

CAAL
9/5/2013
Agenda Item 5

South Carolina Commission on Higher Education

Brig Gen John L. Finan, USAF (Ret.), Chair
Dr. Bettie Rose Horne, Vice Chair
Ms. Natasha M. Hanna
Ms. Elizabeth Jackson
Dr. Raghu Korrapati
Ms. Leah B. Moody
Vice Admiral Charles Munns, USN (ret.)
Mr. Kim F. Phillips
Mr. Y. W. Scarborough, III
Dr. Jennifer B. Settlemeyer
Mr. Hood Temple
The Honorable Lewis R. Vaughn

Dr. Richard C. Sutton,
Executive Director

September 5, 2013

MEMORANDUM

TO: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing

FROM: Ms. Renea Eshleman, Acting Director of Academic Affairs and Licensing

**Consideration of Request for Initial Degree-Granting License
A.A.S., Health Information Management; A.A.S., Medical Assistant; and A.A.S.,
Occupational Therapy Assistant
Southeastern Institute, Charleston and Columbia**

Summary

Southeastern Institute (<http://www.southeasterninstitute.edu/>) requests approval for initial licensure as a degree-granting institution to offer at its existing locations in Charleston and Columbia programs leading to the A.A.S. degree in (1) Health Information Management, (2) Medical Assistant, and (3) Occupational Therapy Assistant. The program proposals are attached. The format of the proposals has been revised so that they more closely align with the format of program proposals from the public institutions.

Southeastern Institute is a private, for-profit institution owned by Bar Education, Inc., which is incorporated in Florida, and is owned by Arthur and Belinda Keiser. The Keiser system includes the two campuses in South Carolina, one each in North Carolina and Tennessee, and seven locations in Florida.

The Commission licensed Southeastern Institute's locations in Charleston and Columbia in 1997 under prior owners to offer a certificate program in massage therapy. The name of the school was Southeastern School of Neuromuscular and Massage Therapy. They sold the schools to Bar Education, Inc., in 2007. Bar Education changed the name of the school and added certificate programs in medical billing and coding, medical assisting, and pharmacy technology. The school does not have a history of student complaints with the Commission.

The Accrediting Commission of Career Schools and Colleges (ACCSC), has accredited the Charleston branch since February 2001 and the Columbia branch since August 2002.

The following information from the U.S. Department of Education (USDE) shows student loan default rates for the Charleston and Columbia campuses.

School	Control	PRGMS		FY2010	FY2009	FY2008
Southeastern Institute, North Charleston	Proprietary	Federal Family Educational Loans Federal Direct Loan	Default Rate	17.3%	12.1%	3.1%
			No. in Default	39	10	2
			No. in Repay	225	82	63
			Enrollment Percentage Calculation	312	174	113
				72.1%	47.1%	55.8%

School	Control	PRGMS		FY2010	FY2009	FY2008
Southeastern Institute Columbia	Proprietary	Federal Family Educational Loans Federal Direct Loan	Default Rate	17.3%	14%	7%
			No. in Default	27	16	5
			No. in Repay	156	114	71
			Enrollment Percentage Calculation	260	215	185
				60%	53%	38.4%

To provide context for the Cohort Default Rate (CDR), USDE includes enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, these data are for the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2009 CDR Year uses 2007-2008 enrollment).

The USDE sanctions a school when the school's three most recent cohort default rates are 25 percent or higher or if a school's current default rate is greater than 40 percent. Except in the event of a successful adjustment or appeal, such a school will lose Federal Family Education Loan, Direct Loan, and Federal Pell Grant program eligibility for the remainder of the fiscal year in which the school is notified of its sanction and for the following two fiscal years.

The attached Program Proposals address classification, purpose, justification, admission criteria, enrollment, curriculum, assessment, faculty, physical plant, equipment, library resources, and accreditation.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission initial degree-granting licensure for Southeastern Institute to offer programs leading to the A.A.S. degree in Health Information Management, Medical Assistant, and Occupational Therapy Assistant, to be implemented as in each proposal, provided that no state funding be required or requested. In addition, that the institution establish and submit to the Commission a timeline under which it will gain Commission on Accreditation of Allied Health Education Programs (CAAHEP) accreditation for the Medical Assisting program, National Board for Certification in Occupational Therapy (NBCOT) accreditation for the Occupational Therapy Assistant program, and Commission on Accreditation of Health Informatics and Information Management (CAHIIM) for the Health Information Management program. Further, the institution will discontinue advertising and enrolling students into the program if it becomes apparent that it is unable to gain the required specialized accreditation within a reasonable time.

Southeastern Institute

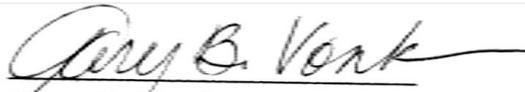
Program Proposal:

Associate in Applied Science in Health Information Management

Revised and Submitted July and August 2013

Reginald Greene
Campus Vice President
Southeastern Institute
1420 Colonial Life Blvd.
Suite 105
Columbia, SC 29210
(803) 798-8800
rgreene@southeasterninstitute.edu

Asher Haines
Campus Vice President
Southeastern Institute
4600 Goer Drive
Suite 105
N. Charleston, SC 29406
(843) 747-1279
ahaines@southeasterninstitute.edu



Gary B. Vonk, President

Date: Aug. 27, 2013

1. Classification

a)	<i>designation, type, and level of degree (if baccalaureate, specify four- or five-year);</i>	Associate in Applied Science – 65 credit hours
b)	<i>program title;</i>	Health Information Management
c)	<i>concentrations, options, and tracks;</i>	Not applicable
d)	<i>CIP code from the current U.S. Department of Education's Classification of Instructional Programs;</i>	51.0707
e)	<i>proposed date of implementation;</i>	January 2014
f)	<i>site;</i>	Columbia and N. Charleston campuses
g)	<i>delivery mode (traditional, distance, and/or blended);</i>	Traditional instruction
h)	<i>area of certification for programs that prepare teachers and other school professionals, and</i>	Not applicable

i). Titles of institution approvals (e.g., faculty committees, institutional governing board, presidents or chief executive officer) and dates of each approval

December 2011: Southeastern Institute Executive Planning Committee approved the decision to add programs at the associate degree levels at both campuses.

December 2011: Campus Based Management Teams reviewed the market analyses of local competitors offering similar programs. Based on their analyses, the teams conclude there is a need for the proposed programs.

February 2012: Executive Planning Committee decided to move forward with the planning process for the proposed programs.

March 2012: Executive Planning Committee authorized the Columbia Campus Vice President and North Charleston Campus Vice President to compile all necessary information to submit a Letter of Intent to CHE.

April 2012: After meeting with the SC CAAL acting director, the Southeastern Institute President, Columbia Campus Vice President and North Charleston Campus Vice President refined the original Letter of Intent and reduce the number of proposed program offerings. Revised Letter of Intent submitted to SCCHE.

May 2012: The Executive Planning Committee approved the Application for Initial Licensing and Degree Granting authority.

June 2012: The Executive Planning Committee approved delivery of the application to CHE and approved the pursuit programmatic accreditation for the proposed programs upon approval of the application to the State.

August 2102: Southeastern Institute received notification from CHE that the review process will be rescheduled until December 2012.

January 2013: Executive Planning Committee authorized the Campus Vice Presidents to meet with the acting director of the CHE AAL

February 2013: Executive Planning Committee approved submission of the requested additional information for the degree granting application.

May 2013: The Southeastern Institute President and Columbia Campus Vice President met with the acting director of CHE AAL regarding the status of the application.

- June 2013: The Executive Planning Committee reviewed the guidelines and revised application required for submittal to the SC CHE for the proposed programs.
- July 2013: The Executive Planning Committee plans for submission of the necessary information.

2. Purpose

- a) A statement of the purpose of the program

Southeastern Institute's program leading to the Associate in Applied Science degree in Health Information Management trains students to function as entry-level health information technicians who can use a variety of information resources and technologies to ensure quality, security, and access to healthcare data for the purpose of improving patient care and accomplishing the objectives of diverse healthcare environments. The program fosters the acquisition of leadership abilities and systems thinking necessary for adapting careers within a changing healthcare environment.

- b) A discussion of the objectives of the program

The program will be prepare students for employment as entry-level health information management technicians by:

- Developing students' ability to ensure the quality of health records by verifying their completeness, accuracy, and proper entry into computer systems.
- Training students in the use of computer applications to assemble and analyze patient data for the purpose of improving patient care or controlling costs.
- Developing a student's ability to think critically and communicate effectively.
- Training students in the use of the medical language and classification systems used to code diagnoses and procedures in patient records for continuity of care, healthcare reimbursement, and medical research.
- Preparing and assisting graduates in obtaining entry-level employment in health information technology.

3. Justification

- a) a discussion of the need for the program in the state and an explanation of how graduates will contribute to the economic development of the state. This discussion should include, but is not limited to student demand or interest, anticipated employment opportunities for graduates supported by the most current U.S. Bureau of Labor Statistics, state, and regional employment data; local or regional employment opportunities as advertised in newspapers, the employment office, or other sources; or demand for graduates supported by community and business surveys. This data must be quantified to the maximum extent possible, cover a reasonable period in the future beyond the anticipated date of graduation of the first classes, and must include sources of the data.

According to the U.S. Bureau of Labor Statistics *Occupational Outlook Handbook*, employment of medical records and health information technicians, on a national level, is expected to increase 21% from 2010 to 2020, faster than average for all occupations. In the state of South Carolina, according to the Economic Development and Employer Planning System (EDEPS), it

is expected that the employment of medical records and health information technicians is to increase approximately 23% from 2010 to 2020, faster than average for all occupations. This will primarily be due to the expected increase and need for health services as the population ages.

Labor Market Projections - National Demand for
Medical Records and Health Information Technicians

Demand Measure	
Entry-Level Education	Postsecondary non-degree; however those with an associate degree will have better opportunities for advancement in the field
Number of Jobs, 2010	179,500
Job Outlook, 2010-2020	21%
Employment Change, 2010-2020	37,700
2010 Median Pay	\$32,350

Source: BLS Occupational Outlook Handbook, <http://www.bls.gov/ooh/healthcare/medical-records-and-health-information-technicians.htm>

Labor Market Projections – South Carolina

<u>Healthcare Practitioners and Technical Occupations</u>	
2010 Estimated Employment	111,646
2020 Estimated Employment	140,187
Annual Openings	2,216
Openings (Replace)	2,854
Openings (Growth)	5,070

Source: South Carolina Community Profile Report, accessed July 2013
<http://lmi.dew.sc.gov/lmi%20/Documents/CommunityProfiles/01000000.pdf>

Labor Market Projections – Regional Demand
Region: Midlands Workforce Investment Area (Columbia)

<u>Healthcare Practitioners and Technical Occupations</u>	
2010 Estimated Employment	17,932
2020 Estimated Employment	22,212
Annual Openings	356
Openings (Replace)	428
Openings (Growth)	784

Source: South Carolina Community Profile Report, accessed July 2013
<http://lmi.dew.sc.gov/lmi%20/Documents/CommunityProfiles/01000000.pdf>

Labor Market Projections – Regional Demand
Region: Trident Workforce Investment Area (North Charleston)

<u>Healthcare Practitioners and Technical Occupations</u>	
2010 Estimated Employment	13,950
2020 Estimated Employment	17,569
Annual Openings	278
Openings (Replace)	362
Openings (Growth)	640

Source: South Carolina Community Profile Report, accessed July 2013
<http://lmi.dew.sc.gov/lmi%20/Documents/CommunityProfiles/01000000.pdf>

Anticipated Employment Opportunities: Below is a compilation of job openings in health information management/medical records field that have been posted within the last several months.

