

# South Carolina Commission on Higher Education

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CHE  
5/7/15  
Agenda Item 6.02.A1-8

May 7, 2015

## **MEMORANDUM**

**To:** Chairman John L. Finan and Members, SC Commission on Higher Education Members

**From:** Dr. Bettie Rose Horne and Members, Committee on Academic Affairs and Licensing

### **Analyses of New Program Proposals**

Attached are the executive summaries and proposals for new academic degree programs for consideration at the May 7, 2015, meeting of the S.C. Commission on Higher Education.

Please do not hesitate to call Dr. MaryAnn Janosik, Director of Academic Affairs, at 803-737-3921 should you have any questions or concerns about the summaries or recommendations.

Enclosures

**New Program Proposal  
 Master of Arts in International Politics and Military Affairs  
 The Citadel**

**Summary**

The Citadel requests approval to offer a program leading to the Master of Arts in International Politics and Military Affairs, to be implemented in Fall 2015 through distance education (blended instruction). The following chart provides the stages of review for the proposal. The Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal and a response document from The Citadel are attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	1/5/15	Not Applicable
ACAP Consideration	2/12/15	ACAP members discussed the need for the proposed program. Comments from The Citadel: <ul style="list-style-type: none"> <li>➤ An acknowledgment of the shortages in library resources. Resources are forthcoming to reinforce holdings.</li> <li>➤ To implement the new program, The Citadel will reallocate faculty positions.</li> <li>➤ No new support staff will be hired until 2016-2017.</li> </ul>
Comments and suggestions from CHE staff sent to the institution	2/18/15	Staff requested the following revisions or explanations: <ul style="list-style-type: none"> <li>➤ Resubmission of the application using the fillable form</li> <li>➤ Clarification of pedagogy</li> <li>➤ Details that explain how long-distance internship sites will be monitored to ensure quality learning experiences for students</li> <li>➤ For the review of students' written theses, explaining the qualifications and purposes of the third outside reader</li> <li>➤ An explanation of the reallocation of existing funds</li> <li>➤ Clarification of total credit hours and potential articulation agreements</li> </ul>
Program Proposal Resubmitted	3/19/15	<ul style="list-style-type: none"> <li>➤ In lieu of a revised proposal, the original content was resubmitted in the fillable format required for all new applications, accompanied by an attachment (included) with responses to ACAP and CHE staff requests for additional information.</li> <li>➤ The responses satisfactorily addressed the requests for clarification.</li> </ul>

Stages of Consideration	Date	Comments
CAAL Consideration	4/8/15	<p>CAAL members requested clarification about the following topics:</p> <ul style="list-style-type: none"> <li>➤ Program duplication statewide</li> <li>➤ Medium of curriculum delivery</li> <li>➤ Clarification of pedagogy</li> <li>➤ Faculty load</li> <li>➤ Duplicative content in the application</li> <li>➤ The proposed program's out-of-state presence</li> <li>➤ Portability of the degree</li> <li>➤ The relevance of Military Affairs to International Politics</li> <li>➤ Alumni and student interest</li> </ul> <p>Responses from The Citadel:</p> <ul style="list-style-type: none"> <li>➤ No duplication in-state; only two other institutions use the same CIP codes, but only for Political Science. A third institution offers Military History, but under a different CIP code.</li> <li>➤ Students may enroll in a traditional lecture or an online version of each course, but not both.</li> <li>➤ The reference to a “nuts-and-bolts” pedagogical approach is meant to distinguish applicable, practical learning from theoretical instruction.</li> <li>➤ Regarding load, only 21.6% of instruction is delivered by adjuncts. The Citadel has the human resources for the proposed program, with a per-faculty semester load of 2-and-1 undergrad-to-grad courses for the program.</li> <li>➤ Duplicative material is the result of completing the new fillable application.</li> <li>➤ 1) The out-of-state reference is for internship placement only (e.g., Washington, DC), with no out-of-state marketing right now.</li> <li>➤ 2) The institution will seek approval for students residing out-of-state wanting enrollment in online coursework.</li> <li>➤ Military Affairs does not connote military operations and is essential to International Politics.</li> <li>➤ The degree prepares students for continued graduate study, including doctoral programs</li> <li>➤ Alumni and student interest vetted; current Political Science undergraduate enrollment = 276 with a number interested in the proposed program now, not counting off-campus or later alumni interest.</li> </ul> <p>Response from CAAL:</p> <ul style="list-style-type: none"> <li>➤ Please provide recommendations for upgrading the fillable application form.</li> </ul>

**Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Master of Arts in International Politics and Military Affairs, to be implemented in Fall 2015.

## Institutional Responses to CHE Staff Questions

### The Citadel: Master of Arts in International Politics and Military Affairs Proposal Responses:

#### Page 4            Centrality of the Program

The proposal states several times the program will take a “nuts-and-bolts” approach to cultivate in completers the practical skills needed to pursue careers as military officers. Please explain this pedagogical approach to International Politics and Military Affairs.

The program proposal states on page 4:

*“... the Citadel’s proposed master’s program would take a ‘nuts-and-bolts’ approach to develop international affairs professionals with the practical skills needed to pursue careers as military officers, policy analysts, foreign service officers, international civil servants, and business leaders as well as positions related to economic development, nation building, and humanitarian affairs.”*

This statement is intended to convey that the program will represent a departure from traditional approaches at the graduate level, which tend to take a theoretical and conceptual approach in preparing students to conduct further research in the field and/or pursue academic careers. While the proposed program will cover the theoretical and policy issues central to the study of international politics, it will emphasize the critical thinking, analytical, leadership, and communication skills needed to successfully foster careers as practitioners ‘on the ground.’ In particular, faculty members will work with students to hone their skills related to communications and diplomacy and to enhance their ability to consider policy issues from a variety of competing perspectives. The program will use a variety of methods to develop students’ ability to collect, analyze, synthesize, and communicate information in a manner that is clear, concise, and accurate. The program will also use various activities to strengthen students’ ability to apply leadership principles and to work in teams.

#### Pages 6 & 12    The Guided Internship (Sections 7.Enrollment and 9. Assessment)

For international or stateside students who may take the guided internship at great distance, overseas or stateside, please verify how you will monitor long-distance sites for quality control. The response should include the institution’s plan to verify qualifications of the following:

- 1) The field mentor/site coordinator (professional, academic and instructional experience)
- 2) The on-site environment (locale and facilities that meet the MA program objectives)
- 3) The veracity of the internship experience (the locations’ daily operations that ensure students have opportunities to satisfy learning outcomes).

Establishment of the internship location:

- a. A file will be maintained at The Citadel with the academic and professional qualifications of all student supervisors as well as information on the organization and its work.
- b. A professor in the program will make an initial visit to internship locations in DC.
- c. The program will be coordinated between the internship overseer and the organization before assigning any interns. This is to ensure the organization understands the direction of the program and the internship overseer understands any unique requirements of the organization.

## Institutional Responses to CHE Staff Questions

Quality control at distant internship sites will be monitored via the following:

- a. Weekly contact between the internship overseer and the student via internet or skype.
- b. Monthly contact with the student's supervisor to discuss current and future projects of the student(s).
- c. Post-internship interview between the internship overseer with the student and student's supervisor (separate meetings) via phone, skype, or internet chat.
- d. Reviews of the interns required journals and reports on his/her responsibilities and experiences at the organization.

### **Pages 12 Direct Measures**

"Written theses will be graded" by two political science faculty "and one outside grader from another department at The Citadel." Please explain the purpose and credentials of the outside reader.

The outside reader will be a tenured professor in another department of The Citadel. For example, faculty from Criminal Justice, History, Business, or other cognate fields may be called upon. The purpose of including a grader from outside the department is to get the perspective of a qualified observer who has not been engaged in the program delivery.

### **Pages 15 & 20 Staff/Administrative Support**

The table on Page 15 includes no staff support until 2016-2017.

First, please clarify why no administrative support is needed for 2015-2016.

Second, on page 20, please explain why no cost is noted for Clerical Support for five years.

Does the program count staff and clerical support as the same personnel?

Based on projected enrollments (see chart on page 10), we do not expect to need additional administrative support during the first year of the program. Thereafter, we will request one additional graduate assistant be dedicated to the graduate program on international politics and military affairs. At present, the Political Science Department has one administrative assistant and one graduate assistant who provide assistance for 7 full-time faculty members and 280 students.

## NEW PROGRAM PROPOSAL

Name of Institution

The Citadel

Name of Program (include concentrations, options, and tracks)

Master of Arts in International Politics and Military Affairs

Program Designation

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

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation

CIP Code

Fall 2015

451001

Delivery Site(s)

The Citadel

Delivery Mode

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education  
 100% online  
 Blended (more than 50% online)  
 Other distance education

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

DuBose Kapeluck, Ph.D., Professor of Political Science  
843-953-2037, kapeluckb1@citadel.edu

Institutional Approvals and Dates of Approval

The Citadel Graduate Council    January 14, 2014  
The Citadel Academic Board    January 21, 2014  
Institutional Approval            January 2, 2015

## **NEW PROGRAM PROPOSAL**

### **Background Information**

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The Master of Arts in International Politics and Military Affairs at The Citadel is designed to meet the needs of the US military and federal governmental agencies as well as international governmental and non-governmental organizations, multinational business enterprises, and others interested in gaining greater knowledge about the field of international politics.

This program is designed to prepare international affairs professionals who wish to gain a broad understanding of the increasingly complex political, economic, and social issues that transcend national boundaries. It offers students an opportunity to expand their knowledge of the theoretical and policy issues affected by international politics and culture, the ideas and values that influence the behavior of state and non-state actors, and the leadership principles needed to wrestle with everyday political and organizational life. It is designed to help students hone the critical thinking, analytical, leadership, and communication skills needed to successfully foster transnational relationships in an increasingly globalized environment.

Unlike 'traditional' graduate programs that tend to take a highly theoretical and conceptual track in preparing students for further academic research, The Citadel's proposed master's program would take a 'nuts-and-bolts' approach to develop international affairs professionals with the practical skills needed to pursue careers as military officers, policy analysts, foreign service officers, international civil servants, and business leaders as well as positions related to economic development, nation building, and humanitarian affairs. Also, unlike many other programs currently offered in South Carolina, The Citadel master's program would be available wholly online, thus potentially reaching an international body of student participants.

#### Centrality of the program

Given The Citadel's history, reputation, and affiliation with the military and federal agencies, it is well positioned to educate graduate students for careers in these areas. Unlike 'traditional' graduate programs that tend to take a highly theoretical and conceptual track in preparing students for further academic research, the Citadel's proposed master's program would be policy based, taking a 'nuts-and-bolts' approach to develop international affairs professionals with the practical skills needed to pursue careers as military officers, policy analysts, foreign service officers, international civil servants, and business leaders as well as positions related to economic development, nation building, and humanitarian affairs. Also, unlike many other programs currently offered in South Carolina, The Citadel master's program would be available wholly online, thus potentially reaching an international body of student participants.

The proposed program is consistent with The Citadel's mission to prepare students for "post-graduate positions of leadership through academic programs of recognized excellence supported by the best features of a military environment" and to provide diverse opportunities for professional development.

#### Degree Mission Statement

The mission for The Citadel's Master of International Politics and Military Affairs is to prepare students for productive careers in the military, government (especially in diplomacy, trade, and intelligence), and international civil service, as well as in private business and the non-profit sector. By combining current theory, research, and experience, the program provides coursework that is intellectually rigorous and emphasizes key skills related to analytical writing and research as well as statesmanship, critical thinking, and general international sophistication.

## **NEW PROGRAM PROPOSAL**

List the program objectives. (2000 characters)

Students who graduate with a master's degree in international politics and military affairs from The Citadel will demonstrate the following:

- in-depth understanding of current global and international issues facing the United States;
- working knowledge of the main concepts, theories, and methods relevant to the field of international politics;
- ability to apply the main concepts, theories, and methods used in international politics to the analysis of specific problems and events;
- ability to present clear, concise, and compelling summaries and analyses of relevant texts, topics, and issues;
- knowledge of the organizational structures and operations of the primary domestic and international institutions engaged in transnational and global political affairs;
- understanding of leadership principles as they apply to the military, foreign service, and other governmental and international agencies;
- understanding of the role of ethics and integrity for US military, diplomatic, and intelligence professionals
- ability to engage in research and policy analysis of domestic and international political and security-related issues;
- advanced critical-thinking skills;
- ability to collaborate and work effectively in teams.

### **Assessment of Need**

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

## NEW PROGRAM PROPOSAL

The need for this program is rooted in the increasing demand for trained professionals in nearly all fields engaged in international politics and military affairs. Although international politics is a highly specialized field, its applications in the job market are diverse and varied. This makes quantification extremely difficult. However, success in any branch of the military depends on a good education, and a graduate or professional degree is usually required for promotion to senior ranks. In August 2011, more than 2.3 million people were serving as officers in the US Armed Forces, and about 165,000 personnel are expected to be recruited each year in the period through 2020 to replace those who complete their service or retire (<http://www.bls.gov/ooh/military/military-careers.htm>). Many of these officers are in positions directly related to peace keeping, nation building, or other areas that fall within the purview of international politics.

Outside of the military, areas of employment in international politics generally fall into three broad areas: public (government), private (business) and non-profit (<http://www.apsia.org/careers/career-opportunities-in-international-affairs/>). A large number of professionals with graduate degrees in international politics take up positions in government. The federal government is the largest employer in the United States, with about 1.8 million personnel. Professionals in international politics take positions not only in well-known agencies, such as the Department of State, the Office of the US Trade Representative, and the Agency for International Development, but also in other federal departments and agencies, as well as Congressional offices and lobbies on Capitol Hill. In addition to the US Government, careers in international civil service span more than 111 organizations (<http://unjobs.org/organizations>) across the globe.

In the private sector, international politics professionals take jobs in management, consulting, political risk analysis, international business, and journalism. They also work in a wide range of non-profit associations, foundations, and think tanks. For example, the United Nations lists more than 3,536 non-governmental organizations engaged in humanitarian relief, economic development, and education (<http://www.un.org/disabilities/default.asp?id=1482>). The US Bureau of Labor Statistics projects employment in the field of political science, generally, to grow 8 percent from 2010 to 2020. At the more local level, the demand for this education has grown in South Carolina. Because of Charleston's position as a deep-water port, the state is becoming a hub for international businesses, ranging from major defense contractors, like Boeing and SAIC, to global manufacturers, like InterTech and BMW, to services industries related to finance, consulting, and research. Based on information obtained from the Charleston Defense Contractors Association and the SC Upstate Alliance, the state currently hosts more than 195 major corporations with international reach.

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## NEW PROGRAM PROPOSAL

### Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

**NEW PROGRAM PROPOSAL**

<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>

Provide additional information regarding anticipated employment opportunities for graduates.  
(1000 characters)

## NEW PROGRAM PROPOSAL

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

**Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.**

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## NEW PROGRAM PROPOSAL

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

Yes

No

If yes, explain. (500 characters)

The Citadel currently offers graduate courses in Intelligence and Security Studies, in Homeland Security, and in Leadership, as well as the MA in Social Science. While there is no direct overlap between these fields and the proposed master's degree in International Politics and Military Affairs, the proposed program fits well with these current offerings in a way that further enhances The Citadel's services and reputation.

**NEW PROGRAM PROPOSAL**

**List of Similar Programs in South Carolina**

<b>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
<p>Given its online delivery and practical approach to the field, the proposed master's program in international politics and military affairs does not duplicate any programs currently offered either at The Citadel or other institutions in South Carolina. Although the proposed program is not currently linked with similar programs offered by other institutions in the state, we would be pleased to engage in collaborative efforts should the opportunity arise.</p>			

## NEW PROGRAM PROPOSAL

### Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-16	5	30	5	30	5	90
2016-17	17*	102	17	102	12	276
2017-18	38**	228	38	228	21	582
2018-19	49***	294	49	294	22	720
2019-20	50****	300	50	300	22	732

\*Students who completed first year plus 12 new students.

\*\*Assumes 5 remaining from cohort 1, 12 continuing in cohort 2, plus 21 new students in cohort 3.

\*\*\*Assumes 6 remaining from cohort 2, 21 students in cohort 3, plus 22 new students in cohort 4.

\*\*\*\*Assumes 6 remaining from cohort 3, 22 students in cohort 4, plus 22 new students in cohort 5.

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

Yes

No

If yes, explain. (1000 characters)

1. Complete and return a graduate application form, along with the appropriate non-refundable application fee, to The Citadel Graduate College (CGC), Bond Hall Room 101.
2. An official transcript of the baccalaureate degree and all other undergraduate or graduate work directly from each regionally accredited college or university attended.
3. All students who are residents of the United States must successfully complete either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Students who are non-residents of the United States must provide at least two academic letters of recommendation that address their ability to undertake course work at the graduate level.
4. The minimum for the GRE is a verbal and quantitative combination of 290. The minimum for the MAT is a score of 396. Students who fail to meet the minimum score requirement may be provisionally accepted into the MA degree program provided all other admission requirements have been met. Students who score between 283-289 on the GRE or 380-395 on the MAT may apply for provisional status. Upon completion of the first eight hours of degree coursework, with a minimum GPA of 3.50, the student is considered fully admitted. Admission tests must be current within five (5) years of application, and official scores must be sent directly to the CGC office at the request of the student.
5. Completed Program of Study with academic advisor.

## NEW PROGRAM PROPOSAL

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Given its online delivery and practical approach to the field, the proposed master's program in international politics and military affairs does not duplicate any programs currently offered either at The Citadel or other institutions in South Carolina. Although the proposed program is not currently linked with similar programs offered by other institutions in the state, we would be pleased to engage in collaborative efforts should the opportunity arise.

**NEW PROGRAM PROPOSAL**

**Curriculum**

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

<b>Curriculum by Year</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
<b>Year 4</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	



**NEW PROGRAM PROPOSAL**

<b>Curriculum by Category*</b>			
<b>Required Core (6 hours)</b>			
PSCI 500 Social Science Seminar	3		
PSCI 501 Research Methods in Social Sciences	3		
<b>Electives (30 hours)</b>	3		
PSCI 565 International Politics	3		
PSCI 567 Conflict Studies	3		
PSCI 568 US Foreign Policy	3		
PSCI 566 International Political Economy	3		
PSCI 569 International Organization	3		
PSCI 570 Comparative Politics	3		
PSCI 571 Political Theory	3		
PSCI 572 National Security	3		
PSCI 573 Politics of Economic Development (service-learning)	3		
PSCI 574 Global Issues	3		
PSCI 575 US Foreign Policy Leadership	3		
PSCI 576 International Law	3		

\* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required      36

## NEW PROGRAM PROPOSAL

### Course Descriptions for New Courses

Course Name	Description
PSCI 565 - International Politics	By interlinking the study of international politics, global affairs, and geopolitics, this course aims to provide graduate students with a “nuts-and-bolts” foundation for further study and work in the field. It applies the major theories, concepts, and debates in international politics to “real-world” events and issues to help students fully grasp the nature and relevance of this field of study. It intertwines readings and discussion with students’ own thinking to encourage critical thinking, analysis, research, and communication skills.
PSCI 567 - Conflict Studies	<p>What causes war? What causes intergroup conflict short of war? Why do groups of people systematically kill other groups of people? What do we need to know to prevent conflict/war if possible, and prepare for it when necessary? Is it possible to prevent conflict/war (or prepare for it) if it is often caused by accidents, miscalculation, and misperception?</p> <p>With these questions in mind, this course will develop your ability to analyze the causes, conduct, and consequences of intergroup conflict and war. We will begin by exploring the consequences of war for personal, national, international, and global security. We will then examine theories about the causes of war and apply them to understand the occurrence of World War I, World War II, and the Cold War. Next, we will explore the conduct and consequences of these wars at the doctrinal, strategic, operational, and tactical levels. Finally, we will discuss contemporary issues in war, peace, and security, including the causes, conduct, and consequences of the war on terror and the war in Iraq, weapons proliferation, the future of military technology, the rise of new great powers, humanitarian intervention, and alternatives to war.</p> <p>During the course, you will develop critical reading skills by evaluating other scholars’ theories, arguments, and evidence. As will become apparent, there are numerous theories that attempt to explain what causes war and/or peace. You are encouraged to challenge these theories and arguments.</p>
PSCI 568 - US Foreign Policy	<p>This course will address two major topics: (1) the constitutional and structural foundations of the American foreign policymaking process, through a consideration of the presidency, executive institutions (the state department, department of defense, the intelligence community, and Congress, as well as the ongoing dynamic relations among these actors. The role and impact of other relevant actors in the foreign policy formation process (i.e., the media, interest groups, as well as that of public opinion will also be addressed.</p> <p>(2) The second no less important issue we will address is that of globalization on the choices and freedom of action the United States had enjoyed since the end of WW II. The emergence of a transformed geopolitical environment as well will be reviewed.</p> <p>Students will be guided in analyzing the new context of American foreign policy as follows: (a) engaging in individual and small group analysis and presentation on individual foreign policy cases, to wit., researching how impact of American foreign policy is interpreted by leaders and publics in selected countries; (b) looking at survey research to understand the shaping and role of American public opinion on the foreign policy process; and (3) cross-comparison of the views of various activist elite foreign policy influencers, and the manner in which these views enter the formal foreign policymaking process (for example, the cycling of key policymakers from government to think tanks, the media, and academic institutions.</p> <p>Students will be expected to complete a comprehensive final exam as well as submit a research paper on a topic derived from the course content. Students with relevant experiences (such as military or government service, may with the instructors permission utilize such documentable experience in their research paper.</p>

## NEW PROGRAM PROPOSAL

Course Name	Description
PSCI 566 - International Political Economy	<p>This course examines the relationship between economic and political behavior and the various ways in which domestic and international “agents” use political processes, institutions, and regimes to influence state policies and the international environment. In doing so, it analyses why and how politics and economics interact to shape the way we live.</p> <p>The course contains three parts. The first focuses on the major theoretical perspectives on political economy, including mercantilism, liberalism, and Marxism. The second examines some of the major components of the modern world economy: multilateral trade, domestic trade policy, international finance, and monetary policy and exchange rates. Finally, the course investigates current issues in international political economy, such as the North-South gap, the role of multinational corporations, and the effects of globalization.</p>
PSCI 569 - International Organization	<p>This course examines the development and growth of international organizations and their relationship between each other as well as their member states. It focuses on the internal dynamics of the organizations as well as their external manifestations in sub-regional, regional, and global policies and programs. The organizations covered in the course are the United Nations, the North Atlantic Treaty Organization, the African Union, and the Arab League. The emphasis behind each organization is its origins, growth, and change. The course reviews the establishment of the United Nations and the original attempts by member states to correct the failures of the League of Nations before following the political and economic development of the organization. The North Atlantic Treaty Organization is examined in terms of its origins and how the organization continued to modify its purpose and mission as international dynamics altered around it. This will be compared to the defunct South East Asian Treaty Organization with the purpose of understanding why the former succeeded and the later failed. The course covers how and why the African Union was conceived from the Organization of African Unity and the development and progression of its policies to form a continental customs union and common market through the work of regional economic commissions. The Arab League is examined in terms of its original purpose, how and why the organization decreased in effectiveness, the growth of sub-regional organizations to carry out its original purpose, and its recent resurgence as a single voice for its members.</p>
PSCI 570 - Comparative Politics	<p>This course introduces students to the core themes, ideological debates, and methodological approaches used in the field of comparative politics. In doing so, it encourages students to examine some of the questions of enduring interest to political scientists, including the origins and influence of the state, the causes and consequences of authoritarian and democratic forms of government. It also looks at variations within regime types and how they may affect the function of key political institutions and overall governance. As students engage with these questions, they will explore the interaction between economic, social, historical, and institutional factors in explaining political developments. Critical thinking and the ability to articulate clearly the strengths and weaknesses of different approaches are stressed throughout the course.</p>
PSCI 571 - Political Theory	<p>This course explores major theoretical writing related to international politics from the ancient Greeks to the present day. Throughout the course, emphasis is placed on a comparison of ideas and on the relationships between theories and contemporary problems.</p>

**NEW PROGRAM PROPOSAL**

<b>Course Name</b>	<b>Description</b>
PSCI 572 - National Security	<p>This course is an examination of the numerous and interrelated components of American national security policy and decision-making process. Factors, both internal and external, affecting US security interests will also be considered. Of note, this course is not a general survey of international security.</p> <p>The purpose of this course is to introduce you to the security policy of the United States. Please note that security policy is not the same as defense policy and is much broader in scope. In order to accomplish this objective, we shall examine the nature of military power, the evolution of American strategic thought, the organization of the US defense establishment, the nature of defense policymaking within the executive branch and its relations with Congress, the continuing concept of deterrence, the new challenges, economic aspects of security, arms control, and a brief examination of the importance for US security of various regions of the world. The political utility of military force in foreign policy will also be examined. By the end of the course, you should have an understanding of the nature of the security problems which face this country.</p>
PSCI 574 - Global Issues	<p>The course will review the new context for state interaction and global order. The most significant question is whether the international community can weather the storm of new challenges and threats without a central gatekeeper, such as the United States. Globalization has also given other states (established and newly emerging powers) opportunities to exploit the inability of the United States to foment a new architecture of stability and order. Follower states have found opportunities (many derived from the expanding and deepening global trading system) to undermine American dominance. Also, some states have moved to establish regional political and security alliances that not only speak to their needs (counter-terrorism, immigration, and natural resource exploitation, for example) but also dilute the “traditional” influence of the United States in these matters. At the same time, there has been a proliferation of “non-state actors” who are able to capitalize on the measurable weakening of national authority and the hesitancy of nation-states to coherently identify, define, and deal with the new challenges.</p> <p>Students will review the impact of global issues from two perspectives: (1) challenges and (2) opportunities within the framework that the traditional role of states as “gatekeepers,” buffering and processing challenges to stability and order has been gradually been transformed. Throughout the course, student groups will take up several issues and proceed to analyze whether international institutions such as the United Nations, and regional and functional non-governmental organizations (NGOs) are in fact dysfunctional when confronted with the challenges of globalization. Student groups will also address the question of whether the Cold War origins and patterning of these NGOs are obstacles to the development of flexible and creative strategies. Finally, although it might be fairly argued that the traditionally conceived state’s influence and role has been diminished, it can also be proposed that the state system will not wither away quietly, and that states will engage in behavior necessary to protect and grow their influence—newly emerging states may resist the influence of older states, but the former seeks similar symbols of power and behave in ways to enhance their own economic and political power on the world stage.</p> <p>Students will be required to complete a comprehensive final exam and to submit a research paper that may be derived from one or more of the paradoxes and contradictions described above. Students with relevant experiences in the private sector, government, military, or non-governmental organizations may, with the permission of the instructor use such experiences to shape their research paradigms.</p>

**NEW PROGRAM PROPOSAL**

<b>Course Name</b>	<b>Description</b>
PSCI 575 - US Foreign Policy Leadership	<p>This course examines the various principles and models of leadership and applies them to US Foreign Policy decision making with an emphasis on the leadership styles exhibited by different US presidents, secretaries of state, and national security advisers. The course covers leadership and decision making from the individual and group level perspectives and includes factors related to personal psychology, group dynamics, models of bureaucracy, evaluation of inputs, and interpretation/misinterpretation of information. The course applies these factors to a series of major US foreign policy decisions covering topics that include deploying the military, political negotiations, and economic bargaining. The case studies also range from those where a leadership decision must be made within hours or days to those where the decision required a year or more for formulation. In each case study, the leadership styles of the US president, secretary of state, and national security adviser (and in some cases the secretary of defense) are analyzed in terms of the principles and models of leadership and decision making.</p>
PSCI 576 - International Law	<p>This course is an introduction to public international law for students of international relations. The primary purpose of this course is to enhance students' understanding of the ways in which international law orders international politics. Why do sovereign states voluntarily forfeit maximum independence and agree to constrain their behavior in the international system? How and to what extent has international law been used in resolving conflicts between nations? How and to what extent has it facilitated the achievement of common goals? What is the relationship between international law and states' foreign policies? Emphasis throughout the course is on the substantive rules of the law, the relationship between law and politics, and on the historical episodes that illustrate the issues.</p> <p>Although we will be analyzing a number of historical case studies, a special effort is made to relate the course material to international incidents and conflicts in the past decade: the United States' and NATO's use of force in Kosovo, Libya and U.S. use of force in Afghanistan and Iraq; the issue of war crimes and the formation of the International Criminal Court; international legal issues related to international terrorism; the development of the World Trade Organization; and the development of international human rights law and the prohibition of torture.</p> <p>In addition to the analysis of international law and its relationship to international order and states' behavior, this course will also investigate the role of ethics and morality in international politics. While related, international law and international ethics represent two distinct influences on states' actions. Obviously, some forms of activity may be technically legal yet regarded by many as unethical; and vice versa. To what extent do ethics and morality matter in international politics? In an international system comprised of about 200 sovereign states, what exactly constitutes moral or ethical behavior? Should domestic or international audiences be the judge of states' actions? Even if we can agree that states' should act morally, what happens if others do not? Who determines what constitutes "morally acceptable" behavior?</p>

**NEW PROGRAM PROPOSAL**

**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Associate Professor 1	Full	PSCI 500 Social Science Seminar PSCI 565 International Politics PSCI 566 International Political Economy PSCI 570 Comparative Politics PSCI 573 Politics of Economic Development (service-learning)	Ph.D. Political Science	
Professor 2	Full	PSCI 569 International Organization PSCI 575 US Foreign Policy Leadership	Ph.D. Political Science	
Professor 3	Full	PSCI 501 Research Methods in Social Sciences	Ph.D. Political Science	
Professor 4	Full	PSCI 568 US Foreign Policy PSCI 572 National Security PSCI 574 Global Issues	Ph.D. Political Science	
Associate Professor 5	Full	PSCI 567 Conflict Studies PSCI 576 International Law	Ph.D. Political Science	
Assistant Professor 6	Full	PSCI 571 Political Theory	Ph.D. Political Science	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.



## NEW PROGRAM PROPOSAL

	Present		
HAPI (Hispanic American Periodicals Index)	Authoritative, worldwide information about Central and South America, Mexico, the Caribbean basin, the United States-Mexico border region, and Hispanics in the United States. Coverage: 1970 - Present	No	\$1750
Historical Abstracts with Full Text	Index to journal articles in history, especially non-US history. Coverage: 1954 - Present	Yes	
International Index to Black Periodicals Full Text (IIBP)	Use to find articles from over 150 scholarly and popular journals, newspapers and newsletters from the United States, Africa and the Caribbean, and from 40 core Black Studies periodicals from 1998 to the present. Coverage: 1902 - Present	No	
Jane's Defense and Security Analysis	News, information and analysis for information on defense, geopolitics, transport and police industries and issues	Yes	
Worldwide Political Science Abstracts	Covers over 1000 journals that cover political science related fields including law, public administration/policy, and international relations. Coverage: 1975 – Present	Yes	
<b>Interdisciplinary</b>			
Academic Search Complete	Interdisciplinary resource with both popular, scholarly, and peer-reviewed articles and citations. Coverage: 1975 - Present	Yes	
Access World News: Research Collection	International, national, regional, state, and local newspaper articles and video clips. Coverage: Dates Vary	No	
FRANCIS	Use to find multilingual, multidisciplinary research from a European perspective in the arts & humanities and social sciences. Coverage: 1984 - Present	No	
JSTOR	Although it does not provide access to the most recently published articles, JSTOR is a large archival collection of core scholarly journals in the major academic areas. Coverage: Date Varies	Yes	
LexisNexis Academic	Extensive online archive of news from newspapers, magazines, legal resources, medical resources, and more - updated daily. Coverage: Date Varies	Yes	
Project MUSE	Online archive of journals in the humanities and social sciences. Coverage: Dates Vary	Yes	
Web of Science	Indexes information for more than 8,600 journals and other research materials covering disciplines in the sciences, arts and humanities, and social sciences. Coverage: 1900 - Present	No	
WorldCat	Online catalog of materials owned by libraries worldwide. Coverage: dates vary	Yes	
World News Connection	Contains materials provided to the National Technical Information Service (NTIS) by the Foreign Broadcast Information Service (FBIS). The reports are full text, English translations of foreign news sources and information. Coverage 1995-2013 (ProQuest)	Yes	
<b>DATA RESOURCES</b>			
IMF Prememeir Statistical	Comprehensive economic and financial data, including International Financial Statistics, Balance	No	\$1,825

## NEW PROGRAM PROPOSAL

Resources	of Payments Statistics, Direction of Trade Statistics, and Government Finance Statistics. Coverage: Dates Vary		
Proquest Statistical Insight	Aggregated datasets from national governments, international organizations, and research firms. Coverage: Current. (ProQuest)	No	Varies by institution size
World Development Indicators (WDI Online)	Data source on the global economy containing statistical data for over 550 development indicators and time series data for over 200 countries and 18 country groups. Coverage: 1960 - Present	Yes	
<b>REFERENCES</b>			
Dictionary of languages	Guide to the languages of the world, comprehensively detailing more than 400 languages (Credo Reference)	Yes	
<b>Encyclopedias</b>			
Credo Reference	Includes up to 700 online reference books including encyclopedias, dictionaries, thesauri and books of quotations and proverbs from a variety of publishers. Coverage: Present	Yes	
Encyclopaedia Britannica Online	Fulltext of the Encyclopaedia with links to Internet resources. Coverage: Continuously updated	Yes	
Encyclopedia of Global Change	Investigates all types of phenomena that change life on Earth including altered ecosystems, climate change, food and water supply, population, politics and global change, institutions and policies, biographies, and case studies. Coverage: Published 2005	No	
Encyclopedia of Human Rights	Coverage of all aspects of human rights theory, practice, law, and history in over 300 entries signed by leading scholars and human rights experts. Coverage: Published 2009	Yes	
Encyclopedia of Nationalism: Fundamental Themes	Captures the concepts, figures, movements, and events of nationalism.	Yes	
Encyclopedia of Nationalism: Leaders, Movements, and Concepts	Captures the concepts, figures, movements, and events of nationalism.	Yes	
The Europa World Year Book	Provides political, economic, demographic, commercial, and governmental information for countries of the world.	Yes	
Oxford Reference Online	Resource of reference materials including about 100 dictionary, language reference, and subject reference works published by Oxford University Press. Coverage: Current	No	Varies by institution size
<b>General Reference</b>			
Political Handbook of the World	Concise summaries of political parties, government, demographics, and communications information arranged by country.	Yes	
The Statesman's Yearbook Online	Contains information essential for diplomats, politicians and all those involved with international affairs. It includes reliable information on all 194 countries in the world plus states and dependencies,	No	Varies by institution size

## NEW PROGRAM PROPOSAL

	covering key historical events, population, economy, trade, and infrastructure. Coverage 1984 to present.		
Yearbook of International Organizations Online	The most comprehensive reference work on 67,000 international organizations, non-profits, and associations worldwide. Coverage 1907 to present.	No	\$3,030.00

PASCAL will impact the proposed degree in the following manner:

Electronic books from EBL and EBSCO will be purchased at the PASCAL level beginning in FY2016. The Citadel's existing ebrary subscription, Academic Complete, was replaced by the PASCAL package purchased in late 2014.

- 18,624 items (e.g., chapters as well as book titles) were retrieved using keyword search "international politics" in PASCAL. Of these, 2,459 were available as ebooks. A similar keyword search using "international politics" retrieved 55,777 full-text journal articles in EBSCO.
- 26,036 items (e.g. chapters as well as book titles) were retrieved using keyword search "foreign policy" in PASCAL. Of these, 2,345 were available as ebooks. A similar keyword using "foreign policy" retrieved 100,301 full-text journal articles in EBSCO.
- 5,217 items (e.g. chapters as well as book titles) were retrieved using keyword search "defense policy" in PASCAL. Of these, 418 were available as ebooks. A similar keyword searching, using "defense policy" retrieved 20,221 full-text journal articles in EBSCO.

### Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

No additional academic support services are expected to be required for the proposed program, as The Citadel already offers a wide array of educational support services for its student body, which currently includes undergraduate cadets, evening undergraduate, veteran, and graduate students. These services include guidance with learning strategies, tutoring, a writing lab, and advising. The Citadel's veteran's program also provides advising, tutoring, and disability services for veteran day and evening students, as well as a dedicated veterans center, which is open to undergraduate and graduate students. In addition, the librarians at The Citadel's Daniel Library offer students assistance with research strategies and resources.

### Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

None

## NEW PROGRAM PROPOSAL

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

None

**NEW PROGRAM PROPOSAL**

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	30,000	30,000	40,000	50,000	50,000	200,000
Graduate Assistants		8,000	8,000	8,000	8,000	32,000
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	0	0	0	0	0	0
Library Resources	0	15,000	15,000	15,000	15,000	60,000
Other* - Course design & development	15,000	15,000	15,000	15,000	0	60,000
Other* - Marketing	40,000	40,000	40,000	40,000	40,000	200,000
<b>Total</b>	<b>85,000</b>	<b>108,000</b>	<b>118,000</b>	<b>128,000</b>	<b>113,000</b>	<b>552,000</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	67,752	206,484	433,404	539,868	550,620	1,798,128
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*	30,000					30,000
Federal Funding*						
Other Funding*						
<b>Total</b>	<b>97,752</b>	<b>206,484</b>	<b>433,404</b>	<b>539,868</b>	<b>550,620</b>	<b>1,828,128</b>
<b>Net Total</b> (i.e., Sources of Financing Minus Estimated New Costs)	<b>12,752</b>	<b>98,484</b>	<b>315,404</b>	<b>411,868</b>	<b>437,620</b>	<b>1,276,128</b>

\*Provide an explanation for these costs and sources of financing in the budget justification.

## NEW PROGRAM PROPOSAL

### Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

#### **Other – Course Design and Development**

The budget includes an allocation of \$15,000 per year for the first four years of the program to cover the cost of designing and developing courses for online delivery. This cost is based on an estimated \$5,000 per course and the design of three new courses per year.

#### **Reallocation of Existing Funds**

During the first year, the faculty of the Political Science Department will offer courses required for the master of arts in international politics and military affairs for credit under the existing master of arts in social sciences program.

Funding for the program will be through tuition. The tuition generated for each course in the program will cover faculty salaries in each year. The additional costs are also covered in all but the first year of the degree program.

Given the nature of the program, tuition is estimated based on a 60/40 division of enrollments between non-resident and resident students. The estimates also assume students take 18 credit hours each year. The current out-of-state graduate tuition is \$896 per credit hour, and the in-state graduate tuition is \$538 per credit hour.

## NEW PROGRAM PROPOSAL

### Evaluation and Assessment

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Assessment of student learning outcomes: Consistent with SACS accreditation standards, student learning outcomes will be assessed in multiple ways. All course objectives will be aligned with the learning objectives for the degree program. Assessment methods will include both direct and indirect measures.

#### Direct Measures

Students in the degree program will be required either to prepare a written master's thesis or to complete a "guided internship," which may include appropriate service in the military (such as in areas related to intelligence or civil affairs); the United States Peace Corps; or a select business or organization.

Written theses will be graded by at least two members of the Political Science faculty and one outside grader from another department at The Citadel.

Students undergoing "guided internships" for credit must compile an electronic portfolio of materials that document the learning objectives of the program. This would include in-class assignments; work-related assignments from the internship; and group assignments and other projects utilizing established critical thinking, communication, and ethics rubrics for course evaluation. The portfolio is designed to demonstrate fulfillment of student learning outcomes for each course in the program. Students will also be asked to complete a reflective assignment based on the portfolio, which summarizes the student's perception of knowledge, skills, and attitudes related to international politics and military affairs. The portfolio will be completed at least four weeks prior to program completion. The portfolio will be evaluated by the graduate program director, at least one member of the graduate faculty, and one outside grader from another department at The Citadel.

Students will complete course evaluations each semester for each course taken during a term.

#### Indirect Measures

Surveys of graduating students and alumni will be conducted to assess student learning outcome achievements. All graduating students will complete a self-assessment survey of their progress in the acquisition of knowledge, skills, and attitudes. Post-graduation surveys will also be conducted to assess utilization of knowledge and skills on the job after graduation. The post-graduation surveys will be conducted with graduates one year and three years after graduation.

Plans for Programmatic Assessment: Programmatic assessment will occur at multiple levels.

- a. Current in program
  - I. Each semester course evaluation data will be collected from students.
  - II. For each course, a course objective alignment matrix will be prepared by the instructor to ensure program objectives, course objectives, and course assessment tools align. The faculty member will submit the matrix and corresponding sample assignments for each course for archiving in departmental files.
- b. Graduation Assessment
  - I. Graduation rate
  - II. Assessment of employment data for graduates - employment rate
  - III. Faculty teaching in degree program will assess degree completer portfolios annually and make recommendations for programmatic changes.
- c. Post-Graduation
  - I. Alumni survey to gauge how well the program is preparing graduates for employment in the field.

## **NEW PROGRAM PROPOSAL**

Program Change: The data (course evaluations, portfolios, alignment matrixes, graduation assessment data, and post-graduation assessment data) collected as part of the assessment process will be collated annually, distributed and reviewed by the faculty teaching in the program. After reviewing the data, the faculty will meet to discuss, propose, and vote, if necessary, on any curriculum or pedagogical adjustments.

## NEW PROGRAM PROPOSAL

### Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
In-depth understanding of current global and international issues facing the United States	Throughout the program, written assignments will be used to assess students' ability to gather information, quickly and effectively assess data and opinion, understand how these sources may be biased or open to misinterpretation, and then present risk assessments related to potential sources of conflict, formal terrorist groups or insurgencies, informal social movements, cyber threats, and environmental and public health issues.
Working knowledge of the main concepts, theories, and methods relevant to the field of international politics	In PSCI 565 International Politics and PSCI 566 International Political Economy, students will be required to apply the main concepts and theories relevant to the field to prepare papers interpreting the importance of 'agents' and structures' in international politics and in economic and foreign policy decision making. In the context of PSCI 500 Social Science Seminar and PSCI 501 Research Methods in Social Sciences, students will need to provide interpretations and comparisons of qualitative versus quantitative research methods. In PSCI 500, they will complete a research project, using qualitative methods, while in PSCI 501, they will complete a research project using quantitative methods.
Ability to apply the main concepts, theories, and methods used in international politics to the analysis of specific problems and events	In each course, student will be required to prepare policy analyses, literature reviews, research proposals, or research projects to demonstrate their knowledge of the main concepts, theories, and methods used in international politics as well their ability to apply them to current events.
Ability to present clear, concise, and compelling summaries and analyses of relevant texts, topics, and issues;	In all of their written assignments, student will be required to provide thesis statements that outline the main points to be discussed; use supportive facts, statistics, and examples that are specific and relevant to their arguments; demonstrate appropriate use of citations as well as sources that are credible and pertinent; and demonstrate the ability to communicate in ways that are technically correct with respect to sentence structure, spelling, grammar, and punctuation. In particular, in PSCI 565 International Politics and PSCI 570 comparative politics students will be required to prepare a variety of written materials, including policy briefs, formal essays, précis, and abstracts as well as formal research proposals.
Knowledge of the organizational structures and operations of the primary domestic and international institutions engaged in transnational and global political affairs	In PSCI 569 International Organizations, students will prepare papers analyzing the interactions of US domestic organizations and international governmental and non-governmental organizations in the establishment and functioning of humanitarian operations, and the development and transition of regional and global organizations to meet the changing dynamics of global political and economic issues. In PSCI 566 international political economy, students will analyze state relations within and between the main Bretton Woods organizations as well as interactions among economic policymaking institutions within national governments.
Understanding of leadership principles as they apply to the military, foreign service, and other governmental and international agencies	In PSCI 575 US Foreign Policy Leadership, students will prepare papers analyzing and applying the models of foreign policy decision making; the interaction of US governmental organizations involved in the development and conduct of US foreign policy; and how individual leadership principles apply to these processes.
Understanding of the role of ethics and integrity for US military, diplomatic, and intelligence professionals	In the context of courses on PSCI 568 US Foreign Policy and PSCI 575 US Foreign Policy Leadership, students will prepare papers analyzing assigned ethics questions/issues in the US Government and in international relations. In these papers, students should be able to demonstrate recognition of ethical issues in a "gray" context and evaluate ethical perspectives and concepts in the process.

