced Nursing Leadership	3	ASNR 752 Health Systems for the Nurse Anesthetist	3
ASNR 700 Introduction to Nurse Anesthesia Practice	2	ASNR 795 Application of Physical and Chemical Concepts in Nurse Anesthesia Practice	3		
Total Semester Hours	11	Total Semester Hours	12	Total Semester Hours	13
Year 2					
Summer		Fall		Spring	
ASNR 824 Evidence and Nurse Anesthesia Practice	3	PHPH 705 Biomedical Pharmacology	6	ASNR 798 Application of Biomedical Concepts in Nurse Anesthesia Practice	3
ASNR 754 Applied Technology for Nurse Anesthesia Practice	3	ASNR 763 Advanced Anesthesia Principles	4	ASNR 797 The Professional Role of the DNAP Nurse Anesthetist I	3
ASNR 762 Basic Anesthesia Principles II	4	ASNR 773 Clinical Practicum I	2	ASNR 775 Clinical Practicum II	6
ASNR 771 Introduction to Nurse Anesthesia Practicum	1	ASNR 750 Health Policy, Ethics, and Legal Concepts for the DNAP Nurse Anesthetist	3	ASNR 772 Seminar in Nurse Anesthesia I	2
Total Semester Hours	11	Total Semester Hours	15	Total Semester Hours	14
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Summer		Fall		Spring	

ASNR 896 The Professional Role of the DNAP Nurse Anesthetist II	3	ASNR 760 Clinical Topics in Nurse Anesthesia I	2	ASNR 860 Clinical Topics in Nurse Anesthesia II	2
ASNR 777 Clinical Practicum III	6	ASNR 898 DNAP Project II	2	ASNR 800 Integration of Concepts across Nurse Anesthesia Practice	2
ASNR 897 DNAP Project I	2	ASNR 779 Clinical Practicum IV (RVSD)	6	ASNR 872 Seminar in Nurse Anesthesia II	2
		ASNR 801 Specialty Focus Simulation I	1	ASNR 781 Clinical Practicum V	5
				ASNR 802 Specialty Focus Simulation II	1
Total Semester Hours	11	Total Semester Hours	11	Total Semester Hours	12

Indicates online or partially online offerings

Student Learning Outcomes Doctor of Nurse Anesthesia Practice

The Doctor of Nurse Anesthesia Practice (DNAP) is an advanced practice degree designed to prepare registered nurses as clinical practitioners, scholars and leaders in the field of anesthesia. The program prepares students to deliver all types of anesthesia to all patient populations and all ages. DNAP graduates provide care to patients undergoing procedures in urban and rural settings.

The curriculum prepares students to take the National Certification Exam administered by the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA). Upon passing this national exam the DNAP graduate obtains the credential of Certified Registered Nurse Anesthetist (CRNA).

Program Learning Outcomes	
Outcome 1	Integrate understanding of concepts in human anatomy, physiology, pathophysiology and pharmacology to clinical practice.
Outcome 2	Exhibit evidence of knowledge of all the indications, contraindications, pharmacokinetics and pharmacodynamics of currently available anesthetic agents and drugs.
Outcome 3	Utilize knowledge of anesthetic related indications in the care of specialties such as neurosurgery, pediatrics, obstetrics, and cardio-thoracic anesthesia.

Outcome 4	Develop an evidence-based project that demonstrates clinical scholarship supporting translation of knowledge into practice.
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Course Descriptions

Course Name	Course Description
ASNR 700 Introduction to Nurse Anesthesia Practice	Introduction to foundational concepts in nurse anesthesia and the role of the nurse anesthetist.
ASNR 702 Foundations for DNAP Development	This course is designed to introduce students to the Doctor of Nursing Practice degree to include the roles of expert clinician, clinical scholar, policy and patient advocate, and leader in health care.
ASNR 704 Nurse Anesthesia Doctoral Student Development	Guided development for the SRNA in the scholarly project, on-campus program requirements, and clinical preparation.
ASNR 720 Advanced Health Assessment	Advanced theory and practice in critical thinking, physical assessment, and diagnostic reasoning for clients across the life span and healthcare delivery continuum to identify pathologic variations and to initiate appropriate interventions
ASNR 724 Leadership in Nurse Anesthesia Practice	Leadership in nurse anesthesia practice and complex health organizations.
ASNR 750 Health Policy, Ethics, and legal Concepts for the DNAP Nurse Anesthetist	Historical and current concepts in health policy, ethics, and legal concepts for the DNAP Nurse Anesthetist.
ASNR 752 Health Systems for the Nurse Anesthetist	An overview of varied health system theories, emphasizing the role of the nurse anesthetist in contributing to patient care within these systems.
ASNR 754 Applied Technology in Health Care	Computer applications and other technological advances in nursing and health care delivery. Nursing administration, patient care management, and research applications
ASNR 760 Clinical Topics in Nurse Anesthesia Practice I	Introduction to pain management concepts and the use of ultrasound guided techniques in treatment.
ASNR 761 Basic Anesthesia Principles I	Application of basic anesthesia principles to the practice of nurse anesthesia.
ASNR 762 Basic Anesthesia Principles II (RVSD)	This course is a continuation of Basic Principles in Anesthesia I, covering beginning concepts in nurse anesthesia practice.

ASNR 763 Advanced Anesthesia Principles (RVSD)	This course covers advanced concepts in nurse anesthesia practice.
ASNR 771 Introduction to Nurse Anesthesia Practicum	This course provides a thorough orientation to the clinical area and application of beginning anesthesia concepts to patients through simulation and precepted in-hospital assignments.
ASNR 772 Seminar in Nurse Anesthesia I	Students will present a critique of anesthetic management of selected cases or topics related to their doctoral project in anesthesia for peer review. A review of the literature and application of the current research is to be included in the presentations.
ASNR 773 Clinical Practicum I (RVSD)	The first of five clinical field experiences including general and specialty anesthesia rotations.
ASNR 775 Clinical Practicum II (RVSD)	The second of five clinical field experiences including general and specialty anesthesia rotations.
ASNR 777 Clinical Practicum III (RVSD)	The third of five clinical field experiences including general and specialty anesthesia rotations.
ASNR 779 Clinical Practicum IV (RVSD)	The fourth of five clinical field experiences including general and specialty anesthesia rotations.
ASNR 781 Clinical Practicum V (RVSD)	The fifth of five clinical field experiences including general and specialty anesthesia rotations.
ASNR 795 Application of Physical and Chemical Concepts in Nurse Anesthesia Practice (RVSD)	Application of physical and chemical concepts to the practice of nurse anesthesia.
ASNR 797 The Professional Role of the DNAP Nurse Anesthetist I (RVSD)	This course addresses the professional role responsibilities, challenges and issues for nurse anesthetists.
ASNR 798 Application of Biomedical Concepts in Nurse Anesthesia Practice (RVSD)	Application of physiology and pathophysiology to nurse anesthesia practice.
ASNR 800 Integration of Concepts across Nurse Anesthesia Practice (RVSD)	Review of concepts with the purpose of creating broad view connections of anesthesia principles.
ASNR 801 Specialty Focus Simulation I	Use of simulation to learn and practice various peripheral nerve blocks and airway block placement with ultrasound and nerve stimulator techniques. Preparatory work outside of simulation time is required.
ASNR 802 Specialty Focus Simulation II	High fidelity simulation activities to practice response to critical events in nurse anesthesia practice. Preparatory work outside of simulation is required.

ASNR 824 Evidence and Nursing Practice	Analysis and synthesis of evidence needed for formulating recommendations for nursing practice.
ASNR 860 - Clinical Topics in Nurse Anesthesia Practice II	Exploring the contributors to patient safety – including systems and human factors – and how to safely manage critical events in the perioperative period.
ASNR 872 Seminar in Nurse Anesthesia II	Students will present for peer review and critique their completed doctoral project. Presentation of project will meet the requirement for dissemination of their terminal project.
ASNR 896 The Professional Role of the DNAP Nurse Anesthetist II	Education, management and business principles, as they relate to the DNAP Nurse Anesthetist, will be explored and practiced.
ASNR 897 DNAP Project I	DNAP Project Preparation for Nurse Anesthesia Students
ASNR 898 DNAP Project II	DNAP Project Preparation for Nurse Anesthesia Students
NURS 707 Advanced Pathophysiology for Nurses	Advanced concepts of pathophysiological functioning with application to advanced nursing practice in selected specialty areas.
NURS 717 Application of Basic Statistics	Application of basic statistical principles and procedures to address common nursing practice issues and guide nursing practice and management
NURS 790 Research Methods for Nursing	Development of nursing research and methodological approaches to the study of nursing problems.
PHPH 701 Physiology for Health Science	Major organ systems with emphasis on basic physiological processes and control systems
PHPH 705 Biomedical Pharmacology	Lectures and conference discussions covering principles of drug action; autonomic (adrenergic/cholinergic), cardiovascular, renal, central nervous system, endocrine and antimicrobial pharmacology, cancer chemotherapy, and toxicology

Admissions and Graduation Requirements

Admission

Students admitted to the graduate program in nurse anesthesia (DNAP) are selected by an Admissions Committee composed of faculty from the University of South Carolina School of Medicine, clinical faculty, and current nurse anesthesia students. Applicants must apply to the Graduate School of the University of South Carolina in order to be processed by the admissions committee.

The Program does not accept transfer credits or issue advanced standing to any candidate for admission. Admission is on a competitive basis. Students are chosen based on their academic record, employment history and performance, character, and general fitness for the study of nurse anesthesia.

Admission Requirements

1. Education: A Bachelor of Science in Nursing degree or an Associate in Nursing degree with a Baccalaureate degree in a related science are required for consideration for admission. Either curriculum must include the prerequisite courses in Anatomy, Physiology, Microbiology, and Chemistry. A threshold Grade Point Average (GPA) of 3.0 is advised along with a GPA of 3.0 in basic sciences. Three semester hours of Chemistry are required. Transcripts of ALL academic work since high school are required to be submitted to the USC Graduate School prior to the application deadline.
2. The Graduate Record Exam (GRE) is required for admittance into the Nurse Anesthesia Program and must be completed within the last 5 years. A Graduate Record Exam (GRE) score of at least 305 is needed to be competitive. The GRE maybe waived for applicants who have both an overall cumulative undergraduate GPA AND a basic science GPA of 3.50 (without rounding) or higher. Cumulative undergraduate GPA will be based on all related degrees earned (i.e. ADN, BSN, Chemistry, Biology, etc.), courses credited towards your BSN and additional courses taken after your BSN. Basic science GPA must consist of at least six (6) hours of coursework in Anatomy and Physiology, three (3) hours of coursework in Microbiology and three (3) hours of coursework in Chemistry (no lab required). If you have earned a master's degree or higher, the undergraduate GPA requirement may be replaced with your graduate level degree GPA.
3. Current licensure as a Registered Nurse in one of the fifty states. S.C. licensure is required to participate in clinical assignments and practice in the state.
4. A minimum of one (1) year full-time critical care nursing experience (not including nurse internships) by December 1 of the application year. Current experience is required. Preference is given to applicants who have high acuity critical care experience where hemodynamic monitoring, mechanical ventilation, and vasoactive drug administration is routinely managed.
5. Current Curriculum Vitae or resume which reflects academic history and all previous work history.
6. Current certification in Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), and Pediatric Life Support (PALS) is required prior to beginning in the clinical area.
7. Letters of recommendations from two (2) health care professionals who have supervised clinical experiences within the past year. Nurse manager references are preferred.

