

South Carolina Commission on Higher Education

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CAAL
8/7/2014
Agenda Item 5

August 7, 2014

MEMORANDUM

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

From: MaryAnn Janosik, Ph.D., Director, Academic Affairs

**Consideration of Request for Amendment to Existing License to Add New Programs
A.S., Occupational Therapy Assistant; A.S., Physical Therapist Assistant; Doctor of
Nursing Practice
South University, Savannah, GA., Columbia Campus**

Summary

South University (<http://www.southuniversity.edu>) requests approval of an amendment to its license to offer in Columbia programs as shown in the following table.

Program	Implementation	Delivery Mode
A.S., Occupational Therapy Assistant	January 2015	Traditional
A.S., Physical Therapist Assistant	April 2015	Traditional
D.N.P.	October 2016	Blended (traditional and on-line)

South University of Carolina, Inc., a South Carolina corporation, is a 100 percent owned subsidiary and branch campus of South University, Inc., in Savannah, Georgia, which, in turn, is owned by Education Management Corporation (EDMC), a Pennsylvania company. South University currently has campuses in Austin, Texas; Cleveland, Ohio; Columbia, South Carolina; Dallas and Fort Worth, Texas; Charlotte, High Point, and Durham, North Carolina; Montgomery, Alabama; Novi, Michigan; Richmond and Virginia Beach, Virginia; Savannah, Georgia; and Tampa and West Palm Beach, Florida.

The Commission licenses South University to offer at the Columbia location programs leading to the associate's, bachelor's, master's, and professional degrees in allied health, business, legal, information technology, counseling, and pharmacy majors. The total student enrollment at Columbia campus of South University is 1,627.

South University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (COC-SACS) to award associate's, bachelor's, master's, and doctoral degrees.

The following information from the U.S. Department of Education (USDE) shows student loan default rates at South University.

South University Cohort Default Rates (all campuses)			
	2011	2010	2009
Default Rate	17.4%	11.9%	13.5%
No. in Default	3,597	1,461	997
No. in Repay	20,558	12,187	7,338

Where a school's three most recent cohort default rates are 25.0 percent or greater for the two year calculation, or 30.0 percent or greater for both the three year calculation, the school will lose 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.

Where a school's current cohort default rate is greater than 40.0 percent, for both the two-year and three-year CDR calculation, the school will lose Direct Loan 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, accreditation, and tuition.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission an amendment to the existing license of South University to offer programs leading to the A.S. degree in Occupational Therapy Assistant; A.S. degree in Physical Therapist Assistant; and Doctor of Nursing Practice degree to be implemented in January 2015, April 2015, and October 2016, provided that no state funding be required or requested.

Further, the staff recommends to the Committee that the institution implement its plan to attain programmatic accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) for the OTA program; Commission on Accreditation in Physical Therapy Education (CAPTE) for the PTA program; and Commission on Collegiate Nursing Education (CCNE) for the DNP program. Institution officials must keep the staff of CHE informed about the status and progress of accreditation and, if it becomes apparent that it cannot meet the standards for accreditation within its timeline, the institution must cease recruiting and enrolling new students into the programs and immediately advise enrolled students of the status of accreditation.



**Nine Science Court
Columbia, South Carolina 29203**

**NEW PROGRAM PROPOSAL
Amendment to Add a Degree Program**

To offer the

**ASSOCIATE OF SCIENCE IN OCCUPATIONAL THERAPY ASSISTANT
(ASOTA)**

Submitted to

**South Carolina Commission on Higher Education
Academic Affairs & Licensing Division**

Signature for Campus President:

Application Contact:

David Shoop, Ph.D.
Interim Campus President

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**November 13, 2013
Revised and Resubmitted on July 15, 2014**

Amendment to Add Degree Program
South University's Columbia Campus
Associate of Science in Occupational Therapy Assistant

CLASSIFICATION

1. **Program Title:** Associate of Science in Occupational Therapy Assistant (ASOTA)
2. **Concentrations, Options, and Tracks:** None.
3. **Academic Unit in which the Program Resides:** College of Health Professions.
4. **Designation, Type, and Level of Degree:** 114-quarter-credit, associate's-level (undergraduate, occupational/terminal) degree program.
5. **Proposed Date of Implementation:** January 1, 2015
6. **CIP Code from the Current USDOE's Classification of Instructional Programs:** 51.0803
7. **Site:** Newly constructed 20,000 square-foot building adjacent to the Columbia campus at Nine Science Court.
8. **Program Qualifies for Supplemental Palmetto Fellows and LIFE Scholarship Awards:** LIFE Scholarship Award only.
9. **Delivery Mode:** Traditional.
10. **Area of Certification:** Not applicable.

INSTITUTIONAL APPROVAL

1. List of Titles (and Dates) of All Internal Institutional Approvals

The program at South University has been approved by the following:

College of Health Professions Curriculum Committee	May 24, 2012
Council of Deans	May 26, 2012
Council of Presidents	June 5, 2012
Board of Trustees (approval for the Columbia campus)	June 11, 2013

PURPOSE

1. Statement of the Purpose of the Program

The Occupational Therapy Assistant works under the supervision of the Occupational Therapist to help individuals regain or accommodate to decreased range of motion, muscle strength, coordination, perception and activities of daily living, which includes dressing, eating, toileting, hygiene and home management.

The Associate of Science degree in the Occupational Therapy Assistant Program is dedicated to providing educational opportunities of the intellectual, social, and professional development of a diverse student population. Through its carefully balanced and sequenced curricular design over eight quarters, the Occupational Therapy Assistant Program prepares qualified students to become successful occupational therapy practitioners. The program prepares students with knowledge and skills for competent entry-level practice in a variety of contexts for an ever-changing world. The Occupational Therapy Assistant Program further seeks to lead the profession and community through its contributions in educational leadership, community and professional service, lifelong learning, and scholarship.

2. Discussion of the Objectives of the Program

The OTA Program goals address student competency in the following areas (program threads in parentheses):

1. Prepare occupational therapy assistants who appreciate and adapt to diverse and alternative cultures, settings, systems, processes, and ideas. (adaptation thread)
2. Foster student skill in accessing relevant literature and information, using research-based evidence to make informed decisions in occupational therapy practice. (information literacy thread)
3. Cultivate student skill in effective critical thinking, problem-solving, and clinical reasoning with clients across the lifespan in diverse practice settings. (critical thinking thread)
4. Foster development of student's communication skills to promote effective, appropriate interaction with all stakeholders. (professionalism thread)
5. Instill in the student the values, attitudes and behaviors consistent with the occupational therapy profession's philosophy, standards, and ethics. (professionalism thread)
6. Provide the student with opportunities to acquire skills in advocacy for the profession of occupational therapy to other professionals, service providers, consumers, third-party payers, regulatory bodies, professional associations, and the public. (professionalism thread)
7. Provide the student with a challenging curriculum that prepares students to deliver occupational therapy assistant services with entry-level competency under the supervision of an occupational therapist in a variety of practice settings. (professionalism and critical thinking threads)
8. Impart to the student a passion for lifelong professional development to meet changing societal needs. (lifelong learning thread)
9. Provide ongoing opportunities for stakeholders in the OTA Program to have input into the development and evaluation of the OTA Program to ensure the Program remains true to its mission and philosophy. (information literacy thread)

JUSTIFICATION

1. Discussion of the Need for the Program in the State

Students receiving the Associate of Science in Occupational Therapy Assistant are likely to secure employment as Occupational Therapy Assistants (SOC Code 31-2011.00). According to information obtained from CareerOneStop (a website sponsored by the United States Department of Labor, Employment, and Training Administration), there is a projected national increase of 41% and State of South Carolina increase of 36% in jobs for SOC Code 31-2011 (http://www.careerinfonet.org/occ_rep.asp?optstatus=011000000&soccode=312011&id=1&nodeid=2&stfips=45&search=Go). This increase is for the time period from 2012 through 2022.

For specific job openings within the area, a search for job openings in the Midlands with the CIP code tag of "312011" performed at <http://jobs.scworks.org> found 15 positions for occupational therapy assistants (<https://jobs.scworks.org/jobbanks/joblist.asp?session=jobsearch&geo=4515000105&t=p&faq=&geotype=&city=&zip=&radius=>). When expanding the search to the rest of the state, a total of 83 jobs are currently open. When coupling this data with the projected national and state increases, it is inferred that the need for a new program to help meet the demand is sufficient in the Columbia area.

The following table shows US and South Carolina pay from CareerOneStop (http://www.careerinfo.net/org/occ_rep.asp?optstatus=011000000&soccode=312011&id=1&nodeid=2&stfips=45&search=Go):

Location	Pay Period	2012				
		10%	25%	Median	75%	90%
United States	Hourly	\$15.85	\$20.47	\$25.60	\$30.81	\$35.16
	Yearly	\$33,000	\$42,600	\$53,200	\$64,100	\$73,100
South Carolina	Hourly	\$9.42	\$18.76	\$23.62	\$28.24	\$33.51
	Yearly	\$19,600	\$39,000	\$49,100	\$58,700	\$69,700

2. Discussion of the Centrality of the Program to the South University Mission

The first two sentences of South University’s Institutional Mission are as follows: “South University is a private academic institution dedicated to providing educational opportunities for the intellectual, social, and professional development of a diverse student population. To achieve this purpose, the institution offers focused and balanced curricula at the associate’s baccalaureate, master’s and doctoral levels” (<http://www.southuniversity.edu/about/mission-statement.aspx>). The Institutional Mission is put into practice with the following five Foundational Directives (FD):

1. Exceptional educational and administrative support for all learners (Responsive to the needs of nontraditional and traditional students)
2. Quality educational programs (professionally-oriented, market-driven and programmatically accredited if available)
3. Successful graduates (prepared well for successful placements in professional pursuits and careers)
4. Satisfied stakeholders (satisfaction, respect and high regard for South University across all key groups including students, faculty, staff, program advisory councils, and employers of our graduates)
5. Purposeful growth (well-managed, effective and productive institutional growth via distinctive, 21st century, delivery of programs and services)

As South University seeks to implement its mission, we look at programs which have had success at certain campus locations and find opportunities for that program to thrive at other campuses. The Associate of Science in Occupational Therapy Assistant program—implemented at the West Palm Beach and Tampa campuses of South University in summer of 2013—is a quality educational program (FD#2) which has produced satisfied stakeholders (FD #4) at its clinical sites (the programs will graduate their inaugural classes in 2014). In an effort to continue our purposeful growth (FD #4), we have put in place exceptional educational and administrative support (FD #1) at the Columbia campus to ensure success of graduates of this program (FD #3)—all of which help South University to fulfill its Institutional Mission.

3. Discussion of the Program's Relationship to Other Related Programs

The ASOTA and the other requested associate program, the Associate of Science in Physical Therapist Assistant, will join the Associate of Science in Medical Assisting, the only currently-offered associate-level program from the College of Health Professions at the Columbia campus.

4. Similar Degree Programs Offered at Other Institutions

An Inventory Report of other universities offering degree programs within the CIP Code 51.0803 (<http://connect.che.sc.gov/AS400/Inven/Inst.asp?Maj=510803>) found that Greenville Technical College at Greer (a distance from South University of 113 miles), Trident Technical College's main campus (a distance of 114 miles), and Brown Mackie College in Greenville (a distance of 108 miles) offer associate degree programs within this CIP code. According to the American Occupational Therapy Association, Inc., "There are no accredited entry-level occupational therapy or occupational therapy assistant educational programs that are offered in the online format." In November 2013, CHE approved Southeastern Institute in Columbia (11 miles) and Charleston (119 miles) to offer an Associate of Applied Science in Occupational Therapy Assistant. As Southeastern Institute is accredited by the Accrediting Commission of Career Schools and Colleges (<http://www.southeasterninstitute.edu/schools/columbia/columbia.html>), South University's program will be the only regionally accredited program within 50 miles (the average maximum distance from which most South University students come).