**NEW PROGRAM PROPOSAL**

<p>Ability to engage in research and policy analysis of domestic and international political and security-related issues</p>	<p>In each course, student will be required to prepare policy analyses, literature reviews, research proposals, and research projects that demonstrate knowledge of the main concepts, theories, and methods used in international politics.</p>
<p>Advanced critical-thinking skills</p>	<p>In each of course, students will be required to prepare critical abstracts and essays to provide reviews of the materials covered. Also, students will be required to compare and contrast various research approaches as well as styles of argumentation and delivery.</p>
<p>Ability to collaborate and work effectively in teams</p>	<p>In PSCI 565 International Politics, PSCI 566 International Political Economy, and PSCI 570 students will be required to work in teams to prepare panel discussions/debates on current topics. For example, students in PSCI 565 prepare a panel discussion on the current level of US military spending and preparedness; in PSCI 566, students work in teams to represent parties involved in World Trade Organization disputes; and in PSCI 570, students work in teams to debate various aspects of governance and how it should be measured across time and countries.</p>

## NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

**NEW PROGRAM PROPOSAL**

**Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

**New Program Proposal  
 Master of Science in Athletic Leadership  
 Clemson University**

**Summary**

Clemson University requests approval to offer a program leading to the Master of Science in Athletic Leadership to be implemented in August 2015. The proposed program is to be offered through online instruction. The following chart outlines the stages of approval for the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal is attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	1/5/15	Not Applicable
ACAP Consideration	2/12/15	ACAP members discussed the need and expressed support for the proposed program. The Citadel offered to collaborate with Clemson.
Comments and suggestions from CHE staff sent to the institution	2/17/15	Staff requested the proposal be revised to provide state level employment data and identify sources of information; separate the curriculum objectives from the department objectives; discuss similar programs; and add tracking the placement of graduates/ conducting surveys of graduates and employers to the programmatic assessment section. Staff also requested edits for clarity and the deletion of any repetitive information.
Revised Program Proposal Received	2/23/15	The revised proposal satisfactorily addressed all of the requested revisions.
CAAL Consideration	4/8/2015	Dr. Debbie Jackson described the program and Clemson's divest to invest program where one program must be terminated in order to implement a new program. The Commissioners asked about the approval of online programs in other states and discussed the State Authorization Reciprocity Agreement. Commissioner Munns asked about the online experience for students. Dr. Michael Godfrey discussed how technology allows students to complete activities to demonstrate skills learned and facilitates rich discussions and interactions with professors and classmates. Commissioner Love asked whether the enrollment was capped at 30. Dr. Godfrey replied that the enrollment is capped because faculty want to provide high quality and interactive courses.

**Recommendation**

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Master of Science in Athletic Leadership to be implemented in August 2015.

## NEW PROGRAM PROPOSAL

Name of Institution

Clemson University

Name of Program (include concentrations, options, and tracks)

Athletic Leadership

Program Designation

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

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation

CIP Code

August 2015

31.0504

Delivery Site(s)

Clemson University

Delivery Mode

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education  
 100% online  
 Blended (more than 50% online)  
 Other distance education

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

University Contact: Debra B. Jackson, PhD  
Vice Provost of Academic Affairs  
[dbj@clermson.edu](mailto:dbj@clermson.edu)  
864-656-4592

Program Contact: Michael Godfrey, PhD, ATC  
Lecturer  
864-884-4406  
[mgodfre@clermson.edu](mailto:mgodfre@clermson.edu)

Institutional Approvals and Dates of Approval:

Board of Trustee Approval: July 18, 2014  
President: July 14, 2014  
Provost Approval: July 14, 2014  
Departmental Curriculum Approval: March 11, 2014  
College Curriculum Approval: April 15, 2014  
Graduate Curriculum: Approval November 14, 2014

## NEW PROGRAM PROPOSAL

### Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The purpose of the AL master's degree will be to provide current and aspiring coaches and administrators, especially those at the intercollegiate level; an opportunity to obtain a graduate degree that focuses on leadership, ethics, and coaching development within the current landscape of athletics in educational settings. This program will be developed to promote personal and professional growth in leadership, coaching integrity, and community influence using 2006 standards of the National Association for Sport and Physical Education (NASPE) and the college's commitment to preparing caring, capable and connected graduates. The program will promote the university mission of educating students to meet the challenges of our times. Intercollegiate athletics is a core component of the college experience and developing leaders within this promotes multiple aspects of the Clemson's mission that include good decision making, ethical lifestyles, and tolerance and respect for others.

List the program objectives. (2000 characters)

Program Objectives for this program are as follows:

#### Departmental Objectives

1. Promote and retain 15-20 students in the program after the first year and maintain an average cohort completion rate of at least 80% over a 2-year period.
2. Market the program through professional organizations to promote awareness and growth, such as the American Education Research Association, Association for the Study of Higher Education, and North American Society for Sport Management.
3. Use assessment findings to make continuous program improvements.

#### Curriculum Objectives

1. Provide current and aspiring coaches and administrators with the knowledge and skills needed in intercollegiate athletics.
2. Facilitate effective communication with diverse cultural groups.
3. Encourage awareness of responsibilities specific to a variety of intercollegiate athletic agencies.
4. Prepare graduates to be successful with careers in athletics and/or administration, characterized by sound professional practices and the highest ethical principles.

By the end of this program, students will be able to:

1. Identify leadership theories in relation to intercollegiate athletics
2. Outline the personal and legal responsibilities involved in coaching at the intercollegiate level
3. Identify psychological characteristics that influence team culture and performance
4. Identify the role and safety responsibilities of the athletic administration in regards to facilities
5. Identify and explain culture formation and identity development of student athletes
6. Apply problem solving and critical thinking skills through writing
7. Design and communicate individual coaching philosophies
8. Create and evaluate athletic conditioning techniques for intercollegiate athletes
9. Explain the economic factors of intercollegiate athletics on universities and communities
10. Apply theory and practice in regard to the creation and implementation of policy in intercollegiate athletics
11. Identify ethical issues within intercollegiate athletics

## NEW PROGRAM PROPOSAL

### Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

Few programs offer a degree that focuses on leadership development for administrators and coaches at the intercollegiate level and even fewer offer the degrees in a platform that accommodates schedules of working adults. Online delivery provides the flexibility for individuals working in intercollegiate coaching and administration and an opportunity to provide a degree that is both desirable and beneficial for students and working professionals in the field of athletics. There are no other graduate programs at Clemson that fill this need and no programs in the state that focus on intercollegiate athletics with student learning outcomes using national standards for coaches established in 2006 by the National Association for Sport and Physical Education (NASPE). The Athletic Leadership program exists as a concentration within the MHRD Online program and as a standalone graduate certificate. This concentration consists of four Athletic Leadership courses as a MHRD concentration. The success within the MHRD program has provided evidence of a need for a stand-alone degree with a cohort of 15-20 students. While the AL graduate certificate and AL concentration have been successful, potential for growth exists. The faculty fields numerous calls and emails regarding a potential graduate program and the possibility to create the program in an online format will enable us to reach a population of students that is currently unavailable due to the time constraints of coaching.

### Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

**NEW PROGRAM PROPOSAL**

<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>
Coaches and scouts	243,900 in the U.S. in labor code 27-2022	15% growth between 2012-22	BLS, Occupational Outlook Handbook
Athletes, coaches, umpires, and related workers	243,900 in the U.S. in labor code 27-2022	14% growth between 2012-22	BLS, Occupational Outlook Handbook
Post- Secondary Administrators, includes those in Athletics	161,800 in the US in Labor Code 11-9033	15% growth between 2012-22	BLS, Occupational Outlook Handbook
Coaches and scouts in the State of South Carolina	South Carolina falls within the range of 3,020-5,710 for currently employed coaches	15% Growth between 2012-22 Consistent with the national trend.	BLS, Occupational Outlook Handbook

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

South Carolina ranges of 3,020-5,710 for currently employed coaches (<http://www.bls.gov/oes/current/oes272022.htm>, February 19, 2015). Intercollegiate coaching and administration has become an increasingly scrutinized profession. "Participation in college sports is also projected to increase over the next decade, particularly at smaller colleges and in women's sports. Many small, Division-III colleges are expanding their sports programs and adding new teams as a way to help promote the school and recruit potential students." [<http://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm#tab-6> , January 3, 2015) This increase in participation will drive the increase in coaching positions and strong competition is expected, especially for the higher paying jobs. [Bureau of labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-2015 Edition. <http://www.bls.gov/ooh/entertainment-and-sports/coaches-and-scouts.htm> (Visited January 3, 2015).]Clemson University will lead the educational charge in this area in providing a solid educational and professional foundation of that emphasizes team leadership, ethics, and professional responsibilities. This degree will serve as a tool for professional advancement in the intercollegiate setting and as the market for professionals at the intercollegiate level grow. Postsecondary administration usually requires a master's degree.

## **NEW PROGRAM PROPOSAL**

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

**Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.**

**NEW PROGRAM PROPOSAL**

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

Yes

No

If yes, explain. (500 characters)

## NEW PROGRAM PROPOSAL

### List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
MS Degree in Physical Education (Sport Management)	Coker College	<ul style="list-style-type: none"> <li>• Focus is collegiate athletics</li> <li>• Online Program</li> <li>• Similar topics of study include Sport law and Sport Marketing</li> </ul>	<p>The program at Coker College is designed for athletic directors/administrators. While every coach will have administrative responsibilities, the AL program at Clemson is focused on leadership development of athletic coaches at the intercollegiate level. Program and student outcomes of the CU degree established according to the National Standards for Coaches established by NASPE in 2006. This focus is designed for the development of the coach and includes personal coaching philosophy development, leadership development, and team performance and development. Although both programs exist online, the core component of Clemson’s Masters in Athletic Leadership focuses on an entirely different dynamic within intercollegiate athletics.</p>
MSEM Degree in Sport and Entertainment Management	U.S.C. – Columbia	<ul style="list-style-type: none"> <li>• Leadership focus within the area of athletics</li> </ul>	<p>The program at USC focuses on management and leadership roles in the sport, entertainment and venue industries. The Masters in AL at Clemson is focused on leadership development of athletic coaches at the intercollegiate level as opposed the larger venue of the sports industry.</p>
MS Degree in Sport and Fitness Administration/ Management	Winthrop University	<ul style="list-style-type: none"> <li>• Sport/Athletic program component</li> </ul>	<p>The program at Winthrop focuses on the study in the administration and management of a variety of sport and fitness programs. Student focus is on administration of private and public sport and fitness facilities and programs. The focus of the Clemson AL degree is focused on leadership development of athletic coaches at the intercollegiate level using with student learning outcomes using national standards for coaches established in 2006 by the National Association for Sport and Physical Education (NASPE).</p>
MA Degree in Sport Management	The Citadel	<ul style="list-style-type: none"> <li>• Associated Graduate Certificate</li> <li>• Sport/Athletic focus</li> </ul>	<p>The Sport Management Certificate offered by the Citadel addresses developmental needs of personnel involved in sport management and marketing/sales. The graduate certificate in Athletic Leadership offered by Clemson addresses individual coaching leadership and ethical decision making. The Citadel’s Sport Management MA Degree focuses on industry fundamentals as they pertain to sports law, marketing, promotion, public relations, finance, and economics. The proposed MS in Athletic Leadership at Clemson is focused on leadership development of athletic coaches at the intercollegiate level, rather than on the industry of sports.</p>

**NEW PROGRAM PROPOSAL**  
**Description of the Program**

<b>Projected Enrollment</b>						
<b>Year</b>	<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015	15	90	15	90	15	90
2016	30	360	30	360	30	360
2017	30	360	30	360	30	360
2018	30	360	30	360	30	360
2019	30	360	30	360	30	360

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

Yes

No

If yes, explain. (1000 characters)

**NEW PROGRAM PROPOSAL**

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

**NEW PROGRAM PROPOSAL**

**Curriculum**

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

<b>Curriculum by Year</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
AL 849: Leadership Development in Intercollegiate Athletic Programs	3	AL 864: Ethical Issues in Intercollegiate Athletics	3	AL 862: Psychological Issues in Intercollegiate Athletics	3
AL 863: Social and Interpersonal Dynamics in Intercollegiate Athletics	3	AL 850: Strength and Conditioning in Intercollegiate Athletics	3	AL 861: Administration and Organization of Intercollegiate Athletic Programs	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
AL 851: Intercollegiate Athletics Facility Management and Planning	3	EDL 839: Research Methods	3	AL 853: Legal Issues in Intercollegiate Athletics	3
AL 870: Intercollegiate Athletics Finance	3	AL 871: Governance and Policy in Intercollegiate Athletics	3	AL 865: Marketing and Communications Responsibilities in Intercollegiate Athletics	3
Total Semester Hours	6	Total Semester Hours	6	Total Semester Hours	6

Total Required Credit Hours: 36

## NEW PROGRAM PROPOSAL

### Course Descriptions for New Courses

<b>Course Name</b>	<b>Description</b>
AL 850: Strength and Conditioning in Intercollegiate Athletics	This course is designed to discuss, examine, and implement topics and theories regarding exercise metabolism, strength conditioning and performance, and sports nutrition. Topics to be covered in this course include: metabolism and performance, substrate metabolism, and sport performance training.
AL 851: Intercollegiate Athletics Facility Management and Planning	This course examines the principles of facility operations and event management in intercollegiate athletics and investigates the unique challenges leaders face in the context of developing, implementing, and hosting athletic events at the college level.
AL 853: Legal Issues in Intercollegiate Athletics	This course focuses on the legal aspects and concern for athletic directors at the intercollegiate level of athletics. The course will focus on institutional, administrative, and coaching legal responsibilities that have a direct impact on the management of athletic programs.
AL 864: Social and Interpersonal Dynamics in Intercollegiate Athletics	This course examines relevant concepts drawn from behavioral sciences and their impact on intercollegiate athletics. This course examines the topics of social and interpersonal dynamics, team cohesion, gender, race and social class to understand college athletics as a social network.
AL 865: Marketing and Communications Responsibilities in Intercollegiate Athletics	This course examines the roles and responsibilities of intercollegiate athletic departments, coaches, and athletes in regards to public relations, mass media, and social media in sports communication.
AL 870: Intercollegiate Athletics Finance	This course provides aspiring athletic administrators and coaches knowledge of the roles and responsibilities of intercollegiate athletic departments and coaches in regards to financial management. Additionally, this course examines and explains the everyday financial decision making in athletics.
AL 871: Governance and Policy in Intercollegiate Athletics	This course provides an in-depth look into the governance structures at the national, state, and institutional levels that impact intercollegiate athletics. Students review internal and external governance processes and learn how to develop policies and procedures for effective practice in the field of administration and coaching in collegiate athletics.

**NEW PROGRAM PROPOSAL**

**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full-or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Administrator	Full	EDL 839 Research in Ed Leadership, 3 (G)	BA, Economics, University of North Carolina 1988. MEd, School Counseling, University of Virginia 1992. PhD, Education Foundations, Leadership, Policy, University of Virginia 2001.	
Lecturer	Full	AL 849: Leadership Development in Intercollegiate Athletic Programs, 3 (G) AL 863: Social and Interpersonal Dynamics in Intercollegiate Athletics, 3 (G) AL 864 Ethical Issues in Intercollegiate Athletics, 3 (G) AL 850 Strength and Conditioning in Intercollegiate Athletics, 3 (G)	PhD, Ed Leadership Clemson University MS in Exercise Science and Kinesiology, James Madison University	ATC Certified Athletic Trainer
Assistant Professor	Full	AL 861 Administration and Organization of Intercollegiate Athletic Programs, 3 (G) AL 862 Psychological Issues in Intercollegiate Athletics, 3 (G) AL 871 Governance and Policy in Intercollegiate Athletics, 3 (G)	EdD, Educational Leadership Eastern Michigan University	
New hire/rank to be determined *	Full	AL 851 Intercollegiate Athletics Facility Management and Planning, 3 (G) AL 853 Legal Issues in Intercollegiate Athletics, 3 (G) AL 865 Marketing and Communications Responsibilities in Intercollegiate Athletics 3 (G), AL 870 Intercollegiate Athletics Finance, 3 (G)	PhD required	
Professor	Full	EDL 839 Research in Ed Leadership, 3 (G)	BA, Special Education, University of North Carolina 1976. MS, Educational Administration, University of Wisconsin 1982. PhD, Educational Administration, University of Wisconsin 1983.	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

## NEW PROGRAM PROPOSAL

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	3	Staff	1	Administration	1
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### Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

During the second full year of the program 1 new tenure track FTE will be added to the program and 1 administrative assistant will be assigned to the program. Cost associated with new hire and administrative assistant to be completely covered by funds generated by the program. Further information on program funding and support is provided in the financial support and budget justification sections.

### Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Currently, Clemson University maintains the current and most relevant resources needed to support the program. These include the Library search engines of ERIC, Education Research Complete, and Sport Discus. The resources have been and are currently available for students in the graduate certificate and in the concentration of the MHRD program. In addition, the library has an excellent history of providing resources to students in online delivery programs, as we have several graduate programs only available on line (including the MHRD program) as well as off campus degree programs. No additional search engine links or additional library resources will be required or requested.

## **NEW PROGRAM PROPOSAL**

### **Student Support Services**

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Program advising for students will be performed by the program graduate coordinator who serves as a student advisor and faculty within the program. Student services are also provided by the office for online education at the University who oversees student support and technology needs for faculty and students. There will be no additional costs associated with the program.

### **Physical Resources**

Identify any new instructional equipment needed for the proposed program. (500 characters)

Instructional Equipment for the new program will be technological equipment (computers, communication tools, etc.) The cost of any additional equipment will be covered by generated tuition. The university provides an extensive array of software for delivery of online educational programs.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

N/A. This will be a 100% Online delivery program.

**NEW PROGRAM PROPOSAL**  
**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	105,000	105,000	105,000	105,000	105,000	525,000
Graduate Assistants	0	0	0	0	0	0
Equipment	10,000	10,000	10,000	10,000	10,000	50,000
Facilities	0	0	0	0	0	0
Supplies and Materials	2000	2000	2000	2000	2000	10,000
Library Resources	0	0	0	0	0	0
Other*	9000	9000	9000	9000	9000	45,000
<b>Total</b>	<b>126,000</b>	<b>126,000</b>	<b>126,000</b>	<b>126,000</b>	<b>126,000</b>	<b>575,000</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	170,100	340,200	340,200	340,200	340,200	1,530,900
Program-Specific Fees	1500	3000	3000	3000	3000	13,500
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	0	0	0	0	0
<b>Total</b>	<b>171,600</b>	<b>343,200</b>	<b>343,200</b>	<b>343,200</b>	<b>343,200</b>	<b>1,544,400</b>
<b>Net Total (i.e., Sources of Financing - Estimated New Costs)</b>	<b>45,600</b>	<b>217,200</b>	<b>217,200</b>	<b>217,200</b>	<b>217,200</b>	<b>969,400</b>

\*Provide an explanation for these costs and sources of financing in the budget justification.

## NEW PROGRAM PROPOSAL

### Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

Other new costs will go towards marketing for the new program and travel/training needs for the faculty and staff. Approximately \$5,000 will go towards marketing the new program and \$4,000 towards travel/training needs.

**NEW PROGRAM PROPOSAL**  
**Evaluation and Assessment**

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Program and student assessments will be embedded in the program courses through:

Written papers, research critiques, written exams, classroom discussions, individual projects, group projects, Online presentations, and participation. These assessments will be used to show proficiency in areas of leadership development that include: leadership, ethics, decision making, legality, governance, policy, and social responsibility. In addition, post-graduate preparedness and satisfaction surveys will be administered to evaluate program effectiveness. Assessment data will be uploaded in LiveText and an annual report will be completed using WEAVE Online. In addition to WEAVE Online, course evaluations will be required for all faculty within the program for each course as well as faculty evaluations performed annually by the department chair. Data acquired from Weave reports and course evaluations will be a constant factor in program development and improvement in regards to topic relevance, information delivery, and accessibility. Alumni surveys are used at one and five years out to gain insight on graduates. Student Learner Outcomes were developed using national standards for coaches established in 2006 by NASPE as well as the School of Education dispositions and CHE standards. A mapping of the NASPE standards can be found below.

Standards	
1. Athlete-Centered Philosophy Course: AL849	21. Seasonal Plans – periodization Course: AL850
2. Sport Values Course: AL849, AL864	22. Practice Management Course: AL850; AL851; AL853
3. Teaching Responsible Behavior Course: AL849, AL864	23. Clear Instruction Course: AL865
4. Demonstrate Ethical Conduct Course: AL864	24. Mental skill training Course: AL862
5. Safe Facilities Course: AL861, AL851, AL853	25. Communication Course: AL865
6. Protective Equipment Course: AL853	26. Motivational Techniques Course: AL862
7. Environmental Conditions Course: AL850, AL853	27. Sport Skills Course: AL850
8. Physical Conditions predisposing Injury Course: AL850; AL853	28. Competitive Tactic Strategies Course: AL850
9. Immediate Care of Injuries Course: AL850; AL853	29. Scouting Opponents Course: AL871
10. Coordinated Health Care Program Course: AL853	30. Contest Management Course: AL851; AL861; AL871
11. Psychological Implications of Injury Course: AL862	31. Public Relations Course: AL865
12. Conditioning based on Exercise Physiology Course: AL850	32. Manage Human Resources Course: AL861; AL853; AL871
13. Teach Proper Nutrition Course: AL 850	33. Manage Fiscal Resources Course: AL870; AL861
14. Advocate for Drug Free Sports Course: AL850; AL862; AL864; AL871	34. Emergency Action Plans Course: AL853
15. Conditioning and Return to Play Course: AL871; AL850; AL861	35. Managing Information Documents Course: AL853
16. Developmental Changes in Learning Skills Course: AL850; AL849; AL862	36. Legal Responsibilities Course: AL853
17. Social and Emotional Growth of Athletes Course: AL863	37. Team Evaluation Course: AL864
18. Leadership Opportunities Course: AL849	38. Motivation and Performance Evaluation Course: AL862
19. Positive Learning Environments Course: AL849	39. Player Selection Course: AL849; AL863; AL864; AL850
20. Establishing Goals Course: AL862	40. Staff and Self-evaluation Course: AL849; AL862

## NEW PROGRAM PROPOSAL

### Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Identify leadership theories in relation to intercollegiate athletics	Outcome assessment will be embedded in the program course through: Written papers, research critiques, written exams, classroom discussions, individual projects, group projects, Online presentations, and participation. (Aligned with Coaching Standards: 1, 2, 3, 16, 18, 19, 39, & 40).
Outline the personal and legal responsibilities involved in coaching at the intercollegiate level	Outcome assessment will be embedded in the program course through: Written papers, research critiques, written exams, classroom discussions, individual projects, group projects, Online presentations, and participation. (Aligned with Coaching Standards: 3, 4, 5, 30, 35, & 36).
Identify psychological characteristics that influence team culture and performance	Outcome assessment will be embedded in the program course through: Written papers, research critiques, written exams, classroom discussions, individual projects, group projects, Online presentations, and participation. (Aligned with Coaching Standards: 11, 14, 16, 20, 24, 26, & 38).
Identify and explain culture formation and identity development of student athletes	Outcome assessment will be embedded in the program course through: Written papers, research critiques, written exams, classroom discussions, individual projects, group projects, Online presentations, and participation. (Aligned with Coaching Standards: 3, 17, 19, 37, & 39).
Explain the economic factors of intercollegiate athletics on universities and communities	Outcome assessment will be embedded in the program course through: Written papers, research critiques, written exams, classroom discussions, individual projects, group projects, Online presentations, and participation. (Aligned with Coaching Standards: 5, 25, 30, 31, 32, & 33).
Identify ethical issues within intercollegiate athletics	Outcome assessment will be embedded in the program course through: Written papers, research critiques, written exams, classroom discussions, individual projects, group projects, Online presentations, and participation. (Aligned with Coaching Standards: 2, 3, 4, 14, 37, & 39).

## NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Currently the state of South Carolina does not require certification or licensure of coaches in postsecondary educational settings. Thus, the program will not be seeking any specific accreditation at this time.

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

**NEW PROGRAM PROPOSAL**

**Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

**New Program Proposal  
 Bachelor of Arts in Digital Culture and Design  
 Coastal Carolina University**

**Summary**

Coastal Carolina University requests approval to offer a program leading to the Bachelor of Arts in Digital Culture and Design, to be implemented in Fall 2015 through traditional instruction. The following chart provides the stages of review for the proposal. The Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. Committee questions, institutional responses, and the program proposal are enclosed.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Planning Summary received and posted for comment	10/15/13	Not Applicable
Program Planning Summary considered by ACAP through electronic review	12/02/13	<p>N.B. The following comments were in response to the original Program Summary titled <i>Digital Content and Development</i> (2013). The official application, <i>Digital Culture and Design</i>, appears to include substantive revisions (2015).</p> <p><u>USC Columbia</u></p> <ul style="list-style-type: none"> <li>➤ No degree duplication with USC programs</li> <li>➤ The USC Center for Digital Humanities fosters cross-discipline research but does not represent a plan to offer a similar baccalaureate degree in the foreseeable future.</li> </ul> <p><u>The College of Charleston</u></p> <ul style="list-style-type: none"> <li>➤ Strengths:               <ol style="list-style-type: none"> <li>1) An accurate assessment of cultural and market trends</li> <li>2) A cross-disciplinary curriculum and a multimodal approach to creation</li> <li>3) A hybrid delivery format</li> </ol> </li> <li>➤ Concerns:               <ol style="list-style-type: none"> <li>1) The focus on content creation, with shortcomings in critical theory</li> <li>2) The lack of a foundation in content management, metadata, or a Resource Description Framework</li> </ol> </li> </ul>
Program Proposal Received	1/5/15	Not Applicable

Stages of Consideration	Date	Comments
ACAP Consideration	2/12/15	ACAP members discussed the need for the proposed program. From USC Columbia (via e-mail): <ul style="list-style-type: none"> <li>➤ No concerns about program duplication</li> <li>➤ The proposed curriculum concurs with the USC minor in Applied Computing.</li> <li>➤ Concerns are about the employability of degreed alumni based on the projections provided.</li> </ul>
Comments and suggestions from CHE staff sent to the institution	2/18/15	Staff requested the following revisions or explanations: <ul style="list-style-type: none"> <li>➤ The change of name of the proposed degree</li> <li>➤ Length of time for institutional approval</li> <li>➤ Metrics that explain an assessment of need</li> <li>➤ Clarification of enrollment projections</li> <li>➤ Local and state-level employment data</li> <li>➤ A full, five-year estimate of all new costs, including equipment and facilities</li> <li>➤ Clarification of total credit hours and potential articulation agreements</li> </ul>
Revised Program Proposal Received	2/24/15	The revised proposal satisfactorily addressed the requested revisions.
CAAL Consideration	4/8/15	CAAL comments and requests for clarification about the following topics: <ul style="list-style-type: none"> <li>➤ Initial questions were answered in the institutional response</li> <li>➤ Appreciation for the Needs Assessment</li> <li>➤ The portfolio as a singular assessment tool</li> <li>➤ Degree employability</li> </ul> Responses from Coastal Carolina University: <ul style="list-style-type: none"> <li>➤ Because the proposed program is a projects-based degree, the portfolio functions as a consummate repository.</li> <li>➤ Demand exists for students prepared to work across disciplines to conceive and distribute digital content informed by the humanities.</li> </ul> Response from the Committee: <ul style="list-style-type: none"> <li>➤ To expand the means of assessment beyond the portfolio can satisfy both CHE and SACSCOC expectations for determining program effectiveness.</li> <li>➤ Consider creating a comprehensive list of evaluations; including the portfolio, employer feedback, student surveys about curriculum, etc.</li> </ul>

**Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Bachelor of Arts in Digital Culture and Design, to be implemented in Fall 2015.

***Institutional Responses to Commissioner Questions  
about Program Proposals and Modifications  
considered at the April 8, 2015 CAAL meeting***

**Coastal Carolina University, BA, Digital Culture and Design:**

- 1. Approval time... It took a year to coordinate multiple departments (pg 3). Are all the necessary departments committed to the program?**

Yes, the necessary departments are committed. The most significant delay came in convincing the Department of Communication, Languages and Cultures that the new BA would not overlap with their major. While they offer upper-level courses in media studies, those courses approach media from a very different perspective and do not engage students in the production of digital projects in the same way as our proposed courses do. Where there was overlap, we included the JOUR 350 as an option. We have also invited professors from that department to participate in teaching courses in the DCD Program. Professors from Visual Arts, English, History, Political Science and Geography, and Music are excited about the program and ready to participate fully in offering the major. Further, we have built into the planning for non-curriculum aspects of the degree specific incentives for faculty who have an interest in teaching in the program: for example, digital skill-building workshops and forums for the development of digital and new media projects. We hope, in the future, and with some additional grant funding, to offer some modest travel and research funding for faculty who have even affiliate involvement in the program.

- 2. Internships... Pg (5), program will have emphasis on internships. Where will these occur? Does the program have a commitment for these internships?**

There are community-based initiatives that have already expressed interest in this program and its future students. For example, the Conway Innovation Center < <http://cicinnoation.com/>> is a new incubation center that focuses on emerging technologies in the context of entrepreneurial growth in the region. The projects envisioned for this center will require the skills that this program offers, and as the Innovation Center is funded through a spectrum of private and non-profit funding streams, this environment offers tremendous potential for student internships and training. We also have had some preliminary conversations about internships with members of the Parliament: Working Class Creatives organization in Charleston, SC < <http://charlestonparliament.com/report/>>. This group consists of businesses and non-profits that feature new media design, social media advertising, and innovation in the application of digital technologies in museums, art management, and new concept industries. A partner with this organization, Dig Studio (Tom Galmarini), conducted a workshop on digital application design for our Athenaeum Press students and has expressed interest in providing future internships for our DCD students. Two other companies have expressed interest in graduates with digital skill sets. SiteTech Systems, a local company that does GIS work, is one; their president, Todd Woodard, is currently on our local Wall College Board of Visitors. A representative from SiteTech visited Dr. Bergeron and discussed setting up an internship this fall that will hopefully be recurring. He is also scheduled to speak to Dr. Bergeron's class on April 22 to talk about GIS and local opportunities. Their website is <<http://www.sitetechnologies.com/>>. David Barry, from A-R-Cade, a local company that does augmented reality and other digital technologies, has given presentations in Ashes2Art and has indicated that he is looking to CCU for home-grown talent and skills in digital technologies. His company website link is <<http://www.a-r-cade.com/>>. We feel confident that we can meet our student internship needs.

***Institutional Responses to Commissioner Questions  
about Program Proposals and Modifications  
considered at the April 8, 2015 CAAL meeting***

- 3. Opportunity... Pg (6). How is this program relevant to employment as a database administrator? Projections show very low growth of jobs in SC ( about 1% ). Please justify that there will be job opportunities for the graduates.**

Again, one of the most promising and fastest growing initiatives in the local region is the Conway Innovation Center, which promises to encourage businesses and jobs invested in emerging technologies. Charleston and Georgetown County have seen explosive growth in services and industries with significant investments in new media, digital and web design, and social media advertising. For example, Blue Ion, a Charleston-based website design and marketing agency, has expanded significantly just in the last few years and has not been able to secure as many digitally-skilled applicants as this expansion requires. The two local companies mentioned in response #2, SiteTech Systems and A-R-Cade, also represent some of the local employment opportunities for our graduates. Other local employers who have advertised GIS jobs in the recent past include county and local governments, HTC, and local utility companies like Santee Cooper and Horry Electric.

- 4. Program Assessment... Pg 23 says employment assessment to use social media. How will this be used to determine quality of the program for employment?**

Increasingly, businesses, non-profits, and educational initiatives based in new media and digital technologies rely on social networking platforms and analytics for outreach and for assessment. The newer analytics of social media allow for a sophisticated means of tracking name and brand recognition. An advantage of these tools is the way in which they offer insight into the kinds of skills and training that very specific businesses require, and in real time, circumventing the typical lag in assessing such trends using more conventional analytics. Reppify Inc. <<http://www.reppify.com/#sthash.zpZlhFDI.dpbs>> is just one example of how social media is being utilized both for recruitment and as a platform for identifying institutions attuned to a specific industry's employment needs. In addition to making certain that the features of our hands-on educational programming are present in social media streams, we also have planned for an assessment program that keeps track of where students find internships and where graduates find employment, and the kinds of job skills and projects associated with those opportunities. Social media allows for unprecedented access to such details.

## NEW PROGRAM PROPOSAL

Name of Institution  
Coastal Carolina University

Name of Program (include concentrations, options, and tracks)  
Bachelor of Arts in Digital Culture and Design  
(The name was changed from the initial proposal to reflect more accurately the focus and content of the degree, especially after consultation with the Department of Computer Science.)

### Program Designation

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

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation  
Fall 2015

CIP Code  
24.0103

Delivery Site(s)  
Coastal Carolina University Main Campus

### Delivery Mode

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education  
 100% online  
 Blended (more than 50% online)  
 Other distance education

Program Contact Information (name, title, telephone number, and email address)  
Dr. Carol Osborne, Associate Dean, Edwards College of Humanities & Fine Arts  
843-349-2658; osborne@coastal.edu

### Institutional Approvals and Dates of Approval

Coastal Carolina University Board of Trustees	12/14/13
Edwards College of Humanities and Fine Arts Curriculum Committee	10/17/14
Coastal Carolina University Academic Affairs	11/11/14
Coastal Carolina University Faculty Senate	12/03/14
Coastal Carolina University Provost	12/11/14
Coastal Carolina University President	12/11/14

Note: The new Provost wanted early approval from the Board of Trustees for new degrees. Once the Program Planning Summary was endorsed by the Board and CHE, it took a year to coordinate multiple departments, to create 19 new classes, and to get all the documents through the local approval process.

## NEW PROGRAM PROPOSAL

### Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The BA in Digital Culture and Design offers a cross-disciplinary and multi-modal approach to the production, distribution, management, and analysis of digital culture as well as the application of digital solutions to research projects in the humanities disciplines. Benefiting from an array of pedagogies that take advantage of contemporary instructional technologies, students will acquire the knowledge and skills necessary to create, market, organize, evaluate, and disseminate digital content informed by the humanities. In creating projects, students will hone their skills in research, writing, critical thinking, and cultural awareness. Students will take a critical, reflexive approach to the design, creation, and utilization of digital technologies in the humanities by examining the impacts of such technologies on humanistic expression.

CCU's Mission Statement asserts that we are a "mid-sized regional comprehensive university with a strong liberal arts core." The 2008-2013 Strategic Plan calls for an "increase in academic majors, minors, specializations, and emphases" (Objective 1.2.1) and "interdisciplinary cooperation in developing new academic programs" (Objective 1.3.5). The BA-DCD adds an innovative, undergraduate program within the Edwards College of Humanities and Fine Arts, one that promises to include all of the departments in the college, and to promote cooperation among university faculty from different areas of specialization through interdisciplinary courses.

List the program objectives. (2000 characters)

1. To prepare students to conduct advanced research across disciplinary boundaries, to synthesize information, and to present that information in a range of digital formats that suit the needs of a variety of audiences;
2. To encourage students to investigate the reflexive imbrication of technology and humanities and fine arts and to understand the issues (e.g. social, cultural, aesthetic, technical, and economic) common to digital humanities research;
3. To provide opportunities for students to become adept at collaboration with colleagues in other fields of study; and
4. To guide students as they investigate and pursue practical applications of disciplinary knowledge through digital technologies and content creation; become more proficient in writing and in representing humanistic knowledge through other forms of media; develop facility with a variety of digital platforms and software environments; utilize technology for presentations, visual media and print documents; and learn professional procedures appropriate for a variety of both public sector and private industry settings.

## NEW PROGRAM PROPOSAL

### Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

The Edwards College of Humanities and Fine Arts already houses a growing New Media and Digital Culture minor and various student-centered initiatives such as Ashes2Art: Digital Reconstructions, Athenaeum Press interactive media projects, new digital history archives, and GIS course sequences. The proliferation of digital projects here mirrors the flourishing of such projects across academia, as noted in Marin and Pickle's 2014 report, "Sustaining the Digital Humanities" <<http://www.sr.ithaka.org/research-publications/sustaining-digital-humanities>> . The proposed BA-DCD program will leverage these resources and provide a curricular framework that integrates the development of advanced digital creation skills with a humanistic focus. While our proposed degree is part of a larger move in the humanities toward more interdisciplinary and technology-intensive undergraduate experiences, our emphasis on internships and experiential learning is a distinguishing characteristic whereby digital humanities theory and scholarship will be wedded to ongoing service projects that will allow students to actively create digital products and services, thus enhancing their portfolios when they enter the job market.

A preliminary needs assessment suggests that there is demand for this program. A survey of juniors conducted by Coastal Carolina University's Office of Institutional Research in Fall 2013 (N=71) indicated that 59% of respondents strongly agreed or agreed that Coastal should offer a humanities-based digital content degree, and 24% were either "likely" or "very likely" to consider pursuing such a degree. A second survey, this one specifically of 280 freshmen, revealed that 34% were interested in learning more about a B.A. in Digital Humanities, and 22% were likely to consider pursuing such a degree.

The BA-DCD will prepare individuals to create and curate the "digital footprint" of businesses, government, and educational institutions. The South Carolina Department of Commerce lists 182 companies located in our state that note "information technology" and/or "digital content" as an area of activity <<http://sccommerce.com/sc-industrial-directory/results>>. Our ability to increase such economic activity in our state is limited, given that Information Technology and Innovation Foundation studies show that South Carolina is falling behind when it comes to educating a knowledge economy workforce; in this area we rank 38th out of 50 states <<http://www2.itif.org/2012-state-new-economy-index.pdf>>. This program helps address that deficit by providing hands-on training in designing and creating digital content suitable for a variety of purposes.

### Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

**NEW PROGRAM PROPOSAL**

<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>
Web Developers	169,900	20%	Bureau of Labor Statistics
Cartographers and photogrammatrists	14,500	20% nationally 1.3% in SC	Bureau of Labor Statistics SCDEW
Multimedia artists	73,200	6% .9% in SC	Bureau of Labor Statistics SCDEW
Film and video editors	28,300	1% nationally and in SC	
Broadcast and sound engineering technologists	131,900	9% .2% in SC	Bureau of Labor Statistics SCDEW
Database administrators	136,600	15% (1.3% in SC)	Bureau of Labor Statistics SCDEW
Survey researchers	21,200	18% (1.9% in SC)	
Archivists, curators, and museum workers	32,600	11% (1.6% in SC)	Bureau of Labor Statistics SCDEW
Technical Writers	56,900	15% (1.6% in SC)	

## NEW PROGRAM PROPOSAL

Provide additional information regarding anticipated employment opportunities for graduates.  
(1000 characters)

Graduates will understand digital editing, interactive project development, the cultural impact of social media, the intersections of “analog” and electronic communication, and the theories and practices of digital visual culture and digital research methods. Potential job opportunities for students with such interdisciplinary knowledge and technical skills exist in a wide range of fields, including media industries, museum design, multimedia art and design, web design, and entertainment technology. Students will also be well-prepared to pursue graduate studies in many academic disciplines that are increasingly incorporating digital tools and methods or to work in digital humanities centers or as researchers for professional organizations.

Higher education institutions are recognizing the value of interdisciplinary programs that integrate humanities research and concepts with digital technologies, and the funding opportunities for digital projects their faculty and students are developing, as evidenced by the various grants offered by the NEH Office of Digital Humanities to the MacArthur Foundation's Digital Media & Learning initiative. The HASTAC Scholars program provides an opportunity for students to network and to share their work within a larger community. Increasingly, the knowledge and skills emphasized within the proposed DCD program are in demand in a wide range of technology-driven fields that require creative content creation. As Steve Jobs noted, “[I]t's technology married with liberal arts, humanities, that yields us the result that makes our heart sing. And nowhere is that more true than in these post-PC devices.”

As the US transitions to a knowledge economy, “knowledge workers” who are comfortable communicating, creating, and managing through electronic media will be more in demand. Students who focus their content studies on geography, history, political science, or communication could secure positions in the following fields: geographers (29%), historians (6%), public relations specialist (12%), and survey research (18%). The job outlook for computers and information systems managers (15%), computer and information research scientists (15%), and computer network architects (15%) bodes well for our graduates, as does the increased demand for electronic resources librarians (7%).\* Graduate programs, such as the MA in Digital Humanities at Loyola University, also provide an option for our graduates. Because the DCD program is responding to a fairly recent development, the employment opportunities for our graduates may not appear accurately in traditional employment projection models. See <http://www.utexas.edu/cola/orgs/lacs/Students/Graduate-Students/Career-Guides/Alt-ac.php> for a discussion of Digital Humanities jobs and the Hanover Research Report on “Job Opportunities for Digital Humanities Program Graduates, “ prepared for the Wentworth Institute of Technology.

<http://www.bls.gov/ooh/a-z-index.htm#W><http://mediacommons.futureofthebook.org/alt-ac/pieces/toward-third-way-rethinking-academic-employment>  
<http://www.utexas.edu/cola/orgs/lacs/Students/Graduate-Students/Career-Guides/Alt-ac.php>  
<http://tanyaclement.org/2009/11/04/digital-humanities-inflected-undergraduate-programs-2/>  
[http://chronicle.com/blogs/wiredcampus/a-new-department-marks-the-rise-of-a-discipline-computational-media/54883?cid=wc&utm\\_source=wc&utm\\_medium=en](http://chronicle.com/blogs/wiredcampus/a-new-department-marks-the-rise-of-a-discipline-computational-media/54883?cid=wc&utm_source=wc&utm_medium=en)  
<http://commons.gc.cuny.edu/wiki/index.php/Funding/Awards/Competitions>  
<http://www.neh.gov/news/fact-sheet/neh-quotes-the-humanities>

\*As in the table above, the percentages indicate the employment change projected between 2012 and 2022 by the US Bureau of Labor Statistics. Job openings in these areas (through growth of the industry and replacement needs) correlate with employment opportunities for our graduates.

## NEW PROGRAM PROPOSAL

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

Yes

No

If yes, explain. (500 characters)

Students and faculty already engaged in digital humanities projects will now have programmatic support. At first, faculty from existing departments will be reassigned to teach new DCD courses. We anticipate increased enrollment in upper-level humanities courses. While existing courses in Communication, English, History, and Political Science incorporate the study of media and digital content, this program is distinctive in its synthesis of critical examination and actual hands-on development of digital artifacts.

**NEW PROGRAM PROPOSAL**

**List of Similar Programs in South Carolina**

Program Name	Institution	Similarities	Differences
Center for Digital Humanities	University of South Carolina	Supports digital projects and provides some training in the tools and concepts within digital humanities.	Is a Center that is housed in Thomas Cooper Library; its faculty and staff assist with a variety of projects across the University. In spring and summer of 2014, it offered 11 courses and workshops.
Computing in the Arts	College of Charleston	Offers CITA courses (10 credits) that help students synthesize skills and knowledge gained in CSCI courses with training they received in the fine arts.	The College of Charleston's website advertises its program as being "designed for students who have a creative passion already developed in art, music, or theatre" rather than interdisciplinary focus.
		Otherwise, there are no similar academic programs within the state of South Carolina.	

## NEW PROGRAM PROPOSAL

### Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-16	10	150	19	282	NA	NA
2016-17	25	381	32	485	NA	NA
2017-18	38	573	39	592	NA	NA
2018-19	45	679	46	685	NA	NA
2019-20	52	773	51	768	NA	NA

Note 1: Based on enrollment of 10 new students each fall and 10 new students each spring.

Note 2: Credit hours based on 15 hours per semester.

Note 3: First year total headcount based on 88% returning fall to spring, and 82% returning spring to fall.

Note 4: Years 2 – 3 headcount based on 80% graduation rate of returning students after Spring Semester, with 88% of students returning fall to spring, and 82% of students returning spring to fall.

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

Yes

No

If yes, explain. (1000 characters)

## NEW PROGRAM PROPOSAL

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Horry Georgetown Technical College already has an MOU with us for Graphic Design students, and we hope to continue talks with HGTC to create a similar agreement for the new DCD program. We have not yet contacted graduate programs for similar partnerships, but we will probably do so once the major is established. Since graduate programs in Digital Humanities are increasing, there will be more options for us in 2-3 years, once we have established more of a reputation in the discipline and have successful graduates.