Employment Site Listing	Statewide	Columbia Area	Charleston Area
SC Works Online Jobseekers Website (https://jobs.scworks.org/jobbanks/joblists)	183	12	5
SCHIMA (http://www.schima.org)	27	11	9
CareerBuilder (www.careerbuilder.com)	555	73	79
Indeed (www.indeed.com)	270	49	52
Economic Development and Employment Planning System (http://www.edeps.org)	98 Average Annual Openings (2010-2020)	Not available	Not available

b) a discussion of the relationship of the proposed program to other related programs within the institution;

The proposed A.A.S. degree in Health Information Management is related to the existing Medical Records and Health Information Technician certificate program currently offered at Southeastern in that they both prepare students for the medical records field and employment in the an allied health profession. The proposed degree program will foster the acquisition of leadership abilities and systems thinking necessary for advancement in the field. In addition, Southeastern Institute’s proposed general education curriculum is designed to enhance the student’s ability to think and read critically, write effectively, and to understand quantitative data. The general education courses are intended to develop the student’s critical appreciation of both the value and the limitations of methods of inquiry and analysis. General education courses provide an opportunity for students to achieve a collegiate level of literacy in humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

c) a comprehensive list of similar programs in the state

Award of less than 1 academic year:

- Aiken Technical College
- Central Carolina Technical College
- Florence-Darlington Technical College
- Horry-Georgetown Technical College
- Midlands Technical college
- Orangeburg Calhoun Technical College
- Trident Technical College

Award at least one but less than two academic years

- Miller-Motte Technical College
- Virginia College

Associate’s degree:

- Florence-Darlington Technical College
- Greenville Technical College
- Midlands Technical College
- Miller-Motte Technical College

In addition, according to the Commission for Accreditation for Health Informatics and Information Management Education (CAHIIM) and the South Carolina Health Information Management Association (SCHIMA), there are five accredited Health Information Management programs within the state. Of these, three are accredited at the associate degree level. These accredited programs are:

- Florence-Darlington Technical College
- Greenville Technical College
- Midlands Technical College

d) a description of similarities and differences between the proposed program and those with similar objectives offered at other institutions in the state, the region, and the nation. The discussion should include programs offered by independent institutions headquartered in South Carolina, the Southern Regional Education Board’s Academic Common Market, and institutions that offer online programs to SC residents.

Similarities and differences in the health information management degree program proposed by Southeastern Institute and those with similar objectives offered at other institutions are demonstrated in the following table.

Institution	Total Credits	Similarities	Differences
Fortis College	103.0 Credit Hours	<ul style="list-style-type: none"> • Program length 	<ul style="list-style-type: none"> • Online program offering in Medical Billing and Coding
Greenville Technical College	72.0 Credit Hours	<ul style="list-style-type: none"> • Course Sequence • Prepares students for certification/licensure • Programmatic accreditation 	<ul style="list-style-type: none"> • Total program credit hours • Online program offering
Miller-Motte Technical College	96.0 Quarter Credit Hours	<ul style="list-style-type: none"> • Program length 	<ul style="list-style-type: none"> • Online program offering in Electronic Health records
Spartanburg Community College	60.0 Semester Credit Hours	<ul style="list-style-type: none"> • Total program credit hours • Course Sequence • Prepares students for certification/licensure • Programmatic accreditation 	<ul style="list-style-type: none"> • Program length • Secondary Technical Specialty Course
Midlands Technical College	78.0 Credit Hours	<ul style="list-style-type: none"> • Course Sequence • Program Length 	<ul style="list-style-type: none"> • Students must complete the Pre-HIM Certificate program prior to the degree program • Completion of the AAS Degree program permits students to continue studies towards earning bachelor’s degree

			through the partnership with USC, Spartanburg
Virginia College	96.0 Quarter Credit Hours	<ul style="list-style-type: none"> • Course Sequence • Prepares students for certification/licensure • Programmatic accreditation 	<ul style="list-style-type: none"> • Total program credit hours • Program length • Online program offering

4. Admission Criteria

Applicants interview pre-enrollment with an admissions coordinator and supply:

- Verification of Standard High School Graduation (transcript, diploma) verifying date of graduation. In rare instances when the High School transcript/record is unavailable, a letter which contains the students name, social security number, month and year of graduation, and a statement attesting that the transcript/record is unavailable from the Registrar will meet the entrance requirements to the School for proof of High School.
OR
- Verification of GED completion (GED scores or GED diploma)
OR
- Proof of graduation from a foreign institution comparable to a United States secondary school. High school documents must be submitted with an English translation to the admissions office for evaluation. Official records must be evaluated by an approved educational evaluator service attesting that completion is equivalent to secondary school completed in the United States. It is the responsibility of the applicant to arrange for the educational evaluation agency to evaluate the documents and provide the translation to the school.
- Students who have completed a home schooled program will also be considered for admissions upon receipt of the proper state credential.

Applicants will not be required to provide proof of high school graduation when they provide the following:

- Verification (official transcript) of an earned degree from an accredited institution recognized by United States Department of Education,
- An evaluation of an official transcript by a school approved educational evaluator service attesting that the degree is equivalent to a degree earned at an accredited institution of higher education in the United States.

An applicant must make arrangements to take Southeastern Institute’s entrance/examination. Students may provide results of his/her Scholastic Aptitude Test (SAT) or American College Testing examination (ACT). Institution requirements for admission are combined score of 1230 on the SAT (or 830 on the previously used SAT examination), or a composite score of 17 on the ACT.

5. Enrollment

- a) Projected Total Enrollment (Table A) showing projected total student enrollment in each term for at least the first three years for associate degree programs. These figures should enumerate all students, including those who are already enrolled at the institution, those

who transfer into the new program from other degree programs within the institution, and those who will be new to the institution and to the program;

Table A – Projected Total Enrollment
Combined Charleston and Columbia Campuses

PROJECTED TOTAL ENROLLMENT:							
ASSOCIATE IN APPLIED SCIENCE - HEALTH INFORMATION MANAGEMENT							
YEAR	TYPE	FALL		WINTER		SUMMER	
		Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2013 – 14	New	-	-	8	96	6	72
	Continuing	-	-	-	-	6	75
	Total	-	-	8	96	12	147
2014 – 15	New	6	72	8	96	6	72
	Continuing	10	115	12	146	16	188
	Total	16	187	20	242	22	260
2015 – 16	New	9	108	10	120	10	120
	Continuing	17	203	20	243	24	283
	Total	26	311	30	363	34	403

- b) a discussion of the process by which these estimates were made, including the academic origin of students to be served; and

The projected total enrollment estimates were made by comparing growth of similar programs at the sister schools within the Keiser system. The population of the communities served and market demand were also taken into consideration. It is also expected that some prospective students who would have enrolled in the existing medical records and health information technician certificate program will enroll in the health information management degree program instead and that some graduates of the medical records and health information technician certificate program will enroll in the degree program. The certificate program enrollment in Fall 2012 was twenty in Columbia and 21 in North Charleston. In the past three years, 57 students graduated from the certificate program in Columbia and eighty in Charleston. The placement rate during this period was 71% and 53% for Columbia and Charleston, respectively.

- c) a discussion of the number of new students projected to enroll in the program and the number projected to transfer into the new program from other degree programs within the institution as well as the effect such transfers will have on those degree programs.

It is anticipated that some graduates of the medical records and health information technician certificate program will enroll in the degree program. Southeastern does not offer other degree programs at this time. The projected total enrollment estimates were made using new student estimates and retention rates.

6. Curriculum

- a) a sample curriculum for undergraduate programs and for those graduate programs that use a required core of courses; and

HEALTH INFORMATION MANAGEMENT Associate in Applied Science Degree

Program Outline

To receive an Associate in Applied Science degree in Health Information Management, students must earn a total of 39.0 credit hours in the major and 26.0 hours in the General Education courses for a total of 65.0 credit hours. This degree program can be completed in 21 months.

Health Information Management Courses (39.0 credit hours)

HIM150	Medical Terminology	3.0 credit hours
HIM100	Introduction to Health Information Management and Healthcare Systems	3.0 credit hours
HIM110	Health Data Concepts and Systems	3.0 credit hours
HIM120	Legal Aspects of Health Information Management	3.0 credit hours
HIM130	Pharmacology for Health Information Management	3.0 credit hours
HIM140	Pathophysiology for Health Information Management	3.0 credit hours
HIM200	International Classification of Diseases Coding I	3.0 credit hours
HIM210	International Classification of Diseases Coding II	3.0 credit hours
HIM220	Current Procedural Terminology Coding	3.0 credit hours
HIM230	Health Insurance and Reimbursement	3.0 credit hours
HIM240	Healthcare Statistics	3.0 credit hours
HIM280	Professional Practice Experience	3.0 credit hours
HIM250	Human Resource Management	3.0 credit hours

General Education Courses (26.0 credit hours)

Behavioral/Social Science (3.0 credit hours)

PSY101	Introduction to Psychology	3.0 credit hours
--------	----------------------------	------------------

Communications (3.0 credit hours)

SPC101	Speech	3.0 credit hours
--------	--------	------------------

Computers (3.0 credit hours)

CGS106	Introduction to Computers	3.0 credit hours
--------	---------------------------	------------------

English (3.0 credit hours)

ENC101	English Composition I	3.0 credit hours
--------	-----------------------	------------------

Humanities/Fine Arts (3.0 credit hours)

AML100	American Literature	3.0 credit hours
--------	---------------------	------------------

Mathematics (3.0 credit hours)

MAT103	Intermediate Algebra	3.0 credit hours
--------	----------------------	------------------

Natural Science (8.0 credit hours)

BSC 205	Human Anatomy & Physiology	4.0 credit hours
---------	----------------------------	------------------

BSC 206	Advanced Anatomy & Physiology	4.0 credit hours
---------	-------------------------------	------------------

- b) a list of **all new courses** with catalog type descriptions that are to be added to the institution's course catalog within three years for associate degree programs. New courses must be clearly identified as such.

The A.A.S. degree in Health Information Management is a new program to the Charleston and Columbia branches but the curriculum is offered at other institutions in the Keiser system none of the courses are new.

7. Assessment

- a) a brief explanation of the assessments of student learning outcomes, other than normal grading and testing, that will be used;

While faculty most commonly utilize selected response and supply assessment methods to determine student mastery of learning objectives (traditional grading and testing), most courses at Southeastern Institute also employ restricted performance and extended performance assessment methods. In the Health Information Management program students are required to perform hands-on tasks, requiring critical thinking and application of concepts in a real-world environment. In addition to typical testing and grading assessment methods, students in the Health Information Management program will be required to demonstrate a minimal level of performance skills to verify student learning.

Further, students are required to complete short research projects, make presentations, and participate in group exercises. Finally, outside work, including homework and written exercises, leads to mastery of the content and achievement of learning objectives. Pre- and post- tests are utilized in every course to measure student learning as well.

- b) a detailed discussion of the plan for programmatic assessment with a description of the program learning outcomes to be assessed and identification of multiple data to be collected (e.g., scores of graduates or national or certification exams, employment data for graduates, surveys sent to employers, graduates, or admissions committees for graduate and professional schools to which graduates apply); and

The program routinely secures and documents quantitative and qualitative information to enable meaningful analysis about the extent to which goals and objectives are met. Several indicators are monitored, including faculty performance in course instruction, student satisfaction surveys, graduate satisfaction surveys, student retention, graduate performance on credentialing exams and graduate job placement, along with employer satisfaction. Additionally, feedback from program advisory committees is an integral component for assessment program outcomes.

At the completion of every course, students submit a course/instructor evaluation, assessing all aspects of that course, including the resources available, instructional strategies, and comprehensiveness of content. These surveys are electronic and based on a 5-point Likert scale.

Compilations of the results are reviewed by the dean of academics and shared with the appropriate faculty member thus providing an opportunity for self-reflection and performance enhancement. Faculty members scoring below a score of 4.0 will develop an improvement plan, in collaboration with the dean, to ensure continued performance improvement.

Retention is monitored on a weekly, monthly, semester, and annual basis by the program coordinator, academic dean, and vice president, and president. The results are shared with communities of interest and analyzed to determine if program modifications are indicated.

Surveys are distributed to employers from three to six months after employment of a graduate. Employers provide feedback regarding the performance and preparedness of the student for the real-world environment and how well the program content related to the work environment.

Results of these surveys are compiled by student services and provided to each program area for analysis.

Two additional program outcomes assessment strategies are the results of graduates who have taken certification exams and the percentages of graduates who secure employment. The program coordinators, along with the student services personnel on the campus, continually monitor student performance on credentialing exams. The certification exam success and employment are trended and the results are presented to communities of interest such as the faculty and the Program Advisory Committee.

- c) an explanation of how program evaluation and student performance assessment data will be used to initiate changes to the program, if needed.