ADMISSION CRITERIA

1. Admissions Criteria Specific to the Program

Procedure for Admission to Associate of Science in Occupational Therapy Assistant Program

Students intending to enter the Occupational Therapy Assistant (OTA) Program will be admitted to South University as candidates for the OTA Program. Only after completing prerequisite coursework and achieving the requirements outlined below will students be admitted into advanced standing in the OTA Program. Students may transfer prerequisite courses into the program before entering advanced standing if approved by the OTA Program Director and the Registrar.

Admission Requirements for the Professional Phase of Occupational Therapy Assistant Program:

1. A minimum cumulative GPA of 2.85.
2. Minimum of 24 hours of observation, volunteer, or employment in at least one occupational therapy clinic, in at least two practice areas of occupational therapy (e.g., pediatrics, physical disabilities, mental health, or geriatrics) attested to by an occupational therapist on the form provided.
3. Completion of the Self-assessment Inventory (available from the OTA Program Office).
4. Completed OTA Application Packet.

ENROLLMENT

1. Table of Projected and New Total Student Enrollment

Year	Fall		Winter		Spring		Summer	
	Headcount	Credit Hours						
2013/14	0	0	0	0	0	0	0	0
2014/15	0	0	12	144	22	259	32	380
2015/16	28	340	39	472	28	336	42	508
2016/17	29	353	47	567	27	325	49	583
2017/18	21	255	45	538	23	280	50	600

Numbers include two (2) new cohorts of twenty-four (24) students starting in January and July each year. These cohorts do not begin until January of 2015 due to the length of time required for the program to obtain Developing Program Status from the programmatic accrediting body. It is estimated that two to four (2-4) students will drop out of the program each quarter and that eighteen (18) students will graduate from the program beginning in Quarter 8. The numbers are built off South University's load policy which states that twelve (12) credits is equal to a full-load for undergraduate students. Please note, however, that students in this program will need to take between twelve and sixteen (12-16) credits each quarter to finish within eight (8) quarters. It is not anticipated that many students will transfer into this program; therefore, this table is for new and total student enrollment within the program.

CURRICULUM

1. Sample Curriculum

The program offered on the Columbia campus will follow the curriculum outlined on pages 81-82 of the catalog (<http://www.southuniversity.edu/admissions/academic-catalog.aspx>). Courses offered in this program are as follows:

Area I Core Curriculum:	30 Credits
<i>Quarter 1</i>	
AHS1001 Medical Terminology	4
ENG1100 Composition I	4
PSY1001 General Psychology	4
UVC1000 Strategies for Success	4
<i>Quarter 2</i>	
BIO1011 Anatomy and Physiology I	4
<i>(must be taken concurrently with BIO1012 Anatomy and Physiology I Lab)</i>	
BIO1012 Anatomy and Physiology I Lab	2
MAT1001 or MAT1005 Math Elective	4
ENG1300 Composition III/Literature	4

Area II Professional Curriculum: 84 Credits

Quarter 3

BIO1013	Anatomy and Physiology II	4
<i>(must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)</i>		
BIO1014	Anatomy and Physiology II Lab	2
SPC1026	Public Speaking	4
OTA1001	Introduction to Occupational Therapy	3
OTA1002	Human Occupation through the Lifespan	2

Quarter 4

OTA1010	Medical Conditions	2
OTA1020	Occupational Analysis I	4
OTA1030	Occupational Therapy in Mental Health	6
OTA1035	Professional Issues I	2
OTA1040	Professional Documentation	1

Quarter 5

OTA202	Occupational Analysis II	4
OTA2030	Occupational Therapy for Children and Adolescents	6
OTA2035	Professional Issues II	2
OTA2040	Movement for Human Occupation	3

Quarter 6

OTA2050	Occupational Therapy for Adults and the Elderly	6
OTA2060	Occupational Therapy Management	4
OTA2070	Community Practice	1
Arts and Humanities Elective		4

Quarter 7

OTA2380	Level II Fieldwork A	8
OTA2385	Fieldwork Seminar A	4

Quarter 8

OTA2390	Level II Fieldwork B	8
OTA2395	Fieldwork Seminar B	4

2. List of all New Courses

Since the program is not new to South University, no new courses will be added to the catalog.

ASSESSMENT

1. Explanation of Assessments

The OTA Program will use formative (midterm) and summative (course end) evaluation instruments to produce both quantitative and qualitative data. Methods to evaluate learning of course content will include, but is not limited to, quizzes; written exams using varied formats, including multiple choice, short answer, long essay, true/false, matrix formats; rubrics to guide and evaluate written and oral assignments, case studies, lab practical exams, focus groups, observations, papers (e.g., reflection papers, research), presentations, and projects.

The AOTA Fieldwork Performance Evaluation form will evaluate entry-level competency during Level II Fieldwork; a comparable form developed at South University will evaluate student performance during the three Level I Fieldwork experiences.

Finally, students will be expected to develop and maintain a learning portfolio containing, but not limited to, documentation of immunizations and CPR certification, professional development plan and log of professional development activities, as well as select assignments from the academic curriculum and/or fieldwork placements (e.g., research paper, progress note based on case study, treatment plan, community initiative project summary, presentations) that highlight student learning and ability.

Examples of questions included for students in evaluation of the program include the following (each question would have a follow-up, why or why not?):

- Were students able to impact the classroom experience by expressing needs and interests?
- Were students established to give the student body a voice?
- Did the fieldwork site selection process allow students to match according to their individual abilities, needs and interests?
- Did students engage in activities which would enhance professional development?
- Were students successful in amending and applying content in sequential coursework?
- Did students feel safe in communicating their needs to modify classroom and fieldwork activities?
- Did students successfully progress through the program, including Level I and II Fieldwork?
- Did students emerge with information, skills, and attitudes to support entry-level competency?

2. Description of Program Learning Outcomes

The following are South University OTA Program Learning Outcomes (with program threads in parentheses):

1. Prepare occupational therapy assistants who appreciate and adapt to diverse and alternative cultures, settings, systems, processes, and ideas. (adaptation thread)
2. Foster student skill in accessing relevant literature and information, using research-based evidence to make informed decisions in occupational therapy practice. (information literacy thread)
3. Cultivate student skill in effective critical thinking, problem-solving, and clinical reasoning with clients across the lifespan in diverse practice settings. (critical thinking thread)
4. Foster development of student's communication skills to promote effective, appropriate interaction with all stakeholders. (professionalism thread)
5. Instill in the student the values, attitudes and behaviors consistent with the occupational therapy profession's philosophy, standards, and ethics. (professionalism thread)
6. Provide the student with opportunities to acquire skills in advocacy for the profession of occupational therapy to other professionals, service providers, consumers, third-party payers, regulatory bodies, professional associations, and the public. (professionalism thread)

7. Provide the student with a challenging curriculum that prepares students to deliver occupational therapy assistant services with entry-level competency under the supervision of an occupational therapist in a variety of practice settings. (professionalism and critical thinking threads)
8. Impart to the student a passion for lifelong professional development to meet changing societal needs. (lifelong learning thread)
9. Provide ongoing opportunities for stakeholders in the OTA Program to have input into the development and evaluation of the OTA Program in ensure the program remains true to its mission and philosophy. (information literacy thread)

3. Explanation of How Program Evaluation and Student Performance Assessment Data Initiate Changes to the Program

The OTA Program at South University will routinely secure and document sufficient information to allow for meaningful analysis about the extent to which the program meets stated goals and objectives outlined in the strategic plan. Evaluation may include faculty effectiveness in assigned teaching responsibilities, student progression through the program, student retention rates; student feedback about Level I and II Fieldwork performance evaluation of student, site and fieldwork educator; fieldwork educator feedback about the student and program, student satisfaction with the OTA Program, graduates' results on the NBCOT certification exam, graduates' satisfaction with preparation for work on the job, and employer satisfaction.

The program evaluate initiative is aligned with the South University system across campuses, which includes the IDEA course evaluations and Learning Outcome Manager. IDEA course evaluations are questionnaires administered at the end of each course every quarter to gather feedback about course content, assignments and instruction. Course evaluations will be reviewed by the OTA program director, each faculty member, and the campus dean of academic affairs and operations at the end of each quarter. Based on the feedback from the course evaluations, modifications will be made to each course, as appropriate.

The OTA program director and faculty plan to gather feedback from graduates to determine the degree to which graduates are prepared for their first job and to identify the level of graduate satisfaction with the OTA Program. Similarly, feedback will be gathered from employers to determine the degree to which graduates are prepared for their first job and to identify the level of employer satisfaction with South University graduates. Methods of data collection could include, but not be limited to, online questionnaires, focus groups and interviews.

All data will be compiled and analyzed annually in a report, disseminated to the OTA faculty, OTA Program Advisory Committee, and university administration.

FACULTY

1. Faculty and Academic Qualifications

Current faculty members at the Columbia campus are not academically credentialed to teach in this program. A new faculty member/Program Director was added to lead this proposed program. The new program director earned a doctor of occupational therapy degree and is a Registered Occupational Therapist (OT/R) in South Carolina.

2. Qualifications of New Faculty

Faculty teaching in the program will possess the appropriate degree (usually a baccalaureate or graduate degree within occupational therapy). The degree is a terminal, occupational-preparation associate program. As prescribed by SACSCOC standards, faculty teaching associate degree courses not designed for transfer to the baccalaureate degree must hold a bachelor's degree in the teaching discipline or an associate's degree and demonstrated competencies in the teaching discipline. South University attempts to hire individuals with advanced degrees (usually the terminal "Doctor of Philosophy," "Doctor of Occupational Therapy," or equivalent) whenever possible.

3. Proposed Changes in Currently-Employed Faculty Assignment

Not applicable

4. Institutional Plan for Faculty Development

South University strongly supports the development of its faculty members to enhance their expertise in and understanding of instruction, current developments within their fields of knowledge, and service to their professional communities. To foster such enhancements, South University requires its faculty members to establish a faculty development plan each year and document their progress toward their plans' completion. Full-time faculty members are required to complete a minimum of 24 hours of faculty development each year, while part-time and adjunct faculty members are required to complete a minimum of 12 hours of faculty development each year. Full-time and part-time faculty members hired after the beginning of the year and adjunct faculty members accepting fewer course assignments than normal during a year will have a prorated number of minimum faculty development hours.

Faculty development is classified into two categories; Professional Development and In-service Activities. Faculty members balance the hours between these two categories each year based on their professional needs, University/Campus/College/School/Department/Accreditation-mandated initiatives, and available faculty development opportunities.

5. Institutional Definition of Full-Time Equivalents

A full-time faculty member is an employee of South University for whom the University represents their primary professional work obligation. Full-time faculty work four (4) academic quarters each year and are expected to teach sixteen (16) courses for each appointment year. Course load reductions may be approved for administrative duties by the appropriate dean of the college in consultation with the campus president. Full-time faculty are eligible for promotion and are required to serve on university and departmental committees, attend meetings, develop curriculum, advise students, complete faculty development, and fulfill the job duties of a full-time faculty member as described in the *Faculty Supplement to the Employee Handbook*.

The academic year of South University is divided into four (4) quarters, with two class (2) starts per quarter. A full-time faculty member is expected to be on campus or approved educational site five (5) days per week for a total of no less than 40 hours per week which may include some weekend or evenings. The work and teaching schedule (including office hours) of a full-time faculty member is at the sole discretion of the dean of academic affairs and operations or the campus president.

6. Table of Administration, Faculty, and Staff

No new administration or staff will be needed for this program; therefore this table is merely for faculty in the program.