Graduation Requirements

Requirements for earning the DNAP include:

1. *Satisfactory completion of all courses with an overall grade point average of 3.0 or above.*
2. *Complete an approved program of study*

3. Satisfactory completion of all categories of clinical procedures required by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA).
4. *Satisfactory Completion of Doctoral Scholarly Portfolio including the Doctoral Scholarly Project.*
5. *Satisfactory completion of all-time commitments in the didactic and clinical areas.*
6. *Satisfactory completion of all case requirements and anesthesia time commitments as required for writing the National Certification Exam (NCE), administered by The National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA) .*
7. *Satisfaction of all financial obligations to the University of South Carolina.*
8. *Successful completion of the comprehensive examination required by the Graduate School of the University of South Carolina.*
9. *Current certification and/or recertification in ACLS (Advanced Cardiac Life Support) and PALS (Pediatric Advance Life Support).*

Method(s) of Course Delivery

The Nurse Anesthesia Program didactic/classroom learning material is delivered via 100% robust two-way learning system. USC School of Medicine Faculty and students engage in synchronous two-way AV communication for most classes. Instructional content is available using Blackboard and delivered mainly as PowerPoint presentations and class discussion. All lectures are recorded via a separate independent “ECHO” recording system, thus virtually eliminating the students from missing a lecture due to communication failure. These lectures are posted on the Blackboard system within hours of the lecture finishing. There are also several graduate teaching classrooms similarly equipped with multimedia equipment, and spaces for smaller group teaching. DNAP courses have didactic components online but require direct Face-to-face clinical practice and other activities such as clinical conferencing or case-based projects along with timed on campus immersions to assess student competency.

DNAP clinical, face-to-face, training is provided by several clinical training sites located in various parts of South Carolina. Students work with board certified physicians and CRNAs at all stages of their clinical training.

The Learning Management System (Blackboard) allows USC faculty to create a secure course website for class communications, posting assignments, posting readings, linking to complementary websites, administering exams, and much more. In courses that use Blackboard, the course syllabus will provide basic information about accessing Blackboard.

Planned Location(s) of the Program

The primary campus is the University of South Carolina School of Medicine (Columbia) Campus, located at 6311 Garners Ferry Road, Columbia. An off-campus instructional site/campus is located in Greenville SC at the SOM Greenville building where a lecture room has been provided. The Greenville campus was created 10+ years ago and didactic material is presented as noted above in the Method(s) of Course Delivery Section.

This prospectus also provides notification to SACSCOC of a newly proposed off-campus instructional site at McLeod Health Florence campus. The address is:

555 E. Cheves St
Classroom B 7th Floor Pavillion
Florence, SC 29506

Policies for Awarding Credit (Compliance with Standard 10.7 of the Principles of Accreditation)

The University adheres to the IPEDS [Integrated Postsecondary Education Data System] definition of a credit hour as 'a unit of measure representing the equivalent of an hour (50 minutes) of instruction per week over the entire term.' Therefore, each single course credit requires a minimum of 700 minutes of continuous and ongoing instructional time. A minimum of one calendar week of instruction with a cumulative total of at least 700 minutes is required for each credit offered. This time excludes breaks and final exams." All courses offered at the University of South Carolina Columbia are recorded in terms of semester hours.

Administrative Oversight

Dean's Office support: Support from the School of Medicine Columbia Dean's office is provided by Dr. Paul Toriello, Assistant Dean for Clinical Graduate Programs.

Program Director: A full-time certified registered nurse anesthetist (CRNA) serves as the program director for the DNAP program and serves as a full-time program faculty member. The program director will provide day-to-day oversight of the program. The program director, Kevin LeBlanc, PhD, MNA, CRNA, has been in the position for the past 8 years.

Assistant Program Directors: Two full-time assistant program directors help administration of the program and work with the program director in the running of the DNAP program and also serve as full-time faculty members. These assistant program directors are Catherine Gutshall, DNAP, CRNA and Tracy Pedigo DNP, CRNA.

Administrative support for the program, faculty and students, is provided by a full-time administrative coordinator, located in the DNAP program main offices at the USC School of Medicine Columbia location.

Programs with Compressed Time Frames

The DNAP Program does not offer a program or courses in compressed time frames.

COMMON CONTENT B – FACULTY QUALIFICATIONS (RELATIVE TO PROPOSED CHANGE)

Faculty Qualifications

The University of South Carolina Faculty Manual outlines the minimum qualifications required of teaching faculty by rank. For tenured/tenure/track appointments (e.g., Professor, Associate Professor, Assistant Professor) faculty are required to hold a terminal degree in the teaching, or in a closely related discipline. Professional track faculty, or an established scholarly presence within a disciplinary area of expertise. For Instructors, a faculty member is expected to possess a master's degree in the teaching discipline or a master's degree with a concentration in the teaching discipline. ACAF 1.20: *Credentials Verification for Instructors of Record* (**Appendix D**) requires that the credentials of all instructors of record are in compliance with accreditation requirements. For instructors of record at the graduate level, faculty must have earned a doctoral/terminal degree in the teaching discipline or related discipline. When the credentials of an instructor of record does not meet these requirements but demonstrate outstanding professional experience or contributions to the teaching discipline, the individual may be alternatively credentialed. Please see **Appendix E** for the faculty roster containing information for those faculty teaching required coursework within the Doctor of Nurse Anesthesia Practice Program. The faculty roster includes courses taught during Fall 2024 and Spring 2025. Faculty listed in roster are the same faculty that are expected to teach when the program starts in Spring 2026.

The program's faculty is currently comprised of 9 faculty that hold professional track faculty rank from the USC Graduate School and have been approved by the Provost's Office. One additional faculty will be added to the proposed Florence campus. The additional Florence faculty member will share in some of the didactic workload and will oversee the clinical activities of the Florence campus students. The USC Graduate Program in Nurse Anesthesia has been operating a similar masters curriculum for 20+ years. The faculty have been teaching the Doctor of Nurse Anesthesia curriculum since 2021 and have successfully graduated 2 cohorts. The metrics for the program show the program success:

- Attrition Rate after Program Matriculation: 4-6 percent
- Employment Rate within Six Months of Graduation: 100 percent
- Certification Exam Pass Rate for First-Time Takers: 94 percent
- Overall Certification Exam Pass Rate of 100 percent within 3 months of Graduation.

The proposed addition of the Florence campus will not significantly affect the workload of the faculty as all courses will continue to be taught via robust two-way AV communication. Faculty and students engage in synchronous two-way AV communication for most classes. Instructional content is available using Blackboard and delivered mainly as PowerPoint presentations and class discussion. All lectures are recorded via a separate independent "ECHO" recording system, thus virtually eliminating the students from missing a lecture due to communication failure. These lectures are posted on the Blackboard system within hours of the lecture finishing. The addition of the proposed Florence campus student thus will not affect the lecture load. Administrative support will be provided from the Columbia campus.

8 faculty members are doctoral prepared and oversee the DNAP projects. Faculty members are assigned as advisors for several projects. The program is designed so that a large majority of the student project

writing and research is conducted in several of the ASNR courses (ASNR 704, 824, 897 and 898) and is overseen by both the course director and project faculty advisor.

COMMON CONTENT C – RESOURCE – LIBRARY AND LEARNING

Student Learning Resources

The School of Medicine Library is located on the campus of the School of Medicine and easily accessible for all students. A librarian is available for assistance during standard business times. Students are also provided with twenty-four (24) hour access to the library. The library offers a wide variety of services for the students both onsite and by electronic library information (**Appendix F**). Students at any of the campuses have online access to a variety of eBooks, journal and search engines via the SOM and the Thomas Cooper libraries.

Students also have access to the USC Thomas Cooper Library located on the main campus of the University. Interlibrary loan services are provided to obtain materials that are not available from University Libraries. The University Libraries provides interlibrary loan services to current students, faculty, and staff of the University of South Carolina Columbia campus free of charge. Faculty may have up to 100 active requests, staff may have up to 25 active requests, graduate students may have up to 50 active requests. Electronic desktop delivery of book chapters and periodical articles can be requested through the Scan and Deliver link located in the library catalog or via the Scan and Deliver option in ILL Express. Resources are available to faculty, staff, and students 24/7 on or off campus. Students and faculty can search the library's holdings via the library's website, which serves as the portal to 19 library resources including Find It @ USC, databases, and online journals.

SOM Library electronic data bases and resources include: AccessMedicine, ClinicalKey, DynaMedex, E-Books, E-Journals, Embase, Find It @ USC Libraries, Ovid, MEDLINE, PubMed, Scopus).

Students and faculty are asked to enter their University of South Carolina network username and password when accessing subscription resources such as database, journals, and e-books from off campus. A majority of the major texts used by the DNAP program are available online via the SOM library 24/7.

Student Access to Learning Resources and Materials

Access to Learning Resources is provided currently for both the Columbia and Greenville campuses via the Blackboard learning system and both SOM and Thomas Cooper online library services/data bases/eBooks, journal and interlibrary loans. Library staff are accessible in-person but also via email or phone/video conferencing. This would be no different for the proposed Florence campus.

Program faculty are readily available via email, blackboard communication, and video conferencing as outlined in course syllabi which includes contact information for all instructors teaching in the course. During orientation to the program, the student program handbook is made available to let students know of online resources. This handbook is placed in a Blackboard course created for each cohort and stays active until that cohort graduates. Library staff provide a live overview of their resources and links on "How To" are available on the websites.

COMMON CONTENT C – RESOURCE – STUDENT SUPPORT SERVICES

Student Support Services

- **Graduate Student Resource Hub:** The primary mission of the Graduate Student Resource Hub is to provide a more integrated graduate student experience that holistically encompasses academic training and professional development for students at USC.
- **Graduate Student Association Awards:** The Graduate Student Association Awards honors and recognizes the contributions of the graduate and professional students to the University of South Carolina and Carolina Community.
- **Ombuds:** The Graduate School Ombuds serves as a confidential, neutral, informal and independent resource for graduate students' concerns and conflicts.
- **On-Campus Help & Activities:** Provides opportunities for students to get involved and have resources available to them across campus.
- **Opportunities Bulletin Board:** This is a place for events, fellowship, job postings, announcements and learning opportunities for graduate students.
- **Professional Development:** Landing a professional position is critical following the completion of graduate degrees/certificates. This resource provides a list of tools, resources, and professional development programs to help students discover and develop their career potential. Resources include but not limited to: career guidelines, teaching training, publishing, individual development plans, grant and proposal writing, communication and negotiation, etc.).
- **Scholarly Initiatives:** A resource to enhance your in-classroom experience through professional development, pedagogical training and exposure to non-academic settings (i.e., Grace Jordan McFadden Professors Program, Presidential Fellowship, Rising Star Fellowship).
- **Travel Grants:** Travel grants are available for graduate students.
- **International Student Services:** provides support, advising and programming for international students who currently study at USC.
- **Veterans Services:** can help ensure that students, faculty and staff who have served in the military receive the VA benefits to which you are entitled and provide you with ongoing support throughout your college experience.
- **Student Disabilities Services:** The Office of Student Disability Services empowers students to manage challenges and limitations imposed by disabilities. Our professionally trained staff provides students with exceptional services as they transition to college or continue their studies at the University. The office serves students with learning, physical, health, or psychiatric disabilities in managing the varying demands of the University experience. In addition to serving students, the staff assists the University community in making programs, services, and activities accessible for everyone.