Data collected through these program outcomes assessment strategies are used to initiate changes to the programs, if appropriate. All of the data collected is reviewed and analyzed by the program faculty, program coordinator, the dean, and the vice president to ensure that the programs meet objectives and learning goals continuously. These data are also shared with the Program Advisory Committee for discussion and analysis. All of these communities of interest are provided with the opportunity to make suggestions regarding program improvement.

Faculty meetings are held at least once per month, Program Advisory Committee meetings are held twice per year; and deans meet with program coordinators weekly to discuss all aspects of the training programs. Further, the office of the president lends additional support to the programs by analyzing data sets monthly, quarterly and annually, and providing resources for the institution to make changes if necessary. These methods provide ample opportunity for sharing the program outcomes assessments and initiating necessary program changes.

8. Faculty

- a) a Faculty List (Table B) detailing the rank (not name) and academic qualifications of each faculty member who will be involved in the proposed program;

Table B– Faculty List

List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc.)	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Program Director – HIM	Bachelor’s Degree	Health Information Technology or related field	Yes
Instructor – HIM	Associate’s Degree	Health Information Technology or related field	Yes
General Education Instructor	Master’s Degree	A minimum of eighteen graduate semester hours in the teaching discipline	Yes

- b) enumeration and discussion of the necessary qualifications of new faculty and staff who will be added in support of the proposed program;

Faculty members must hold appropriate credentials, work experience, training and/or coursework necessary to meet the requirements for institutional and programmatic accreditation standards. Southeastern Institute selects faculty based on specific academic criteria, industrial and experiential backgrounds that enable the school to meet its objectives, and who demonstrate proficiency in teaching. Faculty members must possess current and accurate knowledge of their discipline.

Southeastern Institute does not currently offer the Health Information Management program and therefore must secure appropriate staff to support program delivery. This program will require a program director, one FTE faculty member, and appropriate staff members to begin the program. The program will be seeking accreditation by the Commission for Accreditation for Health Informatics and Information Management Education (CAHIIM). Minimum qualification must be met as follows:

Program director: the program director must possess current and valid certification as a Registered Health Information Technician (RHIT) or Registered Health Information Administrator (RHIA), and must have at minimum, a baccalaureate degree.

FTE Faculty Member: the program must have at least one full-time equivalent (FTE) faculty position. The faculty must be qualified through professional preparation and experience, scholarship and/or teaching competencies, and practice experience. Faculty must have a minimum of an associate's degree in a related field and a minimum of four years of related practical work experience in the subject area taught.

General education instructors: must hold at least a master's degree and have completed at least eighteen graduate semester hours in the teaching discipline from a regionally accredited institution.

- c) in the case of currently-employed faculty and administrators, an explanation of proposed changes in assignment and of the extent to which each new assignment may require the addition of new positions to fulfill the former assignment;

Southeastern Institute does not currently offer the Health Information Management program and therefore, no currently employed faculty will experience any change in assignment. The institution has an adequate number of staff/administration to support the addition of the degree program. Therefore, no changes in assignment of staff/administrators will occur at this time. Future need for additional staff and administrators will depend on program growth.

- d) a description of the institutional plan for faculty development as it relates specifically to the proposed program, including but not limited to, release time for research, consulting, conferences, and curriculum development;

The program director and each faculty member who teaches two or more courses must have a current written professional growth and development plan. Each plan must contain the signature of the faculty member and supervisor. At a minimum, the plan will include:

- Goals to enhance the faculty member's ability to fulfill designated responsibilities (e.g., goals related to currency in areas of teaching responsibility, teaching effectiveness, research, scholarly activity).
- Specific measurable action steps with expected timelines by which the faculty member will achieve the goals.
- Evidence of annual updates of action steps and goals as they are met or as circumstances change.
- Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals.

Release time is provided, when appropriate, for faculty members to achieve the objectives of the development plan. All faculty members will have stipulated office hours, outside of class time, to meet with students and attend program area meetings.

e) the institutional definition of full-time equivalent (FTE); and

Southeastern Institute defines a full time equivalent for a faculty member as a maximum of 25 hours per week in the classroom, for a 40 hour per week employee. Therefore, if a full time 40 hour faculty member is responsible for 25 class hours plus 15 hours of outside classroom activities, he/she has a FTE of 1.0, with .625 FTE in the classroom. Adjunct faculty members usually are responsible for a maximum of 25 classroom hours per week, which is equivalent to .625 FTE (or less depending on the class). Two adjunct faculty members will equal 1 FTE because they will each modify their time spent in the classroom slightly to accommodate student conferences.

9. Physical Plant

a) an explanation of whether or to what extent the existing physical plant will be adequate to provide space for the proposed program for at least the first three years for associate degree programs.

Columbia Campus

The Southeastern Institute Columbia Campus is located at 1420 Colonial Life Boulevard West, Suite 80 and Suite 280, Columbia, in the Colonial Life Plaza just east of I-26 off the Bush River Road Exit. The school encompasses 10,800 square feet of air conditioned/heated and well-lit classrooms, laboratories, media center and offices providing students with a modern and comfortable learning environment. In addition, the school provides free parking. All equipment used at the school is compatible with industry standards and effectively meets program objectives.

North Charleston Campus

The Southeastern Institute North Charleston Campus is located at 4600 Goer Drive, Suite 105, North Charleston just east of I-26 off of the E. Montague Avenue Exit. The school encompasses 9,500 square feet of air conditioned/heated and well-lit classrooms, laboratories, media center and offices providing students with a modern and comfortable learning environment. The school provides free parking. All equipment used at the school is compatible with industry standards and effectively meets program objectives.

b) a discussion of any additional physical plant requirements that will result from implementing the proposed program, including any modifications to existing facilities and an explanation of how these requirements or modifications are to be financed.

It is expected that modifications to the existing facilities will not be necessary as the proposed Health Information Management degree programs will utilize classrooms currently being used by the Medical Records and Health Information Technician certificate programs. Classes will be scheduled at different times.

10. Equipment

A brief discussion and identification of major equipment items which will be needed for at least three years for associate degree programs.

Equipment standard to delivery of HIM will be available at each site. To ensure adequacy of materials and equipment, the following steps are taken:

- Materials and equipment are reviewed semi-annually as part of the PAC meeting
- Visits to externship/clinical sites provides opportunities to view what is currently in use in the field and to evaluate and compare what is in use in the program
- Faculty continue to work in the field in order to provide information on equipment and materials in use at their job sites and share information on new equipment and materials that are being introduced and developed in the field
- Suppliers provide updates on new items as they become available
- Information regarding equipment and supplies is brought back to the school from attendance at conventions and trade shows
- Monthly inter-campus conference calls allow for sharing of information concerning equipment, supplies, and the program implementation process
- Vendors make on-campus visits and provide information on potential updates of equipment, supplies, and materials
- Active participation in industry associations and the materials distributed through those associations keep faculty aware of any changes in industry requirements and expectations
- Subscriptions to industry publications which include articles of innovation
- Input and evaluation by guest speakers who provide presentations to the campus
- Utilization of equipment lists recommended by accrediting agencies and Boards as available

11. Library Resources

This section must include:

- a) a qualitative and quantitative (i.e., number of monographs, number of serials, etc.) assessment of current holdings in view of the new program being proposed;

CURRENT LIBRARY HOLDINGS							
Program	Monographs	Serials	Databases	Audio/ Video	Reference	Other	TOTAL
AAS Health Information Management	7	1	6	14	13	0	41

The resource materials within the library will support the program. Well-rounded selections of physical and electronic resource materials are provided to meet the required needs of the students and faculty. Both campuses provide computers for student use in the library/media center. The library includes resources that are adequate for the programs offered at Southeastern Institute and for the proposed Associate in Applied Science Degree.

The school's learning resource system consists of a library which houses general and medical reference materials in print format. The print materials cover all disciplines of programs taught at the Campus and include monthly periodicals covering various professions. Southeastern Institute's library provides access to its collections through an online catalog of holdings that is available to students 24 hours a day, 7 days a week, 365 days a year at:

<http://www.southeasternlibrary.com>. The catalog can be searched by author, title, subject, publisher, ISBN number as well as a variety of other access points, including the ability to browse the collection electronically. The library classifies its physical collection of materials by the Dewey Decimal Classification system and the library arranges and organizes the physical materials on its shelves by Dewey Decimal call number. The library's catalog acts as a "one stop access point" for all library resources since it includes links to the electronic database resources provided by the library.

- b) a quantitative estimate of independent acquisitions needed annually for at least the first three years for associate degree programs and for the first five years for all other degree programs and the estimated additional cost of these acquisitions; and

The following is a quantitative estimate of independent acquisitions needed annually and the estimated additional costs of these acquisitions for the first three years for the Health Information Management program.

ESTIMATE OF ANNUAL ACQUISITIONS: AAS Health Information Management											
Program	1st Year			2nd Year			3rd Year			Totals	
	No. of Items	of	Cost	No. of Items	of	Cost	No. of Items	of	Cost	No of items	of Cost
Monographs	30		\$3,000	30		\$3,000	30		\$3,000	90	\$9,000
Serials	5		\$500	0		\$500	0		\$500	5	\$1,500
Databases	6		\$10,000	0		\$10,000	0		\$10,000	6	\$30,000
Audio/Video	5		\$500	5		\$500	5		\$500	15	\$1,500
Reference	5		\$500	5		\$500	5		\$500	15	\$1,500
Other	0		\$0	0		\$0	0		\$0	0	\$0
TOTALS	51		\$14,500	40		\$14,500	40		\$14,500	131	\$43,500

12. Accreditation, Approval, Licensure, or Certification

- a) if the proposed program is subject to specialized or professional accreditation or approval by any entity other than the Commission (including other state agencies or boards), a brief description of the accreditation or approval process, a statement as to whether such accreditation or approval will be sought, and a statement of when that accreditation or approval may be reasonably expected;

Southeastern Institute will be seeking accreditation for the Health Information Management program by the Commission for Accreditation for Health Informatics and Information Management Education (CAHIIM): 233 N. Michigan Avenue, 21st Floor, Chicago, IL 60601-5800. As the program becomes operational, data will be collected and compiled to submit for accreditation. When the program attains CAHIIM accreditation status, graduates of the Associate in Applied Science degree in Health Information Management program will be eligible to sit for the Registered Health Information Technician (RHIT) certification exam.

- b) if graduates of the proposed program are subject to licensure or certification by any public or private agency, a brief description of the licensure or certification process and of the ways in which the proposed program will ensure that such certification or licensure can reasonably be expected to be achieved by graduates;

The curriculum of the proposed Health Information Management program will assist students in preparing for the Registered Health Information Technician (RHIT) certification examination. Students will be exposed to computer applications used to analyze patient data, develop the necessary skills needed to ensure the quality of health records by verifying their completeness, accuracy, and proper entry into computer systems, and be trained in the use of medical language and classification systems used to code diagnoses and procedures in patient records. In order to be eligible to sit for the certification examination, students must successfully complete the academic requirements at an associate degree-level in health information management accredited by the Commission on Accreditation of Health Informatics and Information Management (CAHIIM). Licensure is not required for employment in the field although some employers require certification.

13. Tuition and fees

Tuition for students attending full time is \$7,392 per semester. Tuition for students less than full time is based on a pro-rata calculation at the beginning of the semester. The 65-credit-hour Associate in Applied Science in Health Information Management program can be completed in 21 months or five semesters for full-time students is \$36,960 tuition and \$2,120 in estimated fees. The total of tuition and fees for the program for each student is \$39,080.