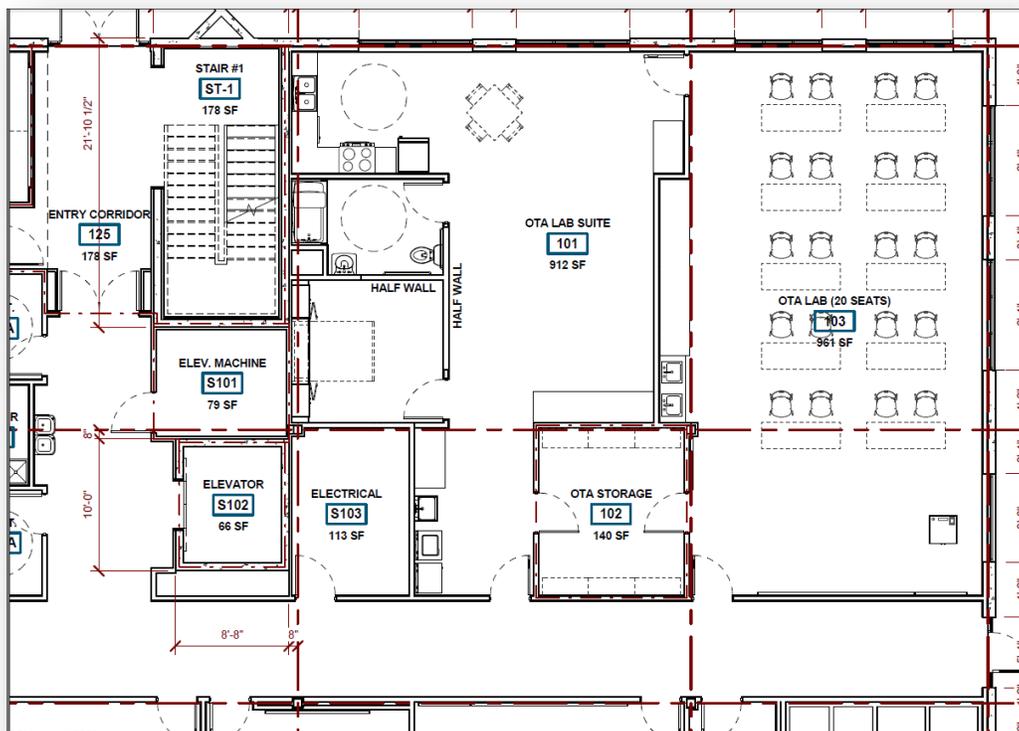
Year	New		Existing		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2013/14	1	1.00	0	0.00	1	1.00
2014/15	3	2.25	1	1.00	4	3.25
2015/16	1	0.50	4	3.25	5	3.75
2016/17	1	0.25	5	3.75	6	4.00
2017/18	0	0	6	4.00	6	4.00

By the end of the fifth year of the program, it is anticipated that there will be one (1) program director, one (1) clinical coordinator, one (1) full-time faculty, and three (3) adjunct faculty teaching in the program. There is a probability that current faculty (both full-time and adjunct) will be used to teach courses in Quarters 1-3; however, those faculty members are not included in the above chart.

PHYSICAL PLANT

1. Adequacy of the Existing Physical Plant

The existing physical plant is inadequate to support the Associate of Science in Occupational Therapy Assistant program. For this reason, South University will build a 20,000 square-foot building, adjacent to the pharmacy building at Ten Science Court, with specialized laboratory spaces, faculty offices, and classrooms to support the new program. This new building will be constructed similarly to the new facility at our campus in West Palm Beach, Florida. A copy of that floor plan is included:



The floor plans include a mock kitchen, bathroom, and bedroom; multiple storage locations; a full classroom/laboratory; a dedicated work room; and multiple office spaces.

2. Additional Physical Plant Requirements

The additional physical plant requirements (with an estimated cost of \$2,300,000) will be financed using South University's cash and cash equivalents which totaled \$17,525,000 in the most recent audited financial statements (June 30, 2013 and 2012).

EQUIPMENT

1. Identification of Major Equipment Items Needed

There are multiple major equipment items needed for this associate degree program. The total cost for equipment (including supplies) is \$76,000. A list of the major items to be purchased is included below:

Manufacturer	Model/Item Number	Description
Intelect	2943	Legend 4-Channel Combo Therapy Machine
Patterson	6104	Handrail Footstool
American Orthopaedic	7262	Cast Cutter
Tumble Forms 2	556800	Therapist Start Kit (Raised Roll, Roll, and Wedge)
Whitehall	560970	Little Freeze®
Patterson	560988	Deluxe Wand Full-Size Massager
Tropic Heater	561405	Mobile Heater with 8 Tropic Pacs
Rolyan	562857	Heat Pan - Small, Green
Fabrication Enterprises	563592	Muscular Anatomy of the Arm and Shoulder
Game Ready	565300	Accelerated Recovery System with GRPRO2.1 Control Unit. Includes AC adapter and 6' Connector Hose
Vectra	568661	2-Channel Combo Therapy System Cart w/EMG
Metron	920072	Accusonic Advantage w/5cm applicator
Metron	920074	2cm Dual Frequency Applicator
Metron	920085	Multi-Stim 2
Metron	920105	Accusonic Advantage w/2&5cm applicators
Patterson	920145	Therapy Kit
Fabrication Enterprises	928192	Deluxe Skeleton - Pelvic Mounted
Patterson	969032	Pneumatic Stool (Black)
Invacare	81518208	Tracer SX5 wheelchair (18X16" full arm w/footrests)
Tumble Forms 2	2789C	Raised Roll (24X4.5X6")
Tumble Forms 2	2794F	24X8" Roll
Tumble Forms 2	2795B	20X22" Base, 12.5 Degree Incline Wedge
Sammons Preston	5350	Single-Section Glass Mirror
Tumble Forms 2	552099	2 to 1 Vestibular Swing Adapter
Oakworks	562917	PowerLine Treatment Table (30" with backrest, Coal)
Invacare	081517457	9000XT Reclining Wheelchair (20" full arm w/legrests)
Invacare	81517770	9000XT Super Hemi Wheelchair (20X16", desk arm w/legrests)

Manufacturer	Model/Item Number	Description
Tumble Forms 2	2772RA	Deluxe Vestibulator II Replacement (2) 30" Ropes with 2 asenders/carabiners
Tumble Forms 2	2772S	Deluxe Vestibulator II Net Swing with Positioning Seat
Metron Elite	566202BL	Two-Section Black Table
Rolyan	A5314	Splint Center

LIBRARY RESOURCES

1. Current Holdings

Out of 20,000 volumes held by the Columbia library, eighty-eight (88) of the volumes are directly relevant to the ASOTA program. In addition to the physical volumes, South University Libraries have access to over 300,000 eBooks; 95 online databases; 45,000 journals; and over 3,000,000 full-text dissertations.

2. Future Acquisitions

It is estimated that the current collection will support the collection through the first five years; however, additions to the collection will be purchased as research in the field evolves.

3. Impact of PASCAL

South University's library is sufficient to support the program without the addition of the resources from PASCAL. Nonetheless, PASCAL is an additional supportive library resource for the proposed program.

ACCREDITATION, APPROVAL, LICENSURE, OR CERTIFICATION

1. Professional Accreditation Process

The program must be programmatically accredited by the Accreditation Council for Occupational Therapy Education (ACOTE). As we have learned through the accreditation process of each of the programs in Florida, the process for obtaining ACOTE accreditation is three-fold:

- A. In May, the campus submitted a Candidacy Application after hiring a Program Director.
- B. The campus will receive Candidacy Status and admit its first class of students (expected date of admission is January of 2015). During this stage, the campus assesses its compliance with ACOTE standards and submits a Self-Study Report. ACOTE will make a paper determination known as a "Letter of Review" that indicates the likeliness of the campus's ability to complete the process.
- C. The campus hosts an on-site evaluation by a two-member team. The result of this evaluation and the campus's response to the report are the bases for ACOTE to grant or withhold accreditation. This is completed prior to the graduation of the first class; therefore, students in the first cohort are eligible to obtain their licenses as Occupational Therapy Assistants in South Carolina.

Since South University plans to begin the program in January of 2015, it is anticipated that ACOTE accreditation will be granted in November of 2016—just prior to the first graduating class of December 2016 (as was the case with our programs in Florida—each of which received the maximum seven [7] years of accreditation in Spring of 2014).

2. Licensure/Certification of Graduates

All graduates (assuming the program has obtained ACOTE accreditation) will be eligible to sit for the National Board for Certification in Occupational Therapy (NBCOT) Certified Occupational Therapy Assistant (COTA) examination, for they will have met all eligibility requirements noted on the examination webpage (http://www.nbcot.org/index.php?option=com_content&view=article&id=247&Itemid=154):

- Graduating with an accredited/approved entry-level occupational therapy degree
- Completing all fieldwork requirements
- Submitting an official final college or university transcript that indicates the date of graduation and the degree title
- Agreeing to abide by the NBCOT Code of Conduct
- Attaining a passing score on the NBCOT OTR or COTA certification examination

The program will ensure that certification “can reasonably be expected to be achieved by graduates” by including professional content that matches the examination and requiring fieldwork experiences that meet the eligibility requirements.

3. Teacher Education Graduate Programs

Not applicable

ARTICULATION

1. Articulation with Other South Carolina Institutions

The Associate of Science in Occupational Therapy Assistant program is considered a terminal degree for practicing occupational therapy assistants; therefore, articulation with other South Carolina institutions is not relevant.

TUITION

Tuition and fees: \$43,335

South

UNIVERSITYSM

ESTABLISHED 1899

**Nine Science Court
Columbia, South Carolina 29203**

**NEW PROGRAM PROPOSAL
Amendment to Add a Degree Program**

To offer the

**ASSOCIATE OF SCIENCE IN PHYSICAL THERAPIST ASSISTANT
(ASPTA)**

Submitted to

**South Carolina Commission on Higher Education
Academic Affairs & Licensing Division**

Signature for Campus President:

David Shoop, Ph.D.
Campus President

Application Contact:

Lucas B. Kavlie, Ed.D.
Assistant Vice Chancellor, Academic Services
Phone: 912-650-6233
lkavlie@southuniversity.edu

**November 13, 2013
Revised and resubmitted July 14, 2014**

Amendment to Add Degree Program
South University's Columbia Campus
Associate of Science in Physical Therapist Assistant

CLASSIFICATION

1. **Program Title:** Associate of Science in Physical Therapist Assistant (ASPTA)
2. **Concentrations, Options, and Tracks:** None
3. **Academic Unit in which the Program Resides:** South University's College of Health Professions
4. **Designation, Type, and Level of Degree:** 110-114-quarter-credit, associate's-level (undergraduate) degree
5. **Proposed Date of Implementation:** April 1, 2015
6. **CIP Code from the Current USDOE's Classification of Instructional Programs:** 51.0806
7. **Site:** 20,000 square-foot building adjacent to the campus at Nine Science Court in Columbia
8. **Program Qualifies for Supplemental Palmetto Fellows and LIFE Scholarship Awards:** Yes—LIFE Scholarship Award only
9. **Delivery Mode:** Traditional
10. **Area of Certification:** None

INSTITUTIONAL APPROVAL

1. List of Titles (and Dates) of All Internal Institutional Approvals

This program has been continuously offered at South University's West Palm Beach Campus since 1997; therefore it predates South University's current approval process. At its meeting on June 11, 2013, the Board of Trustees approved the program at the Columbia campus.

PURPOSE

1. Statement of the Purpose of the Program

In keeping with the stated purpose of South University, the Physical Therapist Assistant (PTA) program strives to produce physical therapist assistants who reflect the highest standards of professional practice and conduct. The PTA program offers a curriculum that is well-rounded in all fundamental concepts and theories as they apply to physical therapy modalities and rehabilitation procedures.

Physical therapist assistants are healthcare providers who work under the supervision of physical therapists. Their duties include assisting the physical therapist in implementing treatment programs according to a plan of care, training patients in exercises and activities of daily living, conducting treatments using special equipment, administering modalities and other treatment procedures and reporting to the physical therapist on the patient's responses.

2. Discussion of the Objectives of the Program

Graduates of the Physical Therapist Assistant program will be able to:

- Provide safe, efficient, efficacious interventions within the plan of care established by the physical therapist.
- Communicate using effective and culturally-competent verbal, nonverbal, written, and digital communication.

- Provide effective education to patients, caregivers, and other professionals.
- Demonstrate the ability to appropriately and efficiently utilize resources to provide high value physical therapy services.
- Demonstrate appreciation for the importance of maintaining continued competence in all areas of practice.
- Demonstrate the ability to practice within the guidelines and standards established by regulatory, professional, and institutional entities.
- Demonstrate practice behaviors consistent with the Core Values of the profession of Physical Therapy.