COMMON CONTENT C – RESOURCE – PHYSICAL RESOURCES

Physical Resources

General facilities for teaching, research, and service activities are more than adequate to carry out the multiple teaching missions of the School of Medicine (SOM). The administrative cooperation between the SOM Columbia and SOM Greenville for the Nurse Anesthesia program has allowed further access to classroom and simulation areas. The combined School of Medicine Columbia and Greenville campuses includes lecture halls that are equipped with multimedia equipment and include two-way, synchronous AV communication to students in our Doctor of Nurse Anesthesia Practice (DNAP) program in Columbia and Greenville. The Greenville campus, of the Nurse Anesthesia Program, has a dedicated classroom for program use, at the Greenville School of Medicine campus. This classroom is similarly equipped to the Columbia lecture rooms with synchronous AV equipment. Meeting and conference room space is easily provided on either campus by the SOM Greenville campus in coordination with the Greenville Health System or the SOM Columbia campus. The IT departments in the Schools of Medicine Columbia and Greenville sites each provide all necessary equipment and support for Distance Learning. Faculty and students engage in synchronous two-way AV communication for most classes. Instructional content is available using Blackboard and delivered mainly as PowerPoint presentations and class discussion. All lectures are recorded via a separate independent “ECHO” recording system, thus virtually eliminating the students from missing a lecture due to communication failure. These lectures are posted on the Blackboard system within hours of the lecture finishing. There are also several graduate teaching classrooms similarly equipped with multimedia equipment, and spaces for smaller group teaching.

The proposed Florence McLeod campus has been assigned a dedicated classroom space site at 555 E. Cheves Street Classroom B 7th Floor Pavillion Building. This space will be renovated to allow for up to 6 learners (four initially), with the same robust multimedia equipment as the Columbia and Greenville campuses and include two-way, synchronous AV communication. Students are required to have a computer upon starting the program (specifications as per USC IT guidelines) and this build/classroom will have internet access thus allowing students to access all online learning platforms.

This proposed change will not affect other programs or services.

COMMON CONTENT C – RESOURCE – FINANCIAL RESOURCES

Financial Resources

Start-up expenses for this planned additional site are planned from reallocation of existing resources, but the program is expected to show a positive return on investment within 3 years. In year one there will be new recurring expenses associated with faculty/instructional staff and equipment. In year 2 there will be ongoing recurring expenses associated with non-instructional staff. Additional recurring expenses for library resources are planned. Positive revenue is anticipated by year 3. All figures in the budget are in 2025 costs unadjusted for inflation. The budget's tuition funding follows the enrollment projections in the enrollment projection table provided at the beginning of this prospectus and assumes that 93 of the 114 credit hours will be instructed by the DNAP faculty. The DNAP program currently utilizes 9 credits of instruction from the USC College of Nursing. The Program Administration and Faculty and Staff Salaries costs include the costs all administrative and salaries (which include the fees paid to the College of Nursing, and of the one new professional track faculty for the proposed Florence campus). If revenue does not materialize, or if costs exceed estimates, courses that do not meet minimum enrollment standards will not be offered.

Budget

Sources of Financing by Year				
Category	Year 1	Year 2	Year 3	Total
Tuition Funding	2,761,470	2,829,375	2,897,280	8,488,125
Other Funding				
Total Revenue				
Estimated Costs Associated with Implementing the Program by Year				
Category	Year 1	Year 2	Year 3	Total
Program Administration and Faculty and Staff Salaries	2,720,470	2,720,470	2,720,470	8,161,140
Facilities, Equipment, Supplies, and Materials	75,000	75,000	75,000	225,000
Library Resources	10,000	10,000	10,000	30,000
Other (<i>allocated support costs</i>)				
Total Expenses	2,805,470	2,805,470	2,805,470	8,416,410
Net Total (<i>Sources of Financing Minus Estimated Costs</i>)	44,000	23,905	91,810	71,715

COMMON CONTENT D – INSTITUTIONAL EVALUATION AND ASSESSMENT PROCESSES

The University of South Carolina, Columbia has an assessment protocol in place for all programs within academic units. The program assessment process occurs on a 2-year schedule in which programs report their assessment data as means to analyze student performance, evaluate program efficiency, and utilize results to influence program and/or assessment revisions. The program will be assessed through the standard University of South Carolina assessment software system, Assessment Plan Composer, which is used to report results on all program goals and objectives and within, or outside of, specific course assessment will occur. Assessment data will be reviewed each year by the program director, program faculty, and department chair to determine if changes need to be made to individual courses and/or the program.

Appendix A

University of South Carolina -Columbia
Programs with CIP Codes

College	Degree	CIP Code	Program Description	Major
Arts and Sciences	BA	50201	AS African-American Studies	African American Studies
Arts and Sciences	BA	450201	AS Anthropology	Anthropology
Arts and Sciences	MA	450201	AS Anthropology	Anthropology
Arts and Sciences	PhD	450201	AS Anthropology	Anthropology
Arts and Sciences	BS	260101	AS Biological Sciences	Biological Sciences
Arts and Sciences	MS	260101	AS Biological Sciences	Biological Sciences
Arts and Sciences	PhD	260101	AS Biological Sciences	Biological Sciences
Arts and Sciences	BS	260210	AS Biochem and Molecular Biol	Biochemistry and Molecular Biology
Arts and Sciences	BS	400501	AS Chemistry	Chemistry
Arts and Sciences	BSC	400501	AS Chemistry	Chemistry
Arts and Sciences	MS	400501	AS Chemistry	Chemistry
Arts and Sciences	PhD	400501	AS Chemistry	Chemistry
Arts and Sciences	BA	430103	AS Criminology and Crim Just	Criminology and Criminal Justice
Arts and Sciences	MA	430103	AS Criminology and Crim Just	Criminology and Criminal Justice
Arts and Sciences	PhD	450401	AS Criminology and Crim Just	Criminology and Criminal Justice
Arts and Sciences	BS	4601	AS Geological Sciences	Geological Sciences
Arts and Sciences	MS	4601	AS Geological Sciences	Geological Sciences
Arts and Sciences	PhD	4601	AS Geological Sciences	Geological Sciences
Arts and Sciences	BS	261302	AS Marine Science	Marine Science
Arts and Sciences	MS	261302	AS Marine Science	Marine Science
Arts and Sciences	PhD	261302	AS Marine Science	Marine Science
Arts and Sciences	BA	450601	AS Economics	Economics
Arts and Sciences	BS	450601	AS Economics	Economics
Arts and Sciences	BA	230101	AS English	English
Arts and Sciences	MA	230101	AS English	English
Arts and Sciences	MFA	231302	AS Creative Writing	Creative Writing
Arts and Sciences	PhD	230101	AS English	English
Arts and Sciences	BS	30104	AS Environmental Science	Environmental Science
Arts and Sciences	BA	30103	AS Environmental Studies	Environmental Studies
Arts and Sciences	MEERM	4601	AS Earth and Envr Res Mgmt	Earth and Environmental Resources Management
Arts and Sciences	BA	5601	AS Film and Media Studies	Film and Media Studies
Arts and Sciences	BA	450701	AS Geography	Geography
Arts and Sciences	BS	450701	AS Geography	Geography
Arts and Sciences	MA	450701	AS Geography	Geography
Arts and Sciences	MS	450701	AS Geography	Geography

**University of South Carolina -Columbia
Programs with CIP Codes**

Arts and Sciences	PhD	450701	AS Geography	Geography
Arts and Sciences	BA	50199	AS Global Studies	Global Studies
Arts and Sciences	BA	540101	AS History	History
Arts and Sciences	MA	540101	AS History	History
Arts and Sciences	MA	540105	AS History	Public History
Arts and Sciences	PhD	540101	AS History	History
Arts and Sciences	BS	430404	AS Cyber Intelligence	Cyber Intelligence
Arts and Sciences	BAIS (A&S)	240101	AS Interdisciplinary Studies	Interdisciplinary Studies
Arts and Sciences	BSIS (A&S)	240101	AS Interdisciplinary Studies	Interdisciplinary Studies
Arts and Sciences	BS	510901	AS Cardiovascular Technology	Cardiovascular Technology
Arts and Sciences	MAT	409999	ID Sciences	Sciences, Teacher Education
Arts and Sciences	MAT	459999	ID Social Studies	Social Studies, Teacher Education
Arts and Sciences	MAT	230101	ID English	English, Teacher Education
Arts and Sciences	MAT	270101	ID Mathematics	Mathematics, Teacher Education
Arts and Sciences	MAT	500501	ID Theatre	Theatre, Teacher Education
Arts and Sciences	MAT	160101	ID Foreign Languages	Foreign Languages, Teacher Education
Arts and Sciences	PhD	160104	AS Comparative Literature	Comparative Literature
Arts and Sciences	PhD	160905	AS Spanish	Spanish
Arts and Sciences	MA	160101	AS Languages, Literatures and Cultures	Langagues, Literatures and Cultures
Arts and Sciences	BA	160101	AS Languages, Literatures and Cultures	Langagues, Literatures and Cultures
Arts and Sciences	MA	160102	AS Linguistics	Linguistics
Arts and Sciences	PhD	160102	AS Linguistics	Linguistics
Arts and Sciences	BS	270101	AS Mathematics	Mathematics
Arts and Sciences	MA	270101	AS Mathematics	Mathematics
Arts and Sciences	MMath	270101	AS Mathematics	Mathematics
Arts and Sciences	MS	270101	AS Mathematics	Mathematics
Arts and Sciences	PhD	270101	AS Mathematics	Mathematics
Arts and Sciences	BS	261501	AS Neuroscience	Neuroscience
Arts and Sciences	BA	380101	AS Philosophy	Philosophy
Arts and Sciences	MA	380101	AS Philosophy	Philosophy
Arts and Sciences	PhD	380101	AS Philosophy	Philosophy
Arts and Sciences	BS	400801	AS Physics	Physics
Arts and Sciences	MS	400801	AS Physics	Physics
Arts and Sciences	PhD	400801	AS Physics	Physics
Arts and Sciences	BA	450901	AS International Studies	International Studies
Arts and Sciences	BA	451001	AS Political Science	Political Science
Arts and Sciences	MA	450901	AS International Studies	International Studies