Southeastern Institute

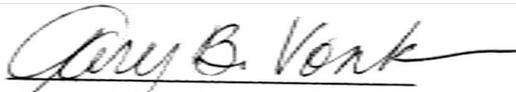
Program Proposal

Associate in Applied Science in Medical Assisting

Revised and Submitted July and August 2013

Reginald Greene
Campus Vice President
Southeastern Institute
1420 Colonial Life Blvd.
Suite 105
Columbia, SC 29210
(803) 798-8800
rgreene@southeasterninstitute.edu

Asher Haines
Campus Vice President
Southeastern Institute
4600 Goer Drive
Suite 105
N. Charleston, SC 29406
(843) 747-1279
ahaines@southeasterninstitute.edu


Gary B. Vonk, President

Date: Aug. 27, 2013

1. Classification

a)	<i>designation, type, and level of degree (if baccalaureate, specify four- or five-year);</i>	Associate in Applied Science – 60 credit hours
b)	<i>program title;</i>	Medical Assisting
c)	<i>concentrations, options, and tracks;</i>	Not applicable
d)	<i>CIP code from the current U.S. Department of Education's Classification of Instructional Programs;</i>	51.0801
e)	<i>proposed date of implementation;</i>	January 2014
f)	<i>site;</i>	Columbia and N. Charleston campuses
g)	<i>delivery mode (traditional, distance, and/or blended);</i>	Traditional instruction
h)	<i>area of certification for programs that prepare teachers and other school professionals</i>	Not applicable

i). Titles of institution approvals (e.g., faculty committees, institutional governing board, presidents or chief executive officer) and dates of each approval

- December 2011: Southeastern Institute Executive Planning Committee approves the decision to add programs at the associate degree levels at both campuses. Campus Based Management Teams review the market analyses of local competitors offering similar programs. Based on their analyses, the teams conclude there is a need for the proposed programs.
- February 2012: Executive Planning Committee reviewed the decisions of the Campus Based Management Teams and a decision to move forward with the planning process for the proposed programs was put into effect.
- March 2012: Executive Planning Committee permitted the Columbia Campus Vice President and North Charleston Campus Vice President to compile all necessary information in order to submit a Letter of Intent to SC CHE.
- April 2012: After attending a meeting with the SC CAAL acting director, the Southeastern Institute President, Columbia Campus Vice President and North Charleston Campus Vice President determine the necessity to refine the original Letter of Intent and reduce the number of proposed program offerings. Revised Letter of Intent submitted to SCCHE.
- May 2012: The Executive Planning Committee approved the decision to request and submit the Application for Initial Licensing and Degree Granting Authority.
- June 2012: The Executive Planning Committee approved the decision to deliver the application to SC CHE. The Executive Planning Committee approved the decision to pursue programmatic accreditation for the proposed programs upon approval of the application to the State.
- August 2102: Southeastern Institute received notification from SC CHE that the review process will be rescheduled until December 2012.

- January 2013: Executive Planning Committee approved the decision for the Campus Vice Presidents to follow up and meet with the acting director of the SC CHE CAAL regarding the application status.
- February 2013: Executive Planning Committee approved the decision to submit the requested additional information for the degree granting application.
- May 2013: The Southeastern Institute President and Columbia Campus Vice President met with the acting director of the SC CHE AAL regarding the status of the application and items that were submitted.
- June 2013: The Executive Planning Committee reviews the guidelines and revised application required for submittal to the SC CHE for the proposed programs.
- July 2013: The Executive Planning Committee determines a plan of action to complete the application and approves the decision to submit the necessary information.

2. Purpose

- a) A statement of the purpose of the program

Southeastern Institute's Associate in Applied Science degree in Medical Assisting program is designed to train the student to function effectively as an integral member of the physician's health care team. Students will learn how to perform laboratory tasks including blood chemistry and urinalysis; clinical skills including EKG, patient assisting, vital signs, injections, and venipuncture; and administration skills. Graduates of the program will be prepared as entry-level medical assistants.

- b) A discussion of the objectives of the program

Graduates of the program will be prepared as entry-level medical assistants by:

- Learning to function effectively as an integral member of the physician's health care team.
- Performing laboratory tasks including blood chemistry and urinalysis; clinical skills including EKG, patient assisting, vital signs, injections, venipuncture and administration skills.
- Preparing and assisting graduates in obtaining entry-level employment in medical assisting.

3. Justification

- a) a discussion of the need for the program in the state and an explanation of how graduates will contribute to the economic development of the state. This discussion should include, but is not limited to student demand or interest, anticipated employment opportunities for graduates supported by the most current U.S. Bureau of Labor Statistics, state, and regional employment data; local or regional employment opportunities as advertised in newspapers, the employment office, or other sources; or demand for graduates supported by community and business surveys. This data must be quantified to the maximum extent possible, cover a reasonable period in the future beyond the anticipated date of graduation of the first classes, and must include sources of the data.

Southeastern Institute Columbia and North Charleston campuses are seeking approval for a program leading to the A.A.S. degree in Medical Assisting. According to the U.S. Bureau of

Labor Statistics *Occupational Outlook Handbook*, employment of medical assistants, on a national level, is expected to increase 31% from 2010 to 2020, much faster than average for all occupations. In the state of South Carolina, according to the Economic Development and Employer Planning System (EDEPS), it is expected that the employment of medical assistants is to increase approximately 31% from 2010 to 2020, much faster than average for all occupations. This will primarily be due to expansions in the healthcare industry, increases in meeting the health care needs of the aging baby-boom generation and growing elderly population, and demand from physicians hiring more medical assistants to perform routine clinical and administrative duties in order for physicians to dedicate more time to seeing patients.

Labor Market Projections - National Demand for Medical Assistants

Demand Measure	
Entry-Level Education	Postsecondary non-degree; however those with an associate degree will have better opportunities for advancement in the field
Number of Jobs, 2010	527,600
Job Outlook, 2010-2020	31%
Employment Change, 2010-2020	162,900
2010 Median Pay	\$28,860

Source: BLS Occupational Outlook Handbook, <http://www.bls.gov/ooh/healthcare/medical-assistants.htm>

Labor Market Projections – South Carolina

Healthcare Support Occupations	
2010 Estimated Employment	51,418
2020 Estimated Employment	67,833
Annual Openings	730
Openings (Replace)	1,642
Openings (Growth)	2,372

Source: South Carolina Community Profile Report, accessed July 2013
<http://lmi.dew.sc.gov/lmi%20/Documents/CommunityProfiles/01000000.pdf>

Labor Market Projections – Regional Demand
 Region: Midlands Workforce Investment Area (Columbia)

Healthcare Support Occupations	
2010 Estimated Employment	8,264
2020 Estimated Employment	11,075
Annual Openings	118
Openings (Replace)	281
Openings (Growth)	399

Source: South Carolina Community Profile Report, accessed July 2013
<http://lmi.dew.sc.gov/lmi%20/Documents/CommunityProfiles/01000000.pdf>

Labor Market Projections – Regional Demand
Region: Trident Workforce Investment Area (North Charleston)

Healthcare Support Occupations	
2010 Estimated Employment	6,643
2020 Estimated Employment	9,044
Annual Openings	96
Openings (Replace)	240
Openings (Growth)	336

Source: South Carolina Community Profile Report, accessed July 2013
<http://lmi.dew.sc.gov/lmi%20/Documents/CommunityProfiles/01000000.pdf>

Anticipated Employment Opportunities: Below is a compilation of job openings in medical assisting that have been posted within the last several months.

Employment Site Listing	Statewide	Columbia Area	Charleston Area
SC Works Online Jobseekers Website (https://jobs.scworks.org/jobbanks/joblists)	212	13	40
Jobs.net (http://medical-assistant.jobs.net/jobs/south-carolina.aspx)	506	53	25
CareerBuilder (www.careerbuilder.com)	493	53	24
Indeed (www.indeed.com)	1,294	169	212
Economic Development and Employment Planning System (http://www.edeps.org)	336 Average Annual Openings (2010-2020)	Not available	Not available

b) a discussion of the relationship of the proposed program to other related programs within the institution;

The proposed A.A.S. degree in Medical Assisting will complement the existing Medical Assisting certificate program. Completion of the proposed degree program will be beneficial to graduates and provide them with more of a competitive edge and career opportunities in the field. In addition, Southeastern Institute’s proposed general education curriculum is designed to enhance the student’s ability to think and read critically, write effectively, and to understand quantitative data. The general education courses are intended to develop the student’s critical appreciation of both the value and the limitations of methods of inquiry and analysis. General education courses provide an opportunity for students to achieve a collegiate level of literacy in humanities/fine arts, social/behavioral sciences, and natural science/mathematics.

c) a comprehensive list of similar programs in the state

- Spartanburg Community College (General Technology, Medical Assisting)
- Brown Mackie College (Greenville)
- ECPI University (Charleston, Columbia, Greenville)
- Forrest College (Anderson)
- Medix School – Fortis College (Columbia)
- Miller-Motte Technical College (Charleston and Conway)

- South University (Columbia)
- Virginia College (Charleston, Columbia, Florence, Greenville, Spartanburg)

Five technical colleges offer a diploma in medical assisting; six technical colleges and several private institutions also offer certificate programs.

d) a description of similarities and differences between the proposed program and those with similar objectives offered at other institutions in the state, the region, and the nation. The discussion should include programs offered by independent institutions headquartered in South Carolina, the Southern Regional Education Board's Academic Common Market, and institutions that offer online programs to SC residents.

Similarities and differences in the medical assisting degree program proposed by Southeastern Institute and those with similar objectives offered at other institutions are demonstrated in the following table.

Institution	Credits	Similarities	Differences
Brown Mackie College	92.0 Quarter Credit Hours	<ul style="list-style-type: none"> • Course offering • Prepares students for certification/licensure • Programmatic accreditation 	<ul style="list-style-type: none"> • Number of months to complete the program
Forrest College	94.5 Quarter Credit Hours	<ul style="list-style-type: none"> • General education course offerings • Core program course offerings 	<ul style="list-style-type: none"> • Total program credit hours • Business courses • Elective course
Fortis College	72.0 Semester Credit Hours	<ul style="list-style-type: none"> • Program length 	<ul style="list-style-type: none"> • Online program offering
Miller-Motte Technical College	96.0 Quarter Credit Hours	<ul style="list-style-type: none"> • Program length 	<ul style="list-style-type: none"> • Online program offering
South University	92.0 Semester Credit Hours	<ul style="list-style-type: none"> • Course offering • Prepares students for certification/licensure • Programmatic accreditation 	<ul style="list-style-type: none"> • Program length • Online allied health science program offering
Spartanburg Community College	75 Semester Credit Hours	<ul style="list-style-type: none"> • Course Sequence • Prepares students for certification/licensure • Programmatic accreditation 	<ul style="list-style-type: none"> • Total program credit hours • Secondary Technical Specialty Course • Program length
Virginia College	96 Quarter Credit Hours	<ul style="list-style-type: none"> • Course Sequence • Prepares students for certification/licensure • Programmatic accreditation 	<ul style="list-style-type: none"> • Total program credit hours • Program length • Online program offering

5. Admission Criteria

Applicants will be required to do a pre-enrollment interview with an Admissions Coordinator.

To be considered for enrollment at Southeastern Institute, all applicants must supply:

- Verification of Standard High School Graduation (transcript, diploma) showing/verifying date of graduation. In rare instances when the High School transcript/record is unavailable, a letter which contains the student's name, social security number, month and year of graduation, and a statement attesting that the transcript/record is unavailable from the registrar will meet the entrance requirements to the School for proof of high school.
OR
- Verification of GED completion (GED scores or GED diploma)
OR
- Proof of graduation from a foreign institution comparable to a United States secondary school. High school documents must be submitted with an English translation to the admissions office for evaluation. Official records must be evaluated by an approved educational evaluator service attesting that completion is equivalent to secondary school completed in the United States. It is the responsibility of the applicant to arrange for the educational evaluation agency to evaluate the documents and provide the translation to the school.
- Students who have completed a home schooled program will also be considered for admissions upon receipt of the proper state credential.

Applicants will not be required to provide proof of high school graduation when they provide the following:

- Verification (official transcript) of an earned degree from an accredited institution or;
- An evaluation of an official transcript by a school approved educational evaluator service attesting that the degree is equivalent to a degree earned at an accredited institution of higher education in the United States.

An applicant must make arrangements to take Southeastern Institute's entrance/examination administered by the School. Students may provide results of his/her Scholastic Aptitude Test (SAT) or American College Testing examination (ACT). Institution requirements for admission are combined score of 1230 on the SAT (or 830 on the previously used SAT examination), or a composite score of 17 on the ACT, or a score of 13 on the Wonderlic entrance examination. An applicant to the Medical Assisting program must also submit a background check and drug screening.