JUSTIFICATION

1. Discussion of the Need for the Program in the State

Graduates of the Associate of Science in Physical Therapist Assistant are likely to secure employment as Physical Therapist Assistants (SOC Code 31-2021.00). According to information obtained from CareerOneStop (a website sponsored by the United States Department of Labor, Employment, and Training Administration), there is a projected national increase of 46% and State of South Carolina increase of 40% in jobs for SOC Code 31-2021 This increase is for the time period from 2010 through 2020.

The following table shows US and South Carolina pay from CareerOneStop.

Location	Pay Period	2012 (31-2021)				
		10%	25%	Median	75%	90%
United States	Hourly	\$15.59	\$20.24	\$25.08	\$29.98	\$34.96
	Yearly	\$32,400	\$42,100	\$52,200	\$62,400	\$72,700
South Carolina	Hourly	\$15.67	\$20.39	\$24.61	\$28.46	\$31.01
	Yearly	\$34,700	\$42,400	\$51,200	\$59,200	\$70,700

For specific job openings within the area, a search for job openings in the Midlands with the CIP code tag of “312021.” When expanding the search to the rest of the state, a total of 187 jobs are currently open. When coupling this data with the projected national and state increases, it is inferred that the need for a new program to help meet the demand is sufficient in the Columbia area.

2. Discussion of the Centrality of the Program to the South University Mission

The first two sentences of South University’s Institutional Mission are as follows: “South University is a private academic institution dedicated to providing educational opportunities for the intellectual, social, and professional development of a diverse student population. To achieve this purpose, the institution offers focused and balanced curricula at the associate’s baccalaureate, master’s and doctoral levels” (<http://www.southuniversity.edu/about/mission-statement.aspx>). The Institutional Mission is put into practice with the following five Foundational Directives (FD):

1. Exceptional educational and administrative support for all learners (Responsive to the needs of nontraditional and traditional students)
2. Quality educational programs (professionally-oriented, market-driven and programmatically accredited if available)
3. Successful graduates (prepared well for successful placements in professional pursuits and careers)
4. Satisfied stakeholders (satisfaction, respect and high regard for South University across all key groups including students, faculty, staff, program advisory councils, and employers of our graduates)
5. Purposeful growth (well-managed, effective and productive institutional growth via distinctive, 21st century, delivery of programs and services)

As South University seeks to implement its mission, we look at programs which have had success at certain campus locations and find opportunities for that program to thrive at other campuses. The Associate of Science in Physical Therapist Assistant program is a quality educational program (FD#2) which has produced successful graduates (FD#3) and satisfied stakeholders (FD #4) at other campuses of South University. In an effort to continue our purposeful growth (FD #4), we have put in place exceptional educational and administrative support (FD #1) at the Columbia campus to ensure this program’s success—all of which help South University to fulfill its Institutional Mission.

3. Discussion of the Program’s Relationship to Other Related Programs

The ASPTA and the other requested associate program, the Associate of Science in Occupational Therapy Assistant, will join the Associate of Science in Medical Assisting the only current associate-level programs from the College of Health Professions offered at the Columbia campus.

4. Similar Degree Programs Offered at Other Institutions

College	Campus	Distance (mi) from SU, Columbia	Similarities	Differences
South University (proposed)	Columbia	NA	110-114 QH in two academic years	NA
Greenville	Greer	113		Access to Columbia-area residents [Access]
Horry-Georgetown	Grand Strand	150		Access
Midlands	Beltline	10	71 SH, 6 semesters	60% graduation rate 2012
Orangeburg-Calhoun	Main	51		Access
Lowcountry	Main	149		Access
Trident	Main	114		Access
Brown Mackie	Greenville	108		Access
ECPI	Charleston	113		Access

ADMISSION CRITERIA

1. Admissions Criteria Specific to the Program

Procedure for Admission to Associate of Science in Physical Therapist Assistant Program

Students intending to enter the Physical Therapist Assistant (PTA) program will be admitted to South University as candidates for the Physical Therapist Assistant program. Only after completing prerequisite coursework and achieving the requirements outlined below will students be admitted into advanced standing in the PTA program. Students may transfer prerequisite courses into the program before entering advanced standing if approved by the program director and the registrar.

Admission Requirements

1. A minimum cumulative GPA of 2.85 in all mandatory prerequisite courses.
2. Minimum grade of B in Medical Terminology, Anatomy and Physiology I and Anatomy and Physiology II, lecture and laboratory. Students may retake courses in order to achieve the minimum required grade of B.
3. Minimum of 25 hours of observation, volunteer, or employment in at least one physical therapy clinic, attested to by a physical therapist or physical therapist assistant on program provided form.
4. Current American Heart Association Basic Life Support for Healthcare Providers CPR (two-year certification).

Admission into the Technical Phase

Admission into the Technical Phase Students must apply for admission into the technical phase of the PTA program.

1. Application must be submitted seven (7) weeks before the start of the technical phase quarter.
2. Applicants must satisfy technical standards for the program in order to enter the ranking process.
3. Background check – Applicants will not be permitted to enter the ranking process if they have been convicted of a felony, or a misdemeanor that would impair the student's ability to be placed in a clinical site and/or be eligible to take the PTA licensure exam. The student is responsible for providing the results of the background check to the campus to which the student is applying. The agency performing the background check must be acceptable to South University.
4. Students must have completed an American Heart Association Basic Life Support for Health Care Providers program and have a valid card at the time of application. The card must remain valid throughout all clinical rotations.
5. Students must have proof of appropriate immunizations before participating in the ranking process.
6. Applicants must have completed 25 hours of observation in a physical therapy setting documented by a licensed PT or PTA on the appropriate form provided in the admissions packet.
 - a. Ranking will be based upon:
 - b. Cumulative GPA at the time of entry into the ranking process. (35 percent weight)
 - c. Science GPA (required to score a B or higher in these courses).
 - i. Medical Terminology
 - ii. Anatomy and Physiology I
 - iii. Anatomy and Physiology I Lab
 - iv. Anatomy and Physiology II
 - v. Anatomy and Physiology II Lab

- d. HOBET (Compute average score using each section)
 - i. Reading
 - ii. Math
 - iii. Human Body Science
 - iv. Scientific Reasoning
 - v. English
7. Students must have a 2.85 CGPA or greater at the time they enter the ranking process.
8. Repeating courses to achieve a higher grade is associated with penalty point deductions from the ranking score.
9. Students must complete the general education phase of the program before entering the technical phase.
10. The number of students entering the technical phase will be determined by the President in conjunction with the PTA Program Director and the ACCE/DCE.

ENROLLMENT

1. Table of Projected and New Total Student Enrollment

Year	Fall		Winter		Spring		Summer	
	Headcount	Credit Hours						
2013/14	0	0	0	0	0	0	0	0
2014/15	0	0	0	0	12	144	23	277
2015/16	21	254	35	416	28	340	43	512
2016/17	30	355	47	570	28	341	49	594
2017/18	22	263	45	544	26	308	50	600

Numbers include two (2) new cohorts of twenty-four (24) students starting in January and July each year. These cohorts do not begin until April of 2015 due to the length of time required for the program to obtain Candidate for Accreditation Status from the programmatic accrediting body. It is estimated that two to four (2-4) students will drop out of the program each quarter and that eighteen (18) students will graduate from the program beginning in Quarter 8. The numbers are built off South University's Load policy which states that twelve (12) credits is equal to a full-load for undergraduate students. Please note, however, that students in this program will need to take between twelve and sixteen (12-16) credits each quarter to finish within eight (8) quarters.

It is not anticipated that many students will transfer into this program; therefore, this table is for new and total student enrollment within the program.

CURRICULUM

1. Sample Curriculum

The program offered on the Columbia campus will follow the curriculum outlined on page 82 of the catalog (<http://www.southuniversity.edu/admissions/academic-catalog.aspx>). Courses offered in this program are as follows:

Area I Core Curriculum: 36-40 Credits

Mathematics/Science

BIO1011	Anatomy and Physiology I	4
	<i>(must be taken concurrently with BIO1012 Anatomy and Physiology I Lab)</i>	
BIO1012	Anatomy and Physiology I Lab	2
BIO1013	Anatomy and Physiology II	4
	<i>(must be taken concurrently with BIO1014 Anatomy and Physiology II Lab)</i>	
BIO1014	Anatomy and Physiology II Lab	2
	Math Elective (MAT1001, MAT1005, or MAT1500)	4

Humanities

SPC1026	Public Speaking	4
ENG1100	Composition I	4
ENG1300	Composition III/Literature	4

Social Sciences

AHS1001	Medical Terminology	4
	Approved Social Science Elective (PSY1001 or SOC1001)	4
UVC1000	Strategies for Success*	4

Area II Major Curriculum: 74 Credits

Quarter 3

PTA1001	Introduction to Physical Therapist Assistant	4
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Quarter 4

PTA1003	Pathophysiology	4
PTA1005	Kinesiology	6
PTA1006	Testing and Measurement for the Physical Therapist Assistant	6

Quarter 5

PTA2000	Habilitation/Rehabilitation	6
PTA2047	Essentials of Clinical Care	2
PTA1008	Modalities	6

Quarter 6

PTA2021	Therapeutic Exercise and Orthopedic Applications	6
PTA2046	Advanced Habilitation/Rehabilitation	6
PTA2050	Professional Seminar	4

Quarter 7

PTA2048	Clinical Externship I	8
PTA2049	Current Rehabilitation Issues	4

Quarter 8

PTA2099	Clinical Externship II	12
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2. List of all New Courses

Since the program is not new to South University, no new courses will be added to the catalog.

* Required if the student is also required to take MAT0099. In such cases, the student will finish with 114 credits rather than 110.

ASSESSMENT

1. Explanation of Assessments

The PTA Program will use formative (midterm) and summative (course end) evaluation instruments to produce both quantitative and qualitative data. Methods to evaluate learning of course content will include, but is not limited to, quizzes, written exams using varied format, including multiple choice, short answer, long essay, true/false, matrix formats; rubrics to guide and evaluate written and oral assignments, case studies, lab practical exams, focus groups, observations, papers (e.g., reflection papers, research), presentations and projects.

2. Description of Program Learning Outcomes

1. Provide safe, efficient, efficacious interventions within the plan of care established by the physical therapist.
 - a. Review the plan of care established by the physical therapist prior to initiating an intervention.
 - b. Administer safe interventions as directed in the therapist's plan of care.
 - c. Provide proper instruction to the patient/client and others to promote the outcomes described in the plan of care.
 - d. Correctly administer data collection instruments to quantify the response to the intervention as directed and supervised by the physical therapist.
 - e. Progress the patient/client interventions as directed by the plan of care and clinical criteria for progression.
 - f. Respond effectively to patient/client and environmental emergencies in the clinical setting.
 - g. Complete correct documentation of the interventions and patient response within the therapists' plan of care.
2. Communicate using effective and culturally-competent verbal, nonverbal, written, and digital communication.
 - a. Demonstrate active listening and communication.
 - b. Consult with the physical therapist as to appropriate method of, and content of, communication with persons other than the therapist.
 - c. Demonstrate correct use of terminology and communication method as required by the therapist's plan of care, payer standards, and goals of the communication.
3. Provide effective education to patients, caregivers, and other professionals.
 - a. Identify situations that require instruction and correctly determine if the assistant is the appropriate individual to provide the instruction.
 - b. Implement, assess, and modify instructional strategies based on learner needs.
4. Demonstrate the ability to appropriately and efficiently utilize resources to provide high-value physical therapy services.
 - a. Accurately describes various work environments and the resource needs characteristic of each.
 - b. Manage time efficiently and effectively.
 - c. Utilize support personnel effectively and consistent with applicable regulations and workplace practice.
 - d. Operate within the organization's chain of command structure.
 - e. Demonstrate understanding of the relationship between documentation and reimbursement.