**University of South Carolina -Columbia
Programs with CIP Codes**

Arts and Sciences	MA	451001	AS Political Science	Political Science
Arts and Sciences	MPA	440401	AS Public Administration	Public Administration
Arts and Sciences	PhD	451001	AS Political Science	Political Science
Arts and Sciences	BA	422704	AS Expermntl Psychology	Psychology
Arts and Sciences	BS	422704	AS Expermntl Psychology	Psychology
Arts and Sciences	MA	422704	AS Expermntl Psychology	Experimental Psychology
Arts and Sciences	MA	422801	AS Psychology	Psychology
Arts and Sciences	MA	422805	AS School Psychology	School Psychology
Arts and Sciences	PhD	420101	AS Psychology	Psychology
Arts and Sciences	BA	380201	AS Religious Studies	Religious Studies
Arts and Sciences	BA	500703	AS Art History	Art History
Arts and Sciences	BA	500702	AS Art Studio	Art Studio
Arts and Sciences	BA	500699	AS Media Arts	Media Arts
Arts and Sciences	BFA	131302	AS Art Education	Art Education
Arts and Sciences	BFA	500702	AS Art Studio	Art Studio
Arts and Sciences	MA	500703	AS Art History	Art History
Arts and Sciences	MA	131302	AS Art	Art Education
Arts and Sciences	MA	500702	AS Art Studio	Art Studio
Arts and Sciences	MA	500699	AS Media Arts	Media Arts
Arts and Sciences	MFA	500702	AS Art Studio	Art Studio
Arts and Sciences	BA	451101	AS Sociology	Sociology
Arts and Sciences	BS	451101	AS Sociology	Sociology
Arts and Sciences	MA	451101	AS Sociology	Sociology
Arts and Sciences	PhD	451101	AS Sociology	Sociology
Arts and Sciences	BS	270501	AS Statistics	Statistics
Arts and Sciences	MAS	270601	AS Applied Statistics	Applied Statistics
Arts and Sciences	MS	270501	AS Statistics	Statistics
Arts and Sciences	PhD	270501	AS Statistics	Statistics
Arts and Sciences	BA	500301	AS Dance	Dance
Arts and Sciences	BA	500501	AS Theatre	Theatre
Arts and Sciences	MA	500501	AS Theatre	Theatre
Arts and Sciences	MFA	500501	AS Theatre	Theatre
Arts and Sciences	BA	50207	AS Women's and Gender Studies	Women's and Gender Studies
Business	BSBA	520301	BA Accounting	Accounting
Business	BSBA	520601	BA Business Economics	Business Economics
Business	BSBA	520801	BA Finance	Finance
Business	BSBA	521701	BA Risk Mgmt and Insurance	Risk Management and Insurance

**University of South Carolina -Columbia
Programs with CIP Codes**

Business	BSBA	521101	BA International Business	International Business
Business	BSBA	520201	BA Management	Management
Business	BSBA	521301	BA Operations and Supply Chain	Operations Supply Chain
Business	BSBA	521401	BA Marketing	Marketing
Business	BSBA	521501	BA Real Estate	Real Estate
Business	EIMBA	521101	BA Intenational Business	Executive International Master of Business Administration
Business	IMBA	521101	BA International Business	International Business
Business	PMBA	521101	BA Business Administration	Professional Master of Business Administration
Business	OMBA	520101	BA Business Administration	One-Year Master of Business Administration
Business	MA	450601	BA Economics	Economics
Business	MACC	520301	BA Accounting	Accountancy
Business	MHR	521001	BA Human Resources	Human Resources
Business	MIB	521101	BA International Business	International Business
Business	MS	520201	BA Business Administration	Business Administration
Business	PhD	520201	BA Business Admin	Business Administration
Business	MS	521302	BA Business Analytics	Business Analytics
Business	PhD	450601	BA Economics	Economics
Education	EdS	130401	ED Educal Admin	Education Administration
Education	MEd	130401	ED Educal Admin	Education Administration
Education	MEd	131102	ED Higher Ed and Studnt Affrs	Higher Education and Student Affairs
Education	PhD	130401	ED Educal Admin	Education Administration
Education	EdS	131101	ED Counselor Educ	Counselor Education
Education	PhD	131101	ED Counselor Educ	Counselor Education
Education	MEd	130601	ED Educal Psych and Res	Educational Psychology and Research
Education	MEd	422814	ED Applied Behavior Analysis	Applied Behavior Analysis
Education	PhD	130601	ED Educal Psych and Res	Educational Psychology and Research
Education	PhD	130901	ED Foundations of Educ	Foundations of Education
Education	MAT	131001	ID Special Education	Special Education
Education	MAT	131312	ID Music Educ	Music Education
Education	MEd	131001	ED Special Educ	Special Education
Education	PhD	131001	ED Special Educ	Special Education
Education	BA	131210	ED Early Childhood Educ	Early Childhood Education
Education	MEd	131210	ED Early Childhood Educ	Early Childhood Education
Education	BA	131202	ED Elementary Education	Elementary Education
Education	MAT	131202	ID Elementary Educ	Elementary Education
Education	BA	131203	ED Middle Level Educ	Middle Level Education
Education	BS	131203	ED Middle Level Educ	Middle Level Education

**University of South Carolina -Columbia
Programs with CIP Codes**

Education	MT	131205	ED Secondary Educ	Secondary Teacher Education
Education	MAT	131302	ID Art Education	Art Education (P-12 Certification)
Education	EdD	139999	ED Educational Practice and Innovation	Educational Practice and Innovation
Education	PhD	131315	ED Language and Literacy	Language and Literacy
Education	MEd	131315	ED Language and Literacy	Language and Literacy
Education	MEd	130101	ED Teaching	Teaching
Education	PhD	130101	ED Teaching and Learning	Teaching and Learning
Education	BSPE	131314	ED Physical Educ	Physical Education
Education	MAT	131314	ID Physical Educ	Physical Education, Teacher Education
Education	PhD	131314	ED Physical Educ	Physical Education
Education	MS	131314	ED Adapted Physical Education	Adapted Physical Education
Education	MEd	130501	ED Learning Design and Technologies	Learning Design and Technologies
Engineering	BS	140501	EN Biomedical Engineering	Biomedical Engineering
Engineering	ME	140501	EN Biomedical Engineering	Biomedical Engineering
Engineering	MS	140501	EN Biomedical Engineering	Biomedical Engineering
Engineering	PhD	140501	EN Biomedical Engineering	Biomedical Engineering
Engineering	BSE	140701	EN Chemical Engineering	Chemical Engineering
Engineering	ME	140701	EN Chemical Engineering	Chemical Engineering
Engineering	MS	140701	EN Chemical Engineering	Chemical Engineering
Engineering	PhD	140701	EN Chemical Engineering	Chemical Engineering
Engineering	BSE	140801	EN Civil Engineering	Civil Engineering
Engineering	ME	140801	EN Civil Engineering	Civil Engineering
Engineering	MS	140801	EN Civil Engineering	Civil Engineering
Engineering	PhD	140801	EN Civil Engineering	Civil Engineering
Engineering	BS	110103	EN Integrated Info Technology	Integrated Information Technology
Engineering	MHIT	512706	EN Health Info Technology	Health Information Technology
Engineering	BS	110101	EN Computer Info Systms	Computer Information Systems
Engineering	BSCS	110101	EN Computer Science	Computer Science
Engineering	BSE	140901	EN Computer Engineering	Computer Engineering
Engineering	MS	110701	EN Computer Science	Computer Science
Engineering	MS	140901	EN Computer Engineering	Computer Engineering
Engineering	MS	151501	EN Engineering Mangement	Engineering Management
Engineering	MS	520701	EN Tech Innv Entrepreneurial	Technology Innovation and Entrepreneurial Engineering
Engineering	PhD	110701	EN Computer Science	Computer Science
Engineering	PhD	140901	EN Computer Engineering	Computer Engineering
Engineering	BSE	141001	EN Electrical Engineering	Electrical Engineering
Engineering	ME	141001	EN Electrical Engineering	Electrical Engineering

**University of South Carolina -Columbia
Programs with CIP Codes**

Engineering	MS	141001	EN Electrical Engineering	Electrical Engineering
Engineering	PhD	141001	EN Electrical Engineering	Electrical Engineering
Engineering	BSE	140201	EN Aerospace Engineering	Aerospace Engineering
Engineering	ME	140201	EN Aerospace Engineering	Aerospace Engineering
Engineering	MS	140201	EN Aerospace Engineering	Aerospace Engineering
Engineering	BSE	141901	EN Mechanical Engineering	Mechanical Engineering
Engineering	ME	141901	EN Mechanical Engineering	Mechanical Engineering
Engineering	MS	141901	EN Mechanical Engineering	Mechanical Engineering
Engineering	PhD	141901	EN Mechanical Engineering	Mechanical Engineering
Engineering	ME	142301	EN Nuclear Engineering	Nuclear Engineering
Engineering	MS	142301	EN Nuclear Engineering	Nuclear Engineering
Engineering	PhD	142301	EN Nuclear Engineering	Nuclear Engineering
Engineering	PhD	110104	EN Informatics	Informatics
SC Honors College	BarSc	240199	HC Interdisciplinary Studies	Interdisciplinary Studies
HRSM	BS	520901	HM Hospitality Mgmt	Hospitality Management
HRSM	BS	520903	HM Tourism Management	Tourism Management
HRSM	MIHTM	520901	HM Intl Hosptlty & Toursm Mgmt	International Hospitality and Tourism Management
HRSM	PhD	520901	HM Hospitallty Management	Hospitality Management
HRSM	BAIS (HRSM)	240101	BA Interdisciplinary Studies	Interdisciplinary Studies
HRSM	BS	521803	HM Retailing	Retailing
HRSM	MR	521803	HM Retailing	Retailing
HRSM	BS	310504	HM Sport and Entrtnmnt Mgmt	Sport and Entertainment Management
HRSM	MSEM	310504	HM Sport and Entrtnmnt Mgmt	Sport and Entertainment Management
HRSM	PhD	310504	HM Sport and Entrtnmnt Mgmt	Sport and Entertainment Management
Information and Communications	BAJMC	90903	IC Advertising	Advertising
Information and Communications	BAJMC	90402	IC Broadcast Journalism	Broadcast Journalism
Information and Communications	BAJMC	90401	IC Journalism	Journalism
Information and Communications	BAJMC	90102	IC Mass Communications	Mass Communications
Information and Communications	BAJMC	90902	IC Public Relations	Public Relations
Information and Communications	BAJMC	90702	IC Visual Communications	Visual Communications
Information and Communications	MA	90401	IC Journalism	Journalism
Information and Communications	MMC	90401	IC Journalism	(Journalism and) Mass Communications
Information and Communications	PhD	90102	IC Mass Communications	(Journalism and) Mass Communications
Information and Communications	BS	110401	IC Information Science	Information Science
Information and Communications	SLIS	250101	IC Libr and Info Science	Library and Information Science (Teacher Ed)
Information and Communications	SLIS	250101	IC Libr and Info Science	Library and Information Science
Information and Communications	MLIS	250101	IC Libr and Info Science	Library and Information Science