## NEW PROGRAM PROPOSAL

### Curriculum

Curriculum by Category*					
Core Curriculum					35-44 credits
Freshman Graduation Requirement					3
Foundation Courses	Theory	DCD 100 Technology and Humanity			9
		DCD 101 Humanities in the Digital Age			
		DCD 102 Information Design			
Foundation Courses	Methods	DCD 200 Introduction to Digital Humanities			9
		DCD 201 Coding for Humanists			
		DCD 202 Introduction to Digital Sources			
Major Requirements	Digital Humanities Sequence	ENGL 231 Film, New Media, and Culture			15
		DCD 309 Interactivity and Culture			
		DCD 312 Social Media or JOUR 350 Interactive Media & Society			
		DCD 316 Digital Resources in the Humanities			
		DCD 345 Knowledge Production and Digital Representation			
Major Requirements	Methods Sequence	Take 3 of the following 4 courses:			9
		DCD 301 Text Methods			
		DCD 302 Visual Methods			
		DCD 303 Sound and Motion Methods			
		DCD 304 Interactive Methods			
Major Requirements	Application	Take 2 additional course that require application of methods (list of options appears below)			6
Major Requirements	Practicum/Internship	Take either DCD 495 Internship or DCD 496 Practicum			3
Major Requirements	Humanities Content	Take 4 upper-level humanities courses related to capstone project			12
Electives					10-20
Total Credit Hours Required					120

Application Courses: GEOG 310 Digital Cartography; GEOG 311 Earth Observation; HFA 391 Press Project Workshop; HIST 396 Manuscripts and Archives; HIST 397 Digital History; JOUR 304 Writing for Interactive Journalism (Prereq: JOUR 201); JOUR 305 Journalism News Writing and Reporting for Media (Prereq: JOUR 200 or 201); JOUR 314 Video Journalism Production (Prereq: JOUR 304 or 310); MCJ 391 Recording Technology I; MCJ 392 Recording Technology 2; POLI 305 Introduction to Empirical Political Inquiry; THEA 255 Computer Aided Drafting and Design. Others may be added later.

## NEW PROGRAM PROPOSAL

### Course Descriptions for New Courses

Course Name	Description
DCD 100: Technology and Humanity	Technologies play a central role in our culture, in the decisions we make, in our social relationships, in our health, in our safety, in conflict resolution, in the careers we pursue, in the way we work, play, and live. Given this, part of what it means to be human is to be a user of technology. Gaining a clearer and more well articulated understanding of the moral and social- political implications of technologies thus allows for a more considered view of our place in the world and our progress as a human civilization (scientifically, ethically, and socially). The course considers technologies from different human perspectives.
DCD 101: Humanities in the Digital Age	The first half of this course provides a critical overview of methods, tools, and projects in the digital humanities; the second half of the course is devoted to a very basic introduction to building and using such tools in digital humanities projects. Students will leave the course with both a practical introduction to computational methods and a critical lens for understanding the impact of new media and digital tools on humanities inquiry and the liberal arts.
DCD 102: Information Design	An introductory course that provides students with an overview of the concepts and methods of information design, the process of presenting information in a clear and effective way. This course focuses on information design in the humanities and covers topics ranging from an introduction to the basic principles of visual information representation to hands-on applications of those concepts in creating digital documents. Students will explore a wide variety of free and professional software applications used in information design, including online mapping applications such as Google Maps and ArcGIS Online, infographics applications such as Piktochart, and interactive presentation applications such as Prezi.
DCD 200: Introduction to Digital Humanities	An introductory course that provides students with a broad overview of the history, concepts, and methods of computing in the humanities. This course focuses not only on how use of computer technology has evolved in humanities disciplines and humanities-centered interdisciplinary research, but also explores basic methods and techniques in digital humanities through the examination of existing projects and hands-on exercises that allow students to build practical skill sets.
DCD 201: Coding for Humanists	This course provides a basic knowledge of how computers operate and are operated, as well as the computational and procedural logics, media, and languages employed in the digital humanities. Students will also achieve a basic understanding of the principles of coding. The course also serves as an introduction to modes of collaboration between those who work conceptually with the digital humanities and those who are assigned the tasks of implementing the technical side of such projects.
DCD 202: Introduction to Digital Sources	An introductory course that provides students with an overview of digital sources in the humanities. This course focuses not only on how the creation and use of digital sources have evolved in humanities disciplines and humanities-centered interdisciplinary research, but also explores the use of these sources through a critical examination of existing projects that utilize digital images, texts, maps, audio, and other digital media. Students will also develop practical skill sets through hands-on exercises utilizing humanities-based digital resources.

## NEW PROGRAM PROPOSAL

DCD 301: Text Methods	This methods course provides an in depth overview and history of text technologies and the mediation of literary texts. Students are introduced to concepts of textual mediation, digitalization and archiving, as well as critical debates surrounding intellectual property in digital environments, text interface design, and the politics of reading and translation across modalities. Practically, students gain exposure and facility with text encoding systems and languages including TEI, XML, and metadata platforms (Omeka).
DCD 302: Visual Methods	An intermediate course that provides students with an in-depth exploration of the theories and practicum of visual and verbal elements used by visual communicators. This course will build on the issues found in relation to cultural shifts in aesthetic trends and consumer behavior while also discussing solutions created by visual communicators and the software tools used.
DCD 303: Sound and Motion Methods	An intermediate course that provides students both an overview of digital video and audio technologies in humanities projects, and an opportunity to build practical skill sets in utilizing these technologies. This course focuses not only on how the use of digital audio and video has evolved in humanities disciplines and humanities-centered interdisciplinary research, but also explores basic methods and techniques for creating digital audio and video in humanities projects that will allow students to build practical skill sets.
DCD 304: Interactive Methods	This methods course provides an in depth overview of interactivity and interactive methods within new media and digital culture (this course is meant to be in dialogue with the histories and theories of interactivity explored in DCD 309 of the digital humanities sequence; though 309 is not a required prerequisite). Students are introduced to concepts of interactivity, immersion, and virtuality. Practically, students gain exposure and facility with interactive programs, loops and interfaces in code environments or languages such as Processing, HTML 5, and/or Flash.
DCD 309: Interactivity and Culture	The first half of this course provides a critical overview of concepts of interactivity and immersion, historically and within new media and digital culture; the second half of the course is devoted to a very basic introduction to building and using interactive structures, drawing on and developing skills and methods taught in earlier courses in the sequence. Students will leave the course with both a practical introduction to computational methods across humanities disciplines, and a critical lens for understanding the impact of new media and digital tools on humanities inquiry and the liberal arts.
DCD 312: Social Media	This course provides a critical overview of concepts and best practices surrounding social media, historically and within new media and digital culture. Topics addressed will include new research on attention and cognition within digital culture, perceptions and skills necessary for critical consumption of information, best practices of digital participation and collective participatory culture, and the use of collaborative media and methodologies within networked environments. Students will get practice employing social media tools for projects on social media critique, analysis, and development.

## NEW PROGRAM PROPOSAL

DCD 316: Digital Resources in the Humanities	An intermediate course that provides students both an overview of digital resources in humanities projects, and an opportunity to build practical skill sets in utilizing these resources. This course focuses not only on how digital resources have evolved in humanities disciplines and humanities-centered interdisciplinary research, but also explores the use of these resources through the examination of existing projects, including interdisciplinary databases, electronic texts, mapping and digital history projects, and New Media projects. Students will also develop practical skill sets through hands-on exercises utilizing humanities-based digital resources.
DCD 345: Knowledge Production and Digital	Theories of knowledge representation can facilitate our ability to express how we are modeling information in digital and mediated environments. This course is meant to give students foundation knowledge in advanced digital methods and theory. Topics addressed will include: integrated media theory; digital media and meaning making; disciplinary digital knowledge; and symbolic cognition and human meaning making.
DCD 488: Capstone Course	This course serves as a culminating experience for the program of study in this degree, allowing the student to bring together all the skills and knowledge acquired in the courses to produce and publish online a project of his/her own design.
DCD 495: Internship	The guided internship requires 120 hours of on-site work, a journal, a final paper, and artifacts to be included in the student's e-portfolio. The purpose of the course is to provide students with practical application opportunities for their knowledge and skills, to introduce them to local and regional employers in their field of study, and to enhance networking and collaboration opportunities. Students are professionally supervised in an organization while working 12 weeks at 10 hours per week.
DCD 496: Practicum	The practicum requires 60 hours of on-site work, a journal, a final paper, and artifacts to be included in the student's e-portfolio. The purpose of the course is to provide students with practical application opportunities for their knowledge and skills within a closely supervised work environment. By working on digital projects within the campus community, students also enhance their skills of collaboration and their understanding of project development and work flow.
The following courses are being added to the catalog to serve both the B.A. in History and the B.A. in Digital Culture and Design:	
HIST 396: Manuscripts and Archives	This course introduces students to a range of important issues concerning the source of the raw materials that most professional historians work with: archival documents and manuscripts. Students learn to locate, read, describe, transcribe, and digitize a variety of original archival materials that have never been published before. We also trace the broad history of libraries and archives, evaluate a wide range of digital archives, and consider the effects of the digital revolution on archival studies. This course includes an examination of the historiography and <u>theoretizing of archives and manuscripts</u> .
HIST 397: Digital History	This history course investigates how the past has been rapidly digitized and explores the debates in the field of digital humanities knowledge production. From debates in the field, to theoretical approaches, to methodological practices, to technological tools, this course explores how the past has been preserved and presented in a digital format. Students critically analyze digital materials and evaluate and interpret such documents as historical primary sources, memoirs, literary works, films, photographs, artifacts, music, and art.

**NEW PROGRAM PROPOSAL**

**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Professor #1 (PhD)	F	Director of Humanities Institute and DCD Program (currently Associate Dean); DCD 100: Technology and Humanity, FA 16, 3; HFA 391: Press Project Workshop, as needed, 3	University of Virginia, PhD and MA in English [ENSP 581 Film Aesthetics, ENCR 881 Postmodernisms, ENAM 982 Creativity and American Ideology; University of North Carolina --Chapel Hill, MAT in English Education [EDCI 111 AV Instr: Tech/MAT]; BA in Education with Honors in English	Worked at Electronic Text Center, University of Virginia Library; taught ENGL 673 Media and Digital Literacy
Professor #2 (PhD)	F	DCD 496: Practicum, FA 18, 3	Indiana University, PhD and MA in Art History ; St. Olaf College, Art Studio/English Literature	Teaches ARTH 450 Ashes2Art: Digital Reconstructions of Ancient Monuments, ARTH 337 Contemporary Graphic Novel, ARTH 311 History of Graphic Design, ARTH 350 Art & Ideas; extensive publications
Associate Professor #3 (PhD)	F	HIST 396: Manuscripts and Archives, SP 18, 3	Duke University, PhD and MA in History; Hill Manuscript Library, St. John's University, Apprenticeship, Archival Studies; College of Charleston, BA History	Grants in DH from NEH and National Humanities Center
Associate Professor #4 (PhD)	F	DCD 101: Humanities in the Digital Age, FA 15, 3; DCD 201: Coding for Humanists, SP 16, 3; DCD 309: Interactivity and Culture; DCD 304: Interactive Methods, FA 17, 3; DCD 488: Capstone, SP 19, 3; ENGL 231: Film, New Media, and Culture, SP 16, 3	University of California-Irvine, PhD in English, MA in Comparative Literature; California State University, Pomona and Fullerton, BA English and Physics	Digital Coordinator, Athenaeum Press, CCU; Co-Coordinator, New Media and Digital Culture Minor, CCU; Peer Review Panelist, NEH Digital Start-Up Grant; many publications in DH, taught many DH courses

**NEW PROGRAM PROPOSAL**

Associate Professor #5 (MFA)	F	DCD 302: Visual Methods, FA 17, 3	University of Notre Dame, MFA in Graphic Design [DESN 515S Design Project and Research; DESN 516S Graphic Design Research; DESN 591S Graduate Design]; Illinois State University, BS in Graphic Design	Art/Production Manager for The Athenaeum Press, teaches Graphic Design, many publications, presentations, grants, and jobs in the field
Associate Professor #6 (PhD)	F	DCD 202: Introduction to Digital Sources, SP 16, 3; DCD 316 Digital Resources in the Humanities, FA 16, 3; HIST 397: Digital History, as needed, 3	University of California at Berkeley, PhD African American Studies, MA in African Diaspora Studies; San Francisco State University, BA Political Science	Publications: <i>Civil War America: A Social and Cultural History of the Era</i> , Routledge, 2012 (lead editor of text and website); <i>Black Soldiers and the Long Civil Rights Movement</i> , Bedford dig proj, more
Assistant Professor #7 (PhD)	F	DCD 102: Information Design, SP 16, 3; DCD 200: Introduction to Digital Humanities, FA 15, 3; DCD 303: Sound and Motion Methods, FA 17, 3; DCD 345: Knowledge Production and Digital Representation, SP 17, 3; DCD 495: Internship, FA 18, 3; GEOG 310: Digital Cartography, as needed, 3; GEOG 311, Earth Observation, as needed, 3	West Virginia University, PhD and MA Geography [GEOG 694B Sem: Explr Spacel Datat Analysis; GEOG 694C Sem: GIS; GEOG 452 GIS: Applications; GEOG 752 Adv/Geographic/ Informtn/Science; GEOG 651 GIS: Technical Issues; GEOG 462 Digital Cartography, etc.]; Syracuse University, ABD Anthropology, MA History; Duke University, BA History	Specialized training in ArcGIS I, II, ArcSDE, Visual Basic, C#, ESRI's ArcObjects; many publications; Courses taught: Digital Earth, Introduction to GIS, Geospatial Intelligence, Earth Observation etc
Assistant Professor #8 (PhD)	F	ENGL 231: Film, New Media, and Culture, FA 15, 3; DCD 301: Text Methods, FA 17, 3	Ohio State University, PhD, MA [ENGL 778 Grad Stdy Film], BA English	Participated in Digital Humanities Winter Institute, taught Media and Digital Literacy (graduate) and ENGL 231, presentations in DH
Assistant Professor #9 (PhD)	F	DCD 312: Social Media History, Development and Analytics, FA 16, 3; JOUR 304: Writing for Interactive Journalism, as needed, 3; JOUR 305 Journalism News Writing and Reporting for Media, as needed, 3; JOUR 314 Video Journalism Production, as needed, 3	Rutgers University, PhD Computer-Mediated Communication, MA Information and Communication Studies [Media Studies, Info & Comm Processes, Media Culture, Media & Politics, Media History & Inst, Mediated Communication], BA English	Courses taught: JOUR 350 Interactive Media & Society; JOUR 489 Participatory Media; COMM 410 Identity in the Digital Age; JOUR 489 Media Convergence and Culture, etc. and several publications.

**NEW PROGRAM PROPOSAL**

Assistant Professor #10 (MF A)	F	DCD 303: Sound and Motion Methods, FA 18, 3; MCJ 391: Recording Technology I and MCJ 392: Recording Technology II, as needed, 3	University of Miami Frost School of Music, DMA and MMA, Instrumental Music and Jazz Performance [MTC 511/512 Film Scoring I and II, MSJ 522 Midi Seq Digtl Wks; MTC 617 Analytical Tech, MSJ 519 Adv Mod Arrang I]; University of North Florida, BA Jazz Performance	Manager, Wheelwright Recording Studio. Courses taught: Careers in Music, Recording Technology I and II, Commercial Music Analysis, Advanced Media Writing; designed the new Minor Cognate in Commercial Music. "St. Helena Island Spiritual Project" selected as Athenaeum Press project (2013-14): includes interactive application, songbook, field recordings, etc.
Visiting Assistant Professor #11	F	DCD 100: Technology and Humanity, FA 15, 3	Washington University (St. Louis), PhD Philosophy [Social and Political Philosophy, Advanced Philosophy of Science, Topics in Ethical Theory]; Boston College, MA Philosophy; Hillsdale College, Philosophy	Courses taught: Contemporary Moral Issues, Problems in Philosophy, Biomedical Ethics, Social Ethics and Political Thought.
*Assistant Professor #12	F	DCD 101: Humanities in the Digital Age, FA 16, 3; DCD 102: Information Design, SP 17, 3; DCD 201: Coding for Humanists, SP 17, 3; DCD 304 Interactive Methods, FA 18, 3; DCD 345: Knowledge Production and Digital Representation, SP 18, 3	TBA	TBA
*Assistant Professor #13	F	DCD 200: Introduction to Digital Humanities, FA 16, 3; DCD 202: Introduction to Digital Sources, SP 17, 3; DCD 309: Interactivity and Culture, FA 17, 3; DCD 496:	TBA	TBA

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

## NEW PROGRAM PROPOSAL

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	4.50	Staff	0.50	Administration	0.25
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### Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

The Edwards College has sufficient faculty to initiate the program. By year 2, the program will require ½ FTE admin support. As this is a cross-disciplinary program, new hires in participating departments will be vetted for experience in new media and digital culture/design. By year 2, we expect a dedicated hire (FT faculty) fully devoted to program development and instruction, disciplinary background and departmental affiliation TBD. In year 3, we envision hiring a digital specialist, perhaps in a post-doc faculty position. This hire, holding a terminal degree and skills in digital humanities project development, will spend half-time teaching and half-time assisting faculty and students with digital humanities projects. With the anticipated growth of the program, we expect to hire an additional full-time faculty member in year 4. Projections suggest that transfer of existing faculty to support the new program full time may be necessary. The affected departments will propose new positions as needed.

### Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Kimbel library owns 992 titles relevant to the proposed program; of these, 26% are “core” titles for an academic collection and relatively current. The actual cost of all core titles not held = \$5,473 (2013 prices.) The Library realizes that acquisition of all core titles not held is based on an ideal collection. Numbers reported are benchmarks to guide acquisitions.

Kimbel Library anticipates a cost of \$5,473.00, or \$1,094 per year for five years based on the actual cost of core titles not owned for monographic acquisitions. Established programs in the humanities and technology will further support the program, as will resources provided by PASCAL via PASCAL Delivers and the PASCAL electronic resources. Journal subscriptions are an ongoing cost. The average cost of technology journals in 2013 = \$1,830 & \$195 for journals in the arts/humanities. The library provides access to 84% of core relevant to DCD but will want to consider subscriptions to new content in this emerging field.

## NEW PROGRAM PROPOSAL

### Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Staff Advisors already working within the Edwards College are sufficient in number to provide the needed support services without additional cost. The university's existing academic support services that provide for all students (tutoring, computer labs, learning assistance centers, library instruction, etc.) will still be available to these new majors.

### Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

The program can be supported by our current and near-future equipment levels: computer labs, a range of software packages, and instructional technology. CCU has introduced technology into every teaching space on campus; students will have access to current-generation hardware and regularly upgraded software. The Digital Production Studio and the Digital Humanities Hub will be equipped with state-of-the-art lighting, recording, filming, and editing technology, and advanced computing stations. It is projected to be complete by Fall 2015.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

The program will be housed in the Edwards Building and in Brittain Hall. Renovations now taking place will coincide with the launch of the BA-DCD in Fall 2015. As part of the current online learning initiative, a Digital Production Studio is being built. In addition to serving as a lecture capture facility, this location will support professional video production, digital media composition, lighting design, and acting courses. The studio will contain studio-grade cameras, dollypods, teleprompters, a centralized production switcher that combines audio and video mixing, a Green Chroma key for variable backgrounds, and lighting controls. A Digital Humanities Hub is also being designed, complete with computer work stations, an Ashes2Art modeling area, and video-conferencing capabilities. The Hub is being funded by CCU's QEP Initiative to enhance experiential learning, and applications have already been submitted for both level 1 & 2 NEH grants. The Digital Production Studio and the Digital Humanities Hub are already fully funded through the university online learning initiative and the QEP initiative, so no additional costs are involved. The new costs in years 3 and 4 in the chart below anticipate updates in software and/or equipment to be shared with other departments.

**NEW PROGRAM PROPOSAL**

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	\$31,104	\$31,726	\$32,360	\$33,007	\$33,668	\$161,865
Faculty and Staff Salaries	\$64,634	\$127,015	\$160,538	\$203,949	\$248,525	\$804,660
Graduate Assistants						
Equipment			\$3,000	\$3,000		\$6,000
Facilities						
Supplies and Materials	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
Library Resources	\$1,094	\$1,094	\$1,094	\$1,094	\$1,094	\$5,470
Other*						
<b>Total</b>	<b>\$99,332</b>	<b>\$162,335</b>	<b>\$199,492</b>	<b>\$243,550</b>	<b>\$285,787</b>	<b>\$990,495</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	\$285,229	\$572,260	\$769,039	\$900,949	\$1,017,029	\$3,544,506
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
<b>Total</b>	<b>\$285,229</b>	<b>\$572,260</b>	<b>\$769,039</b>	<b>\$900,949</b>	<b>\$1,017,029</b>	<b>\$3,544,506</b>
<b>Net Total (i.e., Sources of Financing Minus Estimated New Costs)</b>	<b>\$185,897</b>				<b>\$731,242</b>	<b>\$2,554,011</b>

\*Provide an explanation for these costs and sources of financing in the budget justification.

## NEW PROGRAM PROPOSAL

### Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

Notes:

- (1) Program administration based on .25 of Director's salary plus 24% fringe for year one. Years 2-5 are based on a 2% increase.
- (2) 24% Fringe Benefits included with faculty salaries. Years 2-5 are based on a 2% increase.
- (3) Clerical/Support salary includes 24% fringe for year. Years 2-5 are based on a 2% increase.

## NEW PROGRAM PROPOSAL

### Evaluation and Assessment

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Each of the required DCD courses reflects the unique focus of this experiential humanities degree: to be able to think critically about digital culture and act purposefully and effectively with digital tools and platforms. Writing and research skills are emphasized throughout all phases of the curriculum alongside the conceptual literacies of the digital humanities. Students are required to demonstrate proficiency with written, oral, and electronic-based presentations of their work through a diverse range of learning technologies and multimodalities. The curriculum cultivates the skills and attitudes of collaborative production across multiple disciplines and skill sets. Finally, since this program is designed as a highly experiential degree, the outcomes to each level of the curriculum are tracked through the production of an advanced digital portfolio. Students contribute elements to the portfolio early in their academic careers, building on skills in order to realize work on a highly developed, digital or new media project. The project will demonstrate critical acumen and specific applied digital or media skills. The final portfolio will be utilized as a platform that allows students to transition into a professional or advanced academic context, and also will function as a more comprehensive and creative assessment measure.

All aspects of the curriculum are directed toward production of the final digital portfolio. In DCD 101 and each course beyond the foundation level, students create an element that is added to the portfolio to demonstrate competency in one of the student learning outcomes. In order to advance into the methods, advanced content, and capstone segments of the program, students must submit a project proposal and a plan for degree completion. The final portfolio project will serve as a résumé of a student's expertise in a particular area. The two components of the portfolio, discrete demonstrations of skill and critical knowledge gained throughout the curriculum, allow for a highly flexible assessment tool that can be used to investigate the impact of the curriculum at all levels, including a student's post-degree success. Throughout the curriculum, the portfolio requires an extensive level of feedback and audit from faculty and peer collaborators as well as revision by the student. The portfolio will also guide placement in the practicum, internships, and post-graduate pursuits. Criteria for placements in businesses outside CCU will be developed as these relationships are developed.

The final portfolio provides the means for program assessment; student learning outcomes, as demonstrated by artifacts in the portfolios, will be assessed using standard rubrics, and the results will be analyzed to determine strengths and weaknesses in curriculum and instruction. The information from all assessment measures will also provide the basis for adjustments to the portfolio trajectory and form. This curricular approach leads to a process of ongoing improvement for the program. The platform for the digital portfolio will depend on the outcome of current debates on campus. Future employment of graduates to be tracked through social media.

## NEW PROGRAM PROPOSAL

### Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Read comparatively and critically analog and digital texts, identifying, analyzing, and critiquing relevant cultural, aesthetic, and technical/structural themes.	<ol style="list-style-type: none"> <li>1. Review of portfolio artifacts (gathered from foundation and 300-level courses) in DCD 345</li> <li>2. Demonstration of critical and comparative analysis in final portfolio proposal and final portfolio project.</li> </ol>
Articulate concisely through written and oral expression the issues (e.g. social, cultural, aesthetic, technical, and economic) common to digital humanities research.	Discussions, exams, and papers assigned in the methods sequence that require students to reflect on theories and concepts learned in digital humanities sequence.
Collaborate with peers through use of new technologies & an agreed upon structure and democratic workflow that employs critical and affective feedback for revision.	<ol style="list-style-type: none"> <li>1. Peer and faculty evaluation of coursework on collaborative assignments.</li> <li>2. Narrative component of final portfolio project offers a specific critical reflection on process, including the role of collaborative production</li> </ol>
Demonstrate applied fluency and facility with the concepts, projects, and applications within the digital humanities.	<ol style="list-style-type: none"> <li>1. Successful completion of portfolio project proposal review</li> <li>2. Successful completion of DCD 495 and/or 496, and DCD 488</li> <li>3. Successful review of final portfolio project.</li> </ol>
Articulate an understanding of the relevance of the medium of code to humanistic topics.	Hands-on exercises and exams in DCD 201 and in the advanced methods sequence-- DCD 301-304
Synthesize text/codes, images, and narratives across a variety of mediated formats (including but not limited to written essays, online forums, human-machine performance platforms, hypertexts, etc.)	<ol style="list-style-type: none"> <li>1. Portfolio artifacts</li> <li>2. Final portfolio project.</li> </ol>

## NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

**NEW PROGRAM PROPOSAL**

**Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

**New Program Proposal  
 Bachelor of Science in Engineering Science  
 Coastal Carolina University**

**Summary**

Coastal Carolina University requests approval to offer a program leading to the Bachelor of Science in Engineering Science, to be implemented in Fall 2015 through traditional instruction. The following chart provides the stages of review for the proposal. The Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. Committee questions, institutional responses, and the program proposal are enclosed.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	1/5/15	Not Applicable
ACAP Consideration	2/12/15	ACAP members discussed the need for the proposed program. From USC Columbia (via e-mail): ➤ A similar program at USC Columbia was discontinued in 2013 due to insufficient student interest. ➤ The section, <i>Assessment of Need</i> , should respond specifically to the proposed degree and not to engineering in general.
Comments and suggestions from CHE staff sent to the institution	2/18/15	Staff requested the following revisions or explanations: ➤ A rationale for the generalized curriculum when new programs often move toward specialization ➤ Clarification of immediate employment opportunities for degree-holders ➤ Clarification of space allocation in the Smith Science Center ➤ Clarification of related costs ➤ Clarification of total credit hours and potential articulation agreements
Revised Program Proposal Received	2/24/15	The revised proposal satisfactorily addressed the requested revisions.
CAAL Consideration	4/8/15	CAAL comments and requests for clarification about the following topics: ➤ Initial questions were answered in the institutional response ➤ USC Columbia: discontinuation of its similar program and impact on CCU deliberations to propose this degree ➤ Portability of the degree ➤ Applicability of the degree to the Science of the Coastal Regions, including wind-engineering, natural disasters, and code-plus construction ➤ How place-bound and under-prepared students were identified as a viable recruiting demographic ➤ Revisiting the portfolio as the main repository for assessing student learning outcomes

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> <li>➤ The nature of the Technical College relationship with four-year institutions</li> </ul> <p>Responses from Coastal Carolina University:</p> <ul style="list-style-type: none"> <li>➤ The Engineering Science program at USC was in a losing competition with other engineering degree programs within its engineering college.</li> <li>➤ The proposed degree, the only engineering program at CCU, would have no such intra-departmental competition.</li> <li>➤ The degree is portable through the following means: 1) its 3+2 bachelor's program into Clemson; 2) its students' preparation for graduate studies based on selected coursework; and 3) into its 2+2 program from Horry-Georgetown Technical College.</li> <li>➤ The CCU doctoral program (in Coastal and Marine Systems Science) addresses Science of the Coastal Regions issues primarily, including beach erosion and shoreline change. CCU is strongly assessing the introduction of this study on the baccalaureate level through this proposed program.</li> <li>➤ CCU identified its recruiting demographics through 1) its 3+2 program with Clemson (very smart CCU students, but consistently underprepared for the Clemson engineering rigor); and 2) the observation that CCU services this demographic comprehensively already, through academic outreach including tutoring, providing extra help in classes and residence halls, creating designed spaces that facilitate out-of-class faculty-student interaction, and proactively monitoring faculty-student ratios.</li> <li>➤ The representative from Horry-Georgetown Technical College confirms the long-time area-need for the program, the HGTC commitment to the 2+2 partnership, and the teaching possibilities at HGTC for graduates with this Eng. Science B.S. degree.</li> <li>➤ Most in-state four-year institutions do not approach HGTC robustly, however, Coastal Carolina and Francis Marion University do.</li> </ul> <p>Responses from the Committee:</p> <ul style="list-style-type: none"> <li>➤ To hear about partnerships with technical colleges (e.g., Horry-Georgetown) is welcome news.</li> <li>➤ To consider issues about science of the coastal regions as a future component of engineering studies as suggested can create a unique niche and marketing opportunity.</li> </ul>

**Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Bachelor of Science in Engineering Science, to be implemented in Fall 2015.

***Institutional Responses to Commissioner Questions  
about Program Proposals and Modifications  
considered at the April 8, 2015 CAAL meeting***

**Coastal Carolina University, B.S. in Engineering Science**

- 1. Student interest. Other programs at other Universities are on the verge of insufficient student interest. Please show the data for USC's experience, and explain why Coastal would be different. Please provide evidence to support the estimate of nearly 60 students enrolled.**

While CCU does not currently have access to data for USC's experience, the two institutions do have different missions and serve somewhat unique student populations. In approach, the proposed Engineering Science B.S. degree is fundamentally different compared to the program offered in the past at USC, specifically with respect to the targeted student population. As discussed in the proposal, the program has three main purposes: (1) to serve as a more effective pipeline to other state engineering schools through existing dual degree agreements, (2) to serve the local community through an A.A.S./B.S. dual degree agreement with Horry Georgetown Technical College (HGTC), and (3) to provide a regional program that combines the disciplines of engineering, applied science, and mathematics. This program is different from the program at USC in that it is designed as a relatively small general engineering program that will complement existing large engineering programs in the state, and CCU has no discipline-specific engineering programs of its own.

The estimate of approximately 60 students enrolled is based, in part, on current student populations and their interests. CCU has approximately 60 students currently enrolled as part of the dual-degree program with Clemson University. The number of dual-degree engineering students has been increasing over the past few years. These students are currently spread between five different majors on campus, with most students majoring in either Applied Physics or Computer Science. We expect nearly all of the dual-degree students that would otherwise major in Applied Physics to instead major in Engineering Science. In the fall of 2014, there were 18 freshmen in the dual-degree program majoring specifically in Applied Physics under the existing Engineering Physics concentration. Likewise, CCU currently has an MOU with HGTC establishing a 2+2 program with their engineering technology programs and our existing Applied Physics program. This MOU was established in late summer of 2014. Two students immediately enrolled through this program in the fall of 2014. Recently, HGTC has provided us with an estimate of 5 new students in the fall of 2015. HGTC estimates preparing between 5-10 potential students for this program per year over the next several years.

- 2. Were USC's concerns sufficiently addressed?**

We believe so. This is not a traditional engineering program, and it is not designed to serve the same student population. Also, CCU enjoys a very close relationship with neighboring Horry-Georgetown Technical College and expects any current and future MOUs to further solidify this relationship for future students. In addition, this program would be relatively small and can provide value through relatively small classes and more interaction with students. There is a national demand for small engineering programs. Many students looking for an engineering education seek smaller programs with small classes and a smaller number of overall faculty members that can lead to closer student-faculty interaction at the lower levels. The proposed program is also more easily adaptable to variations in incoming student preparation levels. Many of the students that we attract at CCU are otherwise talented, though lacking in preparation. As one example, 80-90% of students that enroll in the current dual-degree engineering program at CCU place into trigonometry or lower during their freshman orientation. The current dual degree program with Clemson is extremely difficult to complete unless a student arrives at CCU already placing into Calculus I. The proposed program in Engineering Science is specifically designed to provide the preparation a potentially underprepared student needs

***Institutional Responses to Commissioner Questions  
about Program Proposals and Modifications  
considered at the April 8, 2015 CAAL meeting***

to succeed in engineering, as well as to smooth the transition for an HGTC student into the B.S. degree program.

**3. What is the projected enrollment of 40 in the fall based upon?**

The CCU Engineering Science program has three potential streams of students from which to grow (existing dual degree students, future CCU students, and HGTC transfer students), and it does/will attract a different student population than other programs at other universities. A conservative estimate for freshman enrollments during the first two years based on the above circumstances is approximately 20 students. This number is based on fall 2014 enrollments. We also anticipate approximately 20 *current* students changing their major in the fall of 2015. Therefore, with estimated retention and a conservative estimate on growth, we estimate approximately 60 students enrolled within the first five years.

**4. Please describe the status of the MOU listed on page 10, when do you expect approval, and are there any irreconcilable road blocks?**

There are no irreconcilable roadblocks, and we expect to have a complete MOU by the end of summer 2015. With the Engineering Science B.S., more HGTC courses will be able to transfer for degree completion at CCU than is currently the case for the existing MOU with the Applied Physics program. Therefore, the new agreement will be easier to execute, and it should provide a more streamlined program for transitioning students.

**5. In the list of similar programs, it is stated “The proposed program is designed to complement other programs in the state and provides the opportunity to integrate engineering with the science of coastal regions.” What does “with the science of coastal regions” mean? I did not see that issue addressed in the curriculum specifically.**

As described in the revised proposal, the Engineering Science program will make it possible for CCU to leverage existing and unique programs, such as Marine Science and the recently launched School of Coastal and Marine Systems Science (CMSS). This allows students to combine their interests in the applied sciences with engineering education, providing the foundation for a program that could serve students interested in applications of civil engineering to the coastal region, or environmental effects of emerging nano-materials and remediation engineering, as just two examples. Courses in these areas do not currently exist. However, CCU is hiring talent within these areas through the Marine Science: Coastal and Marine Systems Science program that could offer upper-level engineering/science electives in the future. The foundation of the Engineering Science program is a general engineering curriculum. The technical electives are where students choose a “flavor”. Coastal engineering may become one of these.

**6. For clarification, the proposal states “with increasing enrollment, the program will require facilities for engineering laboratories not currently available on campus” and goes on to explain a renovation on Smith Science Center will take place during the program’s 2<sup>nd</sup> year for \$6.5 million. Will the \$568,750 in the 3<sup>rd</sup> year of the program be used toward that \$6.5 million?**

The \$568,750 was determined by taking the cost per square foot of the building renovation and multiplying by the total square footage designated specifically for the new Engineering Science program. This renovation is already planned and budgeted. No addition funding will be requested from the state.

## NEW PROGRAM PROPOSAL

Name of Institution  
Coastal Carolina University

Name of Program (include concentrations, options, and tracks)  
Bachelor of Science in Engineering Science

### Program Designation

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

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation  
Fall 2015

CIP Code  
14.1301

Delivery Site(s)  
Coastal Carolina University Main Campus

### Delivery Mode

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education  
 100% online  
 Blended (more than 50% online)  
 Other distance education

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

Christopher Moore  
Associate Professor of Applied Physics  
843-349-2985  
moorejc@coastal.edu

### Institutional Approvals and Dates of Approval

Department of Chemistry and Physics (September 30th, 2014)  
Curriculum Committee, College of Science (October 15th, 2014)  
Board of Trustees (October 24th, 2014)  
Academic Affairs Committee (November 11th, 2014)  
Faculty Senate (December 3rd, 2014)  
Provost (December 11, 2014)  
President (December 11, 2014)

## NEW PROGRAM PROPOSAL

### Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

We propose an Engineering Science B.S. program that will utilize existing faculty expertise in engineering and the applied sciences spread across multiple disciplines in the College of Science. The program has three main purposes: (1) to serve as a more effective pipeline to other state engineering schools through existing dual degree agreements; (2) to serve the local community through a potential A.A.S./B.S. dual degree agreement with Horry Georgetown Technical College (HGTC); and (3) to provide a regional program that combines the disciplines of engineering, applied science, and mathematics to train graduates to solve emerging technological challenges that require multidisciplinary approaches. The proposed program intends to attract three types of students: (1) under-prepared students who are otherwise talented but require an alternative path to traditional engineering due to deficiencies in math and/or science preparation out of high school; (2) students from the region who are interested in careers in engineering and desire to remain in the local area due to financial, familial, or other constraints; and (3) students who are interested in both the sciences and their applications to engineering. These three types of students will complete the program through three different paths: (1) via an existing or future dual-degree agreement with another state engineering school; (2) via a 2+2 dual-degree agreement with HGTC; or (3) via a 4-year program completed completely at CCU.

List the program objectives. (2000 characters)

Specific ABET Goals/SLOs are listed on p. 20.

A large number of students interested in engineering careers are unable to immediately relocate to complete a college degree due to financial constraints. CCU has met this challenge in the past with the existing dual-degree program in engineering in partnership with Clemson University (CU). This program has resulted in 2-8 students per year transferring into CU engineering departments. One objective of this program is to strengthen CCU's partnership with CU by providing a path whereby the entirety of the CU general engineering curriculum can be completed before transfer. We will also seek out new agreements with other engineering programs in the state. Also, many of the students that we attract at CCU are otherwise talented, though lacking in preparation. The proposed program combined with the existing agreement with CU is specifically designed to provide the preparation an under-prepared student needs to succeed in engineering, with increased retention a major goal.

With the rising cost of a college education, many students in the local region find it difficult to fund a 4-year degree, even without relocation. We have recently partnered with HGTC to offer a 2+2 dual degree program with their engineering technology disciplines through our existing Applied Physics B.S. program. The Engineering Science B.S. could be the primary degree future students would pursue through this agreement, providing a pathway for a 4-year engineering degree accredited by the Accreditation Board for Engineering and Technology (ABET) that could be completed locally with a total tuition cost under \$30,000 for all four years combined. The goal here is to provide an option for students that would otherwise not have access to a four-year college degree.

## NEW PROGRAM PROPOSAL

Many engineering degree programs focus training via a specialized curriculum for students, whereas this academic program proposes a generalized engineering science approach. For the students described above (CU and HGTC dual-degree), the degree pathway does result in a specialized curriculum leading to a specialized engineering/technical career. For students completing the program entirely at CCU, the proposed program will integrate the sciences with engineering practice to meet the demand of a fast-evolving engineering workplace. As one example, there are increasing opportunities in the field of electronic devices, specifically research and development, fabrication, and quantitative analysis, where the nature of modern devices requires preparation in both engineering practice and quantum and solid state physics. It is also possible for CCU to leverage existing and unique programs, such as Marine Science and the recently launched School of Coastal and Marine Systems Science (CMSS). This allows students to combine their interests in the applied sciences with engineering education, providing the foundation for a program that could serve students interested in applications of civil engineering to the coastal region, or environmental effects of emerging nano-materials and remediation engineering, as just two examples.

### Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

The rapidly developing South Carolina coastal zone continues to be an important region of economic and population growth. In particular, the manufacturing and technology sectors in the Horry-Georgetown region are rapidly expanding, as reported by the Grand Strand Technology Council. New technology related jobs are being created daily, specifically in manufacturing, computational fields, and technology service areas. A search of job postings within a two-week period in September for just the Horry-Georgetown region indicated 23 open engineering positions for which graduates of this proposed program could be qualified. A search of recent job postings across South Carolina indicated 616 open engineering positions. A unique feature of the proposed program is its potential partnership with HGTC. Combining an A.A.S. degree with a B.S. in Engineering Science would prepare some students to become Professional Land Surveyors (after accreditation). With recent legislation changes, a 4-year undergraduate degree from an ABET accredited program is now required for PLS consideration. This recent change in legislation has provided an even greater barrier for entry into a field already struggling to meet demand for new employees. From 2010-2020, the statewide job outlook for surveyors is expected to grow by 31%. Graduates with a major in Engineering Science will be looking for jobs in fields for which there is a strong and growing demand.

### Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

## NEW PROGRAM PROPOSAL

<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>
Surveyors	+4,400 (10 year)	+10% national +31% state	BLS Occupational Outlook Handbook, 2014
Materials Engineer	+200 (10 year)	+1%	BLS Occupational Outlook Handbook, 2014
Computer Specialists	+1.5 million (10 year)	+25.2%	BLS Occupational Outlook Handbook, 2014
General Engineer	+500,000 (10 year)		BLS Occupational Outlook Handbook, 2014
Chemical Engineer Mechanical Engineer Electrical Engineer	+1,500 +11,600 +12,600	+4% +5% +5%	BLS Occupational Outlook Handbook, 2014
Environmental Engineer	+8,100	+15%	BLS Occupational Outlook Handbook, 2014

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

The US Bureau of Labor Statistics (BLS) projects a need for ~500k new engineers in all disciplines for the decade leading up to 2016. Similarly, the BLS projects a need for ~1.5 million new computer specialists, with computing and technology related jobs expected to increase by 25.2%. Significant growth is also anticipated for fields requiring a blend of physics principles with engineering practice, such as nanotechnology, materials science, and emerging device physics/engineering. As one example of the types of jobs available to engineers with integrated science training, materials scientists earn an average of \$85,150 per year, which far exceeds the median salary for the region. Materials companies Metglas Inc. and Wellman Engineering Resins are currently hiring in the region, and recent CCU graduates have worked or are working for both local industry leaders.

It should be pointed out that some engineering careers would require additional work either before or after completion of the proposed program. For example, a career as a professional land surveyor would require the student to complete a proposed 2+2 program with HGTC, and a career as a civil engineer would require the student to complete the dual-degree program with CU. Depending on the nature of the work and the specific technical electives taken, a student could be prepared for immediate employment in fields such as mechanical, electrical, chemical, environmental, and computer engineering. However, using electrical engineering as an example, this program would not necessarily prepare a student for immediate employment with Santee Cooper, but it would prepare a student for immediate employment with Intel.

## NEW PROGRAM PROPOSAL

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

**Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.**

## NEW PROGRAM PROPOSAL

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

Yes

No

If yes, explain. (500 characters)

The proposed program will require the use of some specific courses that are currently being taught on a regular basis by the Department of Chemistry and Physics, the Department of Computer Science and Information Systems, and the Mathematics Department. Many courses in applied physics and engineering are already taught as part of the Applied Physics program's Engineering Physics concentration. Some introductory engineering coursework is already taught due to the existing dual-degree program with CU.

**NEW PROGRAM PROPOSAL**

**List of Similar Programs in South Carolina**

<b>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
Engineering	Bob Jones University	Bob Jones University offers a general engineering degree with concentrations in mechanical, electrical, and computer engineering.	BJU is a private institution. The proposed program is also designed to complement other state programs and has a focus on the integration of engineering and applied science.
Engineering (multiple programs)	Clemson University	CU offers engineering degrees through multiple programs leading to the ability to sit for the FE exam.	The proposed program is designed to complement other programs in the state and provides the opportunity to integrate engineering with the science of coastal regions.
Engineering (multiple programs)	University of South Carolina	USC offers engineering degrees through multiple programs leading to the ability to sit for the FE exam.	The proposed program is designed to complement other programs in the state and provides the opportunity to integrate engineering with the science of coastal regions.
Engineering (multiple programs)	The Citadel	The Citadel offers engineering degrees through multiple programs leading to the ability to sit for the FE exam.	The proposed program is designed to complement other programs in the state and provides the opportunity to integrate engineering with the science of coastal regions.
Industrial Engineering	Francis Marion University	FMU offers a degree program in Industrial Engineering.	The proposed program is designed to complement other programs in the state and provides the opportunity to integrate engineering with the science of coastal regions.

**NEW PROGRAM PROPOSAL**

**Description of the Program**

<b>Projected Enrollment</b>						
<b>Year</b>	<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-2016	40	600	45	678	NA	NA
2016-2017	57	856	60	903	NA	NA
2017-2018	57	860	60	907	NA	NA
2018-2019	57	862	61	909	NA	NA
2019-2020	58	863	61	910	NA	NA

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

Yes

No

If yes, explain. (1000 characters)

## NEW PROGRAM PROPOSAL

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

CCU currently has a signed memorandum of understanding (MOU) with HGTC that provides a path for students completing an A.A.S. in an engineering technology discipline to complete a B.S. in Applied Physics with a concentration in Engineering Physics at CCU within 2 years. The existing agreement is attached to this proposal. This particular pairing is attractive but does not completely meet the needs of many of these students or some of the community's employment needs. A new MOU between HGTC and CCU concerning this new program in Engineering Science will be completed with approval of the new program. Discussions with HGTC have already begun concerning this agreement. Although a MOU establishing a 2+2 agreement with HGTC is not necessary for the success of the Engineering Science B.S. program, it will strengthen the program. Also, CCU maintains an agreement with CU establishing a 3+2, dual-degree engineering program. This agreement would not need to change to accommodate the new program.

With respect to credit hours required, students completing the 2+2 program with HGTC will complete an excess of the 120 credit hours required for the Engineering Science degree. This is because not all courses taken as part of the A.A.S. in Civil or Electronic Engineering Technology transfer as courses satisfying the B.S. degree program. CCU will accept up to 76 hours in transfer from any regionally accredited two-year college transfer program, but at least 25% of the degree program's requirements must be completed in residence at CCU. It should be noted that course credit hours are approximately one-third the cost at HGTC in comparison to CCU. Therefore, even with an increased number of credits, the total cost for a 4-year degree is still significantly less expensive. We estimate that a student residing in the area can complete the 2+2 program for less than \$30,000 for the entire four years. With a new agreement where Engineering Science is the final B.S. degree, the total credit hours will actually be reduced, since significantly more HGTC coursework will be applicable to the Engineering Science curriculum. This new MOU is currently under discussion, and finalization is anticipated shortly after program approval.