6. Enrollment

- a) Projected Total Enrollment (Table A) showing projected total student enrollment in each term for at least the first three years for associate degree programs. These figures should enumerate all students, including those who are already enrolled at the institution, those who transfer into the new program from other degree programs within the institution, and those who will be new to the institution and to the program;

Table A – Projected Total Enrollment

PROJECTED TOTAL ENROLLMENT: ASSOCIATE IN APPLIED SCIENCE - MEDICAL ASSISTANT							
YEAR	TYPE	FALL		WINTER		SUMMER	
		Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2013 – 14	New	-	-	10	120	6	72
	Continuing	-	-	-	-	8	94
	Total	-	-	10	120	14	166
2014 – 15	New	9	108	9	108	9	108
	Continuing	11	129	15	185	19	229
	Total	20	237	24	293	28	337
2015 – 16	New	14	168	16	192	14	168
	Continuing	22	262	28	336	34	412
	Total	36	430	44	528	48	580

- b) a discussion of the process by which these estimates were made, including the academic origin of students to be served

The projected total enrollment estimates were made by comparing the growth of similar programs at the sister schools within the Keiser System of Schools. The population of the communities served and market demand were also taken into consideration. It is also expected that some prospective students who would have enrolled in the medical assisting certificate program will enroll in the medical assisting associate degree program instead.

- c) a discussion of the number of new students projected to enroll in the program and the number projected to transfer into the new program from other degree programs within the institution as well as the effect such transfers will have on those degree programs.

It is anticipated that some graduates of the medical assisting certificate program will enroll in the degree program. The certificate program enrollment in Fall 2012 was twenty-four (24) in Columbia and forty-six (46) in North Charleston. In the past three years, one hundred and twenty-three (123) students graduated from the certificate program in Columbia and one hundred and thirty-one (131) in Charleston. The placement rate during this period was 69.2% and 65.0% for Columbia and Charleston, respectively.

7. Curriculum

- a) a sample curriculum for undergraduate programs and for those graduate programs that use a required core of courses; and

MEDICAL ASSISTING Associate in Applied Science Degree

Program Outline

To receive an Associate in Applied Science degree in Medical Assisting, students must earn a total of 36.0 credit hours in their major and 24.0 credit hours in the General Education courses for a total of 60.0 credit hours. This degree program can be completed in 16 months for full-time day students or in 22 months for part-time evening students.

Medical Assisting Courses (36.0 credit hours)

MEA 123	Anatomy and Physiology for Medical Assistants	6.0 credit hours
MEA 131	Medical Billing and Coding for Medical Assistants	4.5 credit hours
MEA 130	Medical Office Management	4.5 credit hours
MEA 124	Medical Terminology	1.5 credit hours
MEA 120	Clinical Procedures	3.5 credit hours
MEA 125	Lab Procedures I	4.5 credit hours
MEA 126	Lab Procedures II	4.5 credit hours
MEA 180	Externship I	3.5 credit hours
MEA 181	Externship II	3.5 credit hours

General Education Courses (24.0 credit hours)

Behavioral/Social Science (6.0 credit hours)

IDS110	Strategies for Success	3.0 credit hours
PSY101	Introduction to Psychology	3.0 credit hours

Communications (3.0 credit hours)

SPC101	Speech	3.0 credit hours
--------	--------	------------------

Computers (3.0 credit hours)

CGS106	Introduction to Computers	3.0 credit hours
--------	---------------------------	------------------

English (3.0 credit hours)

ENC101	English Composition I	3.0 credit hours
--------	-----------------------	------------------

Humanities/Fine Arts (3.0 credit hours)

AML100	American Literature	3.0 credit hours
--------	---------------------	------------------

Mathematics (3.0 credit hours)

MAT103	Intermediate Algebra	3.0 credit hours
--------	----------------------	------------------

Natural Science (3.0 credit hours)

BSC 105	General Biology	3.0 credit hours
---------	-----------------	------------------

- b) a list of **all new courses** with catalog type descriptions that are to be added to the institution's course catalog within three years for associate degree programs. New courses must be clearly identified as such.

The A.A.S. degree in Medical Assisting is a new program to the Charleston and Columbia branches but the curriculum is offered at other institutions in the Keiser system so none of the courses are new.

8. Assessment

- a) a brief explanation of the assessments of student learning outcomes, other than normal grading and testing, that will be used;

While faculty most commonly utilize selected response and supply response assessment methods to determine student mastery of learning objectives (traditional grading and testing), most courses at Southeastern Institute also employ restricted performance and extended performance assessment methods. In the Medical Assisting program students are required to perform hands-on tasks, requiring critical thinking and application of concepts in a real-world environment. In addition to typical testing and grading assessment methods, students in the Medical Assisting program will be required to demonstrate a minimal level of performance skills to verify student learning.

Further, students are required to complete short research projects, make presentations, and participate in group exercises. Finally, outside work, including homework and written exercises, leads to mastery of the content and achievement of learning objectives. Pre- and post-tests are utilized in every course to measure student learning as well.

- b) a detailed discussion of the plan for programmatic assessment with a description of the program learning outcomes to be assessed and identification of multiple data to be collected (e.g., scores of graduates or national or certification exams, employment data for graduates, surveys sent to employers, graduates, or admissions committees for graduate and professional schools to which graduates apply); and

The program routinely secures and documents quantitative and qualitative information to enable meaningful analysis about the extent to which goals and objectives are met. Several indicators are monitored, including faculty performance in course instruction, student satisfaction surveys, graduate satisfaction surveys, student retention, graduate performance on credentialing exams and graduate job placement, along with employer satisfaction. Additionally, feedback from program advisory committees is an integral component for assessment program outcomes.

At the completion of every course, students submit a course/instructor evaluation, assessing all aspects of that course, including the resources available, instructional strategies, and comprehensiveness of content. These surveys are electronic and based on a 5-point Likert scale.

Compilations of the results are reviewed by the dean of academics and shared with the appropriate faculty member thus providing an opportunity for self-reflection and performance enhancement. Faculty members scoring below a minimum score of 4.0 will develop an improvement plan, in collaboration with the dean, to ensure continued performance improvement.

Retention and/or attrition is monitored on a weekly, monthly, semester and annual basis by the program coordinator, academic dean, and vice president and president. The results are shared with communicators of interest and analyzed to determine if program modifications are indicated.

Surveys are distributed to employers from three to six months after employment of a graduate. Employers provide feedback regarding the performance and preparedness of the student for the real-world environment and how well the program content related to the work environment. Results of these surveys are compiled by student services and provided to each program area for analysis.

Two additional program outcomes assessment strategies are the results of graduates who have taken certification exams and the percentages of graduates who secure employment. The program coordinators, along with the student services personnel on the campus, continually monitor student performance on credentialing exams and provide that data to communities of interest, including the faculty and program advisory committee. These certification exam success and employment are trended and the results are presented to communities of interest such as the faculty and the program advisory committee.

- c) an explanation of how program evaluation and student performance assessment data will be used to initiate changes to the program, if needed.

Data collected through these program outcomes assessment strategies are used to initiate changes to the programs, if appropriate. All of the data collected is reviewed and analyzed by the program faculty, program coordinator, the dean, and the vice president to ensure that the programs meet objectives and learning goals continuously. These data are also shared with the program advisory committee for discussion and analysis. All of these communities of interest are provided with the opportunity to make suggestions regarding program improvement, if appropriate.

Faculty meetings are held at least once per month; program advisory committee meetings are held twice per year; and deans meet with program coordinators weekly to discuss all aspects of the training programs. Further, the office of the president lends additional support to the programs by analyzing data sets monthly, quarterly, and annually, and providing resources for the institution to make changes if necessary. These methods provide ample opportunity for sharing the program outcomes assessments and initiating necessary program changes.

9. Faculty

- a) a Faculty List (Table B) detailing the rank (not name) and academic qualifications of each faculty member who will be involved in the proposed program;

Table B– Faculty List

List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc.)	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Program Director – MA	Associate’s Degree	Medical Assisting or related field	Yes
Instructor – MA	Associate’s Degree	Medical Assisting or related field	Yes
General Education Instructor - MA	Master’s Degree	A minimum of eighteen graduate semester hours in the teaching discipline	Yes

- b) enumeration and discussion of the necessary qualifications of new faculty and staff who will be added in support of the proposed program;

Faculty members must hold appropriate credentials, work experience, training and/or coursework necessary to meet the requirements for institutional and programmatic accreditation standards. Southeastern Institute selects faculty based on specific academic criteria, industrial and experiential backgrounds that enable the school to meet its objectives, and proficiency in teaching. Faculty members must possess current and accurate knowledge of their discipline.

Southeastern Institute currently offers the Medical Assisting program at the certificate level and currently employs program directors, faculty, and staff with the appropriate credentials needed for the addition of a degree program. The program will be seeking accreditation by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Medical Assisting Education Review Board (MAERB) therefore minimum qualifications must be met as follows:

FTE Faculty Member: the program full time equivalent (FTE) faculty must be knowledgeable in course content as evidenced by education and/or experience, effective in directing and evaluating student learning and laboratory performance, prepared in educational theory and techniques, have a minimum of an associate degree in a related field, have a minimum of four years of related practical work experience in the subject area taught, and hold current and valid certification in medical assisting.

General Education instructors must hold at least a master's degree and have completed at least eighteen graduate semester hours in the teaching discipline from a regionally accredited institution.

- c) in the case of currently-employed faculty and administrators, an explanation of proposed changes in assignment and of the extent to which each new assignment may require the addition of new positions to fulfill the former assignment;

Both the Columbia and North Charleston campuses currently employ a program director for their medical assisting certificate programs. These individuals meet the criteria stipulated by CAAHEP and MAERB. The institution has an adequate number of staff/administration to support the addition of the degree program. Therefore, no changes in assignment of staff/administrators will occur at this time. Future need for additional faculty, staff, and administrators will depend on program growth.

- d) a description of the institutional plan for faculty development as it relates specifically to the proposed program, including but not limited to, release time for research, consulting, conferences, and curriculum development;

The program director and each faculty member who teaches two or more courses must have a current written professional growth and development plan. Each plan must contain the signature of the faculty member and supervisor. At a minimum, the plan will include:

- Goals to enhance the faculty member's ability to fulfill designated responsibilities (e.g., goals related to currency in areas of teaching responsibility, teaching effectiveness, research, scholarly activity).
- Specific measurable action steps with expected timelines by which the faculty member will achieve the goals.
- Evidence of annual updates of action steps and goals as they are met or as circumstances change.
- Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals.

Release time is provided, when appropriate, for faculty members to achieve the objectives of the development plan. All faculty members will have stipulated office hours, outside of class time, to meet with students and attend program area meetings.

- e) the institutional definition of full-time equivalent (FTE)

Southeastern Institute defines a full time equivalent for a faculty member as a maximum of 25 hours per week in the classroom, for a 40 hour per week employee. Therefore, if a full time 40 hour faculty member is responsible for 25 class hours plus 15 hours of outside classroom activities, he/she has a FTE of 1.0, with .625 FTE in the classroom. Adjunct faculty members usually are responsible for a maximum of 25 classroom hours per week, which is equivalent to .625 FTE (or less depending on the class). Two adjunct faculty members will equal 1 FTE because they will each modify their time spent in the classroom slightly to accommodate student conferences.

10. Physical Plant

- a) an explanation of whether or to what extent the existing physical plant will be adequate to provide space for the proposed program for at least the first three years for associate degree programs

Columbia Campus

The Southeastern Institute Columbia Campus is located at 1420 Colonial Life Boulevard West, Suite 80 and Suite 280, Columbia, in the Colonial Life Plaza just east of I-26 off of the Bush River Road Exit. The school encompasses 10,800 square feet of air conditioned/heated and well-lit classrooms, laboratories, media center, and offices providing students with a modern and comfortable learning environment. In addition, the school provides free parking. All equipment used at the school is compatible with industry standards and effectively meets the objectives of the program.

North Charleston Campus

The Southeastern Institute North Charleston Campus is located at 4600 Goer Drive, Suite 105, North Charleston just east of I-26 off of the E. Montague Avenue Exit. The school encompasses 9,500 square feet of air conditioned/heated and well lit classrooms, laboratories, media center, and offices providing students with a modern and comfortable learning environment. The school provides free parking. All equipment used at the school is compatible with industry standards and effectively meets the objectives of the program.

- b) a discussion of any additional physical plant requirements that will result from implementing the proposed program, including any modifications to existing facilities and an explanation of how these requirements or modifications are to be financed.