**University of South Carolina -Columbia
Programs with CIP Codes**

Information and Communications	PhD	250101	IC Libr and Info Science	Library and Information Science
Information and Communications	MS	307199	IC Data and Communication	Data and Communication
Law School	MSL	510717	LW Law	Health Systems Law
Law School	JD	220101	LW Law	Law
Medicine	MS	260102	MD Biomedical Science	Biomedical Sciences
Medicine	PhD	260102	MD Biomedical Science	Biomedical Sciences
Medicine	MRC	512399	MD Counseling and Rehanbilitation	Counseling and Rehabilitation
Medicine	MNA	513804	MD Nurse Anesthesia	Nurse Anesthesia
Medicine	MS	260806	MD Genetic Counseling	Genetic Counseling
Medicine	MS	510912	MD Physician Assistant Studies	Physician Assistant Studies
Medicine	MD	511201	MD Medicine	Medicine
Medicine	DNAP	513804	MD Nurse Anesthesia	Nurse Anesthesia
Music	BA	500901	MU Music	Music
Music	BM	500901	MU Music	Music
Music	DMA	500906	MU Conducting	Conducting
Music	DMA	500904	MU Music Composition	Music Composition
Music	DMA	500903	MU Music Performance	Music Performance
Music	DMA	500999	MU Piano Pedagogy	Piano Pedagogy
Music	MM	500901	MU Music	Music
Music	MM	500903	MU Music Performance	Music
Music	MMEd	131312	MU Music Education	Music Education
Music	PhD	131312	MU Music Education	Music Education
Music	BS	501003	MU Music Industry Studies	Music Industry Studies
Nursing	BSN	513801	NR Nursing	Nursing-Generic
Nursing	BSN	513801	NR Nursing - R.N.	Nursing - BSN Completion (RN to BSN)
Nursing	DNP	513818	NR Nursing Practice	Nursing Practice
Nursing	MSN	513801	NR - Entry to Practice Nursing	Entry to Practice of Nursing (MEPN)
Nursing	MSN	513805	NR Family Nurse Practitioner	Family Nurse Practitioner
Nursing	MSN	513810	NR Psych/Mntl Hlth Nrse Pract	Psychiatric/Mental Health Nurse Practitioner
Nursing	MSN	513814	NR Adlt Ger Acte Care Nrs Prac	Adult Gerontology Acute Care Nurse Practitioner
Nursing	MSN	513802	NR Nursing Adminisration	Nursing Administration
Nursing	MSN	513899	NR - Nursing Informatics	Nursing Informatics
Nursing	PhD	513808	NR Nursing Science	Nursing Science
Public Health	BA	512299	PH Public Health	Public Health
Public Health	BS	512299	PH Public Health	Public Health
Public Health	MS	510203	PH Speech Pathology	Speech-Language Patholgoy
Public Health	PhD	510204	PH Comm Sci & Disorders	Communication Sciences and Disorders

**University of South Carolina -Columbia
Programs with CIP Codes**

Public Health	MPH	512202	PH Environmental Hlth Sciences	Environmental Health Sciences
Public Health	MS	512202	PH Environmental Hlth Sciences	Environmental Health Sciences
Public Health	PhD	512202	PH Environmental Hlth Sciences	Environmental Health Sciences
Public Health	MPH	261102	PH Biostatistics	Biostatistics
Public Health	MPH	261309	PH Epidemiology	Epidemiology
Public Health	MS	261102	PH Biostatistics	Biostatistics
Public Health	MS	261309	PH Epidemiology	Epidemiology
Public Health	PhD	261102	PH Biostatistics	Biostatistics
Public Health	PhD	261309	PH Epidemiology	Epidemiology
Public Health	BS	260908	PH Exercise Science	Exercise Science
Public Health	MS	510913	PH Athletic Training	Athletic Training
Public Health	MS	510913	PH Adv Athletic Training	Advanced Athletic Training
Public Health	MS	260908	PH Exercise Science	Exercise Science
Public Health	PhD	260908	PH Exercise Science	Exercise Science
Public Health	MPH	512201	PH Exercise Science	Physical Activity and Public Health
Public Health	DPT	512308	PH Physical Therapy	Physical Therapy
Public Health	MPH	512207	PH Hlth Promo, Educ and Beh	Health Promotion, Education, and Behavior
Public Health	PhD	512207	PH Public Health Educ & Promotion	Health Promotion, Education, and Behavior
Public Health	MHA	510702	PH Hlth Svcs Policy and Mgmt	Health Services Policy and Management
Public Health	MPH	512201	PH Hlth Svcs Policy and Mgmt	Health Services Policy and Management
Public Health	PhD	512201	PH Hlth Svcs Policy and Mgmt	Health Services Policy and Management
Palmetto Programs	AA	240101	Ft. Jackson Military-General	Liberal Arts and Sciences
Palmetto Programs	AS	240101	Ft. Jackson Military-General	Liberal Arts and Sciences
Palmetto Programs	BA	520206	PP Organizational Leadership	Organizational Leadership (Regional Campuses)
Palmetto Programs	BA	240101	PP Liberal Studies	Liberal Studies (Regional Campuses)
Pharmacy	BS	512099	PR Pharmaceutical Sciences	Pharmaceutical Sciences
Pharmacy	MS	512003	PR Pharmaceutical Sciences	Pharmaceutical Sciences
Pharmacy	PhD	512003	PR Pharmaceutical Sciences	Pharmaceutical Sciences
Pharmacy	PharmD	512001	PR Pharmacy - PharmD	Pharmacy
Social Work	BSW	440701	SW Social Work	Social Work
Social Work	MSW	440701	SW Social Work	Social Work
Social Work	PhD	440701	SW Social Work	Social Work
USC Lancaster	AA	240101	AA Associate in Arts	Associate in Arts
USC Lancaster	AS	240101	AS Associate in Science	Associate in Science
USC Lancaster	ASCCJ	430103	ASCJ Associate in Science Criminal Justice	Criminal Justice
USC Salkehatchie	AA	240101	AA Associate in Arts	Associate in Arts
USC Salkehatchie	AS	240101	AS Associate in Science	Associate in Science

University of South Carolina -Columbia
Programs with CIP Codes

USC Sumter	AA	240101	AA Associate in Arts	Associate in Arts
USC Sumter	AS	240101	AS Associate in Science	Associate in Science
USC Union	AA	240101	AA Associate in Arts	Associate in Arts
USC Union	AS	240101	AS Associate in Science	Associate in Science

Appendix B

List of Existing Approved Off-Campus Sites and Addresses

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Lancaster	476 Hubbard Drive, Lancaster. SC 29720	March 15, 2012		AA, AS	Yes
Beaufort	801 Carteret Street, Beaufort SC 29720	March 15, 2012		Master of Arts in Teaching in Elementary Education	Yes
Aiken	Savannah River Site, Building 703 41 A, Aiken, SC 29808	March 15, 2012		Master of Environmental & Earth Resource Management	Yes
Greenville- University Center	225 S. Pleasantburg Drive, Greenville, SC 29607	March 15, 2012		Master of Social Work	Yes
Charleston- Lowcountry Graduate Center	5300 International Boulevard, #100, N. Charleston, SC 29418	March 15, 2012		Master of Public Administration	Yes
Charlotte	200 South College Street, Suite 110, Charlotte, NC 28202	March 15, 2012		PMBA	Yes
Greenville	Greenville Hospital System, 701 Grove Road, Greenville, SC 29605	March 15, 2012		MD	Yes
USC Laurens Site	507 North Harper Street, Suite L, Laurens, SC 29360	June, 25, 2015		AA, AS	Yes

McLeod Regional Medical Center (Clinical Site)	555 East Cheves Street, Florence, SC 29506	July 7, 2015		MD	Yes
Carolinas Hospital System (Clinical Site)	805 Pamplico Highway, Florence, SC 29596	July 7, 2015		MD	Yes
Instituto Tecnologic y de Estudios Superiores de Monterrey	Campus Guadalajara Colonia Nuevo Mexico Guadalajara 45140	2006	01/02/2007	M.B.A., EIMBA (DMSB)	Yes
Kangnam University	104 Galwon Dong Young San Gu Seoul Korea	1992	07/24/2000	M.S.W (SOWK)	Yes
Medical Dental Education Institute	1318-8 SEO-CHO GU Montessori Building 3F Seoul South Korea	2006	01/02/2007	DrPh Health Services (ASPH), PB Cert Drug and Addiction (SOWK)	ASPH terminated DrPH Health Services Spring 2018; Yes, Social Work is active
Salkehatchie	P.O. Box 617 Allendale SC 29810	1965	12/03/1991	AA, AS	Yes
Sumter	200 Miller Road Sumter SC 29150-2498	1973	12/03/1991	AA, AS	Yes
Union	309 East Academy Street Union, SC 29379	1965	12/05/1991	AA, AS	Yes
Moore School of Business Greenville Classroom	201 Riverplace, Suite 300 Greenville, SC 29601	11/08/2018	11/08/2018	PMBA	Yes
Moore School of Business Charleston Classroom	151 Market Street Charleston, SC 29401	11/08/2018	11/08/2018	PMBA	Yes
BB&T Center	200 South College Street, Suite 110 Charleston, NC 28202	11/08/2018	11/08/2018	PMBA	Yes
Indian Land Site	8063 River Road Fort Mill, SC 29707	04/26/2019	04/26/2019	AA, AS, ASN	Yes

Marine Corps Air Station (MCAS)	Building 596 Geiger Boulevard MCAS Beaufort, SC 29904	04/12/2019	04/12/2019	PMBA	Yes
Marine Corps Recruit Depot Parris Island	Building 923 355 Chosin Reservoir Road MCRD Parris Island, SC 29905	04/12/2019	04/12/2019	PMBA	Yes
Ridgeview High School	4801 Hard Scrabble Road, Columbia, SC 20229	12/06/2019	01/06/2020	AA, AS	Yes
Fort Jackson Education Services Center	4600 Strom Thurmond Boulevard, Fort Jackson, SC 29207	12/2/2019	8/3/2020	AA, AS	Yes
Hamad Bin Khalifa University	P.O. Box 34110, Education City, Doha, Qatar	12/17/2019	8/3/2020	Joint Academic Award with Non-SACSCOC Accredited Institution: M.S. in Exercise Science	Yes
Hamad Bin Khalifa University	P.O. Box 34110, Education City, Doha, Qatar	2/5/2021	1/1/2021	Joint Academic Award with Non-SACSCOC Accredited Institution: M.S. in Sport and Entertainment Management	Yes
River Bluff High School	320 Corley Mill Road, Lexington, SC 29072	3/31/23	8/1/2022	AA, AS	Yes
Nation Ford High School	1400 AO Jones Boulevard, Fort Mill, SC 29715	5/12/2023		AA, AS	Yes
White Knoll High School	5643 Platt Springs Road, Lexington, SC 29073	5/12/2023		AA, AS	Yes
Catawba Ridge High School	1180 Fort Mill Pkwy, Fort Mill, SC 29715	5/12/2023		AA, AS	Yes
Lexington High School	2463 August Highway, Lexington, SC 29072	5/12/2023		AA, AS	Yes