**NEW PROGRAM PROPOSAL**

**Curriculum**

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

<b>Curriculum by Year</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
<b>Year 3</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	
<b>Year 4</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

**NEW PROGRAM PROPOSAL**

<b>Curriculum by Year</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>Year 5</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

**NEW PROGRAM PROPOSAL**

<b>Curriculum by Category*</b>					
<b>CORE CURRICULUM</b>	<b>34-41</b>	Choose One:			
<b>FRESHMAN GRAD. REQ.</b>	<b>0-3</b>	Fundamentals of Physics/Lab	4	<b>ELECTIVES</b>	<b>0-20</b>
		Intro. to Comp. Sci./Alg. Think.	4		
<b>FOUNDATION COURSES</b>	<b>23-41</b>	General Chemistry II/Lab	4	<b>Total Credits Req.</b>	<b>120</b>
Introduction to Engineering	3	Intro to Marine Science/Lab	4		
Essentials of Physics I/Lab	4	Intro. to Geology/Lab	4		
Essentials of Physics II/Lab	4	Intro. to Biology/Lab	4		
General Chemistry I/Lab	4				
Calculus I	4	<b>MAJOR REQUIREMENTS</b>	<b>43-48</b>		
Calculus II	4	Engineering Problem Solving	3		
Multivariate Calculus	4	Engineering Graphics	3		
Differential Equations	3	Statics	3		
Introduction to Ethics	3	Electric Circuits	3		
		Mathematical Methods	3		
Choose one:		Computational Methods	3		
Discrete Mathematics	3	Experimental Methods	3		
Modeling For Scientists/Lab	4	Project Manag. and Comm.	1		
Linear Algebra	3	Integrated Science and Design	3		
Elementary Statistics/Lab	4	Senior Design	3		
		Technical Electives (5 courses)	15-20		

\* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required  
120

**NEW PROGRAM PROPOSAL**

**Course Descriptions for New Courses**

<b>Course Name</b>	<b>Description</b>
Engineering Problem Solving	In this course, students work in multi-disciplinary teams to formulate and solve engineering problems using robotics systems and MATLAB. The course covers reading, interpreting, and writing programs, debugging, loops, and conditional statements. Project management principles are also introduced as the framework in which group members cooperate. The course culminates in a design challenge that requires teams to devise a system, component, or process to meet desired needs with given constraints.
Engineering Graphics	This course is a project-based introduction to engineering graphics using SolidWorks. Topics include sketching, 3D part and assembly creation, and documented drawings. Students will utilize the principles of engineering graphics to visualize, communicate, and analyze solutions to engineering problems.
Project Management and Communication	This course focuses on effective participation, communication, and collaboration in engineering and other applied science fields. The professional and ethical responsibilities of applied scientists and engineers will be discussed, along with project management principles and current topics of importance in the field.
Integrated Science and Design	In this independent study course, students take concepts of their choosing learned in advanced applied science elective courses and use an engineering approach to either design a solution to a problem integrating those science principles, or study in depth an existing engineering solution. This student experience serves as a bridge between mathematics, the basic sciences and engineering practice.
Senior Design	Students will engage in a structured project either under the direction of a faculty member, via an external internship, or through a project of their own design with instructor permission and supervision. This major design experience serves to integrate the knowledge and skills that students have developed in earlier course work through the completion of an original project. Students will be required to utilize project management principles throughout the experience and develop a detailed report to be presented both orally in a public forum and in written form.
	(These course descriptions are those that will appear in the catalog. On the previous proposal, the descriptions had to be shortened due to space limitation, which may have caused some lack of clarity.)

**NEW PROGRAM PROPOSAL**

**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Associate Professor	Full	Foundation, Major, and Elective ENGR courses. All terms	Ph.D. Chemical Physics M.S. Applied Physics	CORE FACULTY. Program Director. Materials Engineering background. Reassigned from Applied Physics program.
Assistant Professor*	Full	Foundation, Major, and Elective ENGR courses. All terms	Ph.D. in engineering or engineering physics	CORE FACULTY. To be hired during 2014-2015 academic year. Begins Fall 2015. Line currently assigned to Applied Physics. Will be reassigned to Engineering Science program.
Assistant Professor*	Full	Foundation, Major, and Elective ENGR courses. All terms	Ph.D. in engineering discipline	CORE FACULTY. To be hired during 2015-2016 academic year. Begins Fall 2016. New line dedicated to Engineering Science program.
Professor	Full	Technical electives in environmental/coastal. 1 course per year	Ph.D. Atmospheric Science	AFFILIATE FACULTY. School of Coastal and Marine Systems Science.
Associate Professor	Full	Technical electives in fluids, Intro Engr. 1 course per year	Ph.D. Mech. Engineering, M.S. Agri. Engineering	AFFILIATE FACULTY. School of Coastal and Marine Systems Science.
Assistant Professor	Full	Technical electives in environmental/coastal, Intro. Engr. 1 course per year	PhD Phys. Oceanography, MCE Civil Eng.	AFFILIATE FACULTY. School of Coastal and Marine Systems Science.
Associate Professor	Full	Technical electives in computer engineering. 1 course per year.	Ph.D. Computer Engineering	AFFILIATE FACULTY. Department of Computer Science.
Associate Professor	Full	Technical electives in computer engineering. 1 course per year.	Ph.D. Computer Engineering, M.Eng. Electrical Engineering	AFFILIATE FACULTY. Department of Computer Science.
Assistant Professor	Full	Technical electives in computer engineering. 1 course per year.	Ph.D. Computer Engineering	AFFILIATE FACULTY. Department of Computer Science.

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

## NEW PROGRAM PROPOSAL

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	4	Staff	0.33	Administration	0.33
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### Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

Two lines in the current Applied Physics program will be reassigned to the new program. These lines correspond to the top two in the table on page 14. A new line will be necessary to offer all of the new courses being proposed assuming estimated enrollment is met. With the reassignments from Applied Physics, and the expected increased enrollment in service-level physics courses associated with the proposed program, the Applied Physics program will also require a new faculty line. Faculty designated as "Affiliate Faculty" remain in their current assignments. The director will coordinate Engineering Science and the dual-degree programs specific to this program and will provide leadership towards receiving and maintaining ABET accreditation. Due to the existing Engineering Physics concentration within the Applied Physics major, as well as existing courses taught in other related programs, it is possible to begin the program immediately and handle potential enrollment growth in the future.

### Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Kimbel Library owns approximately 6,940 titles relevant to the proposed program; of these, 16% are considered "core" titles for an academic collection. The percent of core titles held is below the library's average for all subjects and is especially low in general engineering but somewhat better for hydraulic and oceanic engineering due to a strong marine science program. To match core title holdings of 20% of core titles available, the library would need to purchase 124 titles in technology, engineering and hydraulic/oceanic engineering. The 2014 cost of titles is \$20,213.60, or \$4,043 per year for the first five years of the program. This estimate is based on the resources currently available and may change accordingly. Established programs in physics, marine science, mathematics and computer science will further support the program, as will resources provided by PASCAL via PASCAL Delivers and the PASCAL electronic resources.

## **NEW PROGRAM PROPOSAL**

### **Student Support Services**

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

The department currently has a staffed tutoring center dedicated to lower-level physics courses. The Mathematics Department also staffs a tutoring center with expertise in calculus courses available. These student services combined with offerings already available at the university are sufficient to support the proposed program. No new academic support services are expected.

### **Physical Resources**

Identify any new instructional equipment needed for the proposed program. (500 characters)

The program will need to purchase a bench-top scanning electron microscope (SEM) system and a powder x-ray diffraction (XRD) system for materials characterization. The number of training systems for the electric circuits and electronics laboratories will need to be expanded. Classroom sets of robotics kits will be required along with expanded software licenses for Matlab, and new licenses for SolidWorks will be necessary. Bench-top materials testing instrumentation will also need to be procured.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

## **NEW PROGRAM PROPOSAL**

Current facilities are adequate for the initial cohort of students. However, with increasing enrollment, the program will require facilities for engineering laboratories not currently available on campus. Specifically, a 24-seat combined computer and electronics laboratory will need to be constructed. Furthermore, a dedicated machine shop of sufficient size for multiple students, and dedicated design project space, will be required. The current 40,000 sq. ft. Smith Science Center will undergo \$6.5 million in renovations during the program's 2nd year. Approximately 9,000 sq. ft. are currently scheduled for use by physics and engineering, with the proposed engineering program receiving a 900 sq. ft. teaching lab, a 650 sq. ft. machine shop, ~1,600 sq. ft. dedicated for project space and advanced instrumentation, and ~350 sq. ft. in expanded office space for new engineering faculty. This facility is expected to be available at the beginning of the program's 3rd year.

**NEW PROGRAM PROPOSAL**

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	\$25,974	\$26,493	\$27,023	\$27,564	\$28,115	\$135,169.00
Faculty and Staff Salaries	\$203,904	\$314,035	\$320,316	\$326,722	\$333,257	\$1,498,234.00
Graduate Assistants	\$0	\$0	\$0	\$0	\$0	\$0
Equipment	\$100,000	\$60,000	\$15,000	\$10,000	\$10,000	\$195,000.00
Facilities	\$0	\$0	\$568,750	\$0	\$0	\$568,750.00
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Library Resources	\$4,043	\$4,043	\$4,043	\$4,043	\$4,043	\$20,215.00
Other*	\$0	\$2,000	\$4,000	\$12,000	\$1,000	\$19,000.00
<b>Total</b>	<b>\$333,921.00</b>	<b>\$406,571.00</b>	<b>\$939,132.00</b>	<b>\$380,329.00</b>	<b>\$376,415.00</b>	<b>\$2,436,368.00</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	\$769,040	\$1,065,762	\$1,077,706	\$1,087,735	\$1,096,781	\$5,097,024.00
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0
State Funding (i.e., Special State Appropriation)*	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds*	\$0	\$0	\$0	\$0	\$0	\$0
Federal Funding*	\$0	\$0	\$0	\$0	\$0	\$0
Other Funding*	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$769,040.00</b>	<b>\$1,065,762.00</b>	<b>\$1,077,706.00</b>	<b>\$1,087,735.00</b>	<b>\$1,096,781.00</b>	<b>\$5,097,024.00</b>
<b>Net Total (i.e., Sources of Financing Minus Estimated New Costs)</b>	<b>(\$435,119)</b>	<b>(\$659,190)</b>	<b>(\$138,574)</b>	<b>(\$707,406)</b>	<b>(\$720,366)</b>	<b>(\$2,660,656)</b>

\*Provide an explanation for these costs and sources of financing in the budget justification.

## NEW PROGRAM PROPOSAL

### Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

Administration is based upon summer salary support consisting of 0.33 of director's salary plus 28% fringe with a 2% annual increase. Salary costs for all years include one new Assistant Professor and reassignment of the director to the proposed program, with a change in salary associated with change in assignment. Beginning in the second year, a second new Assistant Professor is included. Salaries are based on the 2014 CUPA averages for Bachelor Granting Institutions, discipline 14 (engineering). 28% fringe benefits are included with faculty salaries, with a 2% annual increase. The "other" category shows estimated costs associated with ABET accreditation, such as annual maintenance fees, readiness reviews, on-site reviews, and interim reviews. New equipment is detailed on page 16.

## NEW PROGRAM PROPOSAL

### Evaluation and Assessment

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

The Engineering Science program will prepare students to: (1) obtain a range of positions in industry or government facilities, or pursue graduate education in engineering, science or related fields; (2) participate, communicate and collaborate effectively and ethically within the criteria of their chosen careers; and (3) continually integrate science with engineering practice to solve technical problems, contributing to the benefit of society. Specific Student Learning Outcomes are detailed on the next page.

Each Program Objective is assessed using both direct and indirect methods. To assess program objectives, we will use senior exit interviews, placement data where available, follow-up surveys of graduates, and feedback from a community advisory board. The community advisory board will be composed of engineers and managers from local businesses who will provide annual feedback on the curriculum, objectives, student learning outcomes, facilities, and success of graduates entering the workforce.

A triangulation strategy of data collection is used to validate the assessment data for each Student Learning Outcome assessed. Triangulation requires us to collect data from multiple sources using both direct and indirect methods. Direct assessment methods generally evaluate the skills of students by testing factual knowledge or skills (e.g.: test questions, rubrics). Indirect methods generally evaluate the interpretation of learning achieved (e.g. survey questions). We achieve triangulation by targeting three main data sources (each with numerous individual data points): Course data reported via Faculty Course Assessment Reports (FCARs), knowledge-based questions on a Senior Exit Exam, and survey-based questions on a Senior Exit Exam. We will also conduct Senior Exit Interviews in concert with the exit exams to measure affect in several areas. (Affect is the correct word choice here. As an example, we are assessing student motivation for life-long learning, which represents one aspect of Objective 3, and of several SLOs listed on the next page.)

The Student Learning Outcomes can be mapped to the Program Objectives but are individually assessed as they relate to current students, as required by ABET. These outcomes are evaluated twice within each evaluation cycle, using the same process employed to evaluate the Program Objectives. After gathering assessment results in the first year of the cycle, they are evaluated during the second year, which may result in curricular changes. This assessment is repeated a second time within each cycle, so that prior changes can be evaluated and any additional modifications can be recommended. In addition to a program-level evaluation, Student Learning Outcomes are also evaluated at the course level. Evaluation methods at the course level include individual embedded exam questions, assignments scored via rubric, and course surveys. Program-level evaluation methods include exit exams and surveys. Because we will have a set assessment schedule, we have opportunities to make modifications in our program after our analysis and evaluation, yet before the next data collection cycle.

**NEW PROGRAM PROPOSAL**

**Student Learning Assessment**

<b>Expected Student Learning Outcomes</b>	<b>Methods of/Criteria for Assessment</b>
(a) apply knowledge of mathematics, science, and engineering (b) design and conduct experiments, as well as to analyze and interpret data	(a) FCARs and Senior Exit Exam (b) FCARs and Senior Exit Exam
(c) design a system, component, or process to meet desired needs within realistic constraints	(c) FCAR in Senior Design
(d) function on multidisciplinary teams (e) identify, formulate, and solve engineering problems	(d) FCARs (e) FCARs and Senior Exit Exam
(f) demonstrate professional and ethical responsibility (g) communicate effectively	(f) FCAR in Project Management and Communication (g) Presentation rubric in Senior Design and Senior Exit Interview
(h) understand the impact of engineering solutions in a global, economic, environmental, and societal context (i) engage in life-long learning	(h) Senior Exit Interview (i) Senior Exit Interview
(j) apply knowledge and skills to contemporary issues (k) use the techniques, skills, and modern engineering tools necessary for engineering practice	(j) FCAR in Integrated Science and Design (k) FCARs

## NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

During the 4th year, the program will seek accreditation by the Engineering Accreditation Commission (EAC) of ABET. ABET accreditation requires programs to have produced graduates before being awarded accreditation. With this program, we anticipate having graduates within the first two years of the program. This can be accomplished due to students in the existing 2+2 program pipeline with HGTC, as well as some existing Applied Physics students changing majors.

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

After ABET accreditation, students will be able to sit for the Fundamental of Engineering exam, which is the first step in obtaining professional engineering licensure. Also, students completing the A.A.S. in Civil Engineering Technology and the B.S. in Engineering Science through a potential 2+2 program with HGTC will be able to apply for the State's Professional Land Surveyor (PLS) license.

**NEW PROGRAM PROPOSAL**

**Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

**New Program Proposal  
 Educational Specialist in Instructional Technology  
 Coastal Carolina University**

**Summary**

Coastal Carolina University requests approval to offer a program leading to the Education Specialist degree in Instructional Technology to be implemented Fall 2015. The proposed program is to be offered through 100% online instruction. The goal of the program is to provide K-12 teachers and other educational professionals advanced training in the design, development, implementation, evaluation, and management of instructional technologies. Objectives for the proposed program are aligned with professional standards published by the Association for Educational Communications and Technology (AECT) and the Spadoni College of Education conceptual framework. Currently, there are no add-on licensure credentials available from the South Carolina State Department of Education, so graduates of this proposed degree will not be eligible for licensure in South Carolina. The proposal was submitted to the Commission on January 5, 2015.

The following chart outlines the stages for approval of the proposal; the Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal **is attached**.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	1/5/15	Not Applicable
ACAP Consideration	2/12/15	University representatives from USC Columbia and USC Aiken voiced concern about the overlap of the program to their current M.Ed. in Educational Technology and the Ed.D. in Curriculum and Instruction with a concentration in Educational Technology and the potential for competition for the same students since the proposed program is 100% online just like the programs at USC and USCA. There were additional concerns shared from USC about the lack of research in the proposed Ed.S. program and the ability to recruit large numbers of students in an Ed.S. program. Those concerns were subsequently addressed in the Revised Program Proposal and are reviewed in that section below. ACAP members voted to approve the program.
Comments and suggestions from CHE staff sent to the institution	2/19/15	Staff requested that the proposal be revised to address the concerns expressed by USC Columbia and USC Aiken. Staff also asked that the curriculum chart be revised to show the exact course requirements and total credit hours for completing the degree.

Stages of Consideration	Date	Comments
Revised Program Proposal Received	2/23/15	<p>Coastal Carolina responded to concerns raised by USC Columbia, USCA, and staff concerning the need for the program, the distinction of the proposed program from similar programs offered at the USC Columbia and USC Aiken campuses, and the lack of research in the earlier proposal. Coastal Carolina revised the curriculum chart to reflect more accurately the program.</p> <p>Specific responses from Coastal Carolina to the concerns from USC Columbia and USC Aiken in the revised proposal are</p> <ul style="list-style-type: none"> <li>• Anecdotal information on the need for the program from current and former graduate students was provided on pages 3-4</li> <li>• The distinction from the current M.Ed. programs at USC Columbia and USC Aiken were provided on page 8.</li> <li>• An explanation was provided concerning the lack of research in the proposed program on pages 8 and 13. Specifically, “The Instructional Technology Faculty at Coastal share a deep philosophical agreement that the target niche for an Ed.S. is an advanced <i>practitioner</i> degree for teachers who want to continue to improve their teaching craft or improve their candidacy for district level instructional technology leadership positions, and not a degree designed to produce academic researchers.”</li> </ul>

Stages of Consideration	Date	Comments
CAAL Consideration	4/8/15	<p>CAAL members requested clarification about the following topics:</p> <ul style="list-style-type: none"> <li>• Licensure requirements</li> <li>• Participation in field leadership experiences with a 100% online program</li> <li>• Evidence to support the proposed program size of 125</li> <li>• Potential partnership with the University of South Carolina system</li> </ul> <p>Response from Coastal Carolina</p> <ul style="list-style-type: none"> <li>• The proposed program is designed for educators who already have licensure and have already earned a Master’s Degree. Upon completion of the degree, graduates may apply for the Class I-S Specialist license upgrade, commonly known as “Master’s +30,” from the SC Department of Education.</li> <li>• Although the degree will be offered 100% online, the field leadership experiences are facilitated through a network of school district partnerships. Teachers will develop leadership skills by working directly with district officials and school administration to provide technology related professional development and support to other teachers.</li> <li>• Estimate reflects five years of recruitment and enrollment of curriculum continuation model that targets current and former students.</li> <li>• Enrollment in proposed Ed.S. is expected to be large based on enrollment in the current M.Ed.</li> <li>• The proposed Ed.S. will be accessible state-wide, but the locally-responsive nature of the curriculum primarily targets partner districts with localized needs.</li> <li>• A partnership with USC or Clemson that tracks the Ed.S. completers from Coastal Carolina into a Ph.D./Ed.D. program is desirable.</li> </ul>

**Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Educational Specialist degree in Instructional Technology, to be implemented Fall 2015.

***Institutional Responses to Commissioner Questions  
about Program Proposals and Modifications  
considered at the April 8, 2015 CAAL meeting***

**Coastal Carolina University, Ed.S., Instructional Technology**

- 1. What does it take to obtain licensure, who needs to take those actions, what is the consequence to students of no licensure? Are M+30 pay, and promotions available even without licensure?**

The Ed.S. Instructional Technology is designed primarily as a license-advancement program for full-time South Carolina public school teachers who are already licensed and have already earned a master's degree. Upon completing the program, these teachers could apply to the South Carolina Department of Education for the CLASS I-S SPECIALIST license upgrade, commonly known as "Master's+30," which includes an attractive increase on district pay scales. To qualify for Master's+30 license advancement, teacher applicants must provide evidence of having completed an advanced degree from a regionally accredited institution of higher education (such as Coastal Carolina University). Complete details are available on the SCDOE website at:

<http://ed.sc.gov/agency/ee/Educator-Services/Licensure/masters30specialist.cfm>.

Master's+30 is a construct specific to public education and does not apply to non-teachers or nonlicensed teachers. For that population of potential students, the Ed.S. Instructional Technology degree will not make them eligible to apply to the SCDOE for licensure of any kind. However, as described in the full program proposal on page seven, the degree is still attractive to that population because it qualifies completers for career opportunities in a variety of other fields where technology is used to improved training and performance, often at salaries that can range well above what public school teachers earn.

- 2. On line compatibility... Page 10, describe how 100% online education would support "participation in field leadership experiences, as well as utilization of advanced development tools".**

Although the Ed.S. Instructional Technology program is offered completely online, all field leadership experiences are facilitated through Coastal's network of school district partnerships. Students will develop their leadership skills by working directly with district officials and school administrators to provide technology related professional development and support to other teachers. Logistics are coordinated through a planned series of official events that meet both the field experiences course requirements as well as the contextual training needs of the districts, and include mentoring by current instructional coaches, digital integration specialists and professional development officers. The design phase for these training events begins with formal needs analyses conducted collaboratively with school and district staff, and evolves progressively through iterative development stages utilizing advanced cloud-based tools and synchronous conferencing platforms. Specifically, Adobe Creative Cloud, which is available to educators at steep discounts, combined with Adobe Connect, the university's enterprise online conferencing solution, enable students to collaborate in real-time or asynchronously as needed to produce professional multimedia materials for the targeted leadership events. Evidence of effective development and delivery is documented via training participant surveys, digital video production, reflective blogs, post-training webinars, discussion boards and other interactive measures aligned to systemic rubrics and managed by the university's LMS. It is worth noting that this field experiences leadership framework has been developed as an extension of a training symposium model that has worked well for the current online M.Ed. program.

***Institutional Responses to Commissioner Questions  
about Program Proposals and Modifications  
considered at the April 8, 2015 CAAL meeting***

- 3. What evidence supports a program size of 125, and what will be the effect on USC and USCA programs of this number of students enrolling in Coastal? Couldn't this program be offered through a partnership with the rest of the USC system to have it developed and taught by one university, but marketed by and reaching students in many universities (the USC system is doing this with other on line programs) ?**

The estimate for 125 students reflects a cumulative five years of recruitment and enrollment based on a curriculum continuation model targeting current and previous CCU M.Ed. students who work in the local partnership districts. Beginning with an initial cohort of 20 students, we expect the enrollment of this program to be strong, enrolling approximately 40 students per year (20 in fall and 20 in spring) during the first two years, then graduating approximately 20 students per year thereafter. Taking into account these estimates, along with standardized attrition rates provided by the university's office of institutional research, results in approximately 125 students after five years.

Enrollment in the Ed.S. IT program is expected to be healthy as a result of being modeled as a continuation sequence for the current successful M.Ed. Based on documented needs analysis data from the local districts, combined with anecdotal input from existing M.Ed. students, including numerous unsolicited inquiries from prospective Ed.S. applicants, there is an expectation that significant pent-up demand for this type of degree exists, particularly since it has been designed since inception to meet the specific needs of CCU's local partners engaged in their own technology innovation goals, such as Horry County's well documented *Blended Learning* and *Personalized Digital Learning* initiatives.

Although the proposed Ed.S. IT is an online program and technically accessible in the state-wide market, the locally-responsive nature of the curriculum primarily targets partner districts with localized needs. Creating a one-size-fits-all generic program managed by USC and shared via branch campuses would emulate the template-driven factory model commonly implemented by distance education for-profit institutions, and would potentially ignore the unique needs of the districts. The IT faculty at CCU strongly believe that the greatest value partnerships are not based on economies of deployment, but rather based on responsive curriculum design and collaborative problem solving localized to the culture, resources and logistics of each individual district.

Having said that, a partnership with USC or Clemson tracking CCU's Ed.S. program completers into a Ph.D./Ed.D. program would be welcome.

- 4. What professional development events have IT faculty facilitated with students/teachers from the Horry County Schools and other districts?**

The IT faculty at CCU have well-established professional partnerships reflecting years of collaboration, research and service with local districts, particularly Horry County and Georgetown County schools. Current CCU IT faculty and M.Ed. students (primarily local teachers) are directly involved in developing and implementing contextually driven solutions to address the unique technology needs and issues for the schools in this region. For example, in spring 2015, 68 current CCU M.Ed. IT students provided 24 three-hour technology professional development sessions sanctioned by the partner districts and implemented to over 400 local teachers participating in dedicated PD training days. All sessions were delivered live and included both classroom-based (primarily) as well as webinar-based modalities.

***Institutional Responses to Commissioner Questions  
about Program Proposals and Modifications  
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Other explicit and responsive productivity examples of our partnerships with regional school technology initiatives include:

1. Georgetown County Schools Technology Competition Judge (2015)
2. Horry County Schools Technology Competition Judge (2015)
3. Partnership with Horry County Schools for design, development and delivery of technology-based staff development for annual staff development day (2015)
4. North Myrtle Beach High School 1st Annual NMBHS Technology Fair Judge (2015)
5. Horry County Schools County-Wide Technology Competition Judge (2014)
6. Partnership with Horry County Schools for design, development and delivery of technology-based staff development for annual staff development day (2014)
7. Facilitator of Horry County Schools personalized digital learning planning session (2013)
8. Partnership with Horry County Schools for design, development and delivery of technology-based staff development for annual staff development day (2013)
9. Georgetown County Schools county-wide Technology Competition Judge (2013)
10. Horry County Schools Black Water Middle School Technology Competition Judge (2013)
11. Horry County Schools county-wide Technology Competition Judge (2013)
12. Partnership with Horry County Schools for design, development and delivery of technology-based staff development for annual staff development day (2012)
13. Georgetown County Schools county-wide Technology Competition Judge (2012)
14. Horry County Schools county-wide Technology Competition Judge (2012)
15. Partnership with Horry County Schools for design, development and delivery of technology-based staff development for annual staff development day (2011)
16. Horry County Schools county-wide Technology Competition Judge (2011)
17. Scholarly presentation with Horry County Schools IT staff:

Winslow, J., Dickerson, J., Cox, E. (2015, in review). International Association for K-12 Online Learning (iNACOL). Designing prescriptive professional development: Comparing instructional and technological skillsets between traditional, blended and fully online classrooms. Orlando, Florida. (International) 18. Scholarly presentation with Horry County Schools IT staff:

Gilbert, S., Winslow, J., Dickerson, J., & Lee, C. (2011). iPads for school administrators. The Horry County Schools Adult and Community Education Technology Literacy Conference, Myrtle Beach, SC. (Local)

***Institutional Responses to Commissioner Questions  
about Program Proposals and Modifications  
considered at the April 8, 2015 CAAL meeting***

It is also important to know that most states, in our region and beyond, have multiple Ed.S. IT programs meeting the unique needs of their constituents.

<b>Program Title</b>	<b>Institution</b>	<b>Modality</b>
Ed.S. Instructional Technology	University of South Florida	Online
Ed.S. Instructional Systems Technology	University of Indiana	Online
Ed.S. Instructional Technology	University of Montevallo	Online
Ed.S. Educational Technology	University of Florida	Online
Ed.S. Technology Management and Administration	Nova Southern University	Online
Ed.S. Instructional Technology	Kennesaw State University	Online
Ed.S. Instructional Technology	Valdosta State University	Online
Ed.S. Learning, Design, Technology	University of Georgia	Online
Ed.S. Media (Instructional Technology)	University of West Georgia	Online
Ed.S. Educational Leadership with Emphasis on School Technology Leadership	University of Kentucky	Online
Ed.S. Educational Technology	University of Central Missouri	Online
Ed.S. Educational Technology	University of Missouri	Online
Ed.S. Educational Technology Leadership	Webster University	Online
Ed.S. Instructional Design and Technology	Virginia Tech	Online
Ed.S. Instructional Technology	University of Alabama	Campus
Ed.S. Curriculum and Instruction: Instructional Technology	University of West Florida	Campus
Ed.S. Instructional Technology	Georgia Southern University	Campus
Ed.S. Instructional Systems Technology	University of Indiana	Campus
Ed.S. Educational Leadership and Instruction Concentration: Educational Technology	Northwestern State University	Campus
Ed.S. Instructional Technology	Wayne State University	Campus
Ed.S. Technology Management and Administration	University of Mississippi	Campus
Ed.S. Education with Instructional Technology Concentration	University of Tennessee Knoxville	Campus
Ed.S. Educational Technology	University of Tennessee Chattanooga	Campus
Ed.S. Curriculum and Instruction: Educational Technology	Tennessee Tech	Campus
Ed.S. Instructional Design and Technology	Virginia Tech	Campus
Ed.S. Curriculum and Instruction: Instructional Technology	University of Virginia	Campus



March 25, 2015

Dear Committee Members:

I am writing this letter to support Coastal Carolina University's Educational Specialist Degree in Instructional Technology. Coastal Carolina University (CCU), and specifically the Spadoni College of Education, has been an important part of the professional preparation of preservice and inservice educators throughout our school district. This collaboration is very significant in that the Horry County Schools is a countywide school district that encompasses 51 schools in the nine attendance areas of Myrtle Beach, Carolina Forest, Conway, Socastee, North Myrtle Beach, Loris, Aynor, Green Sea Floyds and St. James. Horry County Schools, with more than 42,000 students, is South Carolina's third largest school district.

Through graduate programs and preservice teacher education field experience programs, we are truly developing the seamless PK-18 school/university collaboration discussed in the professional literature. More specifically, the Ed.S. in IT will support the continued teacher education and professional development relevant to our school district's Digital Learning Initiative. The mission of this initiative is to create and sustain a culture that supports digital-age teaching and learning. Using the National Educational Technology Standards as a model, our IT team works directly with schools and teachers to facilitate the successful integration of technology resources:

The goals and strategies of instructional technology in Horry County Schools must reflect the current context in which technology is all around us and rapidly changing. Students expect to see and use everyday technology tools in the classroom. It is critical that teachers continue to grow and refine their technology skills enabling them to make the best use of the technology tools available to them to improve teaching and learning.

The value of having close graduate education opportunities through CCU's M.Ed. L&T Instructional Technology program and now the Ed.S. Instructional Technology is extremely beneficial to our teachers and digital learning initiatives. The online program accommodates the needs and interests of our full time faculty and the CCU IT faculty are always available for school visits and professional development seminars.

In collaboration with Dr. Edward Jadallah, Dean Spadoni College of Education, we continue to develop partnerships benefitting preservice and inservice teacher education. The Education Specialist in Instructional Technology provides another significant opportunity to promote effective teaching and learning. I give the proposed degree program my fullest support.

Sincerely,



Rick Maxey  
Acting Superintendent

## NEW PROGRAM PROPOSAL

Name of Institution

Coastal Carolina University

Name of Program (include concentrations, options, and tracks)

Educational Specialist in Instructional Technology (Ed.S.)

Program Designation

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

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation

CIP Code

Fall 2015

13.0501

Delivery Site(s)

Online

Delivery Mode

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education  
 100% online  
 Blended (more than 50% online)  
 Other distance education

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

**Edward Jadallah, Ph.D.**  
Dean, Spadoni College of Education  
843-349-2773 ejadalla@coastal.edu

Institutional Approvals and Dates of Approval

College of Education	10/22/2014
University Board of Trustees	10/24/2014
University Graduate Council	11/5/2014
University Faculty Senate	12/3/2014
University Provost	12/11/2014
University President	12/11/2014

## NEW PROGRAM PROPOSAL

### Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The goal of the proposed Ed.S. Instructional Technology program is to provide K-12 teachers and other educational professionals advanced training in the design, development, implementation, evaluation and management of instructional technologies and their potential to improve teaching practice, learner performance and professional productivity. This goal aligns with the approved mission of Coastal Carolina University, which reads:

*Coastal Carolina commits its resources to maintaining a population of 8,000-12,000 students by building baccalaureate; selective master's and specialist programs of national and/or regional significance in the arts and sciences, business, humanities, education, and health and human services....*

(See the complete [CCU Mission Statement](#))

Consistent with this excerpt, the proposed degree would be considered a *selective specialist* program that will have significant appeal to teachers and other educational professionals interested in advancing their careers by developing new proficiencies in Instructional Technology. Moreover, the online delivery modality will enable the institution to expand its appeal beyond the state to possible regional and/or national student markets.

List the program objectives. (2000 characters)

The following program objectives for the proposed Ed.S. in Instructional Technology are derived from professional standards published by the Association for Educational Communications and Technology (AECT), as well as the college's conceptual framework. Completers will be able to:

1. Demonstrate advanced knowledge, skills and dispositions relevant to the utilization and management of technologies to support teaching and learning.
2. Apply principles of instructional design, multimedia design and learning theory to develop instructional materials, strategies, systems and assessments that leverage instructional technologies to improve learner performance.
3. Apply understanding of societal issues of evolving digital culture to promote legal and ethical practices relevant to the integration of technology in teaching and learning.
4. Demonstrate leadership to plan, implement and manage the integration of technology to promote positive transformational change in an instructional setting.
5. Evaluate the impact of technology integration and professional development on instructional practice and learner performance.

## NEW PROGRAM PROPOSAL

### Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

An analysis of regional college and university online programs reveals that Ed.S. Instructional Technology programs are currently offered online by state institutions throughout the southeast with a notable exception -- South Carolina. The current lack of an in-state offering results in SC students pursuing Ed.S. Instructional Technology degrees either in other states or from non-CHE approved programs. To quantify interest in the proposed program, a survey was sent to teachers of Horry County and Georgetown County schools in August 2014. In total, 291 teachers responded to the survey, with 213 (73.2%) indicating that they would be interested in earning an Ed.S. in Instructional Technology online from CCU. Given this substantial interest, even a conservative estimate (10%) for the initial enrollment cohort would be 20 students, which would yield a minimum of 140 program completers after five years. Actual numbers may be higher due to the online modality and the lack of program duplication elsewhere in the state, especially if the level of interest from two local districts extrapolates to the statewide population of employed teachers -- 49,600 according to the 2013 Supply and Demand report published by the Center for Educator Recruitment, Retention, and Advancement (CERRA). For graduates working in the 100+ K-12 school districts in South Carolina, the knowledge and skills obtained will not only advance their performance as teachers and qualify them for M+30 pay, but also increase their employability and earning potential in district-level positions such as technology coaches and specialists, collectively termed "instructional coordinators" by the U.S. Bureau of Labor Statistics, and earning median pay levels over \$60,000 in 147,700 jobs in 2012 with a positive (+13%) growth outlook through 2022.

In addition to data gathered from the formal needs analysis survey, the Instructional Technology faculty at CCU have received numerous *unsolicited* inquiries from former and current graduate students about the possibility of offering an Ed.S. program. The current M.Ed. with a concentration in Instructional Technology has graduated over 100 program completers over the last three academic years. Although there have been no formal marketing campaigns for the proposed Ed.S., many students have informally learned about CCU's intent to apply and have subsequently reached out to faculty to express their interest in being part of the first cohort. Below are actual copy/pasted quotes from recent inquiries about the proposed program from potential students:

"Just let me know when to apply and where to get the app. I will get it done ASAP."

"I am interested in the ED.S. in Instructional Technology. If you will please put me on the list for next fall."

"I am interested and would like to be considered for this program."

"Please keep us updated on the new program--we are definitely interested!"

"I am interested."

"I want to be on the list for the Ed.S. in IT if there is still room."

"After a lot of reflection during my Masters in Instructional Technology I can really see myself continuing my educational path as an Educational Specialist in Instructional Technology. Would it be possible to put me on the list for the fall?"

"I want in on it!!!"

"I would like to be on the list please! Highly interested!"

"Please add my name to the wait list!"

"I am very interested in the new degree program."

"Let me know if you have any more information on the Ed S program and when/where I can get my name on the waiting list. Definitely interested."

"I am interested in taking part in the +30 program in IT!"

"I wanted to stay in touch and see what stage the Ed.S. - Instructional Technology program planning was at, in regards to its final approval. Do you know when applications will be available? I don't want to miss out."

The previous quotes are anecdotal data that demonstrate the need and interest of regional teachers to continue their graduate Instructional Technology education at CCU. A running list of students who plan to

## NEW PROGRAM PROPOSAL

apply has been maintained as additional evidence (below). Contingent upon official program approval, these students will be invited to apply for the first program cohort. It is worth noting that of these twenty-seven students, twenty-five are former or current M.Ed. IT students at CCU, which demonstrates not only their satisfaction in the quality of the M.Ed. program, but also the close partnership that CCU shares with the local school districts.

- |                   |                        |                        |
|-------------------|------------------------|------------------------|
| 1. Maddie Pensyl  | 10. Sean Junkins       | 19. Amy MacPherson     |
| 2. Alex Fegely    | 11. Kourtnei Harrelson | 20. Karen Cafaro       |
| 3. Matthew Tyler  | 12. Shane Dular        | 21. Ellen Baltz        |
| 4. Krysty Mauro   | 13. Michelle Altman    | 22. Patience Locke     |
| 5. Karly Caldwell | 14. Courtney Ciel      | 23. Tori Gardner       |
| 6. Raul Barcenos  | 15. Taylor Martin Wims | 24. Melissa Turbeville |
| 7. Julie Hartley  | 16. Candace Hamilton   | 25. Kisha Russell      |
| 8. Clay Cook      | 17. Ruby Allen         | 26. Matthew Wood       |
| 9. Ashley Hughes  | 18. Jocelyn Andrade    | 27. Londa Cross        |

## Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

## NEW PROGRAM PROPOSAL

<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>
Instructional (Technology) Coordinators	+ 18,500 new jobs over the 10 years	+13% over the next 10 years	<a href="#">U.S. Bureau of Labor Statistics</a>
Instructional (Technology) Coaches	+ 18,500 new jobs over the 10 years	+13% over the next 10 years	<a href="#">U.S. Bureau of Labor Statistics</a>
Instructional Materials Director	+ 18,500 new jobs over the 10 years	+13% over the next 10 years	<a href="#">U.S. Bureau of Labor Statistics</a>
Instructional Designer	+ 31,100 new jobs over the 10 years	+14% over the next 10 years	<a href="#">American Job Center</a>
Training and Development Specialist	+ 35,400 new jobs over the 10 years	+15% over the next 10 years	<a href="#">U.S Bureau of Labor Statistics</a>
Distance Learning Coordinator	+ 12,200 new jobs over the 10 years	+8% over the next 10 years	<a href="#">American Job Center</a>

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

Additional employment opportunities for graduates exist *outside* K12 education in nationally trending and well-salaried (\$65-78K average, according to [CareerBuilder](#)) positions as trainers, instructional designers, support specialists, project managers and multimedia producers working in business, industry, government, healthcare and higher education. Organizations in each of these fields value employee skillsets that leverage technology to improve performance, and graduates of the proposed program will be well prepared for entry to mid-level jobs advertised in the following IT-specific job databases:

**Organizations hosting national IT job databases** (IT jobs posted)

- [Association for the Advancement of Computing in Education](#) (1610)
- [Association for Educational Communications and Technology](#) (797)
- [American Society for Training and Development](#) (142)
- [International Society for Performance Improvement](#) (166)
- [HigherEdJobs.com](#) (240)
- [Chronicle of Higher Ed](#) (250)

## NEW PROGRAM PROPOSAL

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

Yes

No

If yes, explain. (500 characters)

The proposed Ed.S. will (positively) impact two related programs indirectly. Although the Ed.S. curriculum is independent, the program will be co-marketed with the popular Certificate in Online Teaching and Training (12 credits) and the existing M.Ed. in Learning & Teaching (30 credits) as a progressive degree sequence for students interested in advanced study of instructional technology.

**NEW PROGRAM PROPOSAL**

**List of Similar Programs in South Carolina**

<b>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
		Per CHE database, there are no similar Ed.S. Instructional Technology (13.0101 and 13.0501) programs offered by in-state institutions.	

## NEW PROGRAM PROPOSAL

### Distinction from USC Columbia / Aiken M.Ed. and USC Ed.D. C&I

It is important to note that the major domains in the field of instructional technology have been well articulated in the professional literature for over 20 years and include broad categories relevant to the *design, development, utilization, management* and *evaluation* of instructional solutions for learning or performance problems (Seels & Richey, 1994). These domains have been curated over time by various professional associations, most notably the Association for Educational Communications and Technology. The proposed Ed.S., like most instructional technology programs nationwide, leverages these accepted domains of the field by integrating them directly into course titles. For this reason, there is significant consistency across Instructional Technology graduate programs at other institutions. In addition, given the constant evolution of technologies relevant to this field, many institutions, like Coastal, U.S.C. Columbia and U.S.C. Aiken, choose course titles that emphasize these accepted domains rather than actual technologies or specific practices because the domains have a longer shelf-life that extend course relevance and reduce the need for constant semantic maintenance and resubmission to institutional curriculum revision processes.

The proposed Ed.S. curriculum at Coastal is highly specialized and suitably advanced in rigor and content over what would be expected in a masters-level program, particularly in its exploration of research validated instructional practices and participation in field leadership experiences, as well as the utilization of advanced development tools for instructional materials production. A key distinction between the Ed.S. curriculum and doctoral level study is an integrative approach to research methodology coursework. The Instructional Technology faculty at Coastal share a deep philosophical agreement that the target niche for an Ed.S. is an advanced *practitioner* degree for teachers who want to continue to improve their teaching craft or improve their candidacy for district level instructional technology leadership positions, and not a degree designed to produce academic researchers. The Instructional Technology faculty have no interest at this time in developing a doctoral program and would be very interested in leveraging the Ed.S. as a feeder program to U.S.C.'s Ed.D. in Curriculum and Instruction (Educational Technology concentration).

Finally, perhaps the most compelling distinction between the proposed Ed.S. curriculum and instructional technology programs at other institutions is the fact that Coastal has MOU partnerships with the surrounding school districts that have been leveraged to design responsive graduate offerings that meet their specific needs, particularly those that align with high-stakes initiatives such as the multimillion dollar "Personalized Digital Learning" implementation in Horry County Schools that combined a massive infrastructure improvement campaign with a comprehensive professional development plan to retrain teachers to integrate blended learning. Among many outcomes, this initiative resulted in new Digital Integration Specialist positions being filled by graduates of the current M.Ed. program who, in turn, became advocates of the program to recruit new students, as well as curriculum consultants to help Coastal maintain constant calibration with district needs. Another initiative that demonstrates the positive impact of this collaborative partnership is the HCSD Virtual School program, which resulted in Coastal developing a certificate program to train teachers to be effective online instructors. In fact, this certificate program has been officially endorsed by the S.C. Department of Education to meet the new state add-on credential in Online Teaching. In summary, these partnerships and the curriculum collaboration that result are largely responsible for cultivating a growing M.Ed. student enrollment (n=150+) that will feed the proposed Ed.S. program.

### Work Cited

Seels, B.B., & Richey, R.C. (1994). *Instructional Technology: The definition and domains of the field*. Washington, D.C.: Association for Educational Communications and Technology

## NEW PROGRAM PROPOSAL

### Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015 – 16	20	120	38	226	NA	NA
2016 – 17	51	305	65	388	NA	NA
2017 – 18	82	493	87	524	NA	NA
2018 – 19	105	629	107	644	NA	NA
2019 – 20	125	749	125	749	NA	NA

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

Yes

No

If yes, explain. (1000 characters)

In addition to general university graduate admission requirements, applicants to the Ed.S. Instructional Technology program must also:

1. Have an earned Master's degree from a regionally accredited institution with a minimum GPA of 3.0 (on a 4.0 scale).\*
2. Have completed at least 6 credit hours of graduate coursework in Instructional Technology or related field within the past six years.\*
3. Submit a written statement of educational and career goals explaining how the Ed.S. Instructional Technology degree will be leveraged to achieve those goals.

\* The Master's degree does not have to be in a content area related to Instructional Technology.