5. Demonstrate appreciation for the importance of maintaining continued competence in all areas of practice.
 - a. Participate in learning and development activities to ensure continued clinical competence.
 - b. Effectively incorporate self-evaluation and feedback from others to determine educational needs.
 - c. Demonstrate understanding of the importance of clinical education in education, role modeling, and mentoring.
6. Demonstrate the ability to practice within the guidelines and standards established by regulatory, professional, and institutional entities.
 - a. Consistently practice according to standards established by regulatory, reimbursement, and work authorities.
 - b. Demonstrate compliance with security, privacy, and information protection standards.
 - c. Act in a manner consistent with the APTA Core Documents which apply to the physical therapist assistant.
7. Demonstrate practice behaviors consistent with the Core Values of the profession of Physical Therapy.
 - a. Demonstrate accountability for his/her actions.
 - b. Place patient/client needs above their own self-interest.
 - c. Exhibit caring and empathy in dealing with all patient/clients, their care givers and families.
 - d. Demonstrate conduct and values consistent with the duties of the physical therapist assistant.
 - e. Demonstrate integrity in all interactions as directed in the APTA Core Documents.
 - f. Demonstrate understanding of the role of physical therapy in societal well-being.
 - g. Perform all interventions with a goal of providing excellent care and attention to the role of the physical therapist assistant within the plan of care developed by and supervised by the physical therapist.

3. Explanation of How Program Evaluation and Student Performance Assessment Data Initiate Changes to the Program

The Program Director working with the Clinical Coordinator and faculty is charged with continuous review of the curriculum. A review is triggered if there is any concern voiced from a clinical site regarding inadequacy of a student's preparation for his or her clinical experience. Data is collected using the student and clinic portion of the CPI, student records, the IDEA and Noel-Levitz survey results, graduate in-put, employer surveys, persistence rates, and program and student learning outcome measures. Any changes in curriculum are reviewed and approved by the College of Health Professions Curriculum Committee, the Council of Deans, and the Council of Presidents prior to implementation. Specific assessment thresholds include the following: 80% of all students will progress through the curriculum, 75% of all student cohort members will graduate, IDEA results will show 80% achievement on the essential and important objectives and 85% of all students will pass the NPTE.

The core faculty (as defined by the programmatic accreditor) and the Program Advisory Committee annually review all areas of the program. Through these reviews, any areas of concern are addressed with the program chair, the Dean of the College of Health Professions, and the Dean of Academic Affairs and Operations. The program will institute the assessment process through the accreditation

self-study. Data will be identified and collected as students are enrolled. Changes to the program will be documented in faculty minutes and assessment reviews/reports.

FACULTY

1. Faculty and Academic Qualifications

Current faculty members at the Columbia campus are not academically credentialed to teach in this program. A new faculty member/Program Director will be added to lead this proposed program. The Program Director will have at least a master's degree in physical therapy and be a Licensed Physical Therapist (PT) or Physical Therapist Assistant (PTA).

2. Qualifications of New Faculty

Faculty teaching in the program will possess the appropriate degree (usually a baccalaureate or graduate degree within physical therapy). As the degree is an associate degree, individuals with baccalaureate degrees may be utilized as faculty members. South University attempts to hire individuals with advanced degrees (usually the terminal "Doctor of Philosophy," or equivalent) whenever possible.

3. Proposed Changes in Currently-Employed Faculty Assignment

Not applicable

4. Institutional Plan for Faculty Development

South University strongly supports the development of its faculty members to enhance their expertise in and understanding of instruction, current developments within their fields of knowledge, and service to their professional communities. To foster such enhancements, South University requires its faculty members to establish a faculty development plan each year and document their progress toward their plans' completion. Full-time faculty members are required to complete a minimum of 24 hours of faculty development each year, while part-time and adjunct faculty members are required to complete a minimum of 12 hours of faculty development each year. Full-time and part-time faculty members hired after the beginning of the year and adjunct faculty members accepting fewer course assignments than normal during a year will have a prorated number of minimum faculty development hours.

Faculty development is classified into two categories; Professional Development and In-service Activities. Faculty members balance the hours between these two categories each year based on their professional needs, University/Campus/College/School/Department/Accreditation-mandated initiatives, and available faculty development opportunities.

5. Institutional Definition of Full-Time Equivalents

A full-time faculty member is an employee of South University for whom the University represents their primary professional work obligation. Full-time faculty work four (4) academic quarters each year and are expected to teach sixteen (16) courses for each appointment year. Course load reductions may be approved for administrative duties by the appropriate Dean of the College in consultation with the campus president. Full-time faculty are eligible for promotion and are required to serve on University and departmental committees, attend meetings, develop curriculum, advise students,

complete faculty development, and fulfill the job duties of a full-time faculty member as described in the Faculty Supplement to the Employee Handbook.

The academic year of South University is divided into four quarters, with two class starts per quarter. A full-time faculty member is expected to be on campus or approved educational site five (5) days per week for a total of no less than 40 hours per week which may include some weekend or evenings. The work and teaching schedule (including office hours) of a full-time faculty member is at the sole discretion of the Dean of Academic Affairs and Operations or the Campus President.

6. Table of Administration, Faculty, and Staff

No new administration or staff will be needed for this program; therefore this table is merely for faculty in the program.

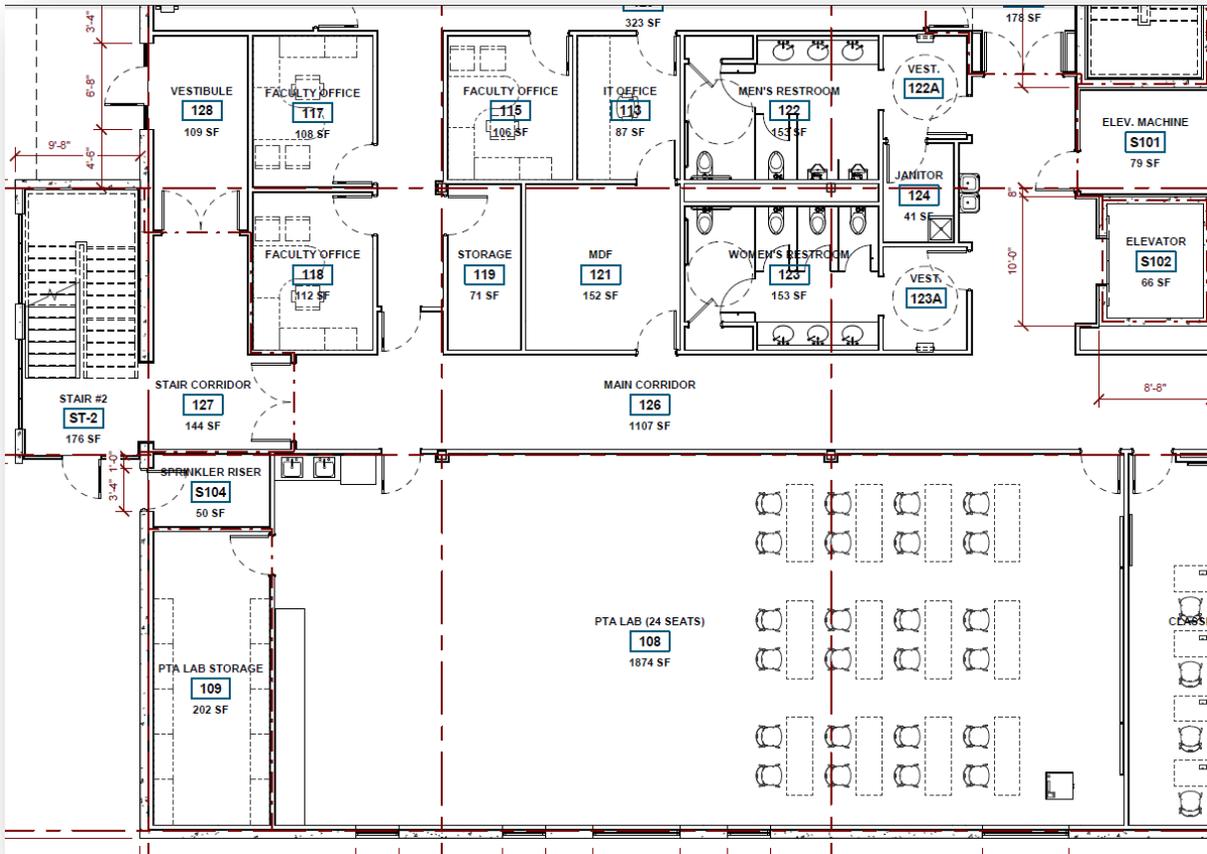
Year	New		Existing		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2013/14	1	1.00	0	0.00	1	1.00
2014/15	3	2.25	1	1.00	4	3.25
2015/16	1	0.50	4	3.25	5	3.75
2016/17	1	0.25	5	3.75	6	4.00
2017/18	0	0	6	4.00	6	4.00

By the end of the fifth year of the program, it is anticipated that there will be one (1) Program Director, one (1) Clinical Coordinator, one (1) full-time faculty, and three (3) adjunct faculty teaching in the program. There is a probability that current faculty (both full-time and adjunct) will be used to teach courses in Quarters 1-3; however, those faculty members are not included in the above chart.

PHYSICAL PLANT

1. Adequacy of the Existing Physical Plant

The existing physical plant is inadequate to support the Associate of Science in Physical Therapist Assistant program. For this reason, South University will build a 20,000 square-foot building, adjacent to the pharmacy building at Ten Science Court, with specialized laboratory spaces, faculty offices, and classrooms to support the new program. This new building will be constructed similarly to the new facility at our campus in High Point, North Carolina. A copy of that floor plan is included at the top of the following page.



The floor plans include a full classroom/laboratory, dedicated storage, and multiple faculty office spaces.

2. Additional Physical Plant Requirements

The additional physical plant requirements (with an estimated cost of \$2,300,000) will be financed using South University's cash and cash equivalents which totaled \$17,525,000 in the most recent audited financial statements (June 30, 2013).

EQUIPMENT

1. Identification of Major Equipment Items Needed

There are multiple major equipment items needed for this associate degree program. The total cost for equipment (including supplies) is \$102,000. A list of the major items to be purchased is included here:

Manufacturer	Model/Item Number	Description
Anatomical Chart	CH168	Painted and Numbered Budget Bucky Skeleton
Anatomical Chart	A13	Mr. Superskeleton
Anatomical Chart	G192	Hand and Wrist Model
Anatomical Chart	G198	Foot and Ankle Model
Anatomical Chart	A72	Flexible Vertebral Column Region Model Cervical

Manufacturer	Model/Item Number	Description
Anatomical Chart	A73	Flexible Vertebral Column Region Model Thoracic
Anatomical Chart	A74	Flexible Vertebral Column Region Model Lumbar
Anatomical Chart	M20	Muscles of the Leg (Left)
Anatomical Chart	M10	Muscles of the Arm (Left)
Drive	10202-2	Adjustable Walkers Without Wheels (2/case)
Drive	10212-2	Adjustable Walkers with 5" Wheels (2/case)
Drive	LT-10303	Adjustable Single Tip Canes
Drive	10240-1	Adjustable Hemi Walker (Sidestepper)
Drive	LT-10400	Adjustable Aluminum Crutches
Drive	10403	Forearm Crutches
Drive	LT-10301	Quad Canes: Small Based
Drive	LT-10300	Quad Canes: Large Based
Drive	10248N-1	Junior Standard Walker
Drive	LT-10400	Standard Crutches
Drive	10105-1	Walker Platform
Drive	CANERACK	Floor Cane Rack
Fabrication Enterprises	30-1870	Disc O' Sit (Vestibular Disc)
Hausmann	5086	Transfer Boards with Hand Cutouts (8"x24")
Fabrication Enterprises	12-0603	Jamar Hands-On Hand Evaluation Kit
Fabrication Enterprises	LT-GONF06	Finger Goniometers
Hygenic	23125	Exercise Balls 55cm
Hygenic	23135	Exercise Balls 65cm
Hygenic	23145	Exercise Balls 75cm
Hygenic	23155	Exercise Balls 85cm
Hygenic	23210	Dual Action Air Pump
Ideal	MC221	Wheeled Utility Carts
Fabrication Enterprises	LT-HP110	Theraputty, Yellow (1 lb)
Fabrication Enterprises	LT-HP410	Theraputty, Green (1 lb)
Fabrication Enterprises	LT-HP510	Theraputty, Blue (1 lb)
Fabrication Enterprises	LT-HP210	Theraputty, Red (1lb)
Fabrication Enterprises	LT-HP101	Theraputty, Tan (1 lb)
Spectrum	640	BAPS Board, Complete with Wall Hanger
Fabrication Enterprises	12-2156	Polar Heart Rate Monitor
Fabrication Enterprises	12-2050	Polar Chest Strap
Biosig Corporation	105	Insta-Pulse Portable Heart Rate Monitor
DuroMed	04-630-001	Automatic Blood Pressure Monitor
DuroMed	01-140-011	Manual Sphygmomanometer
Fabrication Enterprises	12-1500	Reflex Hammers
Fabrication Enterprises	LT-GON12	Goniometers-Large (12")
Fabrication Enterprises	LT-GON8	Goniometers-Medium (8")
Fabrication Enterprises	LT-GON6	Goniometers-Small (6")
Fabrication Enterprises	12-1097	Universal Inclonometers
Fabrication Enterprises	12-1155	Cervical ROM Inclonometer
Clinton	7370	Quadiceps Board
DuroMed	10-446-020	Teaching Stethoscope
DuroMed	10-431-020	Nursing Stethoscope