Fort Mill High School	215 N. Hwy 21 Bypass, Fort Mill, SC 29715	5/12/2023		AA, AS	Yes
Grey Collegiate Academy	3833 Leaphart Road, Columbia, SC 29169	8/18/2023	1/1/24	AA, AS	Yes
Clover High School	1625 State Highway 55 East, Clover, SC 29710	4/5/2024	8/1/24	AA, AS	Yes

Appendix C



UNIVERSITY OF
South Carolina
School of Medicine Columbia

Office of the Dean

October 16, 2024

Donna K. Arnett, Ph.D.
Executive Vice President for Academic Affairs
and Provost
University of South Carolina
Osborne Administration Building
915 Bull Street
Columbia, South Carolina 29208

Dear Provost Arnett,

I am writing to convey my proud support for expanding the Doctor of Nurse Anesthesia Practice (DNAP) program at the University of South Carolina's School of Medicine Columbia (SOMC). As the Interim Dean of the School of Medicine Columbia, I am acutely familiar with the critical role our DNAP graduates play in addressing South Carolina's healthcare needs, particularly in underserved regions. The proposed expansion to the Florence regional campus, with its unique potential to significantly impact and address regional healthcare disparities, is a timely and necessary step in our broader mission to extend the reach of our medical training programs. Currently, the DNAP program admits 40 students annually across our Columbia and Greenville campuses. With recent approval from the Council on Accreditation (COA) to increase to 50 students per cohort, this expansion would allow the program to grow incrementally by adding four new students each year to our Florence campus. This planned growth, which is both measured and sustainable, is part of our strategic planning to expand to 44 students per cohort over the coming years, ensuring adequate resources for both students and faculty and the success of this expansion.

One of the most important aspects of this proposal is its financial feasibility. The expansion will effectively fund itself, with additional tuition revenue covering the costs associated with increased admissions. To ensure that educational quality remains high, we will also bring on part-time faculty (40% FTE) to support the expanded cohort. This balanced approach, which allows us to grow without undue strain on existing resources or infrastructure, ensures a sustainable and impactful expansion.

The need for this expansion is particularly evident in Florence, a region where access to healthcare remains a persistent challenge. The shortage of Certified Registered Nurse Anesthetists (CRNAs) in this area has left a service gap, disproportionately impacting rural and underserved populations. The 12 counties comprising the Pee Dee Area Health Education Consortium average 1.6 CRNAs per 10,000 people. The range is 5.7 CNRA per 10,000 in Florence

County to 0 CRNAs in Lee and Marlboro Counties. By establishing a regional cohort in Florence, we can directly contribute to improving healthcare delivery in the region by training more CRNAs locally. These students will gain first-hand experience with the unique challenges of rural healthcare, better preparing them to address similar issues in their future careers.

The Florence campus is already well-equipped to support this expansion, with strong faculty partnerships and the necessary infrastructure to ensure a seamless transition. Moreover, this move will strengthen our collaborative relationships with local healthcare providers. As our students contribute to the healthcare needs of the Florence community, these partnerships will deepen, providing mutual benefits that extend beyond the classroom and clinical training.

This expansion is an opportunity to grow our program and significantly impact healthcare in one of South Carolina's most underserved regions. By training more CRNAs, we can address the immediate needs of Florence residents and the longer-term challenges of healthcare access across the state.

This proposal represents a sustainable and impactful expansion that serves both our educational mission and the healthcare needs of South Carolina. The Florence cohort will help bridge critical gaps in care, strengthen our ties with local healthcare providers, and prepare our students to excel in the demanding field of nurse anesthesia. I am fully committed to supporting this expansion and believe it will be a crucial step forward for our program and the communities we serve, significantly impacting healthcare in one of South Carolina's most underserved regions.

Sincerely,



Gerald E. Harmon, M.D.
Interim Dean



September 25th, 2024

Dr. Donna Arnett, PhD
Executive Vice President for Academic Affairs and Provost
University of South Carolina

Dear Provost Arnett,

As Associate Dean for Academic Affairs and the Academic Programs' Liaison at the University of South Carolina's School of Medicine Columbia (SOMC), I am writing to express my strong support for the proposed expansion of the SOMC's Doctor of Nurse Anesthesia Practice graduate program. This expansion involves increasing our total annual admissions by four students who will train at our regional campus in Florence, SC. Our program, accredited by the Council on Accreditation (COA) of Nurse Anesthesia Education Programs, currently admits 40 students annually, with on average 26 completing their training here in Columbia and on average 14 completing their training in Greenville, SC. With recent approval from the COA to increase the program's cohorts to 50 students per cohort, this expansion will increase the total number of students across three cohorts to 150. While this is the maximum number of students that can be admitted, the program is planning only a modest increase to 44 per cohort for several years to ensure the students and faculty continue to receive the resources and attention they deserve. Adding students at the Florence regional campus is a strategic initiative that will significantly impact the healthcare needs of one of South Carolina's most medically underserved regions and create a program presence across the entire state.

While Florence is a thriving city, the surrounding areas are predominantly rural, with limited access to advanced healthcare services. These communities face significant challenges in recruiting and retaining healthcare professionals, particularly Certified Registered Nurse Anesthetists (CRNAs), who are essential for providing safe and effective anesthesia care. By establishing a regional cohort in Florence, we can directly address these challenges, helping to ensure that residents in these rural areas receive the high-quality care they need and deserve.

This expansion to the Florence regional campus brings several critical benefits:

- 1. Directly Addressing Healthcare Disparities:** The Florence region is characterized by a shortage of healthcare providers, especially in specialized fields like anesthesia. By training more CRNAs locally, we can help close the gap in healthcare access for these rural communities, improving outcomes and reducing the burden on existing providers.
- 2. Enhancing the Educational Experience:** Establishing a regional cohort at the Florence campus will create a more diverse and collaborative learning environment with our medical students who are already well established there. Students will benefit from exposure to the unique healthcare

challenges of rural practice, which will better prepare them for careers in similar settings across the state and nation.

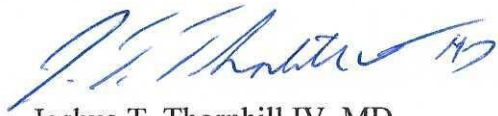
3. Strengthening Regional Clinical Partnerships: The Florence campus is ideally positioned to collaborate with local healthcare providers who serve these medically underserved populations. This expansion will deepen our partnerships, ensuring that students receive comprehensive, hands-on clinical training while contributing to the care of the community.

4. Maintaining High Standards of Education: With our long program history of successfully training students regionally in Greenville, we are fully prepared to expand while upholding the high standards that define our success. The Florence campus has the necessary faculty, resources, and infrastructure to support this growth, ensuring that all students receive the education and mentorship needed to excel.

In conclusion, expanding our Nurse Anesthesia program to include four additional students at the Florence regional campus is a crucial step in addressing the healthcare needs of rural and medically underserved areas in South Carolina. It will also enhance and add value to the training of our medical students in Florence. I strongly support this proposal and am confident it will further our mission to improve healthcare access and outcomes for all South Carolinians.

Thank you for your time.

Sincerely,



Joshua T. Thornhill IV, MD
Associate Dean for Academic Affairs
Clinical Professor of Neuropsychiatry & Behavioral Science
Academic Programs' Liaison
School of Medicine Columbia

Appendix D

ADMINISTRATIVE DIVISION ACAF Academic Affairs		POLICY NUMBER ACAF 1.20
POLICY TITLE Credential Verification for Instructors of Record		
SCOPE OF POLICY USC Columbia and regional Palmetto College campuses		DATE OF REVISION November 15, 2021
RESPONSIBLE OFFICER Executive Vice President for Academic Affairs and Provost		ADMINISTRATIVE OFFICE Office of the Provost

PURPOSE

The University of South Carolina is committed to recruiting, retaining, and promoting an outstanding faculty who demonstrate excellence in teaching, research, service, and outreach.

To ensure compliance with accreditation requirements regarding teaching faculty, the teaching credentials of all instructors of record must be systematically reviewed by the hiring authority at the time of hire and must meet all credential requirements of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Additionally, credentials must be reviewed when an instructor of record is assigned to a course, they have not previously taught.

The credentials of all instructors of record must be verified in accordance with this policy and its accompanying procedures.

DEFINITIONS AND ACRONYMS

Campus Chief Academic Officer: The term "campus chief academic officer" is used throughout this policy and defined for each campus as follows:

- For the USC Columbia campus, the campus chief academic officer is the executive vice president for academic affairs and provost.
- For the regional Palmetto Colleges, the campus chief academic officer is the chancellor for Palmetto College unless otherwise specified by the chancellor.

Instructor of Record: The term “instructor of record” is used throughout this policy and, as defined in ACAF 1.19 Instructor of Record, refers to the individual designated by the academic unit as responsible for the course, including developing its content, assignments, and grades. The instructor of record is the primary instructor on the class section record, identified as either “assigned instructor” or “instructor.”

This policy applies to all faculty and other academic personnel involved in instruction as defined by policy ACAF 1.06 Academic Titles for Faculty and Unclassified Academic Staff Positions. This also includes university staff assigned as instructors of record either as dual employment or

as part of their staff appointment, and academic affiliates appointed in accordance with policy UNIV 2.50 Affiliate Appointments.

Additionally, this policy applies to academic administrators with academic appointments as defined by policy ACAF 1.01 Recruitment and Appointment of Academic Administrators. Examples of related positions include the provost, vice provosts, academic deans and associate deans, academic department chairs and academic program directors.

All instructors of record regardless of rank or type must meet the appropriate standards for credentials.

Course Department: refers to the college, school, department, or program responsible for the oversight of a course and for the assignment of the instructor of record for the course. The “course department” is the college, school, department, or program in which a course originates.

Official Transcript: refers to a transcript that is printed on the institution’s official letterhead or transcript stationery, and includes the name, official seal, and watermark or other identifier of the issuing institution; includes the signature of the appropriate authorizing agent (usually the Registrar) and date of issue; and, lists the type of degree, area of concentration, and date the degree was conferred (if the degree has been awarded).

Electronic transcripts are acceptable as long as these are received from the university granting the degree, or through a third party that is authorized to broker such transactions and that takes the responsibility for verifying the identities of both the issuing institution and the receiving institution.

POLICY STATEMENT

On each campus, the chief academic officer is responsible for ensuring that each course department verifies the academic credentials of all instructors of record. The course department is responsible for documenting the credentials of the instructor of record and keeping the documentation on file.