\*\* Applicants who have not completed at least 6 credits of graduate coursework in Instructional Technology within the past 6 years may be provisionally admitted but must successfully complete EDIT 604 and one additional master's level EDIT course before enrolling in the Ed.S.

## NEW PROGRAM PROPOSAL

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

CCU is interested in developing cooperative relationships with other institutions that would like to collaborate in the advanced study of instructional technology, particularly those interested in future doctoral-level programs where the Ed.S. curriculum could be positioned as a cognate.

## NEW PROGRAM PROPOSAL

### Curriculum

Curriculum by Category			
Prefix and Number	Title	Required/Elective	Credits
EDIT 700	Principles of Instructional Design	Required	3
EDIT 704	Technology in Curricula	Required	3
EDIT 710	Instructional Technology Tools	Required	3
EDIT 720	Psychology of Instructional Technology	Required	3
EDIT 740	Product Design and Development I	Required	3
EDIT 744	Graphic Design for Instruction	Required	3
EDIT 750	Product Design and Development II	Required	3
EDIT 760	Instructional Technology Leadership	Required	3
EDIT 770	Field Experiences in Instructional Technology	Required	3
EDIT 780	Seminar in Instructional Technology	Required	3

Total Credit Hours Required: 30

## NEW PROGRAM PROPOSAL

### Course Descriptions for New Courses

Course Name	Description
<b>EDIT 700 Principles of Instructional Design</b>	Systematic design of products for education and training. Emphasis on instructional goals, teaching methodologies, and evaluation techniques. (3 credits, REQUIRED)
<b>EDIT 704 Technology in Curricula</b>	Methods and procedures to design, develop, implement, and evaluate technology-rich instruction across curricula. (3 credits, REQUIRED)
<b>EDIT 710 Instructional Technology Tools</b>	Essential technology installation, productivity and maintenance skills. (3 credits, REQUIRED)
<b>EDIT 720 Psychology of Instructional Technology</b>	Application of major theories and principles of human learning and development to the design of instructional technology products and systems. (3 credits, REQUIRED)
<b>EDIT 740 Product Design and Development I</b>	Application of essential technology tools to instructional product development. (3 credits, REQUIRED)
<b>EDIT 744 Graphic Design for Instruction</b>	Theory and application of graphic design for print and non-print instructional products. (3 credits, REQUIRED)
<b>EDIT 750 Product Design and Development II</b>	Application of advanced technology tools to instructional product development. (3 credits, REQUIRED) (Prereq: Educational Technology 740)
<b>EDIT 760 Instructional Technology Leadership</b>	Research, theory and models of managing technology resources--facilities, personnel, financing, acquisition, development, policy and training. (3 credits, REQUIRED)
<b>EDIT 770 Field Experiences in Instructional Technology</b>	Field-based observation, planning, implementation, management and assessment of instructional technology products and systems. (3 credits, REQUIRED)
<b>EDIT 780 Seminar in Instructional Technology</b>	Capstone experiences in design, delivery and evaluation of instructional technology products and systems. Portfolio development. (3 credits, REQUIRED)

**Total Credit Hours Required: 30**

## NEW PROGRAM PROPOSAL

### Statement about the contextually integrative model for research coursework

The proposed Ed.S. curriculum is highly specialized and suitably advanced in rigor and content over what would be expected in a masters-level program, particularly in its exploration of research validated instructional practices, participation in field leadership experiences, as well as the utilization of advanced development tools for instructional materials production. A key distinction between the Ed.S. curriculum and doctoral level study is an integrative approach to research methodology coursework. The Instructional Technology faculty at Coastal share a deep philosophical agreement that the target niche for an Ed.S. is an advanced *practitioner* degree for teachers who want to continue to improve their teaching craft or improve their candidacy for district level instructional technology leadership positions, and not a degree designed to produce professional academic researchers. However, it is important to note that the proposed Ed.S. curriculum is designed as a specialized and contextualized extension of Coastal's M.Ed. program, which already includes research and assessment methodology coursework. To avoid redundancy, the Ed.S. curriculum has been designed universally to emphasize the critical examination of *applied research* findings. Students in every course will be required to conduct substantial secondary research of published findings to fulfill academic requirements, such as writing research reports and developing products that align with best instructional technology practices evidenced in current empirical literature.

There is one course in the Ed.S. curriculum that *is* designated for primary research activities — EDIT 760 (Instructional Technology Leadership), in which students will be required to collect and analyze both quantitative and observational data to measure the impact of technology tools and strategies used at specific sites to promote student achievement and/or teacher and administrator productivity. Given that the Ed.S. will target students in local school districts who have already earned or are about to complete their M.Ed. at Coastal, requiring standalone research methodology courses in the Ed.S. program would be duplicative; therefore, the current integrative strategy is preferred.

**NEW PROGRAM PROPOSAL**

**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Full Professor	Full	740 SU (3); 750 SU (3); 770 F,SP (3); 780 F,SP (3)	Ph.D. Curriculum and Instruction (Instructional Technology)	Graduate Faculty and Ed.S. Program Coordinator University Director of Online Learning
Full Professor	Full	700 F (3); 760 SU (3) 704 SU (3)	Ed.D. Technology Education Training & Development	Graduate Faculty and M.Ed. Program Coordinator
Assistant Professor	Full	710 F (3); 720 SP (3); 744 SP (3)	Ph.D. Curriculum and Instruction (Instructional Technology)	Graduate Faculty
*Lecturer	Full	EDUC 204 F,SP (3)	M.Ed. / Ph.D. Instructional Technology	Hire by Y2 to teach undergraduate courses and to manage online learning production studios
*Assistant Professor	Full	TBD	Ph.D. Instructional Technology/Design	Hire by Y3, contingent upon enrollment growth

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

## NEW PROGRAM PROPOSAL

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	Staff	Administration
1.71	0.33	0.1

### Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

A current full professor and graduate faculty member within the College of Education will serve as program coordinator. A lecturer will be hired to augment coverage of undergraduate Instructional Technology course sections, thereby enabling the graduate faculty members to focus on teaching M.Ed. and Ed.S. courses. This lecturer will also coordinate the new online learning production studio and manage a team of graduate assistants developing multimedia instructional resources for program faculty. Contingent upon anticipated enrollment growth, an assistant professor of Instructional Technology will be hired by the third year of program implementation.

### Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Kimbel Library at Coastal Carolina University has holdings of over 290,000 items in all formats, and currently subscribes to approximately 52,000 periodicals including magazines, newspapers, scholarly journals and proceedings in primarily online format. The Library provides access to its holdings and to over 140 online citation, abstracting, full-text and reference resources via the Library website at <http://www.coastal.edu/library>. Course-integrated library instruction sessions are available to all academic departments; the library also offers one-credit information literacy courses in classroom and online delivery modes. Reference service is available all hours that the library is open via chat, text, phone, e-mail and in-person consultation. Kimbel library owns approximately 2451 titles relevant to instructional technology; of these, 30% are considered "core" titles for an upper level undergraduate academic collection. Half of the collection is ebooks provided by PASCAL.

## **NEW PROGRAM PROPOSAL**

### **Student Support Services**

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

No new student support services will be needed for the proposed Ed.S. program. The university has existing units and services already in place to accommodate the current and future needs of online Instructional Technology students, including specific offices for Online Learning, Student Computing Services, Library Services, Learning Assistance, and Accessibility & Disability Services, among others, all of which have aspects adapted to online needs.

### **Physical Resources**

Identify any new instructional equipment needed for the proposed program. (500 characters)

The Spadoni College of Education is already in the process of installing two high-end distance learning facilities, one multi-purpose classroom for live streamed instructional events, and one multimedia production studio for recording and editing. Both facilities will be available by August 2015, are already fully funded, and will be managed internally by college staff and graduate assistants with support from the university's division of Information Technology Services.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Given that all Ed.S. Instructional Technology courses will be taught online, the need for classroom space will not impact the university's existing physical plant. The Division of Information Technology Services maintains the campus learning management system, Moodle, which is easily scalable to accommodate projected enrollments. No new physical plant additions nor modifications will be anticipated during the first five years of program implementation.

**NEW PROGRAM PROPOSAL**

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	\$11,063	\$11,284	\$11,510	\$11,740	\$11,975	\$57,572
Faculty and Staff Salaries	\$114,744	\$144,109	\$146,992	\$149,931	\$152,930	\$708,706
Graduate Assistants	\$13,000	\$13,000	\$13,000	\$13,000	\$13,000	\$65,000
Equipment	\$5,000	\$5,000	\$5,000	0	0	\$15,000
Facilities	0	0	0	0	0	0
Supplies and Materials	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0
Other*	0	0	0	0	0	0
<b>Total</b>	<b>\$143,807</b>	<b>\$173,393</b>	<b>\$176,502</b>	<b>\$174,671</b>	<b>\$177,905</b>	<b>\$846,278</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	\$232,679	\$466,828	\$685,105	\$856,995	\$1,008,258	\$3,249,865
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
<b>Total</b>	<b>\$232,679</b>	<b>\$466,828</b>	<b>\$685,105</b>	<b>\$856,995</b>	<b>\$1,008,258</b>	<b>\$3,249,865</b>
<b>Net Total (i.e., Sources of Financing Minus Estimated New Costs)</b>	<b>(\$88,872)</b>	<b>(\$293,435)</b>	<b>(\$508,603)</b>	<b>(\$682,324)</b>	<b>(\$830,353)</b>	<b>(\$2,403,587)</b>

\*Provide an explanation for these costs and sources of financing in the budget justification.

## NEW PROGRAM PROPOSAL

### Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

## NEW PROGRAM PROPOSAL

### Evaluation and Assessment

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

To assess student learning outcomes (SLOs), the proposed program will require students to complete seven planned assessments required in specific courses. The data from these assessments will be tracked and analyzed using the LiveText enterprise platform to guide continuous program improvement.

#### **Learning Blog**

This assessment is administered in every program course to document the longitudinal impact of technology integration on learner performance in instructional settings. Students will post ongoing entries that include relevant artifacts and reflections about their evolving efforts to innovate their knowledge and skills in Instructional Technology.

#### **Digital Learning Object**

This assessment is administered in the initial production course (EDIT 740) as well as the graphic design course (EDIT 744), which will require students to use various multimedia technologies to develop digital learning objects that deliver instructional content for the specific needs of target learners.

#### **Instructional System**

This assessment is administered in the advanced production course (EDIT 750), which will require students to develop a complete online digital module of instruction that includes a planned sequence of interactive multimedia learning objects relevant to the needs of target learners and published to an online content management platform.

#### **Technology Improvement Plan**

This assessment is administered in the Instructional Technology Leadership course (EDIT 760), which will require students to apply national technology leadership standards to develop a written report that analyzes current technology conditions in schools or other learning organizations and articulates detailed strategies to improve technology infrastructure, training and management.

#### **Technology Leadership Project**

This assessment is administered in the Field Experiences in Instructional Technology course (EDIT 770), which will require students to engage in a combination of leadership experiences that may include presentation at professional conferences, development and submission of scholarly manuscripts for journal publication, conducting technology training for a professional audience, as well as membership and volunteer service in a professional Instructional Technology association. Student growth through these leadership experiences will be documented via the development of multimedia artifacts and reflections.

#### **Comprehensive Exam**

This assessment is administered in the capstone course (EDIT 780) as a cumulative exam covering all skills and concepts covered in all program courses. The exam includes objective and essay questions.

#### **Professional Portfolio**

This assessment is administered in the capstone course (EDIT 780), which will require students to develop an online portfolio that publishes selected artifacts demonstrating evidence of attaining all student learning outcomes for the program. An exit survey and a post-graduation career survey will also be used for all graduates.

**NEW PROGRAM PROPOSAL**

**Student Learning Assessment**

<b>Expected Student Learning Outcomes</b>	<b>Methods of/Criteria for Assessment</b>
<p>Demonstrate advanced knowledge, skills and dispositions relevant to the utilization and management of technologies to support teaching and learning.</p>	<p>Assessment #1 - Learning Blog (<i>all courses</i>)                      Assessment #6 - Comprehensive Exam (<i>EDIT 780</i>)                      Assessment #7 - Professional Portfolio (<i>EDIT 780</i>)</p>
<p>Apply principles of instructional design, multimedia design and learning theory to develop instructional materials, strategies, systems and assessments that leverage instructional technologies to improve professional practice.</p>	<p>Assessment #1 - Learning Blog (<i>all courses</i>)                      Assessment #2 - Digital Learning Objects (<i>EDIT 740, EDIT 744</i>)                      Assessment #3 - Instructional System (<i>EDIT 750</i>)</p>
<p>Apply understanding of societal issues of evolving digital culture to promote legal and ethical practices relevant to the integration of technology in teaching and learning.</p>	<p>Assessment #1 - Learning Blog (<i>all courses</i>)                      Assessment #6 - Comprehensive Exam (<i>EDIT 780</i>)</p>
<p>Demonstrate visionary leadership to plan, implement and manage the integration of technology to promote positive transformational change in an instructional setting.</p>	<p>Assessment #1 - Learning Blog (<i>all courses</i>)                      Assessment #4 - Technology Improvement Plan (<i>EDIT 770</i>)                      Assessment #5 - Technology Leadership Project (<i>EDIT 780</i>)</p>
<p>Evaluate the impact of technology integration and professional development on instructional practice and learner performance.</p>	<p>Assessment #1 - Learning Blog (<i>all courses</i>)                      Assessment #5 - Technology Leadership Project (<i>EDIT 780</i>)</p>

## NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Although there are no current add-on licensure credentials available from the State Department of Education to teachers who complete the proposed Ed.S. program, graduates who teach in South Carolina public schools (as well as many other states) will be eligible to apply for "Masters +30" pay levels.

## NEW PROGRAM PROPOSAL

### Teacher or School Professional Preparation Programs

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

N/A

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards. (APPENDED BELOW)

#### SCDE requirements and professional association (AECT) standards

The Association for Educational Communications and Technology (AECT) publishes professional standards to which the proposed Ed.S. curriculum is aligned. AECT does not presently have a formal review relationship with CAEP. Per communications with the State Department of Education documented November 13, 2014, the college's next accreditation visit in 2018 will require a "SPA-like report" for the Ed.S. that will be similar to what other education programs complete for review by their respective specialty associations (SPAs). In the event that a relationship between AECT and CAEP formalizes in the future, then the requirements for the proposed Ed.S. would modify accordingly and a SPA report will be completed.

#### AECT standards alignment

Student Learning Outcomes	Assessment	AECT
1. Demonstrate advanced knowledge, skills and dispositions relevant to the utilization and management of technologies to support teaching and learning.	#1 Learning Blog ( <i>all courses</i> ) #6 Comprehensive Exam ( <i>EDIT 780</i> ) #7 Professional Portfolio ( <i>EDIT 780</i> )	1.1 1.2 1.3 1.4 3.1 3.2
2. Apply principles of instructional design, multimedia design and learning theory to develop instructional materials, strategies, systems and assessments that leverage instructional technologies to improve learner performance.	#1 Learning Blog ( <i>all courses</i> ) #2 Digital Learning Object ( <i>EDIT 740, EDIT 744</i> ) #3 Instructional System ( <i>EDIT 750</i> )	2.1 2.2 2.3 2.4
3. Apply deep understanding of societal issues of evolving digital culture to promote legal and ethical practices relevant to the integration of technology in teaching and learning.	#1 Learning Blog ( <i>all courses</i> ) #6 Comprehensive Exam ( <i>EDIT 780</i> )	3.4

## NEW PROGRAM PROPOSAL

Student Learning Outcomes	Assessment	AECT
4. Demonstrate visionary leadership to plan, implement and manage the integration of technology to promote positive transformational change in an instructional setting.	#1 Learning Blog ( <i>all courses</i> ) #4 Technology Improvement Plan ( <i>EDIT 770</i> ) #5 Technology Leadership Project ( <i>EDIT 780</i> )	4.1 4.2 4.3 4.4
5. Evaluate the impact of technology integration and professional development on instructional practice and learner performance.	#1 Learning Blog ( <i>all courses</i> ) #5 Technology Leadership Project ( <i>EDIT 780</i> )	3.3 5.1 5.2 5.3 5.4

**New Program Proposal  
 Associate in Applied Science in Auto Body Repair  
 Greenville Technical College**

**Summary**

Greenville Technical College requests approval to offer a program leading to the Associate in Applied Science in Auto Body Repair, to be implemented in Fall 2015 through traditional instruction. The following chart provides the stages of review for the proposal. The Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal is attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	1/9/15	Not Applicable
ACAP Consideration	2/12/15	ACAP members discussed the need for the proposed program and the transition from the current certificate program to the proposed degree.
Comments and suggestions from CHE staff sent to the institution	2/18/15	Staff requested the following revisions or explanations: <ul style="list-style-type: none"> <li>➤ Confirmation of SCTCS approval date (formerly <i>pending as of date of application</i>)</li> <li>➤ Information about faculty coursework previously taught or anticipated, and faculty qualifications</li> <li>➤ An explanation of estimated new costs (\$36,800).</li> </ul>
Revised Program Proposal Received	2/24/15	The revised proposal satisfactorily addressed the requested revisions.
CAAL Consideration	4/8/15	CAAL comments and requests for clarification about the following topics: <ul style="list-style-type: none"> <li>➤ High program-specific costs</li> <li>➤ Composition of the Advisory Board</li> <li>➤ Contrasting trends in projected enrollment and projected employment opportunities</li> <li>➤ Clarification of FTEs</li> <li>➤ The low return on investment</li> <li>➤ The amount of business community support in developing the proposed degree program</li> <li>➤ Length of time for program approval prior to arrival at the Commission</li> </ul> Responses from Greenville Technical College and the South Carolina Technical College System: <ul style="list-style-type: none"> <li>➤ High new costs are functions of expensive materials needed to standardize student projects and their assessment, and to rely no longer on inconsistent, donated material.</li> <li>➤ A 14-member advisory board exists, including auto body business owners; representatives of three (3) major insurance companies, paint manufacturers, two dealerships, and high schools.</li> </ul>

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> <li>➤ Surveying the Greenville Tech service area primarily, projected enrollment trends up because of high demand for our graduates.</li> <li>➤ Businesses forecast job opportunities confidently for the next year. However, low projections for <i>long-term</i> job growth trend down not as a function of a shrinking market, but of an industry-wide reticence to project long-term (3 years or more).</li> <li>➤ FTEs will transfer from teaching the current diploma program which will be discontinued upon successful proposal approval. One new FTE will be hired.</li> <li>➤ Return on investment projections incorporate the high costs of training students on in-demand, expensive vehicles.</li> <li>➤ The GTC proposal preparation received significant support in the form of 1) volunteer time for curriculum development (4 hrs. per weeknight scheduled) from area professionals; and 2) \$150,000 worth of donations from ICAR and others.</li> <li>➤ Approval time takes approximately six months in the SCTCS due to the system-wide review of the program for implementation system-wide upon Commission approval.</li> </ul> <p>Response from the Committee:</p> <ul style="list-style-type: none"> <li>➤ The program appears to fill a significant need and has strong potential.</li> <li>➤ CHE may engage SCTCS about feasibility to decrease the length of time of the standard system-wide approval process.</li> </ul>

**Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Associate in Applied Science in Auto Body Repair, to be implemented in Fall 2015.



## **Background Information**

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

The purpose of the proposed Auto Body Repair program is to strengthen the automotive collision repair industry in the state by teaching students the vital roles within the industry, which include refinishing, collision repair, estimating, and automotive management techniques. The program will support the mission of Greenville Technical College (GTC) by preparing students for high-wage positions within the local industry.

The addition of advanced manufacturing materials in the automotive industry requires that students learn new processes and repair procedures. Graduates of the degree program will be equipped to repair advanced materials as their usage in vehicle design and fuel efficiency continue. Students in the degree program will also complete courses in estimating and customer service skills, which is a differential from the certificate program curriculum.

List the program objectives. (2000 characters)

The objectives of the program are to produce graduates that will be able to create a repair plan using verified repair procedures, integrate new repair processes into existing facilities, evaluate and produce efficient work processes, justify repair costs associated with returning a vehicle to pre-accident condition, and produce industry accepted repairs to late model vehicles. Graduates will be prepared for any of the positions in the collision repair industry to include refinisher, collision repair technician, structural repair technician, estimator, production manager, appraiser, supplement writer, aftermarket parts sales, and equipment sales. The aviation industry also has positions available for graduates of this program to include refinishers and metal fabricators.

## **Assessment of Need**

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

National projections show a need for students in the collision repair industry to have an associate's degree to meet the demands of industry. The US Department of Labor shows a 13% increase nationally and the auto industry is projected as a fast growing job market. Local businesses surveyed projected steady growth of their businesses over the next five years with some planning for aggressive growth in the next three years.

Evidence of support from business and industry is demonstrated in the results of a needs assessment conducted by GTC. Seventeen employers indicated a need for 128 openings over the next three years (i.e., 111 full-time positions and 17 part-time positions). Ten employers stated that they would provide tuition assistance for their employees to enroll in the proposed associate degree program.

The local industry surveyed showed an average salary for an entry level technician at \$29,676. An experienced technician in this same market can look to earn \$45,000 on average with some technicians making considerably more. A part-time technician in this same market can look to earn \$15,000-\$20,000 annually. The state average is consistent with bordering states with technicians earning \$38,000-\$50,000 depending on geographic location within the state. The national average for a full-time technician is \$52,997.

## Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
Collision Repair Technician/Refinisher/Auto Appraiser/Estimator	53	2015	College Needs Survey Data
Collision Repair Technician/Refinisher/Auto Appraiser/Estimator	41	2016	College Needs Survey Data
Collision Repair Technician/Refinisher/Auto Appraiser/Estimator	34	2017	College Needs Survey Data

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

The local automotive industry is a thriving business in Greenville County and nationally. The industry is understaffed as a whole and every employer that was surveyed is planning to add at least one employee every year due to growth. The growth will sustain graduates of the program, but an even greater need is the continuation of retiring "Baby Boomers" that are leaving voids in the workforce and this will continue to happen. The needs survey only accounted for Greenville County but many students of the program originate from and return to other areas of the state.

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

**Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.**

N/A

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

Yes

No

If yes, explain. (500 characters)

The college currently offers a diploma in Auto Body Repair. The diploma program will be discontinued upon approval of the proposed degree.

The majority of students are studying under the certificate program in Auto Body Repair, or the concentration in Auto Body Repair that is offered under the General Technology Degree. Currently, thirteen students are completing their degree through the General Technology path. Students currently enrolled in the Auto Body Repair certificate program will benefit by having the opportunity to continue their education and earn a higher credential aligned with industry standards.

### List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
N/A - This program is the first model of its kind in the SC Technical College System.	--	--	--

## Description of the Program

<b>Projected Enrollment</b>						
<b>Year</b>	<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015	20	290	25	365	12	144
2016	39	563	39	563	17	204
2017	46	663	46	663	15	180

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

Yes

No

If yes, explain. (1000 characters)

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

## Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

<b>Curriculum by Year</b>					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
ABR 104: Auto Body Fundamentals	3	ABR 102: MIG Welding	3	ABR 127: Refinishing Color Tinting and Blending	3
ABR 105: Structural Measuring and Analysis	3	ABR 115: Structural Repair Planning and Correction	3	ABR 114: Estimating Fundamentals	3
ABR 106: Non-Structural Plastic and Metal Repairs	3	ABR 116: Non-Structural Panel Replacement and Trim	3	ABR 135: Structural Sectioning and Frame Replacement	3
ABR 107: Refinishing Fundamentals	3	ABR 117: Refinishing Application Processes	3	ENG 165: Professional Communications	3
MAT 170: Algebra, Geometry, and Trigonometry	3	PSY 103: Human Relations	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	12
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
ABR 126: Non-Structural Advanced Materials	3	ABR 132: Shop Management Concepts	2		
ABR 124: Advanced Estimating Procedures	3	ABR 136: Metal Shaping and Fabrication	3		
ABR 142: Mechanical Systems	3	ABR 137: Advanced Refinishing Processes	3		
ABR 143: Auto Body Electrical Systems	3	ABR 144: Heating, Cooling, and Air Conditioning Systems	3		
PHS 111: Conceptual Physics	3	HSS 105: Technology and Culture	3		
Total Semester Hours	15	Total Semester Hours	14	Total Semester Hours	

Total Credit Hours Required  
71

### Course Descriptions for New Courses

Course Name	Description
ABR 124: Advanced Estimating Procedures	This course is an in-depth review of computerized estimating systems, digital photography, and vehicle scheduling processes as they relate to automotive estimating.
ABR 126: Non-Structural Advanced Materials	This course is an exploration of non-traditional vehicle materials and the repair processes that accompany them.
ABR 136: Metal Shaping and Fabrication	This course covers metal shaping and fabrication of vehicle parts using metal forming equipment.
ABR 137: Advanced Refinishing Processes	This course covers the use of specialty finishes and custom paint applications.
ABR 142: Mechanical Systems	This course is a study of braking, steering, and suspension systems as they relate to returning a vehicle to pre-accident condition.
ABR 143: Auto Body Electrical Systems	This course is an exploration of basic circuitry and electrical problems associated with collision-damaged vehicles.
ABR 144: Heating, Cooling, and Air Conditioning Systems	This course is an introduction to engine heating and cooling systems used in modern vehicles. Other topics include the automotive air conditioning system.

## Faculty

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Faculty	Full-time	TBD	Associate Degree, Auto Body Repair	N/A
Faculty	Part-time	TBD	Associate Degree, Auto Body Repair	N/A

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	Staff	Administration
3.5	1	3

### **Faculty /Administrative Personnel Changes**

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

Existing faculty and administrative staff for the Auto Body Repair certificate program will maintain their current roles. A new faculty member will be hired in year two of the program.

### **Library and Learning Resources**

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

The library has many holdings that apply directly to the program, both online and in print. The current print versions of books and magazines are listed: Delmar's ASE Test Preparation, Auto Upkeep: Basic Care, Maintenance, and Repair, Automotive Heating and Air Conditioning, Collision Repair and Refinishing: A Foundation Course for Technicians, ASE Test Prep B1-B5, Hybrid, Electric, and Fuel Cell Vehicles, Math for the Automotive Trade

Magazines include: Automobile, Automotive News, Auto Week, Car and Driver, Motor Trend, Road and Track, ABRN, Speedway Illustrated, NASCAR Illustrated. Electronics resources are available.

The college has developed a three-year acquisition plan to include the purchase of additional books, e-books, serials, and industry-related publications.

## Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Since the college already has robust training available in auto body repair, adequate support services exist to support the proposed program. Currently, tutoring services and a counselor, who works with all of the technology programs, are available to all GTC students. The Advising Center will advise new students and current faculty will continue to advise currently enrolled students.

## Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

The addition of the associate degree will require some specialized welders for teaching the aluminum and composite material classes. The new welders required are synergic pulsed welders that will weld the lightweight aluminum that is being used in many of today's vehicles. This will require technicians that are trained in this new technology.

The equipment will be paid for through the college's equipment fund, if the items cannot be secured through grants. The department has already applied for multiple grants to assist in buying the equipment. Synergic pulse welders cost between \$6,500 and \$10,000, depending on the functions and different options.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

The facilities currently being utilized for the Auto Body Repair certificate is sufficient for the degree program. Renovations were completed in 2010 and allowed for future expansion of the program. The current facility and space were designed with the addition of the degree program in mind.

## Financial Support

Estimated New Costs by Year						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Program Administration	\$0	\$0	\$0			\$0
Faculty and Staff Salaries	\$70,899	\$72,317	\$73,764			\$216,980
Graduate Assistants	\$0	\$0	\$0			\$0
Equipment	\$0	\$36,800	\$0			\$36,800
Facilities	\$0	\$0	\$0			\$0
Supplies and Materials	\$0	\$0	\$0			\$0
Library Resources	\$500	\$1,000	\$1,000			\$2,500
Other*	\$0	\$0	\$0			\$0
<b>Total</b>	<b>\$71,399</b>	<b>\$110,117</b>	<b>\$74,764</b>			<b>\$256,280</b>
Sources of Financing						
Category	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	Total
Tuition Funding	\$54,945	\$108,352	\$137,186			\$300,483
Program-Specific Fees	\$14,500	\$28,275	\$33,350			\$76,125
State Funding (i.e., Special State Appropriation)*	\$0	\$0	\$0			\$0
Reallocation of Existing Funds*	\$10,000	\$0	\$0			\$10,000
Federal Funding*	\$0	\$0	\$0			\$0
Other Funding*	\$0	\$0	\$0			\$0
<b>Total</b>	<b>\$79,445</b>	<b>\$136,627</b>	<b>\$170,536</b>			<b>\$386,608</b>
<b>Net Total (i.e., Estimated New Costs Minus Sources of Financing)</b>	<b>\$8,046</b>	<b>\$26,510</b>	<b>\$95,772</b>			<b>\$130,328</b>

\*Provide an explanation for these costs and sources of financing in the budget justification.

## Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

The college will reallocate \$10,000 from current salary funds to cover operating costs during the first year.

## Evaluation and Assessment

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

As stated in the State Board for Technical and Comprehensive Education Procedure 3-1-301.1, the program will be evaluated annually on enrollment, number of graduates, and the percentage of graduates placed on related jobs or continuing their academic studies. The college will enter placement data into the state-level system based on findings from the National Clearinghouse, the SC Department of Employment and Workforce, and local-level strategies.

Additionally, the college will work with its local advisory board to conduct ongoing evaluation of program curriculum.

## Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
<p>The student will identify structural damage and create a repair plan for correction to the vehicle structure.</p>	<p><b>Direct</b> The students will be assessed using a final clinical exam and a written exam. The assessments will be evaluated using scoring rubrics that outline each specific measure. Student tests, lab reports, performance evaluations, and presentations will be used to check for comprehension.</p> <p><b>Indirect</b> I-CAR Pro Level I certification, ASE certification, Graduate follow up surveys, and job placement results.</p>
<p>The student will utilize best practice repair processes and complete vehicle repairs in accordance with safety standards.</p>	<p><b>Direct</b> The students will be assessed using a final clinical exam and a written exam. The assessments will be evaluated using scoring rubrics that outline each specific measure. Student tests, lab reports, performance evaluations, and presentations will be used to check for comprehension.</p> <p><b>Indirect</b> I-CAR Pro Level I certification, ASE certification, Graduate follow up surveys, and job placement results.</p>
<p>The student will demonstrate proper use of tools and equipment as used in day to day operations at an auto body repair facility.</p>	<p><b>Direct</b> The students will be assessed using a final clinical exam and a written exam. The assessments will be evaluated using scoring rubrics that outline each specific measure. Student tests, lab reports, performance evaluations, and presentations will be used to check for comprehension.</p> <p><b>Indirect</b> I-CAR Pro Level I certification, ASE certification, Graduate follow up surveys, and job placement results.</p>
<p>The student will demonstrate the correct procedures to apply high quality entry level refinish processes.</p>	<p><b>Direct</b> The students will be assessed using a final clinical exam and a written exam. The assessments will be evaluated using scoring rubrics that outline each specific measure. Student tests, lab reports, performance evaluations, and presentations will be used to check for comprehension.</p> <p><b>Indirect</b> I-CAR Pro Level I certification, ASE certification, Graduate follow up surveys, and job placement results.</p>

<p>The student will demonstrate proficiency in the preparation and color matching of OEM vehicle finishes.</p>	<p><b>Direct</b> The students will be assessed using a final clinical exam and a written exam. The assessments will be evaluated using scoring rubrics that outline each specific measure. Student tests, lab reports, performance evaluations, and presentations will be used to check for comprehension.</p> <p><b>Indirect</b> I-CAR Pro Level I certification, ASE certification, Graduate follow up surveys, and job placement results.</p>
<p>The student will identify structural damage and create a repair plan for correction to the vehicle structure.</p>	<p><b>Direct</b> The students will be assessed using a final clinical exam and a written exam. The assessments will be evaluated using scoring rubrics that outline each specific measure. Student tests, lab reports, performance evaluations, and presentations will be used to check for comprehension.</p> <p><b>Indirect</b> I-CAR Pro Level I certification, ASE certification, Graduate follow up surveys, and job placement results.</p>

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

The current certificate program is accredited in three of the four possible areas through the National Automotive Education Foundation (NATEF). Accreditation lasts for five years with a mid-point review to check for compliance. The approval of the associate degree program allows the program to become "master-certified", which is the highest NATEF certification awarded.

Additionally, the program is already aligned with the ICAR Professional Development Program, but will be able to expand the course offerings through the addition of the degree. ICAR, the Inter-Industry Conference on Auto Collision Repair, is an international not-for-profit organization dedicated to providing the information, knowledge and skills required to perform complete, safe and quality repairs.

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Upon completion of coursework, students will be required to take the ICAR Pro Level 1 certification exams for the Refinish, Non-Structural and Structural roles. Costs will be covered with program-specific fees that are attached to key courses. The program will prepare students for these exams by following the subject-specific course design. Each course aligns with one of the four roles designated by the industry (Refinisher, Non-Structural Tech, Structural Tech, and Mechanic Tech). The students also participate in practice exams that are housed in the college library, both in print and online. The tests are designed, administered, and scored by a third-party organization and the results are reported to ICAR.

Students will also have the option to take the ICAR Welding Certification exam as they finish the program. This certification is not mandatory, as all roles in the industry do not require a student to be able to weld. Students that are going to pursue a career as a Non-Structural or Structural Technician will be encouraged to take the third-party exam.

### **Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

**New Program Proposal  
Associate in Applied Science in Brewmaster and Brewery Operations  
Horry-Georgetown Technical College**

**Summary**

Horry-Georgetown Technical College requests approval to offer a program leading to the Associate in Applied Science in Brewmaster and Brewery Operations, to be implemented in Fall 2015 through traditional instruction. The following chart provides the stages of review for the proposal. The Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal is attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	1/9/15	Not Applicable
ACAP Consideration	2/12/15	ACAP members discussed the need for the proposed program.
Comments and suggestions from CHE staff sent to the institution	2/18/15	Staff requested the following revisions and explanations: <ul style="list-style-type: none"> <li>➤ Elaboration of student learning outcomes and methods of assessment</li> <li>➤ Course information including titles and course codes</li> <li>➤ The representative from HGTC noted the program will start probably in 2016 instead of Fall 2015 on the Grand Strand Campus where the College is building a new culinary institute.</li> </ul>
Revised Program Proposal Received	2/24/15	The revised proposal satisfactorily addressed the requested revisions.
CAAL Consideration	4/8/15	CAAL comments and requests for clarification about the following topics: <ul style="list-style-type: none"> <li>➤ Use of iPads</li> <li>➤ Composition of the Advisory Board</li> <li>➤ Clarification of definition and number of breweries</li> <li>➤ Request for data of comparative enrollment in neighboring states</li> <li>➤ Considerable reallocation of existing funds for net total revenue</li> <li>➤ Long-term economic impact</li> </ul> <p>Responses from Greenville Technical College and the South Carolina Technical College System:</p> <ul style="list-style-type: none"> <li>➤ iPads are purchased by the department and held by faculty for extensive student use and application in the learning process.</li> <li>➤ Each major in the Technical College System has a program-specific advisory board, including eight</li> </ul>

Stages of Consideration	Date	Comments
		<p>(8) companies for this proposal.</p> <ul style="list-style-type: none"> <li>➤ There remains uncertainty even among industry professionals about the definitions of breweries, brewpubs, wholesalers, microbreweries, etc.</li> <li>➤ Data in the proposal should be updated to include only 21 real breweries, 76 total breweries, wholesalers, distributors, and brew pubs, with 400-500 total employees now and 641 jobs created by 2019 projected.</li> <li>➤ Accent Steel relocated to the Grand Strand, driving the market need for the proposal.</li> <li>➤ Programs in North Carolina (Asheville, Rockingham, Auburn, and Appalachian) exist. Appalachian has requested a transfer agreement with the HGTC proposed program.</li> <li>➤ Fund reallocation appears high because HGTC has funds in reserve and never has up-front funding. It is an authentic capital reserve. Funding is never siphoned from student services, for example, or other active operations.</li> <li>➤ The proposed program will operate with a net gain by the end of the first three years.</li> <li>➤ The anticipated high enrollment into the program of non-declared majors or students enrolled in general education or developmental courses can offset its high costs long-term.</li> </ul>

**Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Associate of Applied Science in Brewmaster and Brewery Operations, to be implemented in Fall 2016.

Name of Institution

Horry-Georgetown Technical College

Name of Program (include concentrations, options, and tracks)

Associate in Applied Science, major in Brewmaster and Brewery Operations

Program Designation

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

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation

CIP Code

Fall 2015

12.0599

Delivery Site(s)

Grand Strand Campus

Delivery Mode

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education  
 100% online  
 Blended (more than 50% online)  
 Other distance education

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

Joseph Bonaparte, Executive Director, Culinary Institute of Myrtle Beach, Culinary Arts, (843) 349-3657, [Joseph.bonaparte@hgtc.edu](mailto:Joseph.bonaparte@hgtc.edu),

Institutional Approvals and Dates of Approval

- HGTC Local Area Commission Approval – April 8, 2014
- State Board for Technical and Comprehensive Education Approval – January 20, 2015 (pending)

## **Background Information**

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

Horry-Georgetown Technical College (HGTC) proposes to offer an Associate in Applied Science, major in Brewmaster and Brewery Operations. Currently, South Carolina hosts 76 brewers and beer wholesalers, compared with 165 in North Carolina, 106 in Georgia, and 228 in Florida. As the brewing industry in South Carolina matures and grows to keep pace with surrounding states, the demand for trained, knowledgeable employees will expand. Through the proposed program, HGTC is poised to satisfy the demand for a qualified workforce.

HGTC strives to provide quality, affordable educational programming for a positive economic impact in Horry and Georgetown counties, as well as the state of South Carolina. The proposed program will prepare competent and professional employees for entry- and middle-management level positions in keeping with the college mission. This program supports the college with responsiveness to business demand and specialized training in an industry related to culinary arts in which HGTC has an established and successful program.

The Grand Strand area has recognized the need for knowledgeable, trained personnel to support the growing craft brewing industry and consumer interest. As a result, HGTC is considered a partner in providing the education and training for this new and expanding job market. This is a fulfillment of the college's mission, "to provide accessible, affordable, high-quality, comprehensive two-year collegiate education and workforce development..."

List the program objectives. (2000 characters)

The purpose of the proposed Brewmaster & Brewery Operations Management program is to prepare graduates for employment in the expanding brewery, microbrewery and brewpub industries. Graduates will be prepared for employment opportunities in brewing, distillation and fermentation production, quality control labs, beer tending, beverage marketing and related industries. Jobs include brewmaster, assistant brewer, brewer technician, beer tender, brewing equipment operations, quality control, facilities operations and management, facilities inspection, marketing and distribution, and lab technician.

## Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

In 2012, the U.S. beer industry's total economic impact stood at more than \$246.5 billion, directly and indirectly employing more than 2 million Americans, paying \$78.9 billion in wages and benefits. Of the 2 million American employees, more than 1 million are directly employed by brewers, importers, distributors and retailers. Nationally, craft brewers currently provide an estimated 110,273 jobs in the U.S., including serving staff in brewpubs. Growth of the craft brewing industry in 2013 was 18% by volume and 20% by dollars compared to growth in 2012 of 15% by volume and 17% by dollars. Craft brewers sold an estimated 15.6 million barrels of beer in 2013, up from 13.2 million in 2012. The craft brewing sales share in 2013 was 7.8% by volume and 14.3% by dollars. Craft brewer retail dollar value in 2013 was an estimated \$14.3 billion.

As of March 17, 2014, the Brewers Association was aware of 413 brewery openings in 2013 (304 microbreweries and 109 brewpubs) and 44 brewery closings (20 microbreweries and 24 brewpubs). A total of 2,768 craft breweries operated for some or all of 2013, comprised of 1,237 brewpubs, 1,412 microbreweries and 119 regional craft breweries. A total of 2,822 breweries operated for some or all of 2013, the highest total since the 1870s.

In South Carolina the 2013 impact includes 19 breweries in SC with 60 brewery jobs with \$2,190,400 in wages; distributing provided 1,920 jobs and \$99,636,000 in wages; retail provided 13,750 jobs with \$284,044,200 in wages, with total brewing industry related jobs at 26,260. The industry paid total taxes of \$203,966,600, and total taxes generated by the brewing industry was \$334,981,900.

## Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>
Brewmaster, QualityControl Lab Technician, Assistant Brewer, Brewer Technician, Beertender, Sales Representative, Bottling and Packaging Technician, Cellar Person	30 17 FT 13 PT	2015	College Needs Survey Data
Brewmaster, QualityControl Lab Technician, Assistant Brewer, Brewer Technician, Beertender, Sales Representative, Bottling and Packaging Technician, Cellar Person	76 37 FT 39 PT	2016	College Needs Survey Data
Brewmaster, QualityControl Lab Technician, Assistant Brewer, Brewer Technician, Beertender, Sales Representative, Bottling and Packaging Technician, Cellar Person	111 58 FT 53 PT	2017	College Needs Survey Data

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

Evidence of support from business and industry is demonstrated in the results of a needs assessment, conducted by HGTC. Eleven employers indicated a need for 217 openings over the next three years (i.e., 109 full-time positions and 108 part-time positions). Nine employers stated that they would encourage their employees to enroll in the proposed associate degree program and two would provide tuition assistance.

According to the U.S. Department of Labor, the 2012 median annual salary for jobs related to beer production was \$38,600 nationally and \$41,500 in South Carolina. Based on the employers surveyed, the average annual entry level salary for full-time employees is \$33,167 (\$15.95 per hour). For part-time entry level employees, the average salary is \$13.17 per hour.

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

**Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.**

N/A

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

Yes

No

If yes, explain. (500 characters)

The proposed Brewmaster & Brewmaster Operations Management program is directly related to Culinary Arts and Science programs. Although the proposed program will be categorized as a hospitality program, it is distinctly different from the Culinary Arts and Science Program. The Culinary Arts and Science Program does, however, provide evidence of the potential success for the proposed program. The Culinary Arts program has proven stable with 149 students in Fall 2014, and is poised to double enrollment with the development of a new \$15 million culinary facility, updated curriculum, and active faculty recruitment.

Indirectly related programs at HGTC include General Business, Hospitality Management, and Sports Tourism.

### List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
n/a – first program model of its kind in the state	--	--	--

## Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-16	25	375	23	270	21	189
2016-17	41	615	39	270	21	189
2017-18	41	615	39	270	21	189

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

Yes

No

If yes, explain. (1000 characters)

In compliance with State and Federal laws, students must be 21 years of age or older by the start of classes.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

The proposed program is designed primarily as a terminal degree leading to employment upon graduation. HGTC has, however, begun preliminary discussions with Coastal Carolina University regarding articulation of coursework from the proposed associate degree into the School of Business at Coastal Carolina. An inquiry for discussion is planned with Appalachian State University and their new fermentation science program.

## Curriculum

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

<b>Curriculum by Year</b>					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
BRW 101	3	BRW 105	3	BRW 200	6
BRW 102	3	BRW 106	3	PSY 103	3
BRW 103	3	BRW 107	3		
BRW 104	3	BRW 108	3		
MAT 155	3	ENG 155	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	9
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
BRW 201	3	BRW 205	3		
BRW 202	3	CUL 171	3		
BRW 203	3	BRW 206	3		
BRW 204	3	BRW 207	3		
ENG 160	3	Humanities Course	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	

Total Credit Hours Required  
69

## Course Descriptions for New Courses

Course Name	Description
Introduction to Brewing	This course introduces an overview of brewing on an industrial scale. Students will learn technical brewing terminology for ingredients, equipment and processing. The science and technology underlying each step is clearly explained, as well as a focus on the practical considerations involved in the industrial production of beer.
Fermented Products	This course is an introduction to the selection and processing of the raw materials of beer production, grain handling and malt analysis. Students learn the professional standards and practices of producing beer by fermentation. Fermentation processes leading to different beer styles as well as maintaining consistency of product in a brewing environment are discussed.
Sanitation and Safety	This course covers sanitation, handling and safety with fermentation products, facilities and equipment. Emphasis is placed on the proper chemicals, their selection, handling and storage for sanitation control within the fermentation environment. Upon completion, students should be able to safely maintain quality and stability of fermentation products.
Beverage Operations Management	This course introduces the management of beverages served in hospitality operations. Topics include history, trends; service, procurement, storage; knowledge and control of fermented/distilled beverages; and non-alcoholic beverages, coffees, and teas. Students will be able to demonstrate an understanding of responsible alcohol service.
Fermentation Production	This course is the study of developing the fermentability and body in quality brews-and the process of preparing malted grain for fermentation and the variations on this process that create specific styles of beer. The science and technology of the process, as well as brew house standards involved in milling, mashing, lautering and boiling, are discussed.
Craft Beer Brewing	This course introduces craft beer brewing. Topics include recipe development, and equipment used in the production of small batch craft beer. Students will study-business practices of operating and growing a successful company including microbreweries, brewpubs, medium-sized and large brewing businesses.
Applied Craft Beer Microbiology	This course explores brewing microbiology and the impact of microorganisms on beer quality, the importance of brewery hygiene and biological management program. Students will examine the biology of yeast, including metabolism and growth, the differences between strains, and proper yeast management practices.
Beverage Sales and Marketing	This course will examine effective marketing programs and integrated marketing communications. Emphasis is placed on the craft beverage market including industry/consumer trends, economic, legal, and social considerations including branding, pricing, promotion and distribution.
SCWE Brewmaster-Brewery Operations	This course includes the application of skills within an approved work site related to Brewmaster and Brewery Operations Management.
Packaging, Materials, & Quality	In this course students will develop basic knowledge of bottling, canning and kegging beer, product stability and shelf life. Students will learn of colloidal stability, microbiological stability and oxygen pickup, packaging quality control tests related to process control as well as principles of labeling and packaging line design.