Manufacturer	Model/Item Number	Description
Fabrication Enterprises	LT-FR366	Foam Rollers
Fabrication Enterprises	LT-FH123	Foam Rollers
Hygenic	20120	Theraband Yellow
Hygenic	20130	Theraband Red
Hygenic	20140	Theraband Green
Hygenic	20150	Theraband Blue
Hygenic	20110	Theraband Tan
Hygenic	21120	Theratubing Yellow
Hygenic	21130	Theratubing Red
Hygenic	21140	Theratubing Green
Hygenic	21150	Theratubing Blue
Hygenic	21110	Theratubing Tan
Fabrication Enterprises	12-3500	Hand Volumeter
Kinsman	5800	Over-door Home Shoulder Pulley
Miscellaneous	40053	Stopwatch/timers
Medline	NONFAK200	First Aid Kit
Miscellaneous	LT-TM	Tape Measures
DeRoyal	7091-14	Universal Knee Immobilizer (Adj)
Chesapeake	Multiple	AFO's (CM475-1/CM475-8)
Mabis	18-207-000	Ear Thermometer
Hausmann	2030	Footstool with Handrail
Hausmann	2000	Non-slip Treaded Foot Stools
Kinsman	80317	Gait Belts (60")
Biofreeze	LT-BF01	1 Gallon Pump
Chattanooga	4238	Ultra Sound Gel (5 liter)
Chattanooga	4210	Myossage Massage Lotion (1 gallon)
Hausmann	4082	24x72 Tables with removeable mat tops
Hausmann	99-5904	Custom Laminate for 4082 Table - Wild Cherry
Hausmann	99-724	Custom Upholstery for 4082 Table - Deep Wine
Herman Miller	AM121N	Ambi Chair; Crepe Licorice Upholstered Front/Black Umber Frame
Armedica	AM-670	Wall Mounted Mat Table (Black Upholstery, Cherry Wood)
Armedica	AM-821	6"x12" Cylinder for Table
Armedica	AM-829	19"x25"x8" Flat Top Wedge for Table
LifeTec	LAMBA300	Hi-Lo Treatment Table (Black Upholstery)
Endorphin	390-D/392	Standard Pulley - Double Free Stand
Hausmann	1318	Adjustable, Folding Parallel Bars, 10 feet
LifeTec	LT-LAMBA450	Traction Package (Black Upholstery)
Chattanooga	4331	PresSsion Multi 3 Compression Therapy System
Hygenic	24050	Paraffin Parabath
Hygenic	11-1750	Paraffin
Chattanooga	90910	ColdPack Freezer w/ 12 Packs
Hausmann	1566	Mini Staircase
Chattanooga	2402-2	Hydrocollator Unit M-2 (3 std, 3 oversize, 3 cervical hotpacks)

Manufacturer	Model/Item Number	Description
Chattanooga	LT-TC2	Hot Pack Cover (Std)
Chattanooga	LT-TC6	Hot Pack Cover (Oversize)
Chattanooga	LT-TC4	Hot Pack Cover (Cervical)
SciFit	PRO232-INT	PRO2 Total Body - adjustable cranks - tall back/fixed height seat
TRUE	LC1100T2W	Treadmill w/2 Window Display
RichMar	410-012PH	Winner EVO Pro-Hybrid 4-channel combo unit
RichMar	400-021	Combo Ultra sound/E-stim-IFC, HV, Russian (Autosound 9.6 4-channel combo)
Chattanooga	2738	Intellect Transport 2-channel Combination Ultrasound/E-stim
Mettler	ME920	Sonicator Plus 2-channel combo unit, touch screen
Chattanooga	2090K	OptiFlex CPM Exerciser
Thought Tech	SA-TT3402	Triode Electrodes (100/pk)
Thought Tech	SA-TT3404	Single Electrodes (300/pk)
Chattanooga	1335	Phoresor (Dual Channel Iontophoresis Unit)
Axelgaard	DDM325	Ionto 480 buffered electrodes (Medium) (10/carton)
Axelgaard	DDB375	Ionto 480 buffered electrodes (Butterfly) (10/carton)
Fabrication Enterprises	13-5221	Iontopatch (40mA/Minute) (6/box)
Ideal	BAY67	Plyo Rebounder
Hausmann	5560	Multi-purpose Combo Rack w/mirror
Fitness Quest	10850-1BR	BOSU Balance Trainer
USA Sports	VD-001/010	Premium Bright Vinyl Dumbbells (1 pair each 1 - 10 lbs)
Fabrication Enterprises	LT-WC18	Cuff Weights (18 piece set)
Total Gym	5300-01	Total Gym Power Tower
Fabrication Enterprises	12-4501	Muscle Skeleton
Fabrication Enterprises	12-4539	Cervical Section Anatomical Model
Fabrication Enterprises	12-4540	Thoracic Section Anatomical Model
Fabrication Enterprises	12-4541	Lumbar Section Anatomical Model
Fabrication Enterprises	12-4556	Model of Forearm
Fabrication Enterprises	12-4522	Model of Wrist/Hand
Fabrication Enterprises	12-4555	Model of Lower Leg
Fabrication Enterprises	12-4524	Model of Ankle/Foot
Fabrication Enterprises	12-4503	Super Skeleton
Thought Tech	T9800US	MyoTrac Infinity System
Prometheus Group	6330 PRO	Vaginal EMG/STIM Sensor
Prometheus Group	6340	Rectal EMG/STIM Sensor
Prometheus Group	3660	Pathway Adapters
Drive	13240	Electric Patient Lift
Drive	13228D	Large Mesh Sling with Full Head Support
Drive	13232	1 Set of Straps for 13228D Sling
Drive	SSP18RBDDA	Standard Width with Reclining Back, Anti-tip, Swing-away Elevating Leg Rests and Removeable Desk Arms (Silver Sport)
Patterson	56268501	Swingaway Amputee Attachment

Manufacturer	Model/Item Number	Description
MEDWorldwide	NS-SB23541U	Hospital Training Manikin
MEDWorldwide	LF01063U	Upper Stump Bandaging Simulator
MEDWorldwide	LF01064U	Lower Stump Bandaging Simulator
TRUE	LC900E2W	Elliptical w/2 Window Display
Mettler	ME395	AutoTherm Shorwave Diathermy w/Cap. Plates, Drum, and 2 Arms
Chattanooga	43092	Compression Sequential Garments - Full Leg - 3 Chambers - 32" Long
Chattanooga	43093	Compression Sequential Garments - Full Arm - 3 Chambers - 30" Long

LIBRARY RESOURCES

1. Current Holdings

Out of 20,000 volumes held by the Columbia library, 88 of the volumes are directly relevant to the ASPTA program. In addition to the physical volumes, South University Libraries have access to over 300,000 eBooks; 95 online databases; 45,000 journals; and over 3,000,000 full-text dissertations.

2. Future Acquisitions

It is estimated that the current collection will support the collection through the first five years; however, additions to the collection will be purchased as research in the field evolves.

3. Impact of PASCAL

South University's library is sufficient to support the program without the addition of the resources from PASCAL. Nonetheless, PASCAL is an additional supportive library resource for the proposed program.

ACCREDITATION, APPROVAL, LICENSURE, OR CERTIFICATION

1. Professional Accreditation Process

The program must be programmatically accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). The process for obtaining CAPTE accreditation is three-fold:

- A. The campus will submit an Application for Candidacy Application after hiring a Program Director and receiving state approval.
- B. The campus hosts a Candidacy Visit, responds to the Candidacy Visit Report, and receives Candidate for Accreditation Status and admits its first class of students.
- C. During Candidacy for Accreditation, the campus assesses its compliance with CAPTE standards and submits a Self-Study Report.
- D. The campus hosts an on-site evaluation by a three-member team. The result of this evaluation and the campus's response to the report are the bases for CAPTE to grant or withhold accreditation. This is completed prior to the graduation of the first class.

Since South University plans to begin the program in January of 2015, it is anticipated that ACOTE accreditation will be granted in November of 2016—just prior to the first graduating class of December 2016.

2. Licensure/Certification of Graduates

All graduates (assuming the program has obtained CAPTE accreditation) will be eligible to sit for the National Physical Therapy Exam (NPTE), for they will have met all state-specific eligibility requirements noted on the South Carolina Board of Physical Therapy webpage:

- Verification of completion of an academic program in physical therapy from the college's registrar (<http://www.llr.state.sc.us/POL/PhysicalTherapy/Applications/vergrad.pdf>)
- A passing score on the NPTE
- Proof of proficiency in the English language

The program will ensure that certification “can reasonably be expected to be achieved by graduates” by including professional content that matches the examination and providing verification of completion of the program to the board to meet the eligibility requirements.

3. Teacher Education Graduate Programs

Not applicable

ARTICULATION

1. Articulation with Other South Carolina Institutions

The Associate of Science in Physical Therapist Assistant program is considered a terminal degree for practicing physical therapist assistants; therefore, articulation with other South Carolina institutions is not relevant.

TUITION

Tuition and fees: \$48,730



**Nine Science Court
Columbia, South Carolina 29203**

**NEW PROGRAM PROPOSAL
Amendment to Add a Degree Program**

To offer the

**DOCTOR OF NURSING PRACTICE
(DNP)**

Submitted to

**South Carolina Commission on Higher Education
Academic Affairs & Licensing Division**

Signature for Campus President:

David Shoop, Ph.D.
Campus President

Application Contact:

Lucas B. Kavlie, Ed.D.
Assistant Vice Chancellor, Academic Services
Phone: 912-650-6233
lkavlie@southuniversity.edu

**November 13, 2013
Revised and resubmitted July 15, 2014**

Amendment to Add Degree Program
South University's Columbia Campus
Doctor of Nursing Practice

CLASSIFICATION

1. **Program Title:** Doctor of Nursing Practice (DNP)
2. **Concentrations, Options, and Tracks:** The Doctor of Nursing Practice will have five specializations: Administration, Information Technology, Leadership, Project Management, and Public Health.
3. **Academic Unit in which the Program Resides:** The Doctor of Nursing Practice resides in South University's College of Nursing and Public Health.
4. **Designation, Type, and Level of Degree:** Doctor of Nursing Practice, 52-82-quarter-credit, post-master's doctoral degree program.
5. **Proposed Date of Implementation:** October 1, 2016
6. **CIP Code from the Current USDOE's Classification of Instructional Programs:** 51.3801
7. **Site:** Nine Science Court; Columbia, SC 29203.
8. **Program Qualifies for Supplemental Palmetto Fellows and LIFE Scholarship Awards:** No
9. **Delivery Mode:** Traditional (on-ground) and online.
10. **Area of Certification:** Not applicable

INSTITUTIONAL APPROVAL

1. **List of Titles (and Dates) of All Internal Institutional Approvals**
The program at South University has been approved by the following:

Council of Deans	May 30, 2013
Council of Presidents	July 1, 2013
Board of Trustees (approval for the Columbia campus)	June 11, 2013

PURPOSE

1. **Statement of the Purpose of the Program**
The Doctor of Nursing Practice (DNP) program in the College of Nursing is designed as the highest degree for advanced practice registered nurses (APRN) who wish to maintain nursing practice as their area of professional emphasis. The DNP program provides options for current nurse practitioners and other advanced practice nurses to incorporate progressive and thoughtful clinical practice, inquiry, and leadership competencies into their clinical practice repertoire.