This policy applies to all faculty and other academic personnel involved in instruction as defined by policy [ACAF 1.06 Academic Titles for Faculty and Unclassified Academic Staff Positions](#). This also includes university staff assigned as instructors of record either as dual employment or as part of their staff appointment, and academic affiliates appointed in accordance with policy [UNIV 2.50 Affiliate Appointments](#).

Additionally, this policy applies to academic administrators with academic appointments as defined by policy [ACAF 1.01 Recruitment and Appointment of Academic Administrators](#). Examples of related positions include the provost, vice provosts, academic deans and associate deans, academic department chairs and academic program directors.

All instructors of record regardless of rank or type must meet the appropriate standards for credentials.

A. Credential Verification

1. Criteria for Credential Verification

Credential review on all campuses must be in accordance with the Southern Association of Colleges and Schools Commission on Colleges' Comprehensive Standard 6.2.a of *The Principles of Accreditation*.

The criteria specify that when determining acceptable qualifications of its faculty, an institution should give primary consideration to the highest earned degree in the discipline. The minimum academic requirements for instructors of record are:

- a. Faculty teaching courses at the undergraduate level: doctorate or master's degree in the teaching discipline or master's degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).
- b. Faculty teaching graduate and post-baccalaureate course work, including all mixed-level courses: earned doctorate/terminal degree in the teaching discipline or a related discipline.
- c. Graduate teaching assistants: To be eligible to teach undergraduate courses, each graduate teaching assistant must provide an official transcript showing that a master's degree in the teaching discipline has been conferred. Otherwise, graduate teaching assistants must meet all of the following qualifications before they are eligible to teach: 1) 18 or more graduate semester hours in the teaching discipline as evidenced by coursework on a transcript, 2) direct supervision by a faculty member who is qualified to teach in the discipline, 3) regular in-service training, which may be in the form of a course taken simultaneously or prior to teaching, and 4) planned and periodic evaluations by a faculty member in the discipline.

Some graduate teaching assistants have graduate semester hours in a related discipline rather than the teaching discipline. For disciplines with common cross-training, documentation much reflect approval from both the teaching discipline and the related discipline.

In rare circumstances, a graduate teaching assistant can be approved to teach a graduate or other post-baccalaureate course; such approval requires satisfying the academic credentials described above or providing alternate credentials as described below; in addition, the academic unit must affirm that the graduate teaching assistant cannot take the course for their own program of study and will not have any students in their doctoral program cohort in the course. The Office of the Provost must approve any graduate teaching assistant as instructor of record for any graduate or other post-baccalaureate course, including all mixed-level courses.

2. Alternative Credentialing

When the credentials of the instructor of record do not meet the minimum requirements as outlined above, but the prospective instructor possesses outstanding professional experience or demonstrated contributions to the teaching discipline, the individual may be alternatively credentialed. A minimum of two faculty (e.g., program director, department chair, associate dean, dean) must review and approve any request for alternative credentials for an instructor of record.

- a. In cases of alternative credentialing, the course department must explain and provide documentation of the instructor's alternate qualification(s) to teach a course or courses. These may include, but are not limited to, work or research experience, professional licensure or certification, non-credit professional development courses, or other specialized training. Sufficient objective documentation to support outstanding experience and demonstrated contributions is required to warrant consideration and must be kept up to date and maintained by the course department as long as the individual is in an active teaching role within the department.
 - b. For undergraduate courses, the instructor of record must have at minimum a baccalaureate degree in addition to alternative credentials. Exceptions require approval of the Office of the Provost.
 - c. For graduate and post-baccalaureate courses, including all mixed-level courses, the instructor of record must have, at minimum, 18 hours of relevant graduate course work in addition to alternative credentials. Exceptions require approval of the Office of the Provost.
3. Select courses are excluded from the criteria identified above. Programs can identify non-standard criteria for specific courses, e.g. minimum professional experience in lieu of graduate coursework for certain experiential courses. Non-standard criteria must be proposed by the program faculty and approved by the academic dean and Office of the Provost. The appendix includes courses approved for use of non-standard criteria.
4. Required Review at Time of Hire or Appointment

Verification of required credentials as described in policy section A.1. must occur at time of hire for all new instructors of record. In the case of academic affiliates, credentials must be reviewed at the time of appointment.

5. Required Review for New Class Assignment

Verification of required credentials as described in section A.1. must occur when an established instructor of record is assigned to teach a class not previously taught by the individual. This includes classes both within and outside the instructor's normal teaching discipline.

6. Per-Course Review Requirement

Credential verification for eligibility to teach a course must be considered on a per-course basis regardless of the instructor's full- or part-time standing. It is possible that the highest earned degree in a discipline may be sufficient to credential an instructor for the majority of their classes, while alternative credentialing may be necessary for a particular class taught outside the degree discipline.

7. ROTC Instructors

ROTC instructors are provided to the university through the military. The university provides them with courtesy appointments and credentials their instruction provided they have a master's degree or higher, have completed appropriate military programs, or have accumulated substantial and relevant experience. As with other instructors of record, credentials for ROTC instructors must be submitted upon appointment.

8. Credential Documents

All instructors of record must have an official transcript and curriculum vitae on file with the academic unit (program, department/school, or campus/college, based on campus/college-level procedures) for which they are teaching. Instructors of record who are alternatively credentialed and, therefore, do not have a transcript on file, still must submit a curriculum vitae along with their other supporting materials.

- a. Credential documentation for each instructor of record must be maintained by the course department for as long as the individual is in an active teaching role. In the case of an instructor of record teaching a course outside their primary academic unit, the secondary course academic unit does not need to keep an official transcript and curriculum vitae on file if it has ensured these documents are already on file and can be easily accessed, if needed. However, the secondary unit is responsible for verifying that the academic credentials satisfy the requirements for courses in the secondary unit and to maintain any documentation related to alternative credentials.
- b. Official Transcripts: An individual's credentials should include an official transcript showing the highest degree conferred in the teaching discipline, or the highest degree conferred with 18+ graduate hours in the teaching discipline. Undergraduate and other graduate transcripts are not required unless they are being used for alternative credentialing.

Official transcripts must be sent from the issuing institution directly to the instructor's department chair, college or school dean, program director, or other appointed individual within the department, college, school, or program. Electronic transcripts may be sent from a third party authorized to broker such transactions. A transcript sent directly to an instructor from an issuing institution is acceptable if the transcript is delivered to the instructor's department, college, school, or program in an envelope addressed and sealed by the issuing institution. The program, department, school or

college must keep a record of the receipt of the transcript in the instructor's file to show that the transcript was received directly from the issuing institution, delivered by the instructor in an envelope addressed and sealed by the issuing institution, or through an authorized third party. If an official transcript is obtained prior to a degree being awarded, a second official transcript must be requested and submitted after the degree is conferred.

Graduate teaching assistants who do not hold a master's degree in the teaching discipline, and who are currently enrolled at the University of South Carolina, may submit an unofficial transcript (i.e., advising transcript) showing the completion of 18+ hours in the teaching discipline. If a teaching assistant graduates and is re-hired as an instructor, an official University of South Carolina transcript showing the conferred degree must be requested.

- c. Physician Credentials: For clinical faculty in either School of Medicine whose terminal degree is a doctor of medicine or equivalent degree, a copy of the faculty member's licensure or board certification is acceptable in lieu of an official transcript.
- d. Curriculum Vitae: A curriculum vitae must be on file in the course department, or readily available online, for each instructor of record. This requirement includes graduate teaching assistants, professional staff who teach credit-bearing courses, adjuncts, and individuals not employed by the University of South Carolina but who are listed as instructors of record. Each course department is responsible for ensuring curricula vitae are periodically updated.
- e. Alternative Credentialing Documents: When the assignment of an instructor of record is justified by means other than those outlined in policy section C.1., supporting documentation is needed to explain the instructor's qualifications to teach the course. Documentation should be periodically reviewed and kept up to date for as long as the instructor is teaching the course for which he they are being alternatively credentialed.
- f. Foreign Credentials: Non-U.S. academic credentials must be evaluated for equivalency to U.S. accredited coursework by a university-approved foreign credential evaluator, and the evaluation submitted with the instructor's transcript or proof of degree. The transcript and other applicable academic records should be accompanied by a notarized translation, if not in English.

PROCEDURES

A. Responsibility for Implementation

1. At USC Columbia, the Provost delegates responsibility for implementation of this policy, including credential verification, to the USC Columbia college and school deans. In cases where a course is offered by a department outside the purview of the college and school deans, responsibility for implementation and credential verification is delegated to the unit administrator of the department offering the course.

On the regional Palmetto College campuses, the chancellor delegates responsibility for implementation regional of this policy, including credential verification, to the campus deans. In addition to the campus review, the academic credentials for faculty hired for the regional Palmetto College campuses must be reviewed by the respective academic unit at USC Columbia. For tenure-track/tenured faculty, this most often occurs through membership on the faculty search committee. For full-time instructors and adjunct instructors, the regional Palmetto College campus dean must submit the academic credentials to the respective academic unit at USC Columbia for approval; this review includes instructors for all Palmetto campuses , including dual enrollment sites.

B. Verifying Credentials of Instructors of Record

Each person responsible for implementing this policy, as defined in procedures section A, should establish procedures for verifying credentials of instructors of record within the respective college, school, department, or program. Credentials should be verified upon hire for new instructors of record, and before new courses are assigned to continuing instructors of record. Credential documentation must be maintained by course departments as long as the individual is in an active teaching role within the department. Academic units, colleges, or schools may elect to limit credential approval for new instructors to a specified period (e.g., three years), after which they would need to be reaffirmed based on updated credentials and instructional effectiveness. Any process requiring reaffirmation must be applied equitably, e.g. to all instructors of record or all instructors approved through alternative credentials.

C. Documenting Alternate Credentials, Related Coursework, and Graduate Teaching Assistant Qualifications

When documenting an instructor of record’s alternate teaching credentials, 18+ hours in the teaching discipline (for instructors of record without a degree in the teaching discipline), or qualifications to teach as a graduate teaching assistant, the course academic unit must explain and provide documentation showing the instructor’s credentials. Course academic units should use the Alternate Credentials, Graduate Coursework, Graduate Teaching Assistant, and Graduate Coursework (Outside of Discipline) for Graduate Teaching Assistants forms available on the Office of Institutional Research, Assessment and Analytics’ (OIRAA) [Faculty Credentials for SACSCOC](#) website.

D. Submitting Faculty Credential Documentation for the SACSCOC Faculty Roster

SACSCOC requires each of its accredited institutions to report the qualifications of its teaching faculty using the SACSCOC Faculty Roster form. The Faculty Roster includes the names of all instructors of record during a given semester or semesters, a list of courses they are teaching, and their qualifications for teaching those courses.

Each person responsible for implementing this policy, as defined in procedures section A, must ensure that proper credential documentation for each instructor of record is submitted to the office responsible for creating the SACSCOC Faculty Roster for his or her campus.