Equipment, Technology, & Maintenance	This course includes brewing equipment concepts and construction, as well as the engineering principles important in successful commercial brewing. Students will learn the vital engineering models and concepts key to operating a working brewery including fluid flow, steam, energy balances, heat transfer and refrigeration, and gas laws.
Advanced Brewing	This course covers advanced brewing processes. Topics include advanced beer making processes, analysis/monitoring of fermentation, specialty beer production, barrel aging, quality control, and sustainable practices. Students will learn to take artisan brewing to a distinctive level of complexity and refinement.
Sensory and Quality Evaluation	Effective sensory analysis is studied in raw material and the brewing process. Students will learn to control the ingredients and process to produce various outcomes and styles, such as lager, pale ale, IPA, saison, amber ale and stout. The course will examine the visual, olfactory and gustatory parameters used in the evaluation of beer.
Beverage Tourism and Tasting Management	Topics include basic tourism concepts applied to the brewing industry and the impact of beer tourism on local, regional, and national economies, including tax revenue and job creation. Students learn to identify and assess the tourism potential of various types of breweries, brewpubs, beer festivals, and craft beer education events.
Brewing and Facilities Management	This course includes the key aspects of brewing operations management including plant facilities management, equipment maintenance management, production control, skilled trade supervision, strategic manufacturing policy, systems analysis, productivity analysis and cost control, and materials planning.
Legal Issues Fermentation	This course introduces the laws and regulatory environment in the brewing and fermentation industry. Emphasis is placed both on social/ethical responsibilities and the state/federal regulations including licensing, taxation, labeling, record keeping, permits, inspections and laws regarding interstate and international commerce.

### Faculty

<b>Faculty and Administrative Personnel</b>				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number & Title, Credit Hours	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Comments (i.e., explain role and/or changes in assignment)
Professor*	Full-Time	TBD	Bachelor's Degree	N/A

Professor*	Part-Time	TBD	Bachelor's Degree	N/A
Professor*	Part-Time	TBD	Bachelor's Degree	N/A

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	1.5	Staff	.05	Administration	.05
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### **Faculty /Administrative Personnel Changes**

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)  
N/A

### **Library and Learning Resources**

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Since there are no courses currently offered at the college that are directly related to brewing, limited items currently are available in the collection. HGTC has identified a three-year acquisitions plan for library resources to purchase books, e-books, and serial collection items (noted in the estimated costs chart). As faculty members are hired for the proposed program, they will be invited to purchase library instructional support resources to meet their own personal teaching style and student instructional needs.

A projected budget of approximately \$300.00 is anticipated for annual program operations after the third year.

## Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Horry-Georgetown Technical College offers a wide array of academic support services, including the library, the Student Information Center (WaveNet Central) which provides computer resources and learning support, the Student Success and Tutoring Center (SSTC) which provides tutoring in numerous areas and includes Writing and Math Centers, and Academic Advising. All services are currently available with sufficient staffing to serve additional students and are supported by electronic resources including DegreeWorks, online library access, and online tutoring services.

## Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

The college will purchase general materials and supplies to support program operations including iPads, industry-related software, and printing supplies. The proposed Brewmaster & Brewery Operations Management program will require the acquisition of a variety of specialized equipment including eight (8) Storage Kegs, four (4) Fermentation Kegs, two (2) Chill Wizards, General Maintenance Kit, four (4) BrewMagic Covers, various, storage and cleaning equipment. First year students will still be trained on the BrewMagic systems. In the second year of the program, a three (3) to five (5) barrel system will be required for the second year curriculum and increased student body.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

The Brewmaster & Brewery Operations Management Program will be located on the Grand Strand Campus, based in Building 600, in proximity to the Culinary Arts Program. Limited remodeling will be required to accommodate specialized equipment for the Brewmaster and Brewery Operations Management Program. Approximately \$100,000 will be needed during the first year to modify existing space in order to accommodate the initial implementation of the BrewMagic units and to implement a subsequent phase requiring a larger system. General Education classes will continue to be offered in Building 200. Current computer and science labs will be available through scheduling.

## Financial Support

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	\$14,907	\$14,907	\$14,907			\$44,721
Faculty and Staff Salaries	\$92,000	\$99,800	\$108,782			\$300,582
Graduate Assistants	\$0	\$0	\$0			0
Equipment	\$60,000	\$20,000	\$15,000			\$95,000
Facilities	\$100,000	\$20,000	\$7,500			\$127,500
Supplies and Materials	\$22,000	\$22,000	\$22,000			\$66,000
Library Resources	\$1,850	\$1,500	\$1,100			\$4,450
Other*	\$0	\$0	\$0			0
<b>Total</b>	<b>\$290,757</b>	<b>\$178,207</b>	<b>\$169,289</b>			<b>\$638,253</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	\$120,312	\$191,736	\$191,736			\$503,784
Program-Specific Fees	\$0	\$0	\$0			
State Funding (i.e., Special State Appropriation)*	\$0	\$0	\$0			
Reallocation of Existing Funds*	\$170,445	\$0	\$0			\$170,445
Federal Funding*	\$0	\$0	\$0			
Other Funding*	\$0	\$0	\$0			
<b>Total</b>	<b>\$290,757</b>	<b>\$191,736</b>	<b>\$191,736</b>			<b>\$674,229</b>
<b>Net Total (i.e., Estimated New Costs Minus Sources of Financing)</b>	<b>\$0</b>	<b>\$13,529</b>	<b>\$22,447</b>			<b>\$35,976</b>

\*Provide an explanation for these costs and sources of financing in the budget justification.

## Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

For the first year, the college will reallocate plant funds, reserved for new programs as deemed appropriate, to cover anticipated operational costs.

## Evaluation and Assessment

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

As stated in the State Board for Technical and Comprehensive Education Procedure 3-1-301.1, the program will be evaluated annually on enrollment, number of graduates, and the percentage of graduates placed on related jobs or continuing their academic studies. The college will enter placement data into the state-level system based on findings from the National Clearinghouse, the SC Department of Employment and Workforce, and local-level strategies.

Additionally, the college will work with its local advisory board to conduct ongoing evaluation of program curriculum.

### Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Apply the knowledge and concepts of microbiology and biochemistry in the fermentation process of brewing of beer.	Students will successfully apply fermentation knowledge to grain handling, malting, malt analysis, yeast and fermentation processes, raw materials, beer production, quality control, packaging processes, flavor production, and control as demonstrated in appropriate lab analysis as required in brewery as shown in skill tests.
Identify classic and craft-brew beer styles, describing the brewing techniques of each and the impact of various styles on marketing and tourism.	Students will successfully demonstrate specialty beer production, and create market models for local, regional and national brewing sectors to include small businesses, brewing events and corporations.
Discuss and apply business principles and strategies related to brewery operations, including human resource management, sales and government legislation.	Students will perform tasks and develop plans related to common business practices in the brewing industry, including inventory, menu planning, cost control, purchasing and human resources, to include creating a business plan for a brewery related business.
Analyze and evaluate business concepts of the brewing industry and the day-to-day activities involved with the operation of a solvent brewing facility.	Students will be able to demonstrate an understanding of the operations of a brewery through their successful completion of their Supervised Cooperative Work Experience with local and regional brewing operations.
Evaluate consistency and quality of beer, and determine beer style and characteristics.	Students will successfully complete skills test demonstrating consistency and quality of beer through appropriate lab analysis as required by industry standards.

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

### **Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.



# South Carolina Commission on Higher Education

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Interim Executive Director

CHE  
5/7/15  
Agenda Item 6.02.A8

May 7, 2015

## MEMORANDUM

**TO:** Chairman John L. Finan and Members, S.C. Commission on Higher Education  
**FROM:** Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing

### **Proposals and Supporting Materials for the M.P.H., Biostatistics; M.P.H., Epidemiology; and M.P.H., Health Behavior and Health Promotion Program Proposals Submitted by the Medical University of South Carolina**

At its April 8, 2015 meeting, the Committee on Academic Affairs and Licensing (CAAL) considered three Master of Public Health (M.P.H.) proposals submitted by the Medical University of South Carolina. Each proposal is a separate program but, given that the three proposals were all M.P.H. degree programs, CAAL reviewed them as a group. After discussing the proposals, the Committee voted to approve conditionally the three programs, provided that MUSC submit additional supporting documentation to identify all potential networks of students; to address concerns raised by USC, specifically, program duplication; to present a business model showing that the programs are sustainable in terms of enrollment and resources; and to furnish information about MUSC's recruitment and retention efforts for underrepresented populations (re: diversity initiatives). The Committee also asked representatives from the University of South Carolina to submit information about its recruitment of students into comparable M.P.H. programs currently offered at USC

The Committee agreed that institutional representatives could provide a single response to the request for additional information about all three proposals, and that the proposals could be presented to the Commission as a group. As a result, Academic Affairs staff created a packet of materials for the M.P.H. programs that contain the following:

- Executive Summaries and Proposals for each of the three M.P.H. programs: Biostatistics, Epidemiology, and Health Behavior and Health Promotion
- Appendix I: MUSC's responses to questions submitted by CAAL members prior to the CAAL meeting
- Appendix II: MUSC's response to CAAL's request for additional information at the April 8, 2015 CAAL meeting
- Appendix III: USC's response to CAAL's request for additional information about comparable M.P.H. programs offered at USC

**New Program Proposal  
 Master of Public Health in Biostatistics  
 Medical University of South Carolina**

**Summary**

The Medical University of South Carolina requests approval to offer a program leading to the Master of Public Health in Biostatistics to be implemented in Fall 2015. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal provided that additional information requested is received prior to the Commission meeting. The full program proposal is attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Planning Summary received and posted for comment	6/15/14	Not Applicable
Program Planning Summary considered by ACAP through electronic review	7/30/14	The representative from the University of South Carolina (USC) raised a concern about program duplication and stated that, given the current demand for biostatistics, there is no need to add a second program in the state. CHE staff requested that the proposal address in detail the similarities and differences between the proposed program and the program offered by USC as well as better describe the "unique pool" of students from which MUSC will enroll students for the proposed program. CHE staff also encouraged collaboration with both USC and the College of Charleston.
Program Proposal Received	1/5/15	Not Applicable
ACAP Consideration	2/12/15	ACAP members discussed the need for the proposed program. The representative from USC stated that "the curricular programs proposed at MUSC are substantially redundant of the USC programs." The MUSC representative explained that the curriculum is very similar to USC's program because of accreditation standards. The MUSC representative added that the program was designed to complement, not duplicate, the program offered at USC and is a broad-based professional program whereas USC's program is more research-based. The representative from USC also suggested that the projection of 50% non-resident students may not be reasonable given the statement about targeting potential students in the Lowcountry and MUSC faculty

Stages of Consideration	Date	Comments
		and staff. The representative from MUSC explained that the projection is based on the fact that most of the graduate programs offered by MUSC enroll approximately 50% non-resident students. The representative from USC also stated that the projected enrollment for the proposed program seems unrealistic. The representative from MUSC defended the enrollment projections given the demand for the program in the Lowcountry. Representatives from both USC Beaufort and the College of Charleston stated they plan to collaborate with MUSC.
Comments and suggestions from CHE staff sent to the institution	2/17/15	Staff requested that the proposal be revised to include additional information about USC's program and to better address the concerns raised about program duplication; to provide the total credits hours required by the program; correct inconsistent information about the program's administration; to clarify a statement about certification so that it is clear that candidates must possess the MPH degree in order to take the optional certification exams; and to explain, if applicable, how the MPH program could help to address the rural health services crisis in the state. Staff also requested that information provided as a separate attachment be included in the proposal.
Revised Program Proposal Received	2/24/15	The revised proposal satisfactorily addressed all of the requested revisions.
CAAL Consideration	4/8/15	The Commissioners agreed to discuss the three MPH proposals as a group. Dr. Mark Sothmann discussed the need and demand for the proposed programs, including their importance to the strategic plan of the institution and meeting the needs of the state in terms of population health. The Commissioners discussed the cost of the programs and questioned whether the revenue from enrollment could sustain them. Commissioners also compared the proposed programs to those offered by USC. Dr. John Vena discussed the similarities of the programs, but also emphasized how they focus on addressing different needs. Commissioner Lynn asked a question about access and equity and Dr. Darlene Shaw responded that the university has a strong diversity initiative and was recently recognized nationally for its recruitment of African-Americans. Commissioner Munns asked the USC representative if the concerns raised by

Stages of Consideration	Date	Comments
		<p>USC were addressed. Dr. Kristia Finnigan stated that most of the concerns were addressed, but that USC faculty are still concerned about the two programs recruiting from the same pools of students. Dr. Vena replied that the two institutions will recruit from different pools of students. Commissioners voted to conditionally approve the three programs, provided that MUSC:</p> <ul style="list-style-type: none"> <li>• Identify all potential pools of students and the estimated number of students expected to enroll in the program from each.</li> <li>• Provide evidence that shows concerns raised by USC (specifically, program duplication and the need to have a second programs in all areas) have been addressed.</li> <li>• Present a business case showing that enrollment can sustain the program. Also explain any reallocation of faculty resources and funds (i.e., describe the business model used by MUSC with respect to whether the addition of the program(s) will increase/decrease overall tuition costs at the institution).</li> <li>• Provide information about MUSC's recruitment and retention efforts for underrepresented populations.</li> </ul>
Additional Information Received	4/24/15	The additional information provided by MUSC and USC satisfactorily addressed the questions asked at the CAAL meeting.

**Recommendation**

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Master of Public Health in Biostatistics to be implemented in Fall 2015, provided that additional information requested prior to the Commission meeting satisfactorily responds to questions raised by CAAL.

## NEW PROGRAM PROPOSAL

### Name of Institution

Medical University of South Carolina

### Name of Program (include concentrations, options, and tracks)

Master of Public Health in Biostatistics

### Program Designation

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

### Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

### Proposed Date of Implementation

Fall 2015

### CIP Code

26.1102

### Delivery Site(s)

Medical University of South Carolina

### Delivery Mode

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education  
 100% online  
 Blended (more than 50% online)  
 Other distance education

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

Dr. John Vena  
Professor and Founding Chair, Department of Public Health Sciences  
843-876-8687  
vena@musc.edu

### Institutional Approvals and Dates of Approval

Department of Public Health Sciences MPH Curriculum Committee – 09/05/2014  
Department of Public Health Sciences – 10/06/2014  
College of Medicine Public Health Committee – 10/14/2014  
Deans Council – 10/20/2014  
Senior Leadership Council -- 11/18/2014  
MUSC Board of Trustees – 12/12/2014

## NEW PROGRAM PROPOSAL

### Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

MUSC proposes an MPH program in Biostatistics. This program is consistent with MUSC's mission as an academic health science center to preserve and optimize human life. The nation's transition to a new healthcare delivery model means that professionals with expertise in prevention and community-based research will be critical to ensuring adequately available healthcare for all and for improving the health of the nation. For MUSC to retain its standing as a premier academic health science center, it must develop expertise, research presence, and practice opportunities in population health and prevention. The proposed MPH in Biostatistics degree program will prepare the next generation of public health scientists and will support MUSC's development in this area.

Students in the MPH Biostatistics program will learn how to evaluate the status of the health of diverse populations and to develop sound plans and strategies to implement them to improve population health.

MUSC is uniquely positioned to deliver this degree program, as it is expected that a substantial portion of the students in this program will be current healthcare providers interested in expanding their knowledge in public health.

In compliance with professional accreditation standards, the curriculum includes core courses (relevant for all MPH degrees) and required and elective courses specifically in Biostatistics.

List the program objectives. (2000 characters)

The following Core Competencies/Objectives are driven by the Association of Schools of Public Health core competency guidelines. \*

- +Describe the roles biostatistics serves in the discipline of public health.
- +Describe the basic concepts of probability, random variation and commonly used statistical probability distributions.
- +Describe preferred methodological alternatives to commonly used statistical methods when assumptions are not met.
- +Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions.
- +Apply descriptive techniques commonly used to summarize public health data.
- +Apply common statistical methods for inference.
- +Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question.
- +Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation.
- +Interpret results of statistical analyses found in public health studies.
- +Develop written and oral presentations based on statistical analyses for both public health professionals and educated lay audiences.

Another objective is to help fill a growing need for qualified public health professionals to ensure adequate availability of healthcare for all as the nation transitions to a new healthcare delivery model.

Lastly, the program will provide graduates marketable skills for careers in public health in a wide range of settings, including public health agencies, local and regional health departments, hospitals and other healthcare organizations, government regulatory agencies, not-for-profit agencies, academic institutions, and industry (specifically health services and pharmaceutical industries, both of which are growth industries). Graduates with MPH training are equipped to enter careers in current and projected growth areas.

\*ASPH Education Committee. (August 2006). *Master's Degree in Public Health Core Competency Development Project*. <http://www.aspph.org/educate/models/mph-competency-model/>

## NEW PROGRAM PROPOSAL

### Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

MPH Biostatistics graduates are specifically trained in prevention techniques, as compared to a medical model of care, which focuses primarily on treatment. The MPH in Biostatistics degree program aligns with MUSC's mission and its interest in disease prevention, wellness, and population health.

The proposed MPH in Biostatistics will help fill a growing need for qualified public health professionals in the state and the nation, as shown in the following table. There is an expansion of college students with an interest in public health, as evidenced by the expansion of students in majors related to public health. For example, the College of Charleston developed a BS and BA degree in Public Health in 2012, and it already has 250 students enrolled with these declared majors. Finally, MPH programs at medical schools typically enroll a significant number of students from health professionals employed at their institution (e.g., physicians, nurses, allied health providers), as they appreciate that the next era of health care will place greater emphasis on wellness and population health.

There is another accredited and well-respected MPH training program in the state—the Arnold School of Public Health at the University of South Carolina. Per professional accreditation standards outlined by the Council on Education for Public Health (CEPH) for MPH programs, our MPH degree programs will duplicate, by necessity, some of the MPH programs offered at USC. The MPH in Biostatistics is one of the degrees that is also offered at USC.

The proposed MPH in Biostatistics is critical to the mission of MUSC, which is to preserve and optimize human life in South Carolina and beyond. The university provides an inter-professional environment for learning and discovery through education of healthcare professionals and biomedical scientists, research in the health sciences, and provision of comprehensive health care.

MUSC's standing as a top tier academic health science center will be threatened if it is unable to respond effectively to the challenges of a new era of healthcare and health education. Building a stronger presence in public health sciences—in clinical practice, research, and education—is, therefore, a high priority for the institution. Training the next generation of public health scientists in Biostatistics is an important part of this strategy.

Regarding the MPH Biostatistics degree, USC reports very low enrollment in their program, and thus, their concern that MUSC's program will be an unnecessary duplication is understandable. We posit that on balance, this risk is outweighed by factors that will likely make MUSC's MPH Biostatistics program particularly attractive. First, MUSC has substantial resources and infrastructure available to students interested in Biostatistics. Second, we have a very strong biomedical research enterprise (we are consistently in the top 20% of all universities in the nation and the top 25% among health science institutions in research expenditures and awards, respectively). Because of this, we are likely to attract MPH students especially interested in Biostatistics. Third, our location affords convenience for MUSC healthcare professionals and current MUSC students who would like to pursue training in public health and biostatistics.

There are additional reasons to offer a second MPH training site in the state:

1. Enhancing activity in public health sciences, including providing graduate degrees in public health, is critical to MUSC's mission and its future success
2. Workforce demand is increasing, nationally and in South Carolina, for professionals trained in public health sciences
3. Our neighbor states, Georgia and North Carolina, have multiple institutions accredited to offer MPH degrees (GA=8; NC=3; see <http://ceph.org/accredited/search/>)
4. The majority of MUSC's peer institutions and all of MUSC's aspirational peer institutions offer

## NEW PROGRAM PROPOSAL

### MPH degrees

The MPH in Biostatistics is a professional degree and prepares students to lead public health efforts, in addition to developing their expertise in biostatistics and research methods. In addition, an advantage of offering this uniquely professional degree in Biostatistics is that some of the required courses for MPH already are in place. Currently, no MPH degree programs exist at MUSC.

In addition to complementing other degree programs at the institution, the MPH in Biostatistics can leverage valuable resources at MUSC. For example, MUSC has one of only 60 national Clinical and Translational Science Awards (CTSA). The CTSA provides a platform for work in a wide range of disciplines and approaches that inform public health science research and practice, including bioinformatics, community engaged research, research integrity and ethics, basic and applied research, and translational research. In addition, MUSC's Hollings Cancer Center has a Biostatistics Shared Core (BSR), which provides statistical support to basic scientists, clinical investigators, behavioral scientists, and epidemiologists involved in cancer research. Members of the BSR meet with cancer researchers to discuss study planning and statistical analysis of cancer treatment trials. Both the CTSA and the BSR provide rich experiential learning opportunities for MPH Biostatistics students.

Given the rural health services crisis in the state, it is important to note that the proposed MPH in Biostatistics will help to address this particular challenge by teaching about the factors that impact rural health. The Department of Public Health Sciences has recruited Amy B. Martin, DrPH as a dual appointed faculty member. Dr. Martin is an Associate Professor in the James B. College of Dental Medicine and Director of its Division of Population Health. She serves as the faculty expert on rural health systems and rural public health. In addition to her 10 years of academic research in the area, she is previously the Associate Director for the SC Office of Rural Health and Director of Education for Bamberg County Hospital. She is currently on the Appalachian Regional Commission's Health Policy Council and supports the Federal Office of Rural Health Policy and the White House Rural Commission's efforts to cultivate public-private partnerships for addressing rural health. Dr. Martin is advising the Department Chair on how rural priorities can be integrated into the MPH programs through research, curriculum, experiential learning opportunities, and community engagement.

Dr. Martin developed a course at USC, "Rural Health Perspectives," for which she won the National Delta Omega Award for Innovations in Public Health Curriculum. She will teach it simultaneously for both USC and MUSC campuses using an inter-professional, inter-institutional format. The course provides an overview on the analysis of issues as well as the demographic, economic, and political forces affecting health care delivery systems in rural America. Students examine the structure of federal and state public health programs that impact rural health. Course objectives include:

- 1) Identify key policy issues that set rural populations apart from urban populations.
- 2) Describe the national infrastructure for the funding, regulation, and administration of rural health program.
- 3) Describe the state infrastructure for facilitating rural health programs.
- 4) Identify the components of the rural health care system at the local community level.
- 5) Describe the opportunities and barriers for recruiting health care providers to rural areas.
- 6) Identify the safety net providers in rural communities and describe their contributions to the system of care.
- 7) Describe the access to care considerations for rural America.
- 8) Describe the issues faced by special populations in rural communities.

In addition to course work, Dr. Martin brings a vast network of community-based rural health partners with whom students can conduct experiential learning opportunities through special projects or practica.

## NEW PROGRAM PROPOSAL

### Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

## NEW PROGRAM PROPOSAL

<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>
US: Statisticians	2012: 27,600/ 2022: 34,900	1,610 annual openings	Bureau of Labor Statistics
US: Health Technologists and Technicians, All Other	2012: 90,000/ 2022: 114,600	3,310 annual openings	Bureau of Labor Statistics
US: Medical Scientists, Except Epidemiologists	2012: 103,100/ 2022: 116,800	3,550 annual openings	Bureau of Labor Statistics
SC: Statisticians	2012: 270/ 2022: 310	20 annual openings	SC Emp. Sec. Commission
SC: Health Technologists and Technicians, All Other	2012: 860/ 2022: 1,050	40 annual openings	SC Emp. Sec. Commission
SC: Medical Scientists, Except Epidemiologists	2012: 160/ 2022: 240	10 annual openings	SC Emp. Sec. Commission

Provide additional information regarding anticipated employment opportunities for graduates.  
(1000 characters)

The proposed MPH in Biostatistics is a broad professional degree that will provide graduates marketable skills for careers in public health in a wide range of settings, including public health agencies, local and regional health departments, hospitals and other healthcare organizations, government regulatory agencies, not-for-profit agencies, academic institutions, and industry (specifically health services and pharmaceutical industries, both of which are growth industries). Graduates with MPH training are equipped to enter careers in current and projected growth areas.

MPH programs at medical schools typically enroll a significant number of students from health professionals employed at their institution (e.g., physicians, nurses, allied health professionals, dentists, and pharmacists). We believe there will be considerable demand from these professionals for additional training and credentials in public health so that they can enhance their understanding of how their practice can best meet the public health needs in the future. There is particularly high demand for public health physicians (MD/MPH) to fill executive positions in healthcare enterprise (Training Physicians for Public Health Careers. 2007. The National Academies Press). The fact that the program is located at MUSC, their place of employment, removes one of the primary barriers for enrollment.

## NEW PROGRAM PROPOSAL

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

**Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.**

## NEW PROGRAM PROPOSAL

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

Yes

No

If yes, explain. (500 characters)

The proposed MPH provides a natural extension to graduates of public health undergraduate programs in the vicinity (e.g. CofC). Moreover, once an MPH program is developed at MUSC, dual degree programs could be developed such as BS/MPH (with CofC, for example), MD/MPH, PharmD/MPH, DPT/MPH (with other colleges at MUSC), etc. In addition, there is a need for medical graduate training opportunities for residents (n=700) and fellows especially in infectious disease, cardiology, and pediatrics.

MUSC has an MS in Biostatistics that will remain and the proposed MPH has a different focus in application of biostatistics in public health. Therefore, the MPH will have no expected impact on the MS degree.

**NEW PROGRAM PROPOSAL**

**List of Similar Programs in South Carolina**

Program Name	Institution	Similarities	Differences
MPH in Biostatistics	Arnold School of Public Health - USC	Core coursework	Electives, different student pool, targeted undergrads from the Lowcountry. Having both programs operating simultaneously will yield better research, training and public health outcomes than what will be achieved by each of the two schools independently. As explained below, while both MUSC's and USC's degree programs will offer core competencies in the public health sciences, MUSC's program will differ from USC's in three ways— (1) we will target our enrollment to a different pool of students, ours consisting largely of current healthcare professionals, current healthcare students, and individuals who are especially interested in applied public health research using our medical informatics, and unique clinical and translational research resources;(2) MUSC includes electives (see coursework table) that focus on inter-professional collaboration with healthcare providers and which address public health issues in the Lowcountry, especially Coastal Carolina; and (3) targeted undergraduate students are from the Lowcountry and Coastal South Carolina most of whom are within 50 miles radius from MUSC. This geographical proximity has an added advantage of reducing the cost of living for many of the students through short commute times and living with parents and family members.

## NEW PROGRAM PROPOSAL

### Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-16	5	45	5	45	5	45
2016-17	12	108	12	108	7	63
2017-18	14	126	14	126	7	63
2018-19	14	126	14	126	7	63
2019-20	14	126	14	126	7	63

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

Yes

No

If yes, explain. (1000 characters)

Applicants must possess a Bachelor's degree from an accredited institution and have a strong academic record (it is expected that a GPA of 3.0 on a 4.0 scale will be necessary to be competitive). The applicant will be required to provide official transcripts. Applicants may have a background in public health, social sciences, basic sciences, or physical sciences including computing, mathematics, and engineering. Applicants must submit scores on the quantitative and verbal portions of the GRE or MCAT. Three letters of recommendation from instructors or supervisors who have had close contact with the applicant during their undergraduate, graduate, clinical, or research training will be required. Applicants will include a personal statement describing their interest in pursuing a career in public health and a discussion of their interest in biostatistics.

## NEW PROGRAM PROPOSAL

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Although no formalized articulation agreements have been signed, initial discussions with the College of Charleston and USC have identified several potential avenues for collaboration. For example, it may be possible for College of Charleston students to take courses during their undergraduate training so that they can more expeditiously earn an MPH degree in Biostatistics. Drs. Vena and Ramakrishnan (MUSC) met with Dr. Lynne Ford (College of Charleston) in the Fall of 2014 to discuss these opportunities.

The DPHS currently has active and productive relationships with other institutions at international, national, state, and local levels. Faculty within our Department have working relationships (e.g. research, instruction, or intervention) with the University of South Carolina Arnold School of Public Health, The Health Services South Carolina Data Warehouse, SC Department of Health and Environmental Control, The Center for Disease Control and Prevention, Environmental Protection Agency, The University of Georgia, The University of North Carolina at Chapel Hill, The Citadel and the College of Charleston and other state and community Institutions. The Department of Public Health Sciences faculty are actively serving on state level initiatives in aging, physical activity, prevention, obesity prevention, cancer prevention and substance abuse prevention. Faculty also are serving professional organizations as editorial board members and reviewers for journals and federal organizations (e.g., CDC, NIH) as grant reviewers. These relationships will provide important opportunities for our students to engage in applied research and evaluation projects.

MUSC would seek to strengthen the current collaborative relationships with the College of Charleston, The Lowcountry Graduate Center, The Citadel, Clemson University, and USC's Arnold School of Public Health. Dr. Vena, DPHS Chair met with the Administrative Council of the USC Arnold School of Public Health and Dean Thomas Chandler on September 10, 2014 to discuss improving and expanding on collaborations in research, instruction and community engagement and service, including cooperation in course offerings, faculty visits, joint retreats, and serving as internship sites for each other's students. We will also reach out to USC-Beaufort to examine how graduates of its recently approved B.S. in Health Promotion may be served by our MPH programs. MUSC and USC will maintain their Memorandum of Understanding for a dual MD/MPH degree (established in 2004). Although this program has not been widely used by MUSC's MD students, primarily due to lack of interest in relocating in order to complete the MPH degree, it does offer the opportunity for interested medical students to complete an MPH degree at USC within one year (vs. two years as currently designed at MUSC), so this option will remain available. With the MPH degree, MUSC will be able to offer a dual degree on its own campus (e.g., MD/MPH, DMD/MPH; PharmD/MPH). Informal discussions with the College of Charleston and USC have identified several potential avenues for collaboration. For example, with the maturity of the MPH program, it may be possible for College of Charleston students to take courses during their undergraduate training so that they can complete the requirement of the MPH degree at an accelerated pace (thus reducing their cost). Dr. Vena and Dr. Ramakrishnan, DPHS Graduate Director met on September 12, 2014 with Dr. Lynne Ford and several representatives from College of Charleston to outline steps for expanding on collaborations in research, instruction and community engagement and service, including cooperation in faculty exchanges, and possible development of the BS/BA-MPH dual degree programs. Several faculty at the College of Charleston are poised to contribute elective courses in qualitative research methods, health communication (including communication campaigns, social media, international and intercultural communication), and social epidemiology.

**NEW PROGRAM PROPOSAL**

**Curriculum**

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

<b>Curriculum by Year</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Biostatistics Methods I	3	Biostatistics Methods II	3	Intro. to Health Systems and Policy	3
Theoretical Foundations of Statistics I	3	Principles of Epidemiology II	3	Intro. to Biomedical Information	3
Principles of Epidemiology I	3	Environmental Health Sciences	3	Spec. Topics in Categorical and Correlated Data Analysis	3
Statistical Computing I	1	Statistical Computing II	1		
Total Semester Hours	10	Total Semester Hours	10	Total Semester Hours	9
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Social and Behavioral Sciences	3	Internship	6		
Public Health Seminar	1	Capstone Project	3		
Elective Coursework	3				
Total Semester Hours	7	Total Semester Hours	9	Total Semester Hours	

Total Credit Hours Required                      45

## NEW PROGRAM PROPOSAL

### Course Descriptions for New Courses

Course Name	Description
BEHH 700 Social and Behavioral Health Sciences: Principles of Health Behavior and Health Promotion	This course introduces MPH students to the principles and practices of the social and behavioral sciences in public health.
BEHH 701 Introduction to Health Systems and Policy	Identify the main components and issues of the organization, financing, and delivery of health sciences within the various domains of public health in the US.
BIOS725 Statistical Computing I	Students learn to use the primary statistical software packages for data manipulation and analysis corresponding to topics covered in Biostatistics Methods I.
BIOS726 Statistical Computing II	Students learn to use the primary statistical software packages for data manipulation and analysis corresponding to topics covered in Biostatistics Methods II.
BIOS 728 Introduction to Biomedical Informatics	Expose students to high performance computing and communications, issues of copyright and database protection word-wide, principles of database design, genetic databases.
BIOS 729 Design and Analysis of Survey Data	Fundamental principles and methods of sampling populations, with primary attention given to simple random sampling, stratified sampling, and cluster sampling.
BIOS 789 Special Topics in categorical and correlated data analysis	Review of binary logistic and probit regression models; conditional and ordinal, multinomial response regression models.
PHS703 Field Placement in Public Health	MPH students complete a field placement in an appropriate public health setting.
PHS704 Capstone Project	All MPH students will participate in a culminating experience which is required for graduation from the program.

**NEW PROGRAM PROPOSAL**

**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Associate Professor 1	Full-Time	Fall Year 1: BIOS700(3), Biostatistics Method I	PhD, UNC, Epid	
Professor 1	Full-Time	Fall Year 1: BIOS706(3), Theoretical Foundations of Statistics I	PhD, Johns Hopkins, Biostat	
Associate Professor 2	Full-Time	Fall Year 1: EPID700(3), Principles of Epidemiology I	PhD, UNC, Epid	
Professor 2	Full-Time	Fall Year 1: BIOS725(1), Statistical Computing I	PhD, Johns Hopkins, Biostat	
Associate Professor 3	Full-Time	Spring Year 1: BIOS701(3), Biostatistics Methods II	PhD, UNC, Epid	
Assistant Professor 1	Full-Time	Spring Year 1: EPID701(3), Principles of Epidemiology II	PhD, Johns Hopkins, Biostat	
Assistant Professor 2	Full-Time	Spring Year 1: ENVH700(3), Environmental Health Sciences	PhD, Monash, Environmental Health	
Professor 3	Full-Time	Spring Year 1: BIOS726(1), Statistical Computing II	PhD, Johns Hopkins, Biostat	
Associate Professor 4	Full-Time	Summer Year 1: BEHH701(3), Introduction to Health Systems & Policy	PhD, UNC, Med. Geography	
Associate Professor 5	Full-Time	Summer Year 1: BIOS728(3), Introduction to Biomedical Informatics	PhD, Vanderbilt, Computer Science	
Professor 4	Full-Time	Fall Year 2: BIOS719(3), Bayesian Biostatistics	PhD, Univ of St. Andrews, Statistics	
Assistant Professor 3	Full-Time	Fall Year 2: BEHH700(3), Social & Behavioral Sciences	PhD, UNC, Behavioral Health	
Professor 5	Full-Time	Fall Year 2: DPHS789-03(1), Public Health Seminar	PhD, SUNY Buffalo, Epid	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

## NEW PROGRAM PROPOSAL

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	1.4	Staff	0.2	Administration	0.0
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### Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

Ten percent of faculty FTE per course will be shifted from research and dedicated to teaching and mentoring students. A program coordinator (staff member) will be hired at 0.2 FTE.

### Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Current library resources are adequate to support the proposed program. The MUSC Library is a database and knowledge center, academic computing support unit, electronic education center, and leader in information planning. Pertinent online resources include the full catalog as well as major biomedical and health-related databases (e.g., MEDLINE, CINAHL, PsycINFO, SciFinder, and PubMed). The library employs over 20 staff, including more than 10 librarians, all with appropriate credentials to assist students, and each college at MUSC has a specific librarian assigned to serve its students.

## NEW PROGRAM PROPOSAL

### Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Students in the proposed program will receive the same student support services as all other MUSC students. These include academic support services (including a Writing Center and the Center for Academic Excellence), health and wellness services; enrollment management services; and extracurricular student programs. There are no additional costs associated with these services.

### Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

It is not anticipated that additional equipment will be necessary. The current computing and data storage equipment will be updated and replaced using the normal acquisition process. DPHS has Full time Information Technology (IT) Support personnel for support staff, faculty and student systems and software. DPHS provides Network access to internet resources, shared department network storage and services as well as access to High Performance Compute Clustering. DPHS IT staff provide software.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Given that anticipated annual enrollment in this program is relatively small, the current physical plant will be adequate to meet the educational needs of the students. The core classes taught to students in this program will be conducted in existing classrooms in Cannon Place, the Bioengineering building, and the Drug Discovery building as needed. These classrooms are all equipped with SmartBoard technology, high definition cameras, high-fidelity projection systems, and all necessary audiovisual equipment.

**NEW PROGRAM PROPOSAL**

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	7,357	7,578	7,805	8,039	8,281	39,060
Faculty and Staff Salaries	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	750	773	796	820	844	3,982
Library Resources	0	0	0	0	0	0
Other*	13,875	8,935	9,203	9,479	9,764	51,257
<b>Total</b>	<b>21,982</b>	<b>17,286</b>	<b>17,804</b>	<b>18,338</b>	<b>18,889</b>	<b>94,299</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	117,030	249,147	289,730	298,410	307,370	1,261,687
Program-Specific Fees	7,425	15,345	17,325	17,325	17,325	74,745
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	0	0	0	0	0
<b>Total</b>	<b>124,455</b>	<b>264,492</b>	<b>307,055</b>	<b>315,735</b>	<b>324,695</b>	<b>1,336,432</b>
<b>Net Total (i.e., Sources of Financing Minus Estimated New Costs)</b>	<b>102,473</b>	<b>247,206</b>	<b>289,251</b>	<b>297,397</b>	<b>305,806</b>	<b>1,242,133</b>

\*Provide an explanation for these costs and sources of financing in the budget justification.

## NEW PROGRAM PROPOSAL

### Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

Implementation of this program will not incur any unique costs or special state appropriations. Tuition and research grants to the faculty will be the primary source of funding. It is anticipated that this proposal will result in a total of \$22,000 of new expenses in year 1 for staff support, supplies and including \$14,000 in other expenses for recruitment and accreditation fees, with the necessary adjustments each year. Faculty salary costs are estimated to be approximately \$116,000 in year 1, \$168,000 in year 2, \$172,000 in year 3, \$177,000 in year 4, and \$183,000 in year 5.(10% FTE per course shifted from research to teaching).

Sources of financing are based on the assumption the mix of in-state to out-of-state students will be approximately 50/50, as has been the case in the College of Graduate Studies over the last three years.

Most of the necessary infrastructure exists now, so there will be few new costs directly associated with the program administration.

## NEW PROGRAM PROPOSAL

### Evaluation and Assessment

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Per university policy, each academic degree program engages in continuous quality improvement through annual self-assessment of performance on program outcomes (PO) and student learning outcomes (SLO). At least every three years, these data drive comprehensive plans for improvement.

PO 1: The program performs well on dashboard indices of quality

Measure 1: Percent of students who graduate within 5 semesters

Description of Measure: The proportion of students who complete the program in 5 semesters.

Criterion/Target: 75%

Measure 2: Percent of students who obtain full-time employment in a relevant field within one year of graduating.

Criterion/Target: 90 %

Individual responsible for reporting data: DPHS

Measure 3: The rate of first-time pass on the MPH certification exam and the biostatistics section of the MPH certification exam.

Criterion/Target: Meet or exceed the National Rate.

PO 2: The program performs well on dashboard indices of satisfaction.

Measure 1: Percent of graduating students who agreed that they would recommend the program to other prospective students.

Criterion/Target: 90 %

Individual responsible for reporting data: DPHS

Measure 2: Percent of graduating students who agreed that the program met their expectation.

Criterion/Target: 90 %

Individual responsible for reporting data: DPHS

**NEW PROGRAM PROPOSAL**

**Student Learning Assessment**

<b>Expected Student Learning Outcomes</b>	<b>Methods of/Criteria for Assessment</b>
Demonstrate a mastery of fundamentals of biostatistics	Measure 1: Percent of students demonstrating comprehensive knowledge by meeting or exceeding the portion of the Master's comprehensive exam grading rubric related to the learning outcome.
	Measure 2: Percent of students demonstrating a mastery of the basic concepts of statistics by meeting or exceeding the portion of the capstone grading rubric for biostatistics.
Demonstrate an understanding of core public health areas	Measure 1: Percent of students demonstrating comprehensive knowledge by meeting or exceeding the portion of the Master's comprehensive exam grading rubric related to the learning outcome.
	Measure 2: Percent of students demonstrating a mastery of the core concepts in areas of public health by meeting or exceeding the portion of the capstone grading rubric for public health.
Demonstrate competency in application of statistical software packages	Measure 1: Percent of students demonstrating software proficiency by meeting or exceeding the portion of the Master's comprehensive exam grading rubric related to the learning outcome.
	Measure 2: Percent of students demonstrating a proficiency in statistical software by meeting or exceeding that portion of the capstone grading rubric.

## NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

<http://ceph.org/constituents/schools/considering/>

The review process for first-time public health program accreditation is approximately three years from the date of the application's acceptance to the date of the Council's official decision, though it may be abbreviated, in consultation with CEPH staff, if special circumstances exist. An accreditation unit that is not accredited by CEPH begins the accreditation review process by submitting an application. We plan to submit an application for review at the June 11-13, 2015 Council meeting. April 28, 2015: All materials due for the June 2015 Council on Education in Public Health meeting. A preliminary self-study would be due by June 2017 followed by a site visit estimated to be in Fall 2017 with anticipated accreditation decision in Spring 2018.

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

The National Board of Public Health Examiners (NBPHE) offers the Certified in Public Health (CPH) credential as the only voluntary core credential for public health professionals.

<https://www.nbphe.org/aboutthecph.cfm>

Candidates must possess the MPH degree in order to take the optional certification exam. We will encourage and support graduates to take the exam.

**NEW PROGRAM PROPOSAL**

**Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

**New Program Proposal  
 Master of Public Health in Epidemiology  
 Medical University of South Carolina**

**Summary**

The Medical University of South Carolina requests approval to offer a program leading to the Master of Public Health in Epidemiology to be implemented in Fall 2015. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal provided that additional information requested is received prior to the Commission meeting. The full program proposal is attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Planning Summary received and posted for comment	6/15/14	Not Applicable
Program Planning Summary considered by ACAP through electronic review	7/30/14	The representative from the University of South Carolina (USC) raised a concern about program duplication and stated that given the current demand for epidemiology, there is no need to add a second program in the state. CHE staff requested that the proposal address in detail the similarities and differences between the proposed program and the program offered by USC as well as better describe the "unique pool" of students from which MUSC will enroll students for the proposed program. CHE staff also encouraged collaboration with both USC and the College of Charleston.
Program Proposal Received	1/5/15	Not Applicable
ACAP Consideration	2/12/15	ACAP members discussed the need for the proposed program. The representative from USC stated that "the curricular programs proposed at MUSC are substantially redundant of the USC programs." The representative also stated that the required courses for the proposed program are virtually identical to the courses in USC's program. The MUSC representative explained that the curriculum is very similar to USC's program because of accreditation standards. The MUSC representative added that the program was designed to complement, not duplicate, the program offered at USC and is a broad-based

Stages of Consideration	Date	Comments
		<p>professional program whereas USC's program is more research-based. The representative from USC also suggested that the projection of 50% non-resident students may not be reasonable given the statement about targeting potential students in the Lowcountry and MUSC faculty and staff. The representative from MUSC explained that the projection is based on the fact that most of the graduate programs offered by MUSC enroll approximately 50% non-resident students. The representative from USC also stated that the projected enrollment for the proposed program seems unrealistic. The representative from MUSC defended the enrollment projections given the demand for the program in the Lowcountry. Representatives from both USC Beaufort and the College of Charleston stated they plan to collaborate with MUSC.</p>
<p>Comments and suggestions from CHE staff sent to the institution</p>	<p>2/17/15</p>	<p>Staff requested that the proposal be revised to include additional information about USC's program and to better address the concerns raised about program duplication; to provide the total credits hours required by the program; to correct inconsistent information about the program's administration; to clarify a statement about certification so that it is clear that candidates must possess the MPH degree in order to take the optional certification exams; and to explain, if applicable, how the MPH program could help to address the rural health services crisis in the state. Staff also requested that information provided as a separate attachment be included in the proposal.</p>
<p>Revised Program Proposal Received</p>	<p>2/24/15</p>	<p>The revised proposal satisfactorily addressed all of the requested revisions.</p>
<p>CAAL Consideration</p>	<p>4/8/15</p>	<p>The Commissioners agreed to discuss the three MPH proposals as a group. Dr. Mark Sothmann discussed the need and demand for the proposed programs, including their importance to the strategic plan of the institution and meeting the needs of the state in terms of population health. The Commissioners discussed the cost of the programs and questioned whether the revenue from enrollment could sustain them. Commissioners also compared the proposed</p>

Stages of Consideration	Date	Comments
		<p>programs to those offered by USC. Dr. John Vena discussed the similarities of the programs, but also emphasized how they focus on addressing different needs. Commissioner Lynn asked a question about access and equity and Dr. Darlene Shaw responded that the university has a strong diversity initiative and was recently recognized nationally for its recruitment of African-Americans. Commissioner Munns asked the USC representative if the concerns raised by USC were addressed. Dr. Kristia Finnigan stated that most of the concerns were addressed, but that USC faculty are still concerned about the two programs recruiting from the same pools of students. Dr. Vena replied that the two institutions will recruit from different pools of students. Commissioners voted to conditionally approve the three programs, provided that MUSC:</p> <ul style="list-style-type: none"> <li>• Identify all potential pools of students and the estimated number of students expected to enroll in the program from each.</li> <li>• Provide evidence that shows concerns raised by USC (specifically, program duplication and the need to have a second programs in all areas) have been addressed.</li> <li>• Present a business case showing that enrollment can sustain the program. Also explain any reallocation of faculty resources and funds (i.e., describe the business model used by MUSC with respect to whether the addition of the program(s) will increase/decrease overall tuition costs at the institution).</li> <li>• Provide information about MUSC's recruitment and retention efforts for underrepresented populations.</li> </ul>
Additional Information Received	4/24/15	The additional information provided by MUSC and USC satisfactorily addressed the questions asked at the CAAL meeting.