The DNP is offered as a post-master's program, providing a pathway for master's-prepared advanced practice nurses to achieve doctoral level competencies consistent with a clinical program of study. Coursework in the program emphasizes advanced topics in nursing, field experiences, and capstone nursing experiences, while offering program electives drawn from a broad range of interdisciplinary fields from the South University College of Business. The program is offered in a hybrid format incorporating both online and on-ground educational experiences that support ongoing education for working nurses. Courses are provided online with the clinical component (i.e., advanced nursing field experiences which are guided by agency mentors) provided on-ground in the students' geographical regions.

On October 25, 2004, the member schools affiliated with the American Association of Colleges of Nursing (AACN) voted to endorse the [*Position Statement on the Practice Doctorate in Nursing*](#). This decision called for moving the current level of preparation necessary for advanced nursing practice from the master's degree to the doctorate-level by the year 2015. This endorsement was preceded by almost three years of research and consensus-building by an AACN task force charged with examining the need for the practice doctorate with a variety of stakeholder groups. As a nationally-recognized provider of online education, South University offers four advanced practice nursing specialties. The South University College of Nursing is uniquely qualified to provide the framework for this new professional doctorate degree. As an integrated, national system of higher education institutions, the exposure to outstanding faculty, coupled with state-of-the-art online coursework and industry-standard clinical opportunities in the student's geographical area provides a dynamic environment for DNP students to grow into new leadership roles and clinical arenas.

1. Discussion of the Objectives of the Program

The objectives of the program are to prepare nurses who, using leadership and collaboration will:

- Provide the highest level of nursing practice through integration of advanced competencies in leadership, ethics, and the practice sciences, including biophysical, psychosocial, analytical, organizational, and public health sciences.
- Demonstrate organizational and care systems leadership for quality and safety.
- Use contemporary healthcare science to address and resolve complex healthcare problems and disparities.
- Evaluate scientific findings for clinical applicability and potential to affect transformative care.
- Integrate information technology and informatics to provide scalable solutions for real-world systems problems.
- Use strategies of risk reduction/illness prevention, health promotion, and health maintenance to improve the care of individuals, families, and populations.
- Partner in the generation of healthcare policy to shape financing, regulation, access, and delivery of health services.

Ultimately, the DNP degree provides practicing clinicians with the depth and breadth of clinical skill, leadership, and clinical inquiry competencies essential to achieving the highest level of clinical excellence.

JUSTIFICATION

1. Discussion of the Need for the Program in the State

Students receiving the Doctor of Nursing Practice are likely to secure employment in hospitals, offices of health practitioners, offices of physicians, outpatient care centers, and postsecondary institutions. Nurse practitioners (NPs) serve as primary and specialty care providers, providing advanced nursing services to patients and their families. NPs assess patients, determine the best way to improve or manage a patient's health, and discuss ways to integrate health promotion strategies into a patient's life. They typically care for a certain population of people. For instance, NPs may work in adult and geriatric health, pediatric health, or psychiatric and mental health.

The following information from the Bureau of Labor Statistics and SC Jobs, employment of employment of nurse practitioners is expected to grow 34 percent nationally and 26 percent in South Carolina. Please note that the information presented does not break out “Nurse Practitioners” (SOC 29-1171) from “Registered Nurses” (SOC 29-1141) for state-specific data.

United States	Employment		Percent Change	Projected Annual Job Openings ¹
	2012	2022		
Nurse Practitioners	110,200	147,300	+34%	5,850
South Carolina	Employment		Percent Change	Projected Annual Job Openings ¹
	2010	2020		
Registered Nurses (includes nurse practitioners)	42,330	53,180	+26%	1,850

The following table shows US and South Carolina pay from CareerOneStop:

Location	Pay Period	2012 (29-1171)				
		10%	25%	Median	75%	90%
United States	Hourly	\$30.82	\$37.70	\$43.25	\$51.21	\$57.93
	Yearly	\$64,100	\$78,400	\$90,000	\$106,500	\$120,500
South Carolina	Hourly	\$29.67	\$36.11	\$41.41	\$46.61	\$56.43
	Yearly	\$61,700	\$75,100	\$86,100	\$96,900	\$117,400

For specific job openings within the area, a search for job openings in South Carolina at <http://jobs.scworks.org> found over 500 openings for Registered Nurses. When coupling this data with the projected national and state increases, it is inferred that the need for a new program to help meet the demand is sufficient in the Columbia area.

2. Discussion of the Centrality of the Program to the South University Mission

The first two sentences of South University’s Institutional Mission are as follows: “South University is a private academic institution dedicated to providing educational opportunities for the intellectual, social, and professional development of a diverse student population. To achieve this purpose, the institution offers focused and balanced curricula at the associate’s, baccalaureate, master’s and doctoral levels” (<http://www.southuniversity.edu/about/mission-statement.aspx>). The Institutional Mission is put into practice with the following five foundational directives (FD):

1. Exceptional educational and administrative support for all learners (Responsive to the needs of nontraditional and traditional students)
2. Quality educational programs (professionally-oriented, market-driven and programmatically accredited if available)
3. Successful graduates (prepared well for successful placements in professional pursuits and careers)

4. Satisfied stakeholders (satisfaction, respect and high regard for South University across all key groups including students, faculty, staff, program advisory councils, and employers of our graduates)
5. Purposeful growth (well-managed, effective and productive institutional growth via distinctive, 21st century, delivery of programs and services)

As South University seeks to implement its mission, we look at future job projections to see which employment fields will be in the highest demand by the end of a student's program. By using subject matter experts to ensure a quality educational program (FD#2), South University built the Doctor of Nursing Practice to ensure successful graduates (FD #3) and satisfied stakeholders (FD #4). In an effort to continue our purposeful growth (FD #5), we have put in place exceptional educational and administrative support (FD #1) at the Columbia campus to ensure this program's success—all of which help South University to fulfill its Institutional Mission.

3. Discussion of the Program's Relationship to Other Related Programs

The Doctor of Nursing Practice will join the Master of Science in Nursing specialization in Family Nursing Practice offered by the College of Nursing and Public Health on the Columbia Campus. This campus also offers the Doctor of Pharmacy degree.

4. Similar Degree Programs Offered at Other Institutions

A similar degree program is offered by Medical University of South Carolina (online) and University of South Carolina at Columbia (at Columbia and through blended, distance education). In February 2014, Clemson University submitted a program planning summary for a DNP with projected implementation in January 2015, blended delivery online courses, with one or two days for an immersion experience and the annual evidence-based practice symposium.

The neither the post-master's Doctor of Nursing Practice offered online by Medical University of South Carolina nor the post-master's Doctor of Nursing Practice offered online or in traditional format by the University of South Carolina have specialized tracks.

Though South University will be competing against these and other online institutions, our flexible class scheduling and campus-based education will allow students to pursue their advanced education in a more traditional, academic setting with multiple tracks for in-field customization.

ADMISSION CRITERIA

1. Admissions Criteria Specific to the Program

To be admitted to South University's Doctor of Nursing Practice degree program, prospective students must meet the following admissions criteria:

- Submit an admissions application and appropriate application fee.
- Possess a master's degree in nursing (or be a pending graduate) from an acceptable accredited collegiate institution and a CGPA of 3.00 or higher on a 4.0 scale.
- Provide official documentation of the actual number of verified clinical hours completed during the master's program of study within ten weeks after initial start date at South University. This requirement may come in the form of the credentialing documents used to

- verify hours for certification examination or a statement from the graduate degree-granting institution verifying the actual number of hours completed during the master's program.
- Completion of a three semester credit hour undergraduate or graduate course in statistics with a grade of C (undergraduate)/B (graduate) or better.
 - Completion of a three semester credit hour graduate nursing research course with a grade of B or better.
 - Submit official transcripts from all post-secondary institutions attended, with submission due within ten weeks of initial start date.
 - Hold and maintain a valid unencumbered license as a registered nurse in a U.S. state or territory in which the student completes all assignments for the program. (Note that military, federal, and foreign educated nurses must also meet this requirement for nursing licensure.)
 - Applicants for whom English is a Second Language (ESL) must submit a minimum paper-based TOEFL (Test of English as a Foreign Language) score of 600 or the electronic-based score of 250.
 - Submit three references using the appropriate appraisal form. At least two of the individuals submitting references should hold a doctoral degree in any field.
 - Submit an essay (i.e. goal statement) explaining career goals, reasons for your choice of program electives, and reasons to pursue a doctor of nursing practice degree.
 - Submit a résumé or curriculum vitae describing relevant work, professional, and volunteer experiences.
 - Meet Core Performance Standards for nursing professionals as described in the academic catalog.

ENROLLMENT

1. Table of Projected and New Total Student Enrollment

Year	Fall		Winter		Spring		Summer	
	Headcount	Credit Hours						
2013/14	0	0	0	0	0	0	0	0
2014/15	0	0	0	0	0	0	0	0
2015/16	0	0	0	0	0	0	0	0
2016/17	1	8	3	24	4	32	4	32
2017/18	6	48	8	64	9	72	6	48

Numbers include four quarters of students starting each year. The program will begin in October of 2016 and two to three students will be added each quarter. It is estimated that one student will drop out of the program every other quarter and that students will begin to graduate from the program in Quarter 6. The numbers are built off South University's Load policy which states that eight credits equal a full-load for graduate students.

CURRICULUM

1. Sample Curriculum

The sample curriculum is as follows:

Transitional Course	1-16	Quarter Credits
NSG7220 Evidence Based Transition Practicum	Variable ¹	
Foundation	28	Quarter Credits
NSG7000 Organizational and Systems Leadership	4	
NSG7005 Clinical Prevention and Population Health	4	
NSG7010 Healthcare Policy	4	
NSG7015 Financial Management and Resource Utilization	4	
NSG7020 Clinical Scholarship and Analytical Methods	4	
PHE5015 Principles of Epidemiology	4	
PHE5020 Biostatistical Methods	4	
Program Electives in Administration, Information Technology, Leadership, Project Management, and Public Health, Select Two or Four Courses²	8-16	credits
Administration		
MHC6301 Healthcare Structure, Organization and Governance	4	
MHC6302 Public Health Organization and Management	4	
MHC6303 Quality Performance and Management	4	
MPA5001 Foundations of Public Administration	4	
MPA5005 Public and Non-profit Organizational Behavior	4	
MPA5010 Public and Non-profit Budgeting and Accounting	4	
MPA6001 Research and Data Analysis in Public Administration	4	
MPA6105 Grant Writing and Contract Administration	4	
MPA6115 Program Evaluation for Public and Non-Profit Organizations	4	
MPA6501 State and Local Government and Intergovernmental Relations	4	
MPA6505 Legislative and Judicial Process	4	
MPA6520 Legal Environment of Public Administration	4	
Information Technology		
IST5010 Information Technology Infrastructure	4	
IST5020 Information Systems Fundamentals	4	
IST6000 Principles of Systems Development	4	
IST6010 Project Management	4	
IST6020 Corporate Information Systems Management	4	
IST6101 Web Technologies	4	

¹ Students with less than (<) 460 post-BSN clinical hours must take this course to earn 460 clinical hours prior to entering the Clinical Field Experience portion of the DNP curriculum.

² Students are required to complete two program elective courses (8 credits). Students may also elect to complete four courses (16 credits) across the different program elective areas to earn a general specialization or to complete four courses within a single program elective area to earn an Administration, Information Technology, Leadership, Project Management, or Public Health specialization. In all cases, students should work closely with their academic counselor and faculty mentor to select appropriate coursework that meets their career needs and course prerequisites.