It is expected that modifications to the existing facilities will not be necessary as the proposed Medical Assisting degree program will utilize classrooms currently being used by the Medical Assisting certificate programs.

11. Equipment

A brief discussion and identification of major equipment items which will be needed for at least three years for associate degree programs. Normal acquisitions of commonly used items for instruction and research may be excluded.

The equipment resources currently available for the certificate program are sufficient to support the proposed program. To ensure adequacy of materials and equipment, the following steps are taken:

- Materials and equipment are reviewed semi-annually as part of the Program Advisory Committee (PAC) meeting
- Visits to externship/clinical sites provides opportunities to view what is currently in use in the field and to evaluate and compare what is in use in the program
- Faculty continue to work in the field in order to provide information on equipment and materials in use at their job sites and share information on new equipment and materials that are being introduced and developed in the field
- Suppliers provide updates on new items as they become available

- Information regarding equipment and supplies is brought back to the school from attendance at conventions and trade shows
- Monthly inter-campus conference calls allow for sharing of information concerning equipment, supplies, and the program implementation process
- Vendors make on-campus visits and provide information on potential updates of equipment, supplies, and materials
- Active participation in industry associations and the materials distributed through those associations keep faculty aware of any changes in industry requirements and expectations
- Subscriptions to industry publications which include articles of innovation
- Input and evaluation by guest speakers who provide presentations to the campus
- Utilization of equipment lists recommended by accrediting agencies and Boards as available

12. Library Resources

- a) a qualitative and quantitative (i.e., number of monographs, number of serials, etc.) assessment of current holdings in view of the new program being proposed;

CURRENT LIBRARY HOLDINGS							
Program	Monographs	Serials	Databases	Audio/ Video	Reference	Other	TOTAL
AAS Medical Assistant	113	3	8	14	13	0	151

The resource materials within the library support the program. Well-rounded selections of physical and electronic resource materials are provided to meet the required needs of the students and faculty. Both campuses provide computers for student use in the library/media center. The library includes resources that are adequate for the programs offered at Southeastern Institute and for the proposed Associate in Applied Science degree.

The school's learning resource system consists of a library which houses general and medical reference materials in print format. The print materials cover all disciplines of programs taught at the campus and include monthly periodicals covering various professions. Southeastern Institute's library provides access to its collections through an online catalog of holdings that is available to students 24 hours a day, 7 days a week, 365 days a year at: <http://www.southeasternlibrary.com>. The catalog can be searched by author, title, subject, publisher, ISBN number as well as a variety of other access points, including the ability to browse the collection electronically. The library classifies its physical collection of materials by the Dewey Decimal Classification system and the library arranges and organizes the physical materials on its shelves by Dewey Decimal call number. The library's catalog acts as a "one stop access point" for all library resources since it includes links to the electronic database resources provided by the library.

- b) a quantitative estimate of independent acquisitions needed annually for at least the first three years for associate degree programs and the estimated additional cost of these acquisitions

c)

ESTIMATE OF ANNUAL ACQUISITIONS: AAS Medical Assisting								
Program	1 st Year		2 nd Year		3 rd Year		Totals	
	No. of Items	Cost	No. of Items	Cost	No. of Items	Cost	No of items	Cost
Monographs	30	\$3,000	30	\$3,000	30	\$3,000	90	\$9,000
Serials	3	\$225	0	\$225	0	\$225	3	\$675
Databases	8	\$10,000	0	\$10,000	0	\$10,000	8	\$30,000
Audio/Video	5	\$500	5	\$500	5	\$500	15	\$1,500
Reference	5	\$500	5	\$500	5	\$500	15	\$1,500
Other	0	\$0	0	\$0	0	\$0	0	\$0
TOTALS	51	\$14,225	40	\$14,225	40	\$14,225	131	\$42,675

13. Accreditation, Approval, Licensure, or Certification

- a) if the proposed program is subject to specialized or professional accreditation or approval by any entity other than the Commission (including other state agencies or boards), a brief description of the accreditation or approval process, a statement as to whether such accreditation or approval will be sought, and a statement of when that accreditation or approval may be reasonably expected;

Southeastern Institute will seek accreditation for the Medical Assisting degree program by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon recommendation of the Medical Assisting Education Review Board (MAERB). This accreditation is optional. As the program becomes operational, data will be collected and compiled to submit for accreditation. This data must include at least one class of graduates.

- b) if graduates of the proposed program are subject to licensure or certification by any public or private agency, a brief description of the licensure or certification process and of the ways in which the proposed program will ensure that such certification or licensure can reasonably be expected to be achieved by graduates

Students who have successfully met all educational and institutional requirements for completion of the program are eligible to have their names submitted to the American Medical Technologists (AMT) to sit for the Registered Medical Assistant (RMA) examination. In addition, Students are eligible to have their names submitted to the National Healthcareer Association to sit for the following certifications:

- CCMA - Certified Clinical Medical Assistant
- CET - Certified EKG Technician
- CPT - Certified Phlebotomy Technician
- CMAA - Certified Medical Administrative Assistant
- CEHRS - Certified Electronic Health Records Specialist
- CPCT - Certified Patient Care Technician

14. Tuition and Fees

Tuition for students attending full time is \$7,392 per semester. Tuition for students less than full time is based on a pro-rata calculation at the beginning of the semester. The 60-credit-hour Associate in Applied Science degree in Medical Assisting can be completed in 21 months or four semesters for full-time students is \$29,568 tuition and \$2,120 in estimated fees. The total of tuition and fees for the program for each student is \$31,688.

Southeastern Institute

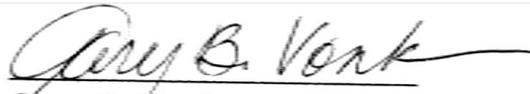
Program Proposal:

Associate in Applied Science in Occupational Therapy Assistant

Revised and Submitted July and August 2013

Reginald Greene
Campus Vice President
Southeastern Institute
1420 Colonial Life Blvd.
Suite 105
Columbia, SC 29210
(803) 798-8800
rgreene@southeasterninstitute.edu

Asher Haines
Campus Vice President
Southeastern Institute
4600 Goer Drive
Suite 105
N. Charleston, SC 29406
(843) 747-1279
ahaines@southeasterninstitute.edu



Gary B. Vonk, President

Date: Aug. 27, 2013

1. Classification

a)	<i>designation, type, and level of degree (if baccalaureate, specify four- or five-year);</i>	Associate in Applied Science – 82 credit hours
b)	<i>program title;</i>	Occupational Therapy Assistant
c)	<i>concentrations, options, and tracks;</i>	Not applicable
d)	<i>CIP code from the current U.S. Department of Education's Classification of Instructional Programs;</i>	51.0803
e)	<i>proposed date of implementation;</i>	Fall 2014
f)	<i>site;</i>	Columbia and N. Charleston campuses
g)	<i>delivery mode (traditional, distance, and/or blended);</i>	Traditional instruction
h)	<i>area of certification for programs that prepare teachers and other school professionals, and</i>	Not applicable

i). Titles of institution approvals (e.g., faculty committees, institutional governing board, presidents or chief executive officer) and dates of each approval

December 2011: Southeastern Institute Executive Planning Committee approved the decision to add programs at the associate degree levels at both campuses.

December 2011: Campus Based Management Teams reviewed the market analyses of local competitors offering similar programs. Based on their analyses, the teams conclude there is a need for the proposed programs.

February 2012: Executive Planning Committee reviewed the decisions of the Campus Based Management Teams and decided to move forward with the planning process for the proposed programs.

March 2012: Executive Planning Committee permitted the Columbia Campus Vice President and North Charleston Campus Vice President to compile all necessary information in order to submit a Letter of Intent to SC CHE.

April 2012: After attending a meeting with the SC CAAL acting director, the Southeastern Institute President, Columbia Campus Vice President and North Charleston Campus Vice President determine the necessity to refine the original Letter of Intent and reduce the number of proposed program offerings. Revised Letter of Intent submitted to SCCHE.

May 2012: The Executive Planning Committee approved the request and submit the Application for Initial Licensing for Degree Granting status.

June 2012: The Executive Planning Committee approved the application to SC CHE and decided to pursue programmatic accreditation for the proposed programs upon approval of the application to the State.

August 2102: Southeastern Institute received notification from SC CHE that the review process will be rescheduled until December 2012.

January 2013: Executive Planning Committee authorized the Campus Vice Presidents to meet with the acting director of CHE AAL about the application status.

February 2013: Executive Planning Committee approved submission of the requested additional information for the degree granting application.

May 2013: The Southeastern Institute President and Columbia Campus Vice President met with the acting director of the CHE AAL regarding the status of the application.

June 2013: The Executive Planning Committee reviewed the guidelines and revised application required for submittal to CHE for the proposed programs.

July 2013: The Executive Planning Committee made a plan to complete the application and submit the necessary information.

3. Purpose

a) A statement of the purpose of the program

Southeastern Institute's program leading to the Associate in Applied Science degree in Occupational Therapy Assistant prepares students to work occupational therapy assistants under direct supervision of a licensed occupational therapist. Occupational therapy is the art and science of helping people gain skills needed to become independent in daily living activities. Students learn the therapeutic use of everyday activities which include self-care, work and play/leisure activities in order to maximize independent function, enhance development, prevent disability, and maintain health. Intervention strategies may include adaptations to a task or environment or compensatory approaches in order to facilitate clients' achievement of maximum independence. Graduates of the program will be prepared as entry-level occupational therapy assistants.

b) A discussion of the objectives of the program

Southeastern Institute will prepare entry-level occupational therapy assistants by:

- Providing an environment in which students demonstrate professional behaviors reflective of an ethical, competent therapist, inclusive of critical thinking, communication skills and commitment to lifelong learning required of healthcare professionals.
- Teaching emergent clinical skills in treatment techniques, methodology and rationale for implementation, including clinical documentation and reasoning skills as an entry-level professional.
- Providing an academic foundation that clearly evidences occupational therapy's unique focus on daily living activities and interventions that promote clients' participation within a social/cultural context.
- Preparing and assisting graduates in obtaining entry-level employment in occupational therapy.

4. Justification

a) a discussion of the need for the program in the state and an explanation of how graduates will contribute to the economic development of the state. This discussion should include, but is not limited to student demand or interest, anticipated employment opportunities for graduates supported by the most current U.S. Bureau of Labor Statistics, state, and regional employment data; local or regional employment opportunities as advertised in newspapers, the employment office, or other sources; or demand for graduates supported by community and business surveys. This data must be quantified to the maximum extent possible, cover a reasonable period in the future beyond the anticipated date of graduation of the first classes, and must include sources of the data.

According to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, employment of occupational therapy assistants, on a national level, is expected to increase 43% from 2010 to 2020, much faster than average for all occupations. In the state of South Carolina, according to the Economic Development and Employer Planning System (EDEPS), it is expected that the employment of occupational therapy assistants will increase 36% from 2010 to 2020, much

faster than average for all occupations. This will primarily be due to the increases in meeting the health needs of the aging baby-boom generation and growing elderly population.

Labor Market Projections - National Demand for Occupational Therapy Assistants

Demand Measure	
Entry-Level Education	Associate's Degree
Number of Jobs, 2010	36,000
Job Outlook, 2010-2020	43%
Employment Change, 2010-2020	14,800
2010 Median Pay	\$47,490

Source: BLS Occupational Outlook Handbook,
<http://www.bls.gov/ooh/healthcare/occupational-therapy-assistants-and-aides.htm>

Labor Market Projections – South Carolina

Healthcare Support Occupations	
2010 Estimated Employment	51,418
2020 Estimated Employment	67,833
Annual Openings	730
Openings (Replace)	1,642
Openings (Growth)	2,372

Source: South Carolina Community Profile Report, accessed July 2013
<http://lmi.dew.sc.gov/lmi%20/Documents/CommunityProfiles/01000000.pdf>

Labor Market Projections – Regional Demand
Region: Midlands Workforce Investment Area (Columbia)

Healthcare Support Occupations	
2010 Estimated Employment	8,264
2020 Estimated Employment	11,075
Annual Openings	118
Openings (Replace)	281
Openings (Growth)	399

Source: South Carolina Community Profile Report, accessed July 2013
<http://lmi.dew.sc.gov/lmi%20/Documents/CommunityProfiles/01000000.pdf>

Labor Market Projections – Regional Demand
Region: Trident Workforce Investment Area (North Charleston)

Healthcare Support Occupations	
2010 Estimated Employment	6,643
2020 Estimated Employment	9,044
Annual Openings	96
Openings (Replace)	240
Openings (Growth)	336

Source: South Carolina Community Profile Report, accessed July 2013
<http://lmi.dew.sc.gov/lmi%20/Documents/CommunityProfiles/01000000.pdf>

Anticipated Employment Opportunities: Below is a compilation of job openings in occupational therapy assisting that have been posted within the last several months.