CHE  
5/7/2015  
Agenda Item 6.02.A8

**Recommendation**

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Master of Public Health in Epidemiology to be implemented in Fall 2015, provided that additional information requested prior to the Commission meeting satisfactorily responds to questions raised by CAAL.

## NEW PROGRAM PROPOSAL

Name of Institution

Medical University of South Carolina

Name of Program (include concentrations, options, and tracks)

Master of Public Health in Epidemiology

### Program Designation

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

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation

Fall 2015

CIP Code

26.1309

Delivery Site(s)

Medical University of South Carolina

### Delivery Mode

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education  
 100% online  
 Blended (more than 50% online)  
 Other distance education

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

Dr. John Vena

Professor and Founding Chair, Department of Public Health Sciences

843-876-8687

vena@musc.edu

### Institutional Approvals and Dates of Approval

Department of Public Health Sciences MPH Curriculum Committee – 09/05/2014

Department of Public Health Sciences – 10/06/2014

College of Medicine Public Health Committee – 10/14/2014

Deans Council – 10/20/2014

Senior Leadership Council -- 11/18/2014

MUSC Board of Trustees – 12/12/2014

## NEW PROGRAM PROPOSAL

### Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

MUSC proposes an MPH program in Epidemiology. This program is consistent with MUSC's mission as an academic health science center to preserve and optimize human life. The nation's transition to a new healthcare delivery model means that professionals with expertise in prevention and community-based research will be critical to ensuring adequately available healthcare for all and for improving the health of the nation. For MUSC to retain its standing as a premier academic health science center, it must develop expertise, research presence, and practice opportunities in population health and prevention. The proposed MPH in Epidemiology degree program will prepare the next generation of public health scientists and will support MUSC's development in this area.

Students in the MPH Epidemiology program will learn how to evaluate the status of the health of diverse populations and to develop sound plans and strategies to implement them to improve population health.

MUSC is uniquely positioned to deliver this degree program, as it is expected that a substantial portion of the students in this program will be current healthcare providers interested in expanding their knowledge in public health.

In compliance with professional accreditation standards, the curriculum includes core courses (relevant for all MPH degrees) and required and elective courses specifically in Epidemiology.

List the program objectives. (2000 characters)

The following Core Competencies/Objectives are driven by the Association of Schools of Public Health core competency guidelines. (2006)\*

- +Identify key sources of data for epidemiologic purposes.
- +Identify the principles and limitations of public health screening programs.
- +Describe a public health problem in terms of magnitude, person, time and place.
- +Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
- +Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.
- +Apply the basic terminology and definitions of epidemiology.
- +Calculate basic epidemiologic measures.
- +Communicate epidemiologic information to lay and professional audiences.
- +Draw appropriate inferences from epidemiologic data.
- +Evaluate the strengths and limitations of epidemiologic reports.

Another objective is to help fill a growing need for qualified public health professionals to ensure adequate availability of healthcare for all as the nation transitions to a new healthcare delivery model.

Lastly, the program will provide graduates marketable skills for careers in public health in a wide range of settings, including public health agencies, local and regional health departments, hospitals and other healthcare organizations, government regulatory agencies, not-for-profit agencies, academic institutions, and industry (specifically health services and pharmaceutical industries, both of which are growth industries). Graduates with MPH training are equipped to enter careers in current and projected growth areas.

\*ASPH Education Committee. (August 2006). *Master's Degree in Public Health Core Competency Development Project*. <http://www.aspph.org/educate/models/mph-competency-model/>

## NEW PROGRAM PROPOSAL

### Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

MPH Epidemiology graduates are specifically trained in prevention techniques, as compared to a medical model of care, which focuses primarily on treatment. The MPH in Epidemiology degree program aligns with MUSC's mission and its interest in disease prevention, wellness, and population health.

The proposed MPH in Epidemiology will help fill a growing need for qualified public health professionals in the state and the nation, as shown in the following table. There is an expansion of college students with an interest in public health, as evidenced by the expansion of students in majors related to public health. For example, the College of Charleston developed a BS and BA degree in Public Health in 2012, and it already has 250 students enrolled with these declared majors. Finally, MPH programs at medical schools typically enroll a significant number of students from health professionals employed at their institution (e.g., physicians, nurses, allied health providers), as they appreciate that the next era of health care will place greater emphasis on wellness and population health.

There is another accredited and well-respected MPH training program in the state—the Arnold School of Public Health at the University of South Carolina. Per professional accreditation standards outlined by the Council on Education for Public Health (CEPH) for MPH programs, our MPH degree programs will duplicate, by necessity, some of the MPH programs offered at USC. The MPH in Epidemiology is one of the degrees that is also offered at USC.

The proposed MPH in Epidemiology is critical to the mission of MUSC, which is to preserve and optimize human life in South Carolina and beyond. The university provides an inter-professional environment for learning and discovery through education of healthcare professionals and biomedical scientists, research in the health sciences, and provision of comprehensive health care.”

MUSC's standing as a top tier academic health science center will be threatened if it is unable to respond effectively to the challenges of a new era of healthcare and health education. Building a stronger presence in public health sciences—in clinical practice, research, and education—is, therefore, a high priority for the institution. Training the next generation of public health scientists in Epidemiology is an important part of this strategy.

Regarding the MPH Epidemiology degree, USC reports very low enrollment in their program, and thus, their concern that MUSC's program will be an unnecessary duplication is understandable. We posit that on balance, this risk is outweighed by factors that will likely make MUSC's MPH Epidemiology program particularly attractive. First, MUSC has substantial resources and infrastructure available to students interested in Epidemiology. Second, we have a very strong biomedical research enterprise (we are consistently in the top 20% of all universities in the nation and the top 25% among health science institutions in research expenditures and awards, respectively). Because of this, we are likely to attract MPH students especially interested in Epidemiology. Third, our location affords convenience for MUSC healthcare professionals and current MUSC students who would like to pursue training in public health and epidemiology.

There are additional reasons to offer a second MPH training site in the state:

1. Enhancing activity in public health sciences, including providing graduate degrees in public health, is critical to MUSC's mission and its future success
2. Workforce demand is increasing, nationally and in South Carolina, for professionals trained in public health sciences
3. Our neighbor states, Georgia and North Carolina, have multiple institutions accredited to offer

## NEW PROGRAM PROPOSAL

MPH degrees (GA=8; NC=3; see <http://ceph.org/accredited/search/>)

4. The majority of MUSC's peer institutions and all of MUSC's aspirational peer institutions offer MPH degrees

Importantly, MPH programs at medical schools typically enroll a significant number of students from health professionals employed at their institution (e.g., physicians, nurses, allied health professionals, dentists, and pharmacists). We believe there will be considerable demand from these professionals for additional training and credentials in public health so that they can enhance their understanding of how their practice can best meet the public health needs in the future. There is particularly high demand for public health physicians (MD/MPH) to fill executive positions in healthcare enterprise (Training Physicians for Public Health Careers. 2007. The National Academies Press). The fact that the program is located at MUSC, their place of employment, removes one of the primary barriers for enrollment. Inaccessible graduate education for professionals has been one of the main barriers cited in the literature to the production and dissemination of outcomes data. Anecdotally, there have been a substantial number of inquiries to the Chair of the Department of Public Health Sciences regarding when the degree program will be available.

The faculty at DPHS actively collaborate with other institutions in the state (including Clemson, C of C, USC, etc.). For example, DPHS faculty collaborate with biostatisticians, epidemiologists and behavioral scientists at USC and frequently our PhD students include them as committee members. We will continue to extend these collaborations in developing the MPH curriculum so that we could draw from each other's expertise in the common areas and ensure the two programs are not only complementary but also synergistic to each other.

The MPH in Epidemiology is a professional degree and prepares students to lead public health efforts, in addition to developing their expertise in epidemiology and research methods. An advantage of offering this uniquely professional degree in Epidemiology is that some of the required courses for MPH already are in place. Currently, no MPH degree programs exist at MUSC.

In addition to complementing other degree programs at the institution, the MPH in Epidemiology can leverage valuable resources at MUSC. For example, MUSC has one of only 60 national Clinical and Translational Science Awards (CTSA). The CTSA provides a platform for work in a wide range of disciplines and approaches that inform public health science research and practice, including bioinformatics, community engaged research, research integrity and ethics, basic and applied research, and translational research. In addition, MUSC's Center for Global Health, MUSC's Center for Health Disparities, MUSC's Hollings Cancer Center Cancer Prevention and Control Program, and MUSC's Biomedical Informatics Center which each include faculty from the DPHS offer rich experiential learning opportunities for MPH Epidemiology students. MPH Epidemiology students will also benefit from close collaborations with the James B. Edwards College of Dental Medicine which now includes a Division of Population Health.

Given the rural health services crisis in the state, it is important to note that the proposed MPH in Epidemiology will help to address this particular challenge by teaching information specific to rural health. The Department of Public Health Sciences has recruited Amy B. Martin, DrPH as a dual appointed faculty member. Dr. Martin is an Associate Professor in the James B. College of Dental Medicine and Director of its Division of Population Health. She serves as the faculty expert on rural health systems and rural public health. In addition to her 10 years of academic research in the area, she is previously the Associate Director for the SC Office of Rural Health and Director of Education for Bamberg County Hospital. She is currently on the Appalachian Regional Commission's Health Policy Council and supports the Federal Office of Rural Health Policy and the White House Rural Commission's efforts to cultivate public-private partnerships for addressing rural health. Dr. Martin is advising the Department Chair on how rural priorities can be integrated into the MPH programs through research, curriculum, experiential learning opportunities, and community engagement.

Dr. Martin developed a course at USC, "Rural Health Perspectives," for which she won the National Delta Omega Award for Innovations in Public Health Curriculum. She will teach it simultaneously for both USC and MUSC campuses using an inter-professional, inter-institutional format. The course provides an overview on the analysis of issues as well as the demographic, economic, and political forces affecting

## NEW PROGRAM PROPOSAL

health care delivery systems in rural America. Students examine the structure of federal and state public health programs that impact rural health. Course objectives include:

- 1) Identify key policy issues that set rural populations apart from urban populations.
- 2) Describe the national infrastructure for the funding, regulation, and administration of rural health program.
- 3) Describe the state infrastructure for facilitating rural health programs.
- 4) Identify the components of the rural health care system at the local community level.
- 5) Describe the opportunities and barriers for recruiting health care providers to rural areas.
- 6) Identify the safety net providers in rural communities and describe their contributions to the system of care.
- 7) Describe the access to care considerations for rural America.
- 8) Describe the issues faced by special populations in rural communities.

In addition to course work, Dr. Martin brings a vast network of community-based rural health partners with whom students can conduct experiential learning opportunities through special projects or practica.

### Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

## NEW PROGRAM PROPOSAL

<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>
US: Community Health Workers	2012:40,500/ 2022:50,700	2,080 annual openings	Bureau of Labor Statistics
US: Environmental Scientists & Specialists, Including Health	2012:90,000/ 2022:103,000	3,970 annual openings	Bureau of Labor Statistics
US: Epidemiologists	2012:5,100/ 2022:5,700	160 annual openings	Bureau of Labor Statistics
US: Social & Community Service Managers	2012:132,900/ 2022: 160,600	5,510 annual openings	Bureau of Labor Statistics
SC: Community Health Workers	2012:460/ 2022: 580	20 annual openings	SC Emp. Sec. Commission
SC: Environmental Scientists & Specialists, Including Health	2012:610/ 2022: 750	30 annual openings	SC Emp. Sec. Commission
SC: Epidemiologists	2012:40/ 2022:50	10 annual openings	SC Emp. Sec. Commission
SC: Social & Community Service Managers	2012:1,570/ 2022:1,980	80 annual openings	SC Emp. Sec. Commission

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

The proposed MPH in Epidemiology is a broad professional degree that will provide graduates marketable skills for careers in public health in a wide range of settings, including public health agencies, local and regional health departments, hospitals and other healthcare organizations, government regulatory agencies, not-for-profit agencies, academic institutions, and industry (specifically health services and pharmaceutical industries, both of which are growth industries). Graduates with MPH training are equipped to enter careers in current and projected growth areas.

MPH programs at medical schools typically enroll a significant number of students from health professionals employed at their institution (e.g., physicians, nurses, allied health professionals, dentists, and pharmacists). We believe there will be considerable demand from these professionals for additional training and credentials in public health so that they can enhance their understanding of how their practice can best meet the public health needs in the future. There is particularly high demand for public health physicians (MD/MPH) to fill executive positions in healthcare enterprise (Training Physicians for Public Health Careers. 2007. The National Academies Press). The fact that the program is located at MUSC, their place of employment, removes one of the primary barriers for enrollment.

## NEW PROGRAM PROPOSAL

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

**Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.**

## NEW PROGRAM PROPOSAL

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

Yes

No

If yes, explain. (500 characters)

The proposed MPH provides a natural extension to graduates of public health undergraduate programs in the vicinity (e.g. CofC). Moreover, once an MPH program is developed at MUSC, dual degree programs could be developed such as BS/MPH (with CofC, for example), MD/MPH, PharmD/MPH, DPT/MPH (with other colleges at MUSC), etc. In addition, there is a need for medical graduate training opportunities for residents (n=700) and fellows especially in infectious disease, cardiology, and pediatrics.

MUSC has an MS in Epidemiology that will remain and the proposed MPH has a different focus in application of epidemiology in public health. Therefore, the MPH will have no expected impact on the MS degree.

**NEW PROGRAM PROPOSAL**

**List of Similar Programs in South Carolina**

Program Name	Institution	Similarities	Differences
MPH in Epidemiology	Arnold School of Public Health - USC	Core coursework	Electives, student mix likely to include more health professionals. Having both programs operating simultaneously will yield better research, training and public health outcomes than what will be achieved by each of the two schools independently. As explained below, while both MUSC's and USC's degree programs will offer core competencies in the public health sciences, MUSC's program will differ from USC's in three ways— (1) we will target our enrollment to a different pool of students, ours consisting largely of current healthcare professionals, current healthcare students, and individuals who are especially interested in applied public health research using our medical informatics, and unique clinical and translational research resources;(2) MUSC includes electives (see coursework table) that focus on inter-professional collaboration with healthcare providers and which address public health issues in the Lowcountry, especially Coastal Carolina; and (3) targeted undergraduate students are from the Lowcountry and Coastal South Carolina most of whom are within 50 miles radius from MUSC. This geographical proximity has an added advantage of reducing the cost of living for many of the students through short commute times and living with parents and family members.

## NEW PROGRAM PROPOSAL

### Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-16	10	90	10	90	10	90
2016-17	24	216	24	216	14	126
2017-18	29	261	29	261	15	135
2018-19	30	270	30	270	15	135
2019-20	30	270	30	270	15	135

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

Yes

No

If yes, explain. (1000 characters)

Applicants must possess a Bachelor's degree from an accredited institution and have a strong academic record (it is expected that a GPA of 3.0 on a 4.0 scale will be necessary to be competitive). The applicant will be required to provide official transcripts. Applicants may have a background in public health, social sciences, basic sciences, or physical sciences including computing, mathematics, and engineering. Applicants must submit scores on the quantitative and verbal portions of the GRE or MCAT. Three letters of recommendation from instructors or supervisors who have had close contact with the applicant during their undergraduate, graduate, clinical, or research training will be required. Applicants will include a personal statement describing their interest in pursuing a career in public health and a discussion of their interest in epidemiology.

## NEW PROGRAM PROPOSAL

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Although no formalized articulation agreements have been signed, initial discussions with the College of Charleston and USC have identified several potential avenues for collaboration. For example, it may be possible for College of Charleston students to take courses during their undergraduate training so that they can more expeditiously earn an MPH degree in Epidemiology. Drs. Vena and Ramakrishnan (MUSC) met with Dr. Lynne Ford (College of Charleston) in the Fall of 2014 to discuss these opportunities.

The DPHS currently has active and productive relationships with other institutions at international, national, state, and local levels. Faculty within our Department have working relationships (e.g. research, instruction, or intervention) with the University of South Carolina Arnold School of Public Health, The Health Services South Carolina Data Warehouse, SC Department of Health and Environmental Control, The Center for Disease Control and Prevention, Environmental Protection Agency, The Veterans Health Administration, The University of Georgia, The University of North Carolina at Chapel Hill, North Carolina State University, The Citadel and the College of Charleston and other state and community Institutions. The Department of Public Health Sciences faculty are actively serving on state level initiatives in aging, physical activity, prevention, obesity prevention, cancer prevention and substance abuse prevention. Faculty are also serving professional organizations as editorial board members and reviewers for journals and federal organizations (e.g., CDC, NIH, VHA) as grant reviewers. These relationships will provide important opportunities for our students to engage in applied research and evaluation projects.

MUSC would seek to strengthen the current collaborative relationships with the College of Charleston, The Lowcountry Graduate Center, The Citadel, Coastal Carolina University, Clemson University, and USC's Arnold School of Public Health. Dr. Vena, DPHS Chair met with the Administrative Council of the USC Arnold School of Public Health and Dean Thomas Chandler on September 10, 2014 to discuss improving and expanding on collaborations in research, instruction and community engagement and service, including cooperation in course offerings, faculty visits, joint retreats, and serving as internship sites for each other's students. We will also reach out to USC-Beaufort to examine how graduates of its recently approved B.S. in Health Promotion may be served by our MPH programs. MUSC and USC will maintain their Memorandum of Understanding for a dual MD/MPH degree (established in 2004). Although this program has not been widely used by MUSC's MD students, primarily due to lack of interest in relocating in order to complete the MPH degree, it does offer the opportunity for interested medical students to complete an MPH degree at USC within one year (vs. two years as currently designed at MUSC), so this option will remain available. With the MPH degree, MUSC will be able to offer a dual degree on its own campus (e.g., MD/MPH, DMD/MPH; PharmD/MPH). Informal discussions with the College of Charleston and USC have identified several potential avenues for collaboration. For example, with the maturity of the MPH program, it may be possible for College of Charleston students to take courses during their undergraduate training so that they can complete the requirement of the MPH degree at an accelerated pace (thus reducing their cost). Dr. Vena and Dr. Ramakrishnan, DPHS Graduate Director met on September 12, 2014 with Dr. Lynne Ford and several representatives from College of Charleston to outline steps for expanding on collaborations in research, instruction and community engagement and service, including cooperation in course offerings, faculty exchanges, and possible development of the BS/BA-MPH dual degree programs. Several faculty at the College of Charleston are poised to contribute elective courses in qualitative research methods, health communication (including communication campaigns, social media, international and intercultural communication), and social epidemiology.

**NEW PROGRAM PROPOSAL**

**Curriculum**

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

<b>Curriculum by Year</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Biostatistics Methods I	3	Biostatistics Methods II	3	Design & Cond. Field Epidemiology	3
Introduction to Public Health	2	Principles of Epidemiology II	3	Environ. Health Sci.	3
Principles of Epidemiology I	3	Social and Behavioral Sciences	3	Elective Coursework	3
Statistical Computing I	1	Statistical Computing II	1		
Total Semester Hours	9	Total Semester Hours	10	Total Semester Hours	9
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Intro. to Health Systems & Policy	3	Internship	6		
Public Health Seminar	1	Capstone Project	3		
Elective Coursework	4				
Total Semester Hours	8	Total Semester Hours	9	Total Semester Hours	

Total Credit Hours Required                      45

## NEW PROGRAM PROPOSAL

### Course Descriptions for New Courses

Course Name	Description
BEHH 700 Social and Behavioral Health Sciences: Principles of Health Behavior and Health Promotion	This course introduces MPH students to the principles and practices of the social and behavioral sciences in public health.
BEHH 701 Introduction to Health Systems and Policy	Identify the main components and issues of the organization, financing, and delivery of health sciences within the various domains of public health in the US.
BIOS722 Analysis of Survival Data	This is an introductory course in theory and application of analytic methods for time-to-event data.
BIOS725 Statistical Computing I	Students learn to use the primary statistical software packages for data manipulation and analysis corresponding to topics covered in Biostatistics Methods I.
BIOS726 Statistical Computing II	Students learn to use the primary statistical software packages for data manipulation and analysis corresponding to topics covered in Biostatistics Methods II.
EPID/GH703 Global Health Epidemiology	This course provides essential methodological skills and strategies of interventions based on epidemiological principles in a global setting.
PHS703 Field Placement in Public Health	MPH students complete a field placement in an appropriate public health setting.
PHS704 Capstone Project	All MPH students will participate in a culminating experience which is required for graduation from the program.

**NEW PROGRAM PROPOSAL**

**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Associate Professor 1	Full-Time	Fall Year 1: EPID700(3) Principles of Epidemiology I	PhD, UNC, Epid	
Associate Professor 2	Full-Time	Fall Year 1: BIOS700(3) Biostatistics Methods I	PhD, MUSC, Biostat	
Professor 1	Full-Time	Fall Year 1: EPID789-05(2) Introduction to Pub. Health	DrPH, USC, Epid & Biostat	
Professor 2	Full-Time	Fall Year 1: BIOS725(1) Stat. Computing I	PhD, Johns Hopkins, Biostat	
Associate Professor 3	Full-Time	Spring Year 1: BIOS701(3) Biostatistics Methods II	PhD, MUSC, Biostat	
Associate Professor 4	Full-Time	Spring Year 1: EPID701(3) Principles of Epidemiology II	PhD, MUSC, Biostat	
Assistant Professor 1	Full-Time	Spring Year 1: BEHH 700(3) Social & Behavioral Health Sciences	PhD, Johns Hopkins, Biostat	
Professor 3	Full-Time	Spring Year 1: BIOS726(1) Statistical Computing II	PhD, UNC, Behav. Health	
Assistant Professor 2	Full-Time	Summer Year 1: ENVH 700(3) Environmental Health Science	PhD, Monash, Env. Health	
Professor 4	Full-Time	Summer Year 1: EPID 738(3) Design & Conduct, Field Epidemiology	PhD, Johns Hopkins, Epid	
Assistant Professor 3	Full-Time	Summer Year 1: EPID712(3) Cancer Epidemiology	PhD, Dartmouth, Epid	
Associate Professor 5	Full-Time	Fall Year 2: BEHH701(3) Introduction to Health Systems & Policy	PhD, UNC, Med. Geog.	
Professor 5	Full-Time	Fall Year 2: DPHS789-03(1) Public Health Seminar	PhD, SUNY Buffalo, Epid	
Assist./Assoc./Prof.	Full-Time	Fall Year 2: Elective Coursework(4)	Varies by elective taken	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

## NEW PROGRAM PROPOSAL

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	1.4	Staff	0.2	Administration	0.0
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### Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

Ten percent of faculty FTE per course will be shifted from research and dedicated to teaching and mentoring students. A program coordinator (staff member) will be hired at 0.2 FTE.

### Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Current library resources are adequate to support the proposed program. The MUSC Library is a database and knowledge center, academic computing support unit, electronic education center, and leader in information planning. Pertinent online resources include the full catalog as well as major biomedical and health-related databases (e.g., MEDLINE, CINAHL, PsycINFO, SciFinder, and PubMed). The library employs over 20 staff, including more than 10 librarians, all with appropriate credentials to assist students, and each college at MUSC has a specific librarian assigned to serve its students.

## **NEW PROGRAM PROPOSAL**

### **Student Support Services**

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Students in the proposed program will receive the same student support services as all other MUSC students. These include academic support services (including a Writing Center and the Center for Academic Excellence), health and wellness services; enrollment management services; and extracurricular student programs. There are no additional costs associated with these services.

### **Physical Resources**

Identify any new instructional equipment needed for the proposed program. (500 characters)

It is not anticipated that additional equipment will be necessary. The current computing and data storage equipment will be updated and replaced using the normal acquisition process. DPHS has Full time Information Technology (IT) Support personnel for support staff, faculty and student systems and software. DPHS provides Network access to internet resources, shared department network storage and services as well as access to High Performance Compute Clustering. DPHS IT staff provide software.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Given that anticipated annual enrollment in this program is relatively small, the current physical plant will be adequate to meet the educational needs of the students. The core classes taught to students in this program will be conducted in existing classrooms in Cannon Place, the Bioengineering building, and the Drug Discovery building as needed. These classrooms are all equipped with SmartBoard technology, high definition cameras, high-fidelity projection systems, and all necessary audiovisual equipment.

**NEW PROGRAM PROPOSAL**

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	7,357	7,578	7,805	8,039	8,281	39,060
Faculty and Staff Salaries	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	750	773	796	820	844	3,982
Library Resources	0	0	0	0	0	0
Other*	13,875	8,935	9,203	9,479	9,764	51,257
<b>Total</b>	<b>21,982</b>	<b>17,286</b>	<b>17,804</b>	<b>18,338</b>	<b>18,889</b>	<b>94,299</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	234,060	498,294	604,294	639,450	658,650	2,634,748
Program-Specific Fees	14,850	30,690	36,135	37,125	37,125	155,925
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	0	0	0	0	0
<b>Total</b>	<b>248,910</b>	<b>528,984</b>	<b>640,429</b>	<b>676,575</b>	<b>695,775</b>	<b>2,790,673</b>
<b>Net Total (i.e., Sources of Financing Minus Estimated New Costs)</b>	<b>226,928</b>	<b>511,698</b>	<b>622,625</b>	<b>658,237</b>	<b>676,886</b>	<b>2,696,374</b>

\*Provide an explanation for these costs and sources of financing in the budget justification.

## NEW PROGRAM PROPOSAL

### Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

Implementation of this program will not incur any unique costs or special state appropriations. Tuition and research grants to the faculty will be the primary source of funding. It is anticipated that this proposal will result in a total of \$22,000 of new expenses in year 1 for staff support, supplies and including \$14,000 in other expenses for recruitment and accreditation fees, with the necessary adjustments each year. Faculty salary costs are estimated to be approximately \$116,000 in year 1, \$168,000 in year 2, \$172,000 in year 3, \$177,000 in year 4, and \$183,000 in year 5. (10% FTE per course shifted from research to teaching).

Sources of financing are based on the assumption the mix of in-state to out-of-state students will be approximately 50/50, as has been the case in the College of Graduate Studies over the last three years.

Most of the necessary infrastructure exists now, so there will be few new costs directly associated with the program administration.

## NEW PROGRAM PROPOSAL

### Evaluation and Assessment

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Per university policy, each academic degree program engages in continuous quality improvement through annual self-assessment of performance on program outcomes (PO) and student learning outcomes (SLO). At least every three years, these data drive comprehensive plans for improvement.

PO1: The program performs well on dashboard indices of quality.

Measure 1: The proportion of students who complete the program in 5 semesters.

Target: 75%

Source: Office of Enrollment Management records

Measure 2: Percent of students who obtain full-time employment in a relevant field within one year of graduating.

Target: 90%

Measure 3: The rate of first-time pass on the MPH certification exam

Target: Meet or exceed the National Rate.

Source: National certification office report of results

PO 2: The program performs well on dashboard indices of satisfaction.

Measure 1: Percent of graduating students who agreed that they would recommend the program to other prospective students.

Target: 90%

Source: Graduating student exit survey

Measure 2: Percent of graduating students who agreed that the program met their expectation.

Target: 90%

Source: Graduating student exit survey

**NEW PROGRAM PROPOSAL**

**Student Learning Assessment**

<b>Expected Student Learning Outcomes</b>	<b>Methods of/Criteria for Assessment</b>
Demonstrate a mastery of fundamentals of epidemiology	Measure 1: Percent of students demonstrating a mastery of the fundamentals of epidemiology by meeting or exceeding expectations for that portion of the Master's Comprehensive Exam grading rubric.
	Measure 2: Percent of students demonstrating a mastery of the fundamentals of epidemiology by meeting or exceeding the portion of the capstone grading rubric.
Demonstrate an understanding of core public health areas	Measure 1: Percent of students demonstrating a comprehensive knowledge of core public health areas by meeting or exceeding that portion of the Master's comprehensive exam grading rubric.
	Measure 2: Percent of students demonstrating a mastery of the core concepts in areas of public health by meeting or exceeding that portion of the capstone grading rubric.
Demonstrate competency in application of epidemiology concepts and analytic approaches	Measure 1: Percentage of students demonstrating the ability to design studies, manage data, and apply analytic software by meeting or exceeding that portion of the Master's comprehensive exam grading rubric.
	Measure 2: Percent of students demonstrating the ability to independently and correctly obtain and analyze data relating to their capstone project by meeting or exceeding that portion of the capstone grading rubric.

## NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

<http://ceph.org/constituents/schools/considering/>

The review process for first-time public health program accreditation is approximately three years from the date of the application's acceptance to the date of the Council's official decision, though it may be abbreviated, in consultation with CEPH staff, if special circumstances exist. An accreditation unit that is not accredited by CEPH begins the accreditation review process by submitting an application. We plan to submit an application for review at the June 11-13, 2015 Council meeting. April 28, 2015: All materials due for the June 2015 Council on Education in Public Health meeting. A preliminary self-study would be due by June 2017 followed by a site visit estimated to be in Fall 2017 with anticipated accreditation decision in Spring 2018.

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

The National Board of Public Health Examiners (NBPHE) offers the Certified in Public Health (CPH) credential as the only voluntary core credential for public health professionals.

<https://www.nbphe.org/aboutthecph.cfm>

Candidates must possess the MPH degree in order to take the optional certification exam. We will encourage and support graduates to take the exam.

**NEW PROGRAM PROPOSAL**

**Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

**New Program Proposal  
 Master of Public Health in Health Behavior and Health Promotion  
 Medical University of South Carolina**

**Summary**

The Medical University of South Carolina requests approval to offer a program leading to the Master of Public Health in Health Behavior and Health Promotion to be implemented in Fall 2015. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal provided that additional information requested is received prior to the Commission meeting. The full program proposal is attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Planning Summary received and posted for comment	6/15/14	Not Applicable
Program Planning Summary considered by ACAP through electronic review	7/30/14	The representative from the University of South Carolina (USC) raised a concern about program duplication. The USC representative acknowledged that the demand for health behavior and health promotion is somewhat large statewide, but claimed USC's program is comfortably meeting it. The representative also stated that USC has committed substantial resources to developing the MPH in Health Promotion, Education and Behavior as an online program and therefore has the capacity for increased enrollment, so location cannot be cited as a barrier. CHE staff requested that the proposal address in detail the similarities and differences between the proposed program and the program offered by USC as well as better describe the "unique pool" of students from which MUSC will enroll students for the proposed program. CHE staff also encouraged collaboration with both USC and the College of Charleston.
Program Proposal Received	1/5/15	Not Applicable
ACAP Consideration	2/12/15	ACAP members discussed the need for the proposed program. The representative from USC stated that "the curricular programs proposed at MUSC are substantially redundant of the USC programs." The representative also stated that the required courses for the proposed program are virtually identical to the courses in USC's program. The MUSC representative explained that the

Stages of Consideration	Date	Comments
		<p>curriculum is very similar to USC's program because of accreditation standards. The MUSC representative added that the program was designed to complement, not duplicate, the program offered at USC and is a broad-based professional program whereas USC's program is more research-based. The representative from USC also suggested that the projection of 50% non-resident students may not be reasonable given the statement about targeting potential students in the Lowcountry and MUSC faculty and staff. The representative from MUSC explained that the projection is based on the fact that most of the graduate programs offered by MUSC enroll approximately 50% non-resident students. Representatives from both USC Beaufort and the College of Charleston stated they plan to collaborate with MUSC.</p>
<p>Comments and suggestions from CHE staff sent to the institution</p>	<p>2/17/15</p>	<p>Staff requested that the proposal be revised to include additional information about USC's program and to better address the concerns raised about program duplication; to provide the total credits hours required by the program; to correct inconsistent information about the program's administration; to clarify a statement about certification so that it is clear that candidates must possess the MPH degree in order to take the optional certification exams; and explain, if applicable, how the MPH program could help to address the rural health services crisis in the state. Staff also requested that information provided as a separate attachment be included in the proposal.</p>
<p>Revised Program Proposal Received</p>	<p>2/24/15</p>	<p>The revised proposal satisfactorily addressed all of the requested revisions.</p>
<p>CAAL Consideration</p>	<p>4/8/2015</p>	<p>The Commissioners agreed to discuss the three MPH proposals as a group. Dr. Mark Sothmann discussed the need and demand for the proposed programs, including their importance to the strategic plan of the institution and meeting the needs of the state in terms of population health. The Commissioners discussed the cost of the programs and questioned whether the revenue from enrollment could sustain them. Commissioners also compared the proposed programs to those offered by USC. Dr. John Vena discussed the similarities of the programs, but also emphasized how they focus on addressing different needs. Commissioner Lynn asked a</p>

Stages of Consideration	Date	Comments
		<p>question about access and equity and Dr. Darlene Shaw responded that the university has a strong diversity initiative and was recently recognized nationally for its recruitment of African-Americans. Commissioner Munns asked the USC representative if the concerns raised by USC were addressed. Dr. Kristia Finnigan stated that most of the concerns were addressed, but that USC faculty are still concerned about the two programs recruiting from the same pools of students. Dr. Vena replied that the two institutions will recruit from different pools of students. Commissioners voted to conditionally approve the three programs, provided that MUSC:</p> <ul style="list-style-type: none"> <li>• Identify all potential pools of students and the estimated number of students expected to enroll in the program from each.</li> <li>• Provide evidence that shows concerns raised by USC (specifically, program duplication and the need to have a second programs in all areas) have been addressed.</li> <li>• Present a business case showing that enrollment can sustain the program. Also explain any reallocation of faculty resources and funds (i.e., describe the business model used by MUSC with respect to whether the addition of the program(s) will increase/decrease overall tuition costs at the institution).</li> <li>• Provide information about MUSC's recruitment and retention efforts for underrepresented populations.</li> </ul>
Additional Information Received	4/24/15	The additional information provided by MUSC and USC satisfactorily addressed the questions asked at the CAAL meeting.

**Recommendation**

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Master of Public Health in Health Behavior and Health Promotion to be implemented in Fall 2015, provided that additional information requested prior to the Commission meeting satisfactorily responds to questions raised by CAAL.

## NEW PROGRAM PROPOSAL

### Name of Institution

Medical University of South Carolina

### Name of Program (include concentrations, options, and tracks)

Master of Public Health in Health Behavior and Health Promotion

### Program Designation

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

### Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

### Proposed Date of Implementation

Fall 2015

### CIP Code

51.2207

### Delivery Site(s)

Medical University of South Carolina

### Delivery Mode

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education  
 100% online  
 Blended (more than 50% online)  
 Other distance education

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

Dr. John Vena  
Professor and Founding Chair, Department of Public Health Sciences  
843-876-8687  
vena@musc.edu

### Institutional Approvals and Dates of Approval

Department of Public Health Sciences MPH Curriculum Committee – 09/05/2014  
Department of Public Health Sciences – 10/06/2014  
College of Medicine Public Health Committee – 10/14/2014  
Deans Council – 10/20/2014  
Senior Leadership Council -- 11/18/2014  
MUSC Board of Trustees – 12/12/2014

## NEW PROGRAM PROPOSAL

### Background Information

State the nature and purpose of the proposed program, including target audience and centrality to institutional mission. (1500 characters)

MUSC proposes an MPH program in Health Behavior and Health Promotion. This program is consistent with MUSC's mission as an academic health science center to preserve and optimize human life. The nation's transition to a new healthcare delivery model means that professionals with expertise in prevention and community-based research will be critical to ensuring adequately available healthcare for all and for improving the health of the nation. For MUSC to retain its standing as a premier academic health science center, it must develop expertise, research presence, and practice opportunities in population health and prevention. The proposed MPH in Health Behavior and Health Promotion degree program will prepare the next generation of public health scientists and will support MUSC's development in this area.

Students in the MPH Health Behavior and Health Promotion program will learn how to evaluate the status of the health of diverse populations and to develop sound plans and strategies to implement them to improve population health.

MUSC is uniquely positioned to deliver this degree program, as it is expected that a substantial portion of the students in this program will be current healthcare providers interested in expanding their knowledge in public health.

In compliance with professional accreditation standards, the curriculum includes core courses (relevant for all MPH degrees) and required and elective courses specifically in Health Behavior and Health Promotion.

List the program objectives. (2000 characters)

The following Core Competencies/Objectives are driven by the Association of Schools of Public Health core competency guidelines.(2006)\*

- +Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
- +Identify the causes of social and behavioral factors that affect health of individuals and populations.
- +Identify individual, organizational and community concerns, assets resources and deficits for social and behavioral science interventions.
- +Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
- +Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
- +Describe the role of social and community factors in both the onset and solution of public health problems.
- +Describe the merits of social and behavioral science interventions and policies.
- +Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
- +Apply ethical principles to public health program planning, implementation and evaluation.
- +Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

Another objective is to help fill a growing need for qualified public health professionals to ensure adequate availability of healthcare for all as the nation transitions to a new healthcare delivery model. Lastly, the program will provide graduates marketable skills for careers in public health in a wide range of settings, including public health agencies, local and regional health departments, hospitals and other healthcare organizations, government regulatory agencies, not-for-profit agencies, academic institutions, and industry (specifically health services and pharmaceutical industries, both of which are growth industries). Graduates with MPH training are equipped to enter careers in current and projected growth areas.

\*ASPH Education Committee. (August 2006). *Master's Degree in Public Health Core Competency Development Project*. <http://www.aspph.org/educate/models/mph-competency-model/>

## NEW PROGRAM PROPOSAL

### Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable. (1500 characters)

MPH Health Behavior and Health Promotion graduates are specifically trained in prevention techniques, as compared to a medical model of care, which focuses primarily on treatment. The MPH in Health Behavior and Health Promotion degree program aligns with MUSC's mission and its interest in disease prevention, wellness, and population health.

The proposed MPH in Health Behavior and Health Promotion will help fill a growing need for qualified public health professionals in the state and the nation, as shown in the following table. There is an expansion of college students with an interest in public health, as evidenced by the expansion of students in majors related to public health. For example, the College of Charleston developed a BS and BA degree in Public Health in 2012, and it already has 250 students enrolled with these declared majors. Finally, MPH programs at medical schools typically enroll a significant number of students from health professionals employed at their institution (e.g., physicians, nurses, allied health providers), as they appreciate that the next era of health care will place greater emphasis on wellness and population health.

There is another accredited and well-respected MPH training program in the state—the Arnold School of Public Health at the University of South Carolina. Per professional accreditation standards outlined by the Council on Education for Public Health (CEPH) for MPH programs, our MPH degree programs will duplicate, by necessity, some of the MPH programs offered at USC. The MPH in Health Behavior and Health Promotion is one of the degrees that is also offered at USC.

The proposed MPH in Health Behavior and Health Promotion is critical to mission of MUSC, which is to preserve and optimize human life in South Carolina and beyond. The university provides an inter-professional environment for learning and discovery through education of healthcare professionals and biomedical scientists, research in the health sciences, and provision of comprehensive health care.”

MUSC's standing as a top tier academic health science center will be threatened if it is unable to respond effectively to the challenges of a new era of healthcare and health education. Building a stronger presence in public health sciences—in clinical practice, research, and education—is, therefore, a high priority for the institution. Training the next generation of public health scientists in Health Behavior and Health Promotion is an important part of this strategy.

Regarding the MPH Health Behavior and Health Promotion degree, USC 's concern that MUSC's program will be an unnecessary duplication is understandable. We posit that on balance, this risk is outweighed by factors that will likely make MUSC's MPH Health Behavior and Health Promotion program particularly attractive. First, MUSC has substantial resources and infrastructure available to students interested in Health Behavior and Health Promotion (as described above). Second, we have a very strong biomedical research enterprise (we are consistently in the top 20% of all universities in the nation and the top 25% among health science institutions in research expenditures and awards, respectively). Because of this, we are likely to attract MPH students especially interested in Health Behavior and Health Promotion. Third, our location affords convenience for MUSC healthcare professionals and current MUSC students who would like to pursue traditional in-class training in public health and health behavior and health promotion. We will refer students interested in on-line training in Health Behavior to the USC on-line program.

There are additional reasons to offer a second MPH training site in the state:

1. Enhancing activity in public health sciences, including providing graduate degrees in public health, is critical to MUSC's mission and its future success
2. Workforce demand is increasing, nationally and in South Carolina, for professionals trained in public health sciences

## NEW PROGRAM PROPOSAL

3. Our neighbor states, Georgia and North Carolina, have multiple institutions accredited to offer MPH degrees (GA=8; NC=3; see <http://ceph.org/accredited/search/>)
4. The majority of MUSC's peer institutions and all of MUSC's aspirational peer institutions offer MPH degrees

Importantly, MPH programs at medical schools typically enroll a significant number of students from health professionals employed at their institution (e.g., physicians, nurses, allied health professionals, dentists, and pharmacists). We believe there will be considerable demand from these professionals for additional training and credentials in public health so that they can enhance their understanding of how their practice can best meet the public health needs in the future. There is particularly high demand for public health physicians (MD/MPH) to fill executive positions in healthcare enterprise (Training Physicians for Public Health Careers, 2007. The National Academies Press). While the USC Arnold School of Public Health MPH programs offer one option for physicians seeking an MPH, the existence of a MPH program located at MUSC, their place of employment, removes one of the primary barriers for in class enrollment by physicians. Inaccessible graduate education for professionals has been one of the main barriers cited in the literature to the production and dissemination of outcomes data. MUSC offers other academic opportunities for physicians and other health care professionals seeking an MPH in Health Behavior and Health Promotion. For example, two Hollings Cancer Center sponsored programs, the Tobacco Research Interest Group and the Cancer Control Program offer faculty and students from across the MUSC campus opportunities to participate in research and training programs in health behavior, addiction sciences, tobacco dependence and treatment, health disparities, and cancer survivorship. The South Carolina Clinical and Translational Research Institute support numerous opportunities for education and training in community-engaged research. These unique resources also include opportunities to participate in specific programs, such as the MUSC Weight Management Center that target major public health behavior and health promotion targets such as obesity. Anecdotally, there have been a substantial number of inquiries to the Chair of the Department of Public Health Sciences regarding when the degree program will be available.

The faculty at DPHS actively collaborate with other institutions in the state (including, Clemson, C of C, USC, etc.). For example, DPHS faculty collaborate with social and behavioral scientists, biostatisticians and epidemiologists at USC and frequently our PhD students include them as committee members. We will continue to extend these collaborations in developing the MPH curriculum so that we draw from each other's expertise in the common areas and ensure the two programs are not only complementary but also synergistic to each other.