Leadership

LEA5100	Leadership, Organizational Theory and Change	4
LEA5125	Leadership Ethics, Culture, and Politics	4
LEA5130	Team Building and Group Dynamics	4
LEA5140	Emotional Intelligence and Leadership	4
LEA6150	Coaching and Professional Development	4
LEA6175	International Leadership	4
LEA6180	Strategic Negotiations	4
LEA6185	International Negotiations	4

Project Management

PMC6601	Foundations of Project Management	4
PMC6605	Managing Project Scope, Requirements, and Quality	4
PMC6610	Project Time and Cost Management	4
PMC6615	Project Communications and Human Resource Management	4
PMC6620	Strategic Management Across Projects	4

Public Health

PHE6201	Public Health Policy Research	4
PHE6202	Program Planning and Evaluation	4
PHE6210	Health Promotion and Disease Prevention	4
PHE6220	Evidence-based Public Health Practice	4
PHE6401	Public Health Administration and Policy	4
PHE6402	Public Health Law and Ethics	4
PHE6404	Grant and Contract Proposal Writing in Public Health	4
PHE6405	Health Economics	4
PHE6502	Violence Prevention	4
PHE6503	Equity in Healthcare	4
PHE6504	Public Health Surveillance	4

Clinical Field Experience³**12-18 credits**

NSG7200	Advanced Nursing Field Experience I	4-6
NSG7205	Advanced Nursing Field Experience II	4-6
NSG7210	Advanced Nursing Field Experience III	4-6

Capstone in Applied Practice**4 credits**

NSG8100	Capstone in Applied Practice I	1
NSG8105	Capstone in Applied Practice II	1
NSG8110	Capstone in Applied Practice III	1
NSG8115	Capstone in Applied Practice IV	1

³ Students entering the DNP program with 640 or more hours of documented, post-baccalaureate clinical experience must take the DNP Clinical Field Experience coursework at four credits each. Students entering the DNP program with 460 hours but less than 640 hours of documented, post-baccalaureate clinical experience must take the DNP Clinical Field Experience coursework at six credits each. Students entering the DNP program with less than 460 hours of documented, post-baccalaureate clinical experience must take NSG7220 prior to their enrollment in NSG7200 to reach the minimum 460 hours of documented, post-baccalaureate clinical experience. In all cases, students should work closely with their academic counselor and faculty mentor to schedule the appropriate clinical and field experience coursework needed to reach the total minimum required 1,000 documented hours of post-baccalaureate clinical experience- required for completion of the DNP program.

2. List of all New Courses

Since the program is not new to South University, courses are in the catalog.

ASSESSMENT

1. Explanation of Assessments

An assessment plan for the program has been developed for use at all campuses of South University. Below are tables of program outcomes by methods of evaluation and an explanation of the methods of evaluation.

Program Outcomes	Methods					
	Course Assignments	Clinical Evaluation	Student Evaluation of Course/Faculty	Faculty Curriculum Review	Alumni Survey	Employer Survey
Provide the highest level of nursing practice through integration of advanced competencies in leadership, ethics and the practice sciences, including biophysical, psychosocial, analytical, organizational, and public health sciences.	X	X		X	X	X
Demonstrate organizational and care systems leadership for quality and safety.	X	X		X		X
Use contemporary healthcare science to address and resolve complex healthcare problems and disparities.	X	X	X	X		X
Evaluate scientific findings for clinical applicability and potential to affect transformative care.	X	X				
Integrate information technology and informatics to provide scalable solutions for real-world systems problems.	X	X	X	X	X	X
Use strategies of risk reduction/illness prevention, health promotion, and health maintenance to improve the care of individuals, families, and populations.	X	X	X			X
Partner in the generation of healthcare policy to shape financing, regulation, access, and delivery of health services.	X	X		X		X

Method	Description	Timeline	Person Responsible
Course Assignments	Papers, Research Analyses, Individual and Group Projects, Class Presentations	Quarterly	Directors, Faculty
Clinical Evaluation	Faculty and Preceptor Evaluation of Student Performance completed for each student for every practicum course.	Completion of Each Practicum Course	Faculty, Preceptors
Student Evaluation of Course/Faculty	Students complete IDEA forms, Clinical Faculty and Faculty Evaluation tools.	Quarterly	Directors
Faculty Curriculum Review	Faculty will review syllabi relative to student competencies and changing needs in real-world applications. Total curriculum is reviewed annually.	Quarterly/ Annually	Directors, Faculty
Alumni Survey	In addition to the university alumni survey, graduates of the program will be asked more specific questions about their experiences at the university and their perception of how well the program prepared them for their careers.	One, five, and ten years after graduation, to coincide with the university survey	Directors
Employer Survey	Employers of graduates will be asked to evaluate the extent to which graduates are prepared for their professional roles. Additionally, feedback is supplied through ongoing communication with clinical practice partners.	One and five years after graduation	Directors and faculty of Nursing Programs

2. Description of Program Outcomes

The objectives of the South University College of Nursing DNP program are to prepare nurses who, using leadership and collaboration, will:

- Provide the highest level of nursing practice through integration of advanced competencies in leadership, ethics and the practice sciences, including biophysical, psychosocial, analytical, organizational, and public health sciences.
- Demonstrate organizational and care systems leadership for quality and safety.
- Use contemporary healthcare science to address and resolve complex healthcare problems and disparities.
- Evaluate scientific findings for clinical applicability and potential to affect transformative care.
- Integrate information technology and informatics to provide scalable solutions for real-world systems problems.
- Use strategies of risk reduction/illness prevention, health promotion, and health maintenance to improve the care of individuals, families, and populations.
- Partner in the generation of healthcare policy to shape financing, regulation, access, and delivery of health services.

3. Explanation of How Program Evaluation and Student Performance Assessment Data Initiate Changes to the Program

Based on the data collected, the Nursing Department will review curricular programming and propose specific changes as needed, which will further be shared with the Graduate Curriculum Committee of the College of Nursing and Public Health. The Nursing Department will participate fully in the South University formal Program Review Process.

FACULTY

1. Faculty and Academic Qualifications

Even though some current nursing faculty members at the Columbia campus are academically qualified to teach in this program, a new faculty member/program director will be added to lead this proposed program. The program director will have an earned Doctor of Nursing Practice, Doctor of Nursing Science, or Doctor of Philosophy in an area related to the practice of nursing.

2. Qualifications of New Faculty

Faculty teaching in the program will possess the appropriate terminal degree (usually a Doctor of Nursing Practice, Doctor of Nursing Science, or Doctor of Philosophy in a cognate field to the practice or science of nursing).

3. Proposed Changes in Currently-Employed Faculty Assignment: Not applicable

4. Institutional Plan for Faculty Development

South University strongly supports the development of its faculty members to enhance their expertise in and understanding of instruction, current developments within their fields of knowledge, and service to their professional communities. To foster such enhancements, South University requires its faculty members to establish a faculty development plan each year and document their progress toward completion of their plans. Full-time faculty members are required to complete a minimum of 24 hours of faculty development each year, while part-time and adjunct faculty members are required to complete a minimum of twelve hours of faculty development each year. Full-time and part-time faculty members hired after the beginning of the year and adjunct faculty members accepting fewer course assignments than normal during a year will have a prorated number of minimum faculty development hours.

Faculty development is classified into two categories: Professional Development and In-service Activities. Faculty members balance the hours between these two categories each year based on their professional needs, University/Campus/College/School/Department/Accreditation-mandated initiatives, and available faculty development opportunities.

Professional development includes activities, opportunities, and/or training that assist in maintaining currency in a faculty member's profession. Examples of such activities are: memberships in professional organizations or clubs related to the faculty member's area of expertise; attendance and/or participation at a conference, exposition, or workshop; academic and/or professional presentations; training for which continuing education credits are earned; collegiate course work completed; completion of professional licensure or certification; advanced degree or academic credentials earned; and profession-related service on a community board or in a business.

Service activities are opportunities, and/or training that enhance a faculty member's classroom presence and instructional capabilities. Examples of such activities are: educationally focused meetings sponsored by South University staff or faculty at the campus level; workshop activities sponsored by third-party providers with an educational focus; and online/distance education courses or outside participation not covered above. In general, attendance at an operational faculty meeting or other operational/informational meeting held on campus does not qualify as an In-service Activity.

South University encourages faculty development each year by providing the appropriate budgetary support of professional development and offering University/Campus/College/School/Department/Accreditation-related in-service activities.

5. Institutional Definition of Full-Time Equivalents

A full-time faculty member is an employee of South University for whom the University represents their primary professional work obligation. Full-time faculty work four academic quarters each year and are expected to teach sixteen courses for each year. Course load reductions may be approved for administrative duties by the appropriate dean of the college in consultation with the campus president. Full-time faculty are eligible for promotion and are required to serve on University and departmental committees, attend meetings, develop curriculum, advise students, complete faculty development, and fulfill the job duties of a full-time faculty member as described in the Faculty Supplement to the Employee Handbook.

The academic year of South University is divided into four quarters with two class starts per quarter. A full-time faculty member is expected to be on campus or an approved educational site five days per week for a total of no less than 40 hours per week which may include some weekends or evenings. The work and teaching schedule (including office hours) of a full-time faculty member is at the sole discretion of the Dean of Academic Affairs and Operations or the Campus President.

6. Table of Administration, Faculty, and Staff

No new administration or staff will be needed for this program; therefore this table is for faculty in the program.

Year	New		Existing		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
2013/14	0	0.00	0	0.00	0	0.00
2014/15	0	0.00	0	0.00	0	0.00
2015/16	1	1.00	0	0.00	1	1.00
2016/17	2	1.25	1	1.00	3	2.25
2017/18	3	1.75	3	2.25	6	4.00

By the end of the third year of the program, it is anticipated that there will be one program director, one clinical coordinator, one full-time faculty, and four adjunct faculty teaching in the program.

PHYSICAL PLANT

1. Adequacy of the Existing Physical Plant

Existing facilities will be adequate for the program.

- The program director will be assigned to an open office location, and additional faculty will have sufficiently allocated office space(s).
- Library materials have already been purchased and added to the collection—both virtually and on-ground; therefore, no additional space is needed in the library.
- The addition of students to the current student body will have no negative effect on the parking or the classroom space.

2. Additional Physical Plant Requirements

There are no plans for modifications or expansions to the existing facilities for this program. Any future modifications will be made based on student body growth or programmatic needs.

EQUIPMENT

1. Identification of Major Equipment Items Needed

The Doctor of Nursing Practice does not require the addition of any major equipment.

LIBRARY RESOURCES

1. Current Holdings

Out of 20,000 volumes held by the Columbia library, over 3,000 of the volumes are directly relevant to the DNP program. In addition to the physical volumes, South University Libraries have access to over 300,000 eBooks; 95 online databases; 45,000 journals; and over 3,000,000 full-text dissertations.

2. Future Acquisitions

It is estimated that the current collection will support the program through the first five years; however, additions to the collection will be purchased as research in the field evolves.

3. Impact of PASCAL

South University's library is sufficient to support the program without the addition of the resources from PASCAL. Nonetheless, PASCAL is an additional supportive library resource for the proposed program.

ACCREDITATION, APPROVAL, LICENSURE, OR CERTIFICATION

1. Professional Accreditation Process

South University's College of Nursing and Public Health is currently accredited by the Commission on Collegiate Nursing Education (CCNE). According to CCNE's policies, the addition of the DNP at the Columbia Campus is a substantive change. "The substantive change report is submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no later than 90 days after implementation or occurrence of the change" (<http://www.aacn.nche.edu/ccne-accreditation/standards-procedures-resources/baccalaureate-graduate/change-notification>). CCNE will be notified of this change within 90 days of the change's implementation at the campus.

2. Licensure/Certification of Graduates

As a post-master's, non-clinical program, graduates will already be licensed/certified in their chosen nursing fields.

3. Teacher Education Graduate Programs: Not applicable

ARTICULATION

1. Articulation with Other South Carolina Institutions

Students may transfer up to 50% of the required courses for the program from other institutions; however, South University has not established articulation or transfer agreements, specifically for articulation/transfer into the Doctor of Nursing Practice, with other South Carolina institutions.

TUITION

Tuition and fees: \$54,135