Employment Site Listing	Statewide	Columbia Area	Charleston Area
SC Works Online Jobseekers Website (https://jobs.scworks.org/jobbanks/joblists)	183	12	5
Occupational Therapy Jobs (http://www.otjobs.com)	6	5	1
CareerBuilder (www.careerbuilder.com)	3	3	0
Indeed (www.indeed.com)	283	36	13
Economic Development and Employment Planning System (http://www.edeps.org)	23 Average Annual Openings (2010- 2020)	Not available	Not available

b) a discussion of the relationship of the proposed program to other related programs within the institution;

The proposed A.A.S. degree in Occupational Therapy Assistant is a new program and is complementary to the other allied health programs at the Institute.

c) a comprehensive list of similar programs in the state

Award of less than 1 academic year:

- Midlands Technical college
- Orangeburg Calhoun Technical College
- Piedmont Technical College

Associate's degree:

- Greenville Technical College
- Trident Technical College

In addition, according to the American Occupational Therapy Association, Inc. (AOTA) and the South Carolina Occupational Therapy Association (SCOTA), there are three accredited Associate degree Occupational Therapy Assistant programs. These accredited programs are:

- Brown Mackie College
- Greenville Technical College
- Trident Technical College

d) a description of similarities and differences between the proposed program and those with similar objectives offered at other institutions in the state, the region, and the nation. The discussion should include programs offered by independent institutions headquartered in South Carolina, the Southern Regional Education Board's Academic Common Market, and institutions that offer online programs to SC residents.

Institution	Total Credits	Similarities	Differences
Midlands Technical College	35.0 Semester Credit Hours	<ul style="list-style-type: none"> • General education course offerings 	<ul style="list-style-type: none"> • Pre-OTA Certificate Program • Students must complete 2nd phase of

			program at another college
Orangeburg Calhoun Technical College	29.0 Semester Credit Hours	<ul style="list-style-type: none"> • General education course offerings 	<ul style="list-style-type: none"> • Pre-OTA Certificate Program • Students must complete 2nd phase of program at another college
Piedmont Technical College	39.0 Semester Credit Hours	<ul style="list-style-type: none"> • General education course offerings 	<ul style="list-style-type: none"> • Pre-OTA Certificate Program • Students must complete 2nd phase of program at another college
Brown Mackie College	100 Quarter Credit Hours	<ul style="list-style-type: none"> • Course Sequence • Prepares students for certification/licensure • Programmatic accreditation 	<ul style="list-style-type: none"> • Total program credit hours • Program length
Greenville Technical College	77.0 Semester Credit Hours	<ul style="list-style-type: none"> • Course Sequence • Prepares students for certification/licensure • Programmatic accreditation 	<ul style="list-style-type: none"> • Total program credit hours • Program length
Trident College	76.0 Semester Credit Hours	<ul style="list-style-type: none"> • Course Sequence • Prepares students for certification/licensure • Programmatic accreditation 	<ul style="list-style-type: none"> • Total program credit hours • Program length

5. Admission Criteria

Applicants interview pre-enrollment with an admissions coordinator and supply:

- Verification of Standard High School Graduation (transcript, diploma) verifying date of graduation. In rare instances when the High School transcript/record is unavailable, a letter which contains the students name, social security number, month and year of graduation, and a statement attesting that the transcript/record is unavailable from the Registrar will meet the entrance requirements to the School for proof of High School.
OR
- Verification of GED completion (GED scores or GED diploma)
OR
- Proof of graduation from a foreign institution comparable to a United States secondary school. High school documents must be submitted with an English translation to the admissions office for evaluation. Official records must be evaluated by an approved educational evaluator service attesting that completion is equivalent to secondary school completed in the United States. It is the responsibility of the applicant to arrange for the educational evaluation agency to evaluate the documents and provide the translation to the school.

- Students who have completed a home schooled program will also be considered for admissions upon receipt of the proper state credential.

Applicants will not be required to provide proof of high school graduation when they provide the following:

- Verification (official transcript) of an earned degree from an accredited institution recognized by United States Department of Education,
- An evaluation of an official transcript by a school approved educational evaluator service attesting that the degree is equivalent to a degree earned at an accredited institution of higher education in the United States.

An applicant must make arrangements to take Southeastern Institute’s entrance/examination. Students may provide results of his/her Scholastic Aptitude Test (SAT) or American College Testing examination (ACT). Institution requirements for admission are combined score of 1230 on the SAT (or 830 on the previously used SAT examination), or a composite score of 17 on the ACT.

6. Enrollment

- a) Projected Total Enrollment (Table A) showing projected total student enrollment in each term for at least the first three years for an associate degree program. These figures should enumerate all students, including those who are already enrolled at the institution, those who transfer into the new program from other degree programs within the institution, and those who will be new to the institution and to the program;

Table A – Projected Total Enrollment
Combined Charleston and Columbia

PROJECTED TOTAL ENROLLMENT: ASSOCIATE IN APPLIED SCIENCE - OCCUPATIONAL THERAPY ASSISTANT							
YEAR	TYPE	FALL		WINTER		SUMMER	
		Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2014 – 15	New	14	168	8	96	6	90
	Continuing	-	-	12	146	18	263
	Total	14	168	20	242	24	353
2015 – 16	New	8	120	13	169	15	195
	Continuing	20	297	23	303	29	383
	Total	28	417	36	472	44	578
2016 – 17	New	12	156	15	195	17	221
	Continuing	36	468	36	468	37	481
	Total	48	624	51	663	54	702

- b) a discussion of the process by which these estimates were made, including the academic origin of students to be served

The projected total enrollment estimates were made by comparing the growth of similar programs at the sister schools within the Keiser system. Population of the communities served and market demand were also taken into consideration.

- c) a discussion of the number of new students projected to enroll in the program and the number projected to transfer into the new program from other degree programs within the institution as well as the effect such transfers will have on those degree programs.

Southeastern does not offer other programs from which students would transfer into the proposed program.

7. Curriculum

- a) a sample curriculum

OCCUPATIONAL THERAPY ASSISTANT Associate in Applied Science Degree

Program Outline

To receive an Associate in Applied Science degree in Occupational Therapy Assistant, students must earn a total of 56.0 credit hours in their major and 26.0 hours in general education courses for a total of 82.0 credit hours. This degree program can be completed in 24 months.

Occupational Therapy Assistant Major Courses (56.0 credit hours)

OTH107	Introduction to Occupational Therapy	4.0 credit hours
OTH120	Human Occupation and Development Across the Life Span	4.0 credit hours
OTH110	Kinesiology for Occupational Therapy Assistants	4.0 credit hours
OTH144	Musculoskeletal Disorders/Assessment and Treatment Strategies	4.0 credit hours
OTH143	Neurological Disorders/Assessment and Treatment Strategies	4.0 credit hours
OTH230	Psychiatric Occupational Therapy Disorders/Strategies	4.0 credit hours
OTH202	Group Dynamics	1.5 credit hours
OTH212	Therapeutic Media	1.5 credit hours
OTH280	Fieldwork I	2.0 credit hours
OTH242	Occupational Therapy for Physically Disabled	4.0 credit hours
OTH252	Pediatric Occupational Therapy	4.0 credit hours
OTH260	Aging and Performance Skills	3.5 credit hours
OTH201	OT Preclinical Practicum	3.5 credit hours
OTH281	Fieldwork II	12.0 credit hours

General Education Courses (26.0 credit hours)

Behavioral/Social Science (3.0 credit hours)

PSY101	Introduction to Psychology	3.0 credit hours
--------	----------------------------	------------------

Communications (3.0 credit hours)

SPC101	Speech	3.0 credit hours
--------	--------	------------------

Computers (3.0 credit hours)

CGS106	Introduction to Computers	3.0 credit hours
--------	---------------------------	------------------

English (3.0 credit hours)

ENC101	English Composition I	3.0 credit hours
Humanities/Fine Arts (3.0 credit hours)		
AML100	American Literature	3.0 credit hours
Mathematics (3.0 credit hours)		
MAT103	Intermediate Algebra	3.0 credit hours
Natural Science (8.0 credit hours)		
BSC 205	Human Anatomy & Physiology	4.0 credit hours
BSC 206	Advanced Anatomy & Physiology	4.0 credit hours

- b) a list of **all new courses** with catalog type descriptions that are to be added to the institution's course catalog within three years for associate degree program.

The A.A.S. degree in Occupational Therapy Assistant is a new program to the Charleston and Columbia branches but the curriculum is offered at other institutions in the Keiser system so none of the courses are new.

8. Assessment

- a) a brief explanation of the assessments of student learning outcomes, other than normal grading and testing, that will be used;

While faculty most commonly utilize selected response and supply assessment methods to determine student mastery of learning objectives (traditional grading and testing), most courses at Southeastern Institute also employ restricted performance and extended performance assessment methods. In the Occupational Therapy Assistant program, students are required to perform hands-on tasks that require critical thinking and application of concepts in a real-world environment. Students will be required to demonstrate a minimal level of performance skills to verify student learning.

Further, students are required to complete short research projects, make presentations, and participate in group exercises. Finally, outside work, including homework and written exercises, will lead to mastery of the content and achievement of learning objectives. Pre- and post-tests are utilized in every course to measure student learning.

- b) a detailed discussion of the plan for programmatic assessment with a description of the program learning outcomes to be assessed and identification of multiple data to be collected (e.g., scores of graduates or national or certification exams, employment data for graduates, surveys sent to employers, graduates, or admissions committees for graduate and professional schools to which graduates apply)

The program routinely secures and documents quantitative and qualitative information to enable meaningful analysis about the extent to which goals and objectives are met. Several indicators are monitored, including faculty performance in course instruction, student satisfaction surveys, graduate satisfaction surveys, student retention, graduate performance on credentialing exams and graduate job placement, along with employer satisfaction. Additionally, feedback from program advisory committees is an integral component for assessment program outcomes.

At the completion of every course, students submit a course/instructor evaluation, assessing all aspects of that course, including the resources available, instructional strategies, and comprehensiveness of content. These surveys are electronic and based on a 5-point Likert scale.

Compilations of the results are reviewed by the dean of academics and shared with the appropriate faculty member thus providing an opportunity for self-reflection and performance enhancement. Faculty members scoring below a score of 4.0 will develop an improvement plan, in collaboration with the dean, to ensure continued performance improvement.

Retention and/or attrition rates are monitored on a weekly, monthly, semester, and annual basis by the program coordinator, academic dean, vice president, and president. The results are shared with communities of interest and analyzed to determine if program modifications are indicated.

Surveys are distributed to employers from three to six months after employment of a graduate. Employers provide feedback regarding the performance and readiness of the student for the real-world environment and how well the program content related to the work environment. Results of these surveys are compiled by student services and provided to each program area for analysis.

Two additional program outcomes assessment strategies are the results of graduates who have taken certification exams and the percentages of graduates who secure employment. The program coordinators, along with the student services personnel on the campus, continually monitor student performance on credentialing exams. The certification exam success and employment are trended and the results are presented to communities of interest such as the faculty and the program advisory committee.

- c) an explanation of how program evaluation and student performance assessment data will be used to initiate changes to the program, if needed.

Data collected through these program outcomes assessment strategies are used to initiate changes to the programs, if appropriate. All of the data collected is reviewed and analyzed by the program faculty, program coordinator, dean, and vice president to ensure that the programs meet objectives and learning goals. These data are also shared with the program advisory committee for discussion and analysis. All of these communities of interest are provided with the opportunity to make suggestions regarding program improvement, if appropriate.

Faculty meetings are held at least once per month; program advisory committee meetings are held twice per year; and deans meet with program coordinators weekly to discuss all aspects of the training programs. Further, the office of the president lends additional support to the programs by analyzing data sets monthly, quarterly, and annually, and provides resources for the institution to make changes if necessary.