1. At USC Columbia, credential documentation (i.e., official transcripts, and documentation forms and supporting materials, if applicable) should be submitted to the Human Resources representative within the instructor's home college or school. Credential documentation for an instructor of record teaching a course outside the purview of their home college or school, or for an instructor of record teaching a course administratively housed outside a college or school (e.g., University 101), should be submitted to the Human Resources representative within the college, school, or program offering the course. The Human Resources representative will then forward the documentation to the Office of Institutional Research, Assessment and Analytics (OIRAA). All credential documents relevant to courses being taught should be on file in the course department and with OIRAA by the midpoint of term or part of term. For an instructor teaching in more than one academic unit, only the primary unit must have an official transcript. Refer to the [Faculty Credentials for SACSCOC](#) page on the OIRAA website for more information, and to access the forms that must be used when documenting alternate credentials, 18+ hours of coursework in the teaching discipline (for instructors of record without a degree in the teaching discipline), and graduate teaching assistant qualifications.
2. On the regional Palmetto College campuses, credential documentation (i.e., official transcripts, and documentation forms and supporting materials, if applicable) should be submitted to the campus dean's office. The dean's office will forward the documentation to the Office of Institutional Research, Assessment and Analytics (OIRAA) at USC Columbia. All credential documents relevant to courses being taught should be on file in the campus dean's office and with OIRAA by the midpoint of term or part of term. Refer to the [Faculty Credentials for SACSCOC](#) page on the OIRAA website for more information, and to access the forms that must be used when documenting alternate credentials, 18+ hours of coursework in the teaching discipline (for instructors of record without a degree in the teaching discipline), and graduate teaching assistant qualifications.

RELATED UNIVERSITY, STATE AND FEDERAL POLICIES

Southern Association of Colleges and Schools, *Principles of Accreditation*, Comprehensive Standard 6.2.a.

[ACAF 1.00 Recruitment and Appointment of Tenured, Tenure-Track and Professional-Track Faculty](#)

[ACAF 1.01 Recruitment and Appointment of Academic Administrators](#)

[ACAF 1.06 Academic Titles for Faculty and Unclassified Academic Staff Positions](#)

[ACAF 1.16 Professional-Track Faculty](#)

[ACAF 1.19 Instructor of Record](#)

[ACAF 4.00 Graduate Assistantships](#)

[UNIV 2.50 Affiliate Appointments](#)

HISTORY OF REVISIONS

DATE OF REVISION	REASON FOR REVISION
November 15, 2021	Updating academic credentials and approval procedures for clarification and better compliance with SACSCOC 6.2.a.
October 10, 2018	Reformatting to new template and to add physician board licensure or board certification as valid confirmation of academic credentials.
September 2, 2016	The policy was updated to clarify definitions of terms; requirements regarding curricula vitae and non-U.S. credentials; procedures for documenting alternate credentials, related coursework, and graduate teaching assistant qualifications; and procedures for submitting credential documentation for the SACSCOC Faculty Roster. Additionally, new references to related policies were added, the list of campuses to which this policy applies were updated, and changes were made to reflect the renaming of the Office of Institutional Research, Assessment and Analytics (OIRAA).
May 11, 2015	New policy approval

APPENDIX

Courses approved for non-standard credentials

Appendix E

Faculty Roster Form

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of South Carolina

Name of Primary Teaching Department: School of Medicine

Academic Term(s) Included: Fall 2024, Spring 2025

Date Form Completed: 6/25/2025

1	2	3	4
NAME (F, P)	COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, UG, G)	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
LeBlanc, Kevin (F)	ASNR 720: Adv Health Assessment (3) (G) PHPH 705: Advanced Pharmacology (6) (G) PHPH 701: Physiology for Health Sciences (6) (G) ASNR 773: Clinical Practicum 1 (2) (G)	Doctorate (Academic): Biomedical Science (PhD) (University of South Carolina Columbia, 2014) Master's (Professional): Nurse Anesthesia (MNA) (University of South Carolina Columbia, 2005)	National Anesthesia Certification (CRNA) since 2005

Gutshall, Catherine (F)	<p>ASNR 700: Intro to NA Practice (2) (G)</p> <p>ASNR 702: Professional Roles and Scholarship (3) (G)</p> <p>ASNR 704: NA Doctoral Student Development (3) (G)</p> <p>ASNR 800 Integration of Concepts across NA Practice (3) (G)</p>	<p>Doctorate (Professional): Nurse Anesthesia Practice (DNAP) (Virginia Commonwealth University, 2012)</p>	<p>National Anesthesia Certification (CRNA) since 2011</p> <p>Certified Healthcare Simulation Educator</p>
Iszard, Marcia (F)	<p>ASNR 724 Leadership in NA Practice (3) (G)</p> <p>ASNR 750 Health Policy, Ethics and Legal Concepts for DNAP Practice (3) (G)</p> <p>ASNR 797 Professional Role of the DNAP 1 (3) (G)</p> <p>ASNR 896 Professional Role of the DNAP 2 (3) (G)</p>	<p>Doctorate (Professional): Anesthesia for Nurses (DNAP) (Medical University of South Carolina, 2017)</p>	<p>National Anesthesia Certification (CRNA) since 2009</p>
Morris, Sheena (F)	<p>ASNR 824: Evidence Based Decisions and Nurse Anesthesia (3) (G)</p> <p>ASNR 772: Seminar in Nurse Anesthesia 1 (2) (G)</p> <p>ASNR 897: DNAP Project 1 (2) (G)</p> <p>ASNR 898: DNAP Project 2 (1) (G)</p> <p>ASNR 872: Seminar in NA 2 (2) (G)</p>	<p>Doctorate (Professional): Anesthesia for Nurses (DNAP) (Medical University of South Carolina, 2021)</p>	<p>National Anesthesia Certification (CRNA) since 2009</p>

Pedigo, Tracy (F)	<p>ASNR 761: Basic Anesthesia Principles 1 (4) (G)</p> <p>ASNR 762: Basic Anesthesia Principles 2 (4) (G)</p> <p>ASNR 763: Advanced Anesthesia Principles (3) (G)</p> <p>ASNR 771: Intro to NA Practicum (1) (G)</p>	<p>Doctorate (Professional): Nursing Practice (DNP) (University of South Carolina Columbia, 2020)</p> <p>Master's (Professional): Nurse Anesthesia (MNA) (University of South Carolina Columbia, 2004)</p>	National Anesthesia Certification (CRNA) since 2004
Souza, Jefferson (F)	<p>ASNR 752: Health Systems for the NA (3) (G)</p> <p>ASNR 754: Health informatics for the NA (3) (G)</p> <p>ASNR 798: Application of Biomedical Concepts in NA practice (3) (G)</p> <p>ASNR 795: Application of physical and Chemical Concepts for the DNAP (3) (G)</p>	<p>Doctorate (Professional): Health Administration (DHA) (Medical University of South Carolina, 2020)</p> <p>Master's (Professional): Nurse Anesthesia (MNA) (University of South Carolina Columbia, 2009)</p>	National Anesthesia Certification (CRNA) since 2009
Boswell, Jeffrey (P)	<p>ASNR 760: Clinical Topics in NA 1 (2) (G)</p> <p>ASNR 801: Specialty Focus Simulation 1 (1) (G)</p> <p>ASNR 802: Specialty Focus Simulation 2 (1) (G)</p>	<p>Doctorate (Professional): Nurse Anesthesia Practice (DNAP) (Midwestern University, 2021)</p>	National Anesthesia Certification (CRNA) since 2004

King, Winston (F)	<p>ASNR 761: Basic Anesthesia Principles I (4) (G)</p> <p>ASNR 762: Basic Anesthesia Principles II (4) (G)</p> <p>ASNR 763: Advanced Anesthesia Principles (3) (G)</p> <p>ASNR 720: Advanced Health Assessment (3) (G)</p>	<p>Master's (Academic): Health Science (MS) (Medical University of South Carolina, 1989)</p> <p>Certificate: Nurse Anesthesia (Medical University of South Carolina, 1987)</p>	National Anesthesia Certification (CRNA) since 1987
Rhea, Catherine (P)	<p>ASRN 775: Clinical Practicum 2 (6) (G)</p> <p>ASNR 777: Clinical Practicum 3 (6) (G)</p> <p>ASNR 779: Clinical Practicum 4 (6) (G)</p> <p>ASNR 781: Clinical Practicum 5 (6) (G)</p>	Doctorate (Professional): Nurse Anesthesia Practice (DNAP) (Texas Wesleyan University, 2015)	National Anesthesia Certification (CRNA) since 2000
Kubas, Janet (F)	NURS 707: Advanced Pathophysiology for Nurses (3) (G)	Doctorate (Professional): Nursing Practice (DNP) (University of South Carolina Columbia, 2022)	
Tavakoli, Abbas (F)	NURS 717: Application of Basic Statistics (3) (G)	Doctorate (Professional): Biostatistics (DPH) (University of South Carolina Columbia, 1998)	
Simmons, Danielle (F)	NURS 790: Research Methods for Nursing (3)(G)	Doctorate (Professional): Nursing Practice (DNP) (University of South Carolina Columbia, 2018)	
To be Hired (F)	<p>ASNR 860: Clinical Topics in Nurse Anesthesia Practice II (2) (G)</p> <p>ASNR 872: Seminar in Nurse Anesthesia II (2) (G)</p>	Doctorate degree in Nurse Anesthesia Practice (DNAP)	National Anesthesia Certification (CRNA)

Abbreviations: F, P: Full-time or Part-time; D, UN, UT, UG, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Undergraduate, Graduate; Dual: High School Dual Enrollment Course

Appendix F



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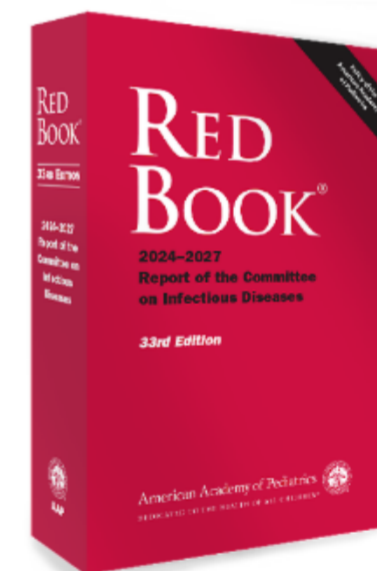
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Spotlight

Red Book Online Now Available



The Library is pleased to announce that we've added Access to **Red Book Online**. Red Book is the online home of the report of the American Academy of Pediatrics (AAP) Committee on Infectious Diseases. Offering instant Web-based access, you will find the complete text of the Red Book, the complete visual library of more than 2,500 images, vaccine status information, infectious disease news, a mobile download, and much more.

Key features include:

- The indispensable Red Book content—fully digitized.
- Expanded Visual Library—a collection of more than 2,500 images, including the "Image of the Week."
- New, robust searching, utilizing the latest in semantic search technology that points you to the answer you need.
- Responsive Web design—automatically adapts to your favorite device.