9. Faculty

- a) a Faculty List (Table B) detailing the rank (not name) and academic qualifications of each faculty member who will be involved in the proposed program;

Table B– Faculty List

List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc.)	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Program Director – OTA	Master’s Degree	Licensed/Certified Occupational Therapist or Occupational Therapy Assistant	Yes
Instructor – OTA	Bachelor’s Degree	Licensed/Certified Occupational Therapist or Occupational Therapy Assistant	Yes
Fieldwork Coordinator	Bachelor’s Degree	Licensed/Certified Occupational Therapist or Occupational Therapy Assistant	Yes
General Education Instructor - OTA	Master’s Degree	A minimum of eighteen graduate semester hours in the teaching discipline	Yes

- b) enumeration and discussion of the necessary qualifications of new faculty and staff who will be added in support of the proposed program;

Faculty members must hold appropriate credentials, work experience, training and/or coursework necessary to meet the requirements for institutional and programmatic accreditation standards. Southeastern Institute selects faculty based on specific academic criteria, industrial and experiential backgrounds that enable the school to meet its objectives, and who demonstrate proficiency in teaching. Faculty members must possess current and accurate knowledge of their discipline.

Southeastern Institute does not currently offer the Occupational Therapy Assistant program and therefore must secure appropriate staff to support program delivery. This program will require a program director, an academic fieldwork coordinator, and one FTE faculty member to begin the program. The program will be seeking accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), therefore, minimum qualifications must be met as follows:

Program Director: The program director must be an initially certified occupational therapist or occupational therapy assistant that is licensed or otherwise regulated according to regulations in the state(s) or jurisdiction(s) in which the program is located. The program director must hold a minimum of a master's degree awarded by an institution that is accredited by a regional or national accrediting body recognized by the U.S. Department of Education (USDE). Additionally, the program director must have a minimum of five years of documented experience in the field of occupational therapy. This experience must include:

- Clinical practice as an occupational therapist or occupational therapy assistant;
- Administrative experience including, but not limited to, program planning and implementation, personnel management, evaluation, and budgeting;
- Understanding of and experience with occupational therapy assistants; and
- At least one year of experience in a full-time academic appointment with teaching responsibilities at the postsecondary level.

The program director must be responsible for the management and administration of the program, including planning, evaluation, budgeting, selection of faculty and staff, maintenance of accreditation, and commitment to strategies for professional development

FTE Faculty Member: the program must have at least one full-time equivalent (FTE) faculty position. This position may be shared by up to three individuals who teach as adjunct faculty. These individuals must have one or more additional responsibilities related to student advisement, supervision, committee work, program planning, evaluation, recruitment, and marketing activities. Faculty who are occupational therapists or occupational therapy assistants must be currently licensed or otherwise regulated according to regulations in the state or jurisdiction in which the program is located. At a minimum, all occupational therapy assistant faculty who are full-time (or part of the FTE) must hold a minimum of a baccalaureate degree awarded by an institution that is accredited by a USDE-recognized regional or national accrediting body. Further, the faculty must have documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method.

Academic Fieldwork Coordinator: The program must identify an individual for the role of academic fieldwork coordinator who is specifically responsible for the program's compliance with the fieldwork requirements of ACOTE and is assigned to the occupational therapy educational program as a full-time faculty member as defined by ACOTE. The academic fieldwork coordinator may be assigned other institutional duties that do not interfere with the management and administration of the fieldwork program. The institution must document that the academic fieldwork coordinator has sufficient release time to ensure that the needs of the fieldwork program are being met. This individual must be a licensed or otherwise regulated occupational therapist or occupational therapy assistant. Coordinators must hold a minimum of a baccalaureate degree awarded by an institution that is accredited by a USDE-recognized regional or national accrediting body.

General Education instructors: must hold at least a master's degree and have completed at least eighteen graduate semester hours in the teaching discipline from a regionally accredited institution.

- c) in the case of currently-employed faculty and administrators, an explanation of proposed changes in assignment and of the extent to which each new assignment may require the addition of new positions to fulfill the former assignment;

The institution has an adequate number of staff/administration to support the addition of the degree program. Additional staff and administrators will be hired as needed to support program growth.

- d) a description of the institutional plan for faculty development as it relates specifically to the proposed program, including but not limited to, release time for research, consulting, conferences, and curriculum development;

The program director and each faculty member who teaches two or more courses must have a current written professional growth and development plan. Each plan must contain the signature of the faculty member and supervisor. At a minimum, the plan will include:

- Goals to enhance the faculty member's ability to fulfill designated responsibilities (e.g., goals related to currency in areas of teaching responsibility, teaching effectiveness, research, scholarly activity).
- Specific measurable action steps with expected timelines by which the faculty member will achieve the goals.
- Evidence of annual updates of action steps and goals as they are met or as circumstances change.
- Identification of the ways in which the faculty member's professional development plan will contribute to attaining the program's strategic goals.

Release time is provided, when appropriate, for faculty members to achieve the objectives of the development plan. All faculty members will have stipulated office hours, outside of class time, to meet with students and attend program area meetings.

- e) the institutional definition of full-time equivalent (FTE);

Southeastern Institute defines a full time equivalent for a faculty member as a maximum of 25 hours per week in the classroom for a 40-hour per week employee. A full-time faculty member is responsible for 25 class hours plus 15 hours of outside classroom activities, he/she has a FTE of 1.0, with .625 FTE in the classroom. Adjunct faculty members usually are responsible for a maximum of 25 classroom hours per week, which is equivalent to .625 FTE (or less depending on the class). Two adjunct faculty members will equal one FTE because they will each modify their time spent in the classroom slightly to accommodate student conferences.

10. Physical Plant

- a) an explanation of whether or to what extent the existing physical plant will be adequate to provide space for the proposed program for at least the first three years for associate degree programs

Columbia Campus

The Southeastern Institute Columbia Campus is located at 1420 Colonial Life Boulevard West, Suite 80 and Suite 280, Columbia, in the Colonial Life Plaza just east of I-26 off the Bush River Road Exit. The school encompasses 10,800 square feet of air conditioned/heated and well-lit classrooms, laboratories, media center and offices providing students with a modern and comfortable learning environment. The school provides free parking. All equipment used at the school is compatible with industry standards and effectively meets program objectives.

North Charleston Campus

The Southeastern Institute North Charleston Campus is located at 4600 Goer Drive, Suite 105, North Charleston just east of I-26 off of the E. Montague Avenue Exit. The school encompasses 9,500 square feet of air conditioned/heated and well-lit classrooms, laboratories, media center and offices providing students with a modern and comfortable learning environment. The school provides free parking. All equipment used at the school is compatible with industry standards and effectively meets program objectives.

- b) a discussion of any additional physical plant requirements that will result from implementing the proposed program, including any modifications to existing facilities.

Modifications to the existing facilities will include remodeling current classroom space to accommodate the needs for the occupational therapy assistant degree program at both locations.

11. Equipment

A brief discussion and identification of major equipment items which will be needed for at least three years for associate degree programs. Normal acquisitions of commonly used items for instruction and research may be excluded.

In addition to commonly used items for an occupational therapy assistant program and in compliance with specialized accreditation requirements, the following steps outline the process by which the institution ensures adequacy of materials and equipment

- Materials and equipment are reviewed semi-annually as part of the Program Advisory Committee (PAC) meeting
- Visits to externship/clinical sites provide opportunities to view what is currently in use in the field and to evaluate and compare what is in use in the program
- Faculty continue to work in the field in order to provide information on equipment and materials in use at their job sites and share information on new equipment and materials that are being introduced and developed in the field
- Suppliers provide updates on new items as they become available
- Information regarding equipment and supplies is brought back to the school from attendance at conventions and trade shows
- Monthly inter-campus conference calls allow for sharing of information concerning equipment, supplies, and the program implementation process
- Vendors make on-campus visits and provide information on potential updates of equipment, supplies, and materials
- Active participation in industry associations and the materials distributed through those associations keep faculty aware of any changes in industry requirements and expectations
- Subscriptions to industry publications which include articles of innovation
- Input and evaluation by guest speakers who provide presentations to the campus
- Review and compliance of equipment recommended by accrediting agencies and boards

12. Library Resources

- a) a qualitative and quantitative (i.e., number of monographs, number of serials, etc.) assessment of current holdings in view of the new program being proposed;

CURRENT LIBRARY HOLDINGS							
Program	Monographs	Serials	Databases	Audio/	Reference	Other	TOTAL

				Video			
AAS Occupational Therapy Assistant	5	5	10	14	13	0	47

The resource materials within the library will support the program. Well-rounded selections of physical and electronic resource materials are provided to meet the required needs of the students and faculty. Both campuses provide computers for student use in the library/media center. Resources will be added to the collections as listed in the table below.

The school’s learning resource system consists of a library which houses general and medical reference materials in print format. The print materials cover all disciplines of programs taught at the Campus and include monthly periodicals covering various professions. Southeastern Institute’s library provides access to its collections through an online catalog of holdings that is available to students 24 hours a day, 7 days a week, 365 days a year at: <http://www.southeasternlibrary.com>. The catalog can be searched by Author, Title, Subject, Publisher, ISBN number as well as a variety of other access points, including the ability to browse the collection electronically. The library classifies its physical collection of materials by the Dewey Decimal Classification system and the library arranges and organizes the physical materials on its shelves by Dewey Decimal call number. The library’s catalog acts as a “one stop access point” for all library resources since it includes links to the electronic database resources provided by the library.

- b) a quantitative estimate of independent acquisitions needed annually for at least the first three years for associate degree programs and the estimated additional cost of these acquisitions

ESTIMATE OF ANNUAL ACQUISITIONS: AAS Occupational Therapy Assistant								
Program	1st Year		2nd Year		3rd Year		Totals	
	No. of Items	Cost	No. of Items	Cost	No. of Items	Cost	No of items	Cost
Monographs	30	\$3,000	30	\$3,000	30	\$3,000	90	\$9,000
Serials	3	\$225	0	\$225	0	\$225	3	\$675
Databases	10	\$10,000	0	\$10,000	0	\$10,000	10	\$30,000
Audio/Video	5	\$500	5	\$500	5	\$500	15	\$1,500
Reference	5	\$500	5	\$500	5	\$500	15	\$1,500
Other	0	\$0	0	\$0	0	\$0	0	\$0
TOTALS	53	\$14,225	40	\$14,225	40	\$14,225	133	\$42,675

13. Accreditation, Approval, Licensure, or Certification

- a) if the proposed program is subject to specialized or professional accreditation or approval by any entity other than the Commission (including other state agencies or boards), a brief description of the accreditation or approval process, a statement as to whether such accreditation or approval will be sought, and a statement of when that accreditation or approval may be reasonably expected

Southeastern Institute will be seeking accreditation for the Occupational Therapy Assistant Program by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA): 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. As the program becomes operational, data will be collected and compiled to submit for accreditation. When the program attains ACOTE accreditation status, graduates of the Occupational Therapy Assistant program will be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) certification exam. The institution expects to have gained ACOTE accreditation as soon as it is eligible following the first graduation.

- b) if graduates of the proposed program are subject to licensure or certification by any public or private agency, a brief description of the licensure or certification process and of the ways in which the proposed program will ensure that such certification or licensure can reasonably be expected to be achieved by graduates

As stipulated by the South Carolina Department of Labor, Licensing and Regulation Board of Occupational Therapy, graduates of the proposed program must pass an examination approved by the Board and submit satisfactory proof that he/she is in good standing with the National Board for Certification in Occupational Therapy (NBCOT). The National Board for Certification in Occupational Therapy (NBCOT) is the credentialing agency that provides certification for the occupational therapy profession.

In order to ensure that program graduates can reasonably be expected to achieve certification or licensure, the program curriculum follows the current standards and guidelines of the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).

14. Tuition and fees

Tuition for students attending full time is \$7,392 per semester. Tuition for students less than full time is based on a pro-rata calculation at the beginning of the semester. The 82-credit-hour Associate in Applied Science in Occupational Therapy Assistant program can be completed in 24 months or six semesters for full-time students is \$44,352 tuition and \$2,120 in estimated fees. The total of tuition and fees for the program for each student is \$46,472.