The MPH in Health Behavior and Health Promotion is a professional degree and prepares students to lead health behavior and health promotion efforts, in addition to developing their expertise in health behavior, health promotion, program planning and evaluation, and research methods. In addition, an advantage of offering this uniquely professional degree in Health Behavior and Health Promotion is that some of the required courses for the MPH already are in place. Currently, no MPH degree programs exist at MUSC.

In addition to complementing other degree programs at the institution, the MPH in Health Behavior and Health Promotion can leverage valuable resources at MUSC. For example, MUSC is one of only 60 national Clinical and Translational Science Awards (CTSA) centers. The CTSA, known as the SC Clinical and Translational Science (SCTR) Institute provides a platform for supporting research, which includes the Community Engagement Core/Center for Community Health Partnerships (CE/CCHP). SCTR supports research and training in a wide range of disciplines and approaches that inform public health science research and practice, including bioinformatics, community engaged research, research integrity and ethics, basic and applied research, and translational research. In addition, MUSC offers other unique experiential learning opportunities for MPH Health Behavior and Health Promotion students. The Department of Psychiatry and Behavioral Sciences is a rich resource for students interested in addiction science and behavior change methods related to a variety of health behaviors. The Hollings Cancer Center supports the Cancer Control Program, which offers students an opportunity to participate in training and educational opportunities and to work with faculty from across the MUSC campus in the

## NEW PROGRAM PROPOSAL

areas of cancer health disparities and tobacco prevention and control. One program, the Tobacco Research Interest Group offers specific access to training and mentoring to students as they explore options for treating tobacco use and participate in research aimed at discovering novel approaches to tobacco prevention and control.

Given the rural health services crisis in the state, it is important to note that the proposed MPH in Health Behavior and Health Promotion will MPH programs by teaching about the factors that impact public health. The Department of Public Health Sciences has recruited Amy B. Martin, DrPH as a dual appointed faculty member. Dr. Martin is an Associate Professor in the James B. Edwards College of Dental Medicine and Director of its Division of Population Health. She serves as the faculty expert on rural health systems and rural public health. In addition to her 10 years of academic research in the area, she is previously the Associate Director for the SC Office of Rural Health and Director of Education for Bamberg County Hospital. She is currently on the Appalachian Regional Commission's Health Policy Council and supports the Federal Office of Rural Health Policy and the White House Rural Commission's efforts to cultivate public-private partnerships for addressing rural health. Dr. Martin is advising the Department Chair on how rural priorities can be integrated into the MPH programs through research, curriculum, experiential learning opportunities, and community engagement.

Dr. Martin developed a course at USC, "Rural Health Perspectives," for which she won the National Delta Omega Award for Innovations in Public Health Curriculum. She will teach it simultaneously for both USC and MUSC campuses using an inter-professional, inter-institutional format. The course provides an overview on the analysis of issues as well as the demographic, economic, and political forces affecting health care delivery systems in rural America. Students examine the structure of federal and state public health programs that impact rural health. Course objectives include:

- 1) Identify key policy issues that set rural populations apart from urban populations.
- 2) Describe the national infrastructure for the funding, regulation, and administration of rural health program.
- 3) Describe the state infrastructure for facilitating rural health programs.
- 4) Identify the components of the rural health care system at the local community level.
- 5) Describe the opportunities and barriers for recruiting health care providers to rural areas.
- 6) Identify the safety net providers in rural communities and describe their contributions to the system of care.
- 7) Describe the access to care considerations for rural America.
- 8) Describe the issues faced by special populations in rural communities.

In addition to course work, Dr. Martin brings a vast network of community-based rural health partners with whom students can conduct experiential learning opportunities through special projects or practica.

## Employment Opportunities

Is specific employment/workforce data available to support the proposed program?

Yes

No

If yes, complete the table and the component that follows the table on page 4. If no, complete the single narrative response component on page 5 beginning with "Provide supporting evidence."

## NEW PROGRAM PROPOSAL

## NEW PROGRAM PROPOSAL

<b>Employment Opportunities</b>			
<b>Occupation</b>	<b>Expected Number of Jobs</b>	<b>Employment Projection</b>	<b>Data Source</b>
US: Medical and Health Services Managers	2012: 315,500/ 2022: 388,800	14,990 annual openings	Bureau of Labor Statistics
US: Healthcare Support Workers, All Other	2012: 107,000/ 2012: 124,600	3,770 annual openings	Bureau of Labor Statistics
US: Health Educators	2012: 58,900/ 2022: 70,100	2,080 annual openings	Bureau of Labor Statistics
US: Community Health Workers	2012: 40,500/ 2022: 50,700	2,600 annual openings	Bureau of Labor Statistics
SC: Medical and Health Services Managers	2012: 5,000/ 2022: 6,170	240 annual openings	SC Emp. Sec. Commission
SC: Healthcare Support Workers, All Other	2012: 1,820/ 2022: 2,110	60 annual openings	SC Emp. Sec. Commission
SC: Health Educators	2012: 1,110/ 2022: 1,380	50 annual openings	SC Emp. Sec. Commission
SC: Community Health Workers	2012: 460/ 2022: 580	20 annual openings	SC Emp. Sec. Commission

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)

The proposed MPH in Health Behavior and Health Promotion is a broad professional degree that will provide graduates marketable skills for careers in public health in a wide range of settings, including public health agencies, local and regional health departments, hospitals and other healthcare organizations, government regulatory agencies, not-for-profit agencies, academic institutions, and industry (specifically health services and pharmaceutical industries, both of which are growth industries). Graduates with MPH training are equipped to enter careers in current and projected growth areas.

MPH programs at medical schools typically enroll a significant number of students from health professionals employed at their institution (e.g., physicians, nurses, allied health professionals, dentists, and pharmacists). We believe there will be considerable demand from these professionals for additional training and credentials in public health so that they can enhance their understanding of how their practice can best meet the public health needs in the future. There is particularly high demand for public health physicians (MD/MPH) to fill executive positions in healthcare enterprise (Training Physicians for Public Health Careers. 2007. The National Academies Press). The fact that the program is located at MUSC, their place of employment, removes one of the primary barriers for enrollment.

## NEW PROGRAM PROPOSAL

Provide supporting evidence of anticipated employment opportunities for graduates, including a statement that clearly articulates what the program prepares graduates to do, any documented citations that suggests a correlation between this program and future employment, and other relevant information. Please cite specific resources, as appropriate. (3000 characters)

**Note: Only complete this if the Employment Opportunities table and the section that follows the table on page 4 have not previously been completed.**

## NEW PROGRAM PROPOSAL

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

Yes

No

If yes, explain. (500 characters)

The proposed MPH provides a natural extension to graduates of public health undergraduate programs in the vicinity (e.g. CofC). Moreover, once an MPH program is developed at MUSC, dual degree programs could be developed such as BS/MPH (with CofC, for example), MD/MPH, PharmD/MPH, DPT/MPH (with other colleges at MUSC), etc. In addition, there is a need for medical graduate training opportunities for residents (n=700) and fellows especially in infectious disease, cardiology, and pediatrics.

**NEW PROGRAM PROPOSAL**

**List of Similar Programs in South Carolina**

Program Name	Institution	Similarities	Differences
MPH in Health Behavior and Health Promotion	Arnold School of Public Health - USC	Core coursework	Electives, different student pool, targeted undergrads from the Lowcountry. Having both programs operating simultaneously will yield better research, training and public health outcomes than could be achieved by each of the two schools independently. As explained below, while MUSC's and USC's degree program will offer core competencies in the public health sciences, MUSC's program will differ from USC's in three ways— (1) we will target our enrollment to a different pool of students, ours consisting largely of current healthcare professionals, current healthcare students, and individuals who are especially interested in health behavior and health promotion interventions and outcomes aimed at pressing public health problems such as tobacco use, obesity, diabetes, cancer prevention, and chronic care management; (2) MUSC includes electives (see coursework table) that focus on inter-professional collaboration with healthcare providers and which address public health issues in the Lowcountry, especially coastal South Carolina; and (3) targets undergraduate students from the Low Country and coastal South Carolina most of whom are within 50 miles radius from MUSC. This geographical proximity has an added advantage of reducing the cost of living for many of the students through short commute time and living with parents and family members. For those MUSC's employees and health professional students not wishing to relocate and not interested in taking classes on-line, MUSC's MPH in Health Behavior and Health Promotion offers a needed opportunity.

## NEW PROGRAM PROPOSAL

### Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-16	10	90	10	90	10	90
2016-17	24	216	24	216	14	126
2017-18	29	261	29	261	15	135
2018-19	30	270	30	270	15	135
2019-20	30	270	30	270	15	135

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

Yes

No

If yes, explain. (1000 characters)

Applicants must possess a Bachelor's degree from an accredited institution and have a strong academic record (it is expected that a GPA of 3.0 on a 4.0 scale will be necessary to be competitive). The applicant will be required to provide official transcripts. Applicants may have a background in public health, social sciences, basic sciences, or physical sciences including computing, mathematics, and engineering. Applicants must submit scores on the quantitative and verbal portions of the GRE or MCAT. Three letters of recommendation from instructors or supervisors who have had close contact with the applicant during their undergraduate, graduate, clinical, or research training will be required. Applicants will include a personal statement describing their interest in pursuing a career in public health and a discussion of their interest in health behavior and health promotion.

## NEW PROGRAM PROPOSAL

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Although no formalized articulation agreements have been signed, initial discussions with the College of Charleston and USC have identified several potential avenues for collaboration. For example, it may be possible for College of Charleston students to take courses during their undergraduate training so that they can more expeditiously earn an MPH degree in Health Behavior and Health Promotion. Drs. Vena and Ramakrishnan (MUSC) met with Dr. Lynne Ford (College of Charleston) in the Fall of 2014 to discuss these opportunities.

The DPHS currently has active and productive relationships with other institutions at international, national, state, and local levels. Faculty within our Department have working relationships (e.g. research, instruction, or intervention) with the University of South Carolina Arnold School of Public Health, The Health Services South Carolina Data Warehouse, SC Department of Health and Environmental Control, the Centers for Disease Control and Prevention, the Environmental Protection Agency, The University of Georgia, The University of North Carolina at Chapel Hill and its Gillings School of Global Public Health, The Citadel, the College of Charleston and other state and community Institutions. The Department of Public Health Sciences faculty are actively serving on state level initiatives in aging, physical activity, prevention, obesity prevention, cancer prevention, and substance abuse prevention. Faculty also serve professional organizations as editorial board members and reviewers for journals and federal organizations (e.g., CDC, NIH, PCORI) as grant reviewers. These relationships will provide important opportunities for our students to engage in applied research and evaluation projects.

MUSC would seek to strengthen the current collaborative relationships with the College of Charleston, The Lowcountry Graduate Center, The Citadel, Clemson University, USC's Arnold School of Public Health, and USC Beaufort. Dr. Vena, DPHS Chair met with the Administrative Council of the USC Arnold School of Public Health and Dean Thomas Chandler on September 10, 2014 to discuss improving and expanding on collaborations in research, instruction and community engagement and service, including cooperation in course offerings, faculty visits, joint retreats, and serving as internship sites for each other's students. We will also reach out to USC-Beaufort to examine how graduates of its recently approved B.S. in Health Promotion may be served by our MPH programs. MUSC and USC will maintain their Memorandum of Understanding for a dual MD/MPH degree (established in 2004). Although this program has not been widely used by MUSC's MD students, primarily due to lack of interest in relocating in order to complete the MPH degree, it does offer the opportunity for interested medical students to complete an MPH degree at USC within one year (vs. two years as currently designed at MUSC), so this option will remain available. With the MPH degree, MUSC will be able to offer a dual degree on its own campus (e.g., MD/MPH, DMD/MPH; PharmD/MPH). Informal discussions with the College of Charleston and USC have identified several potential avenues for collaboration. For example, with the maturity of the MPH program, it may be possible for College of Charleston students to take courses during their undergraduate training so that they can complete the requirement of the MPH degree at an accelerated pace (thus reducing their cost). Dr. Vena and Dr. Ramakrishnan, DPHS Graduate Director met on September 12, 2014 with Dr. Lynne Ford and several representatives from College of Charleston to outline steps for expanding on collaborations in research, instruction and community engagement and service, including cooperation in course offerings, faculty exchanges, and possible development of the BS/BA-MPH dual degree programs. Several faculty at the College of Charleston are poised to contribute elective courses in qualitative research methods, health communication (including communication campaigns, social media, international and intercultural communication), and social epidemiology. Dr. Melvin met via phone on October 1, 2014 with Dr. Lauren Gellar, Academic Program Director for the USC Beaufort Health Promotion Program. Dr. Gellar indicated strong support for the proposed MPH degree in Health Behavior and Health Promotion as her new program will graduate approximately 40 undergraduates next year and is expecting additional future growth. Some of these undergraduate students have expressed an interest in pursuing a MPH in Health Behavior and Health Promotion at MUSC.

**NEW PROGRAM PROPOSAL**

**NEW PROGRAM PROPOSAL**

**Curriculum**

Select one of the following charts to complete: Curriculum by Year **or** Curriculum by Category

<b>Curriculum by Year</b>					
<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>	<b>Course Name</b>	<b>Credit Hours</b>
<b>Year 1</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Biostatistics Methods I	3	Environmental Health Sciences	3	Design & Cond. Field Epidemiology	3
Introduction to Public Health	2	Principles of Epidemiology II	3	Intro to Health Systems and Policy	3
Principles of Epidemiology I	3	Social and Behavioral Sciences	3	Elective Coursework	3
Public Health Seminar	1				
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	9
<b>Year 2</b>					
<b>Fall</b>		<b>Spring</b>		<b>Summer</b>	
Intro to Health Behavior Theory	3	Internship	6		
Elective Coursework	6	Capstone Project	3		
Total Semester Hours	9	Total Semester Hours	9	Total Semester Hours	

Total Credit Hours Required                      45

## NEW PROGRAM PROPOSAL

### Course Descriptions for New Courses

Course Name	Description
BEHH 700 Social and Behavioral Health Sciences: Principles of Health Behavior and Health Promotion	This course introduces MPH students to the principles and practices of the social and behavioral sciences in public health.
BEHH 701 Introduction to Health Systems and Policy	Identify the main components and issues of the organization, financing, and delivery of health sciences within the various domains of public health in the US.
BEHH702 Introduction to Health Behavior Theory	This course will enable the student to describe the role of social and community factors in both the onset and solution of public health problems.
BEHH 703 Health Promotion Intervention Planning	Critically examine models and processes for the systematic planning of public health interventions in a variety of settings.
PHS703 Field Placement in Public Health	MPH students complete a field placement in an appropriate public health setting.
PHS704 Capstone Project	All MPH students will participate in a culminating experience which is required for graduation from the program.

**NEW PROGRAM PROPOSAL**

**Faculty**

<b>Faculty and Administrative Personnel</b>				
<b>Rank</b>	<b>Full- or Part-time</b>	<b>Courses Taught or To be Taught, Including Term, Course Number &amp; Title, Credit Hours</b>	<b>Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major</b>	<b>Other Qualifications and Comments (i.e., explain role and/or changes in assignment)</b>
Associate Professor 1	Full-Time	Fall Year 1: EPID700(3) Principles of Epidemiology I	PhD, UNC, Epid	
Associate Professor 2	Full-Time	Fall Year 1: BIOS700(3) Biostatistics Methods I	PhD, MUSC, Bios.	
Associate Professor 3	Full-Time	Fall Year 1: EPID789-05(2) Introduction to Public Health	DrPH, USC, Epid & Biostat	
Professor 1	Full-Time	Fall Year 1: DPHS789-03(1) Public Health Seminar	PhD, SUNY Buffalo, Epid.	
Assistant Professor 1	Full-Time	Spring Year 1: EPID701(3) Principles of Epidemiology II	PhD, UNC, Epid.	
Assistant Professor 2	Full-Time	Spring Year 1: ENVH 700(3) Environmental Health Science	PhD, Monash, Env. Science	
Assistant Professor 3	Full-Time	Spring Year 1: BEHH 700(3) Social & Behavioral Sciences	PhD, UNC, Behavioral Health	
Professor 2	Full-Time	Summer Year 1: EPID 738(3) Design & Conduct, Field Epidemiology	PhD, Johns Hopkins, Epid	
Associate Professor 4	Full-Time	Summer Year 1: BEHH701(3) Introduction to Health System & Policy	PhD, UNC, Med. Geography	
Professor 3	Full-Time	Summer Year 1: BEHH703(3) Health Promotion Intervention Planning	PhD, Harvard, Public Health	
Professor 4	Full-Time	Fall Year 2: BEHH702(3), Introduction to Health Behavior Theory	PhD, N. MI, Social Work & Psych.	
Assist./Assoc./Prof.	Full-Time	Fall Year 2: Elective Course.(6)	Varies by elective taken	

Note: Individuals should be listed with program supervisor positions listed first. Identify any new faculty with an asterisk next to their rank.

## NEW PROGRAM PROPOSAL

Total FTE needed to support the proposed program (i.e., the total FTE devoted just to the new program for all faculty, staff, and program administrators):

Faculty	1.4	Staff	0.2	Administration	0.0
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### Faculty /Administrative Personnel Changes

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program. (1000 characters)

Ten percent of faculty FTE per course will be shifted from research and dedicated to teaching and mentoring students. A program coordinator (staff member) will be hired at 0.2 FTE.

### Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed program and any additional library resources needed. (1000 characters)

Current library resources are adequate to support the proposed program. The MUSC Library is a database and knowledge center, academic computing support unit, electronic education center, and leader in information planning. Pertinent online resources include the full catalog as well as major biomedical and health-related databases (e.g., MEDLINE, CINAHL, PsycINFO, SciFinder, and PubMed). The library employs over 20 staff, including more than 10 librarians, all with appropriate credentials to assist students, and each college at MUSC has a specific librarian assigned to serve its students.

## NEW PROGRAM PROPOSAL

### Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)

Students in the proposed program will receive the same student support services as all other MUSC students. These include academic support services (including a Writing Center and the Center for Academic Excellence), health and wellness services; enrollment management services; and extracurricular student programs. There are no additional costs associated with these services.

### Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)

It is not anticipated that additional equipment will be necessary. The current computing and data storage equipment will be updated and replaced using the normal acquisition process. DPHS has Full time Information Technology (IT) Support personnel for support staff, faculty and student systems and software. DPHS provides Network access to internet resources, shared department network storage and services as well as access to High Performance Compute Clustering. DPHS IT staff provide software.

Will any extraordinary physical facilities be needed to support the proposed program?

Yes

No

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements, including new facilities or modifications to existing facilities. (1000 characters)

Given that anticipated annual enrollment in this program is relatively small, the current physical plant will be adequate to meet the educational needs of the students. The core classes taught to students in this program will be conducted in existing classrooms in Cannon Place, the Bioengineering building, and the Drug Discovery building as needed. These classrooms are all equipped with SmartBoard technology, high definition cameras, high-fidelity projection systems, and all necessary audiovisual equipment.

## NEW PROGRAM PROPOSAL

**NEW PROGRAM PROPOSAL**

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	7,357	7,578	7,805	8,039	8,281	39,060
Faculty and Staff Salaries	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	750	773	796	820	844	3,982
Library Resources	0	0	0	0	0	0
Other*	13,875	8,935	9,203	9,479	9,764	51,257
<b>Total</b>	<b>21,982</b>	<b>17,286</b>	<b>17,804</b>	<b>18,338</b>	<b>18,889</b>	<b>94,299</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	234,060	498,294	604,294	639,450	658,650	2,634,748
Program-Specific Fees	14,850	30,690	36,135	37,125	37,125	155,925
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	0
Reallocation of Existing Funds*	0	0	0	0	0	0
Federal Funding*	0	0	0	0	0	0
Other Funding*	0	0	0	0	0	0
<b>Total</b>	<b>248,910</b>	<b>528,984</b>	<b>640,429</b>	<b>676,575</b>	<b>695,775</b>	<b>2,790,673</b>
<b>Net Total (i.e., Sources of Financing Minus Estimated New Costs)</b>	<b>226,928</b>	<b>511,698</b>	<b>622,625</b>	<b>658,237</b>	<b>676,886</b>	<b>2,696,374</b>

\*Provide an explanation for these costs and sources of financing in the budget justification.

## NEW PROGRAM PROPOSAL

### Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

Implementation of this program will not incur any unique costs or special state appropriations. Tuition and research grants to the faculty will be the primary source of funding. It is anticipated that this proposal will result in a total of \$22,000 of new expenses in year 1 for staff support, supplies and including \$14,000 in other expenses for recruitment and accreditation fees, with the necessary adjustments each year. Faculty salary costs are estimated to be approximately \$116,000 in year 1, \$168,000 in year 2, \$172,000 in year 3, \$177,000 in year 4, and \$183,000 in year 5.(10% FTE per course shifted from research to teaching).

Sources of financing are based on the assumption the mix of in-state to out-of-state students will be approximately 50/50, as has been the case in the College of Graduate Studies over the last three years.

Most of the necessary infrastructure exists now, so there will be few new costs directly associated with the program administration.

## NEW PROGRAM PROPOSAL

### Evaluation and Assessment

**Programmatic Assessment:** Provide an outline of how the proposed program will be evaluated, including any plans to track employment. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (3000 characters)

Per university policy, each academic degree program engages in continuous quality improvement through annual self-assessment of performance on program outcomes (PO) and student learning outcomes (SLO). At least every three years, these data drive comprehensive plans for improvement.

PO 1: The program performs well on dashboard indices of quality

Measure 1: Percent of students who graduate within 5 semesters

Criterion/Target: 75%

Individual responsible for reporting data: DPHS

Measure 2: Percent of students who obtain full-time employment in a relevant field within one year of graduating.

Criterion/Target: 90 %

Individual responsible for reporting data: DPHS

Measure 3: The rate of first-time pass on the MPH certification exam

Criterion/Target: Meet or exceed the National Rate.

Individual responsible for reporting data: DPHS

Measure 4: First-time pass rate on the behavioral science and health promotion section of the MPH certification exam

Criterion/Target: Meet or exceed the National Rate.

Individual responsible for reporting data: DPHS

PO 2: The program performs well on dashboard indices of satisfaction.

Measure 1: Percent of graduating students who agreed that they would recommend the program to other prospective students.

Criterion/Target: 90 %

Individual responsible for reporting data: DPHS

Measure 2: Percent of graduating students who agreed that the program met their expectation.

Criterion/Target: 90 %

Individual responsible for reporting data: DPHS

**NEW PROGRAM PROPOSAL**

**Student Learning Assessment**

<b>Expected Student Learning Outcomes</b>	<b>Methods of/Criteria for Assessment</b>
Demonstrate a mastery of fundamentals of behavioral science and health promotion	Measure 1: Percent of students demonstrating a comprehensive knowledge of behavioral science and health promotion by meeting or exceeding expectations for that portion of the Master's Comprehensive Exam grading rubric.
	Measure 2: Percent of students demonstrating a mastery of the fundamentals of behavioral science and health promotion by meeting or exceeding that portion of the capstone grading rubric.
Demonstrate an understanding of core public health areas	Measure 1: Percent of students demonstrating a comprehensive knowledge of core public health areas by meeting or exceeding that portion of the Master's comprehensive exam grading rubric.
	Measure 2: Percent of students demonstrating a mastery of the core concepts in areas of public health by meeting or exceeding that portion of the capstone grading rubric.
Demonstrate competency in application of behavioral and promotional concepts and analytic approaches	Measure 1: Percentage of students demonstrating the ability to design studies, manage data, and apply analytic software by meeting or exceeding that portion of the Master's comprehensive exam grading rubric.
	Measure 2: Percent of students demonstrating the ability to independently and correctly obtain and analyze data relating to their capstone project by meeting or exceeding that portion of the capstone grading rubric.

## NEW PROGRAM PROPOSAL

Will the proposed program seek program-specific accreditation?

Yes

No

If yes, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

<http://ceph.org/constituents/schools/considering/>

The review process for first-time public health program accreditation is approximately three years from the date of the application's acceptance to the date of the Council's official decision, though it may be abbreviated, in consultation with CEPH staff, if special circumstances exist. An accreditation unit that is not accredited by CEPH begins the accreditation review process by submitting an application. We plan to submit an application for review at the June 11-13, 2015 Council meeting. April 28, 2015: All materials due for the June 2015 Council on Education in Public Health meeting. A preliminary self-study would be due by June 2017 followed by a site visit estimated to be in Fall 2017 with anticipated accreditation decision in Spring 2018.

Will the proposed program lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

The National Board of Public Health Examiners (NBPHE) offers the Certified in Public Health (CPH) credential as the only voluntary core credential for public health professionals.

<https://www.nbphe.org/aboutthecph.cfm>

Candidates must possess the MPH degree in order to take the optional certification exam. We will encourage and support graduates to take the exam.

**NEW PROGRAM PROPOSAL**

**Teacher or School Professional Preparation Programs**

Is the proposed program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

***Institutional Responses to Commissioner Questions***  
**MUSC, MPH**

**MUSC, MPH**

General Information about the MPH Programs:

When there are critical needs, redundancy is important. MUSC as the leading academic health center in the State, including the Hollings Cancer Center, is responding to the evolution of the health care system to optimize the health of the clinical populations it serves (1). These new degrees are part of MUSC's strategic plan to have a strong foundation in graduate and professional education that reinforces the biomedical and community engaged research enterprise to address the pressing population health priorities in South Carolina (SC) as recently outlined by the Health Coordinating Council of South Carolina. These are: Chronic Disease Prevention and Obesity; Behavioral Health; Improving Birth Outcomes, Access to Care and Health Equity. These MUSC MPH degree programs complement those at USC and will enable SC to be competitive in public health initiatives regionally and nationally to ensure health equity. Our neighbor states have multiple institutions accredited to offer MPH degrees (GA=8; NC=3). The degree programs will be synergistic and lead to collaborations in education, research and public health practice between MUSC and USC as well as between MUSC, the Citadel and College of Charleston. The programs will fill the need and demand for public health professionals in the Lowcountry of SC and will help meet the projected national shortage in 2020 of 250,000 public health professionals (2).

**MPH, Biostatistics**

1. **Redundancy... The proposal justification seems to be primarily for building and maintaining the reputation of MUSC. Please discuss in detail the effect this program will have on other programs in the state – i.e. USC, and the effect on student tuition due to increased costs in a redundant program. Could not the same effect be achieved through a joint program USC-MUSC, which might reduce redundancy?**

The MPH in Biostatistics will have no impact on the USC MPH in biostatistics. USC's priority and focus are on training students for the Master of Science in Public Health (MSPH), a thesis versus an internship based program.

Tuition Cost differentials are minimum: USC In-State Resident Tuition: \$6012 per full-time semester; MUSC In-State Tuition: \$6490 for fall/spring, \$5220 for summer per full-time semester.

The MPH in Biostatistics can leverage valuable resources at MUSC. For example, MUSC has one of only 60 national Clinical and Translational Science Awards (CTSA). The CTSA provides a platform for work in a wide range of disciplines and approaches that inform public health science research and practice, including bioinformatics, community engaged research, research integrity and ethics, basic and applied research, and translational research. In addition, MUSC's Hollings Cancer Center has a Biostatistics Shared Core (BSR), which provides statistical support to basic scientists, clinical investigators, behavioral scientists, and epidemiologists involved in cancer research. Members of the BSR meet with cancer researchers to discuss study planning and statistical analysis of cancer treatment trials. Both the CTSA and the BSR provide rich experiential learning opportunities for MPH Biostatistics students.

**2. Why is this program needed if MUSC already has an MS in the same field?**

The MPH in Biostatistics is a professional degree and prepares students to lead public health efforts, in addition to developing their expertise in biostatistics and research methods. It is a degree geared to practical applications. The MS is a theory based degree with a focus on methods and requires a thesis. The MS complements the Ph. D. in Biostatistics.

**3. Please explain the cost estimate. The program justification relays in large part on the need of local existing MUSC employees, but the cost estimate is based on 50% out of state.**

The cost estimates were based on current in-state tuition at MUSC for 100% of the students. Initial estimates were based on the 50/50 ratio for CGS doctoral programs but that was changed. We apologize for that error in the document.

**4. What justifies the estimate that 7 new students a year will come to MUSC for this program?**

Math majors at College of Charleston have expressed interest in the MPH in Biostatistics to prepare for a career to apply their skills. In the past few months, since we shared the possibility of an MPH at MUSC, we have had numerous inquiries regarding when the admissions are open. Based on the inquiries about the MPH program we anticipate at least seven students both from within and from other institutions (such as from the pool of BS/BA in public health from the College of Charleston and Mathematics Department).

**5. Collaboration... Page 13. When would MUSC seek to strengthen collaborations? When might a final deal be completed?**

MUSC has already worked to strengthen the current collaborative relationships with the College of Charleston, the Citadel and The Lowcountry Graduate Center. We are in the final stages of graduate two certificate proposals: 1. Built Environment Planning and Design 2. Child & Adolescent Wellness and Obesity Prevention.

Dr. Martin developed a course, "Rural Health Perspectives," and will teach it simultaneously for both USC and MUSC campuses using an inter-professional, inter-institutional format. MUSC has discussed with USC and College of Charleston improving and expanding on collaborations in research, instruction and community engagement and service, including cooperation in course offerings, faculty visits, joint retreats, and serving as internship sites for each other's students.

On March 3 MUSC and College of Charleston leadership met to begin plans for collaboration.

**MPH, Epidemiology**

**1. Same questions as above with respect to possibility of a joint program, the degree of redundancy, the effect on the MS program, the effect on tuition to other MUSC students, the cost estimate of 50% out of state, and when formal articulation agreements would be signed.**

The MPH in Epidemiology will have no impact on the USC MPH in Epidemiology. USC's priority and focus are on training students for the Master of Science in Public Health (MSPH), a thesis versus an internship based program.

Tuition Cost differentials are minimum: USC In-State Resident Tuition: \$6012 per full-time semester; MUSC In-State Tuition: \$6490 for fall/spring, \$5220 for summer per full-time semester.

The MPH in Epidemiology can leverage valuable resources at MUSC. For example, MUSC has one of only 60 national Clinical and Translational Science Awards (CTSA). The CTSA provides a platform for work in a wide range of disciplines and approaches that inform public health science research and practice, including bioinformatics, community engaged research, research integrity and ethics, basic and applied research, and translational research. In addition, MUSC's Center for Global Health, MUSC's Center for Health Disparities, MUSC's Hollings Cancer Center Cancer Prevention and Control Program, and MUSC's Biomedical Informatics Center which each include faculty from the DPHS offer rich experiential learning opportunities for MPH Epidemiology students. MPH Epidemiology students will also benefit from close collaborations with the College of Dental Medicine which now includes a Division of Population Health.

The MPH in Epidemiology is a professional degree and prepares students to lead public health efforts, in addition to developing their expertise in epidemiology and research methods. It is a degree geared to practical applications. The MS is focused on epidemiologic methods and requires a thesis. The MS complements the Ph.D in Epidemiology.

The cost estimates were based on current in-state tuition at MUSC for 100% of the students. Initial estimates were based on the 50/50 ratio for CGS doctoral programs but that was changed. We apologize for that error in the document.

### **MPH, Health Behavior and Health Promotion**

1. Same questions as above.

The MPH in Health Behavior and Health Promotions will have minimal impact on the USC Columbia MPH in Health Behavior. Our location affords convenience for MUSC healthcare professionals, current students at MUSC and multiple educational institutions in the Lowcountry who would like to pursue traditional in-class training in public health and health behavior and health promotion. The faculty at MUSC actively collaborates with other institutions in the state (including, Clemson, C of C, USC, etc.). For example, faculty collaborates with social and behavioral scientists, biostatisticians and epidemiologists at USC and frequently our PhD students include them as committee members. We will continue to extend these collaborations in developing the MPH curriculum so that we draw from each other's expertise in the common areas and ensure the two programs are not only complementary but also synergistic to each other. For example, Dr. Martin from MUSC developed a course, "Rural Health Perspectives," and will teach it this fall simultaneously for both USC and MUSC campuses using an inter-professional, inter-institutional format.

The MPH in Health Behavior and Health Promotion will be critical to the developing partnerships with the College of Charleston, the Citadel and The Lowcountry Graduate Center as courses in our program will support certificate programs and College of Charleston faculty will teach the Health Communication Courses for this degree. MUSC has already worked to strengthen the current collaborative relationships. We are in the final stages of graduate two certificate proposals: 1. Built Environment Planning and Design 2. Child & Adolescent Wellness and Obesity Prevention. In addition, MUSC has discussed with USC and College of Charleston improving and expanding on collaborations in research, instruction and community engagement and service, including cooperation

in course offerings, faculty visits, joint retreats, and serving as internship sites for each other's students

Tuition Cost differentials are minimum: USC In-State Resident Tuition: \$6012 per full-time semester; MUSC In-State Tuition: \$6490 for fall/spring, \$5220 for summer per full-time semester.

The MPH in Health Behavior and Health Promotion can leverage valuable resources at MUSC.

The CTSA, known as the SC Clinical and Translational Science (SCTR) Institute provides a platform for supporting research which includes the Community Engagement Core/Center for Community Health Partnerships (CE/CCHP). SCTR supports research and training in a wide range of disciplines and approaches that inform public health science research and practice, including bioinformatics, community engaged research, research integrity and ethics, basic and applied research, and translational research. In addition, MUSC offers other unique experiential learning opportunities for MPH Health Behavior and Health Promotion students. The Department of Psychiatry and Behavioral Sciences is a rich resource for students interested in addiction science and behavior change methods related to a variety of health behaviors. The Hollings Cancer Center supports the Cancer Control Program which offers students an opportunity to participate in training and educational opportunities and to work with faculty from across the MUSC campus in the areas of cancer health disparities and tobacco prevention and control. One program, the Tobacco Research Interest Group offers specific access to training and mentoring to students as they explore options for treating tobacco use and participates in research aimed at discovering novel approaches to tobacco prevention and control. The cost estimates were based on current in-state tuition at MUSC for 100% of the students. Initial estimates were based on the 50/50 ratio for CGS doctoral programs but that was changed. We apologize for that error in the document.

## **2. Wouldn't the state and students be better off using the pending on line course from USC?**

Our location affords convenience for MUSC healthcare professionals and current MUSC students who would like to pursue traditional in-class training in public health and health behavior and health promotion. We will refer students interested in on-line training in Health Behavior to the USC on-line program.

## **3. What are enrollment projections based on?**

MUSC employees, residents and fellows and students from local institutions have expressed interest in the MPH degree programs to prepare for a career to apply their skills to optimize population health. In the past few months, since we shared the possibility of an MPH at MUSC, we have had numerous inquiries regarding when the admissions are open. Based on the inquiries about the MPH program we anticipate students both from within MUSC and from other institutions (such as from the pool of BS/BA in public health from the College of Charleston, Coastal Carolina, etc.).

### References

1. Gourevitch, MN: Population Health and the Academic Medical Center: The Time is Right. *Academic Medicine*, Vol 89 (4): 1-6, April 2014.
2. Rosenstock, L, Helsing, K, Rimer, BK: Public Health Education in the United States: Then and Now. *Public Health Reviews*. 33 (1); 39-65, 2011.

**April 24, 2015**

**To: Dr. Bettie Rose Horne, Chair  
SC Commission on Higher Education  
Committee on Academic Affairs and Licensing (CAAL)**

**From: Medical University of South Carolina**

**Re: Response to CHE questions about proposed MPH degree programs**

During their April 8, 2015, meeting, the Committee on Academic Affairs & Licensing (CAAL) discussed three new MPH programs (Epidemiology, Biostatistics, and Health Behavior and Health Promotion) being proposed by the Medical University of South Carolina (MUSC). This document and attached appendices address the questions raised by CAAL about duplication, competition, resources, and diversity efforts related to MUSC's proposed MPH programs. The questions (1-4) raised by CAAL are provided in bold print below. MUSC representatives will be present at the full commission meeting to answer any additional questions from Commission members.

### **Background**

Whereas, the practice of medicine cures disease, public health prevents it. South Carolina leads the nation in preventable diseases, including stroke, hypertension, and obesity-related illnesses. Health disparities also abound in South Carolina. Although we have an excellent public health school in USC's Arnold School of Public Health, we explain below how South Carolina would benefit by having a stronger public health infrastructure.

As South Carolina's only comprehensive academic health science center, MUSC is expected to lead the way in promoting and preserving health for South Carolina's citizens. To do so, MUSC needs to contribute to the public health infrastructure, both within the organization and across the state, including educating the next generation of public health experts by offering graduate degrees in the discipline.

MUSC is responding to the evolution of the health care system to optimize the health of the clinical populations it serves. These new degrees are part of MUSC's strategic plan to have a strong foundation in graduate and professional education that reinforces the biomedical and community engaged research enterprise to address the pressing population health priorities in South Carolina (SC). These MUSC MPH degree programs complement those at USC and will enable SC to be competitive in public health initiatives regionally and

nationally to ensure health equity. Our neighbor states have multiple institutions accredited to offer MPH degrees (GA=8; NC=3). The degree programs will be synergistic and lead to collaborations in education, research and public health practice between MUSC and USC as well as between MUSC, the Citadel and College of Charleston. The programs will fill the need and demand for public health professionals in the Lowcountry of SC and will help meet the projected national shortage in 2020 of 250,000 public health professionals.

**1. Identify potential pools of students (MUSC personnel, students at MUSC seeking dual or additional degrees, local professionals, College of Charleston graduates, etc.), and the estimated number of students expected to enroll in the program from each.**

The applicant pool from within the state of South Carolina for the MPH degree programs will come primarily from three sources:

1. Faculty, staff, residents, fellows and students at MUSC
2. South Carolina State Department of Health and Environmental Control (DHEC) employees
3. Students from other institutions in South Carolina from undergraduate programs in the health sciences, public health, mathematics, and statistics.

Below are detailed tables summarizing the results of surveys conducted among each of the applicant pools. The tables also provide information from other sources.

There is overwhelming response regarding interest in pursuing graduate training in public health from each of the three applicant pools.

Institution	N survey responses expressing interest in seeking an MPH degree in the next 3 years	N students graduated w Public Health BA/BS in 2013-2014	N students graduate w Public Health related BA/BS in 2013-2014	N students with declared major in Public Health related field
<i>Source</i>	<i>Electronic Survey</i>	<i>National Center for Education Statistics and SC CHEMIS databases</i>	<i>SC CHEMIS databases</i>	<i>Inst websites or personal communication</i>
DHEC employees	775			
College of Charleston – PH Majors and Minors	143	45	506	345
College of Charleston – Math & Statistics	9			
College of Charleston – Public Health Seniors	8			

Citadel – Exercise Science Major, Jr's & Sr's: MPH in Biostatistics	4		50	
Citadel – Exercise Science Major, Jr's & Sr's: MPH in Epidemiology	9			
Citadel – Exercise Science Major, Jr's & Sr's: MPH in Health Behavior and Health Promotion	7			
Clemson University		100	69	400
Coastal Carolina – Health Promotion Majors and non-majors	134	70	351	182
Coastal Carolina – Health Promotion Majors	40			
Benedict College		9	67	
USC		72	577	
SC State			129	
Clafin	24		38	
Voorhees	6		5	
<b>SUM</b>	<b>1159</b>	<b>296</b>	<b>1792</b>	<b>927</b>

<b>Survey results from MUSC regarding interest in pursuing an MPH degree</b>			
<i>Role</i>	<i>Total number interested in pursuing an MPH degree</i>	<i>Number of survey respondents</i>	<i>Proportion</i>
Faculty	114	372	31%
Residents/Fellows	27	55	49%
Staff	214	414	52%
Students	399	1191	34%
<b>SUM</b>	<b>754</b>		

Graduates from MPH programs will be well positioned for employment. Data from the Bureau of Labor Statistics and the South Carolina Employment Security Commission (now SC Works) support that public health is a growth area, which reflects that the future of healthcare depends on fostering wellness and preventing disease. Such goals are possible only through developing a strong public health workforce and public health infrastructure.

There are an estimated 11,720 annual openings nationwide for workers with public health expertise; in South Carolina alone, there are over 100 positions available annually. The demand for employees with expertise in public health is reflected by the increase in the number of undergraduate students choosing to major in public health (e.g., the College of Charleston has observed a 370% growth in the past two years in the number of students choosing a public health major).

MUSC's own faculty and students recognize the need for a stronger public health workforce with 92% and 91%, respectively, responding that they "believe the skills provided by professionals with a Masters of Public Health will be increasingly important in the era of healthcare reform." Other universities in South Carolina also recognize the need to develop a strong public health workforce as documented in a letter of support submitted by Clemson University endorsing the development of MPH programs at MUSC (**see Appendix A**).

**2. Provide evidence that shows concerns raised by USC (specifically, program duplication and need to have second programs in all areas), have been satisfactorily addressed.**

Although the three proposed MPH degree programs at MUSC (Biostatistics, Epidemiology, and Health Behavior and Health Promotion) do mirror programs offered by the Arnold School of Public Health at USC, there is rationale for duplicating these programs, including a need to grow the workforce, need to foster innovation in public health in the state, and need to offer MUSC faculty and students a more convenient option to pursue the MPH degree.

Even so, MUSC and USC agree that their institutions would mutually benefit from closer collaboration in public health, and a concrete strategy to identify and reduce unnecessary duplication is valuable.

To that end, the USC and MUSC Provosts met with other leaders from their institutions on April 15, 2015 to discuss opportunities for future collaboration in public health education. MUSC, USC, and AHEC leadership (**see Appendix B, letter of support from Dr. David Garr, Executive Director, South Carolina AHEC**) will host a retreat this summer, inviting others around the state including the Department of Health and Environmental Control (DHEC) to attend to achieve the following objectives:

1. Identify opportunities for collaboration across educational programs in public health
2. Assess potential unnecessary redundancy and develop strategies for reducing duplication of effort
3. Identify ways to optimize career counseling and career path development for students seeking undergraduate and graduate public health degrees
4. Recommend a mechanism through which MUSC, USC, and other institutions of higher learning in South Carolina will collaborate on an ongoing basis in the arena of public health education
5. Plan a jointly-sponsored statewide public health conference to be held in 2016, which brings together experts in public health to raise awareness and to propose initiatives to address the public health needs of South Carolina's citizens

An additional way to foster ongoing dialog includes adopting the model developed by the CHE for promoting greater synergies for medical education in the state—specifically, the

creation of the Deans Committee on Medical Education. MUSC welcomes the opportunity to contribute to a similar group for public health education.

**3. Present a business case showing that enrollment can sustain the program. Also explain any reallocation of faculty resources and funds (i.e., describe the business model used by MUSC with respect to whether the addition of the program(s) will increase/decrease overall tuition costs at the institution).**

The MPH programs in Biostatistics, Epidemiology, and Health Behavior and Health Promotion in the Department of Public Health Sciences at MUSC are estimated to bring in a total of \$492,106 in tuition and fees the first academic year (**see Appendix C for a comprehensive business plan for each of the three proposed programs**). The initial year class size is anticipated to be smaller as the programs will be brand new and marketing efforts will have just begun. The calculated overhead costs (investment fund tax, faculty and staff headcount overhead, student headcount overhead, and expenditure overhead) for the first academic year total \$165,466 and program expenses (staff and faculty salary costs, supplies and materials, and recruitment costs) total \$432,350. Faculty salary costs were estimated based on 10% of their effort for each repeat course and 15% for each new course. This effort is distributed throughout the academic year in which the faculty member teaches. Recruitment and accreditation costs (\$41,625) will be higher in this first year as initial accreditation fees will be paid and extra marketing efforts will be devised to appropriately advertise the new programs. The initial year of the MPH programs will result in a projected loss of \$105,710.

The second-year enrollment of first-year students is expected to increase by approximately 40%. This is a result of marketing having had the ability to infiltrate more avenues of interested students and increase overall awareness of the MPH programs. Tuition for the second academic year, including both first-year and second-year students, is estimated to be \$1,078,439 with overhead costs of \$386,682 and program expenses of \$573,423. Recruitment costs will not be as much (\$27,609) this year as the focus will mainly be maintaining the marketing in place. There is an estimated 50/50 profit share with the College of Medicine Dean's Office, which will come into effect the second year due to a projected profit of \$118,333. After the Dean's Office's portion, the Department of Public Health Sciences is projected to have a positive balance of \$59,167 for the MPH programs in academic year two, that will be reinvested in the programs.

For the third academic year enrollment is expected to increase by 5% and then remain stable going forward. Due to an estimated 3% inflation rate for tuition and 5% inflation rate for annual fees, overall tuition and fees collected will still continue to increase even as enrollment numbers maintain. There is also an expected 3% inflation rate in regards to program expenses, including staff and faculty salaries, supplies and materials, and recruitment costs. The Department of Public Health Sciences' projected profit for academic year's three, four, and five are \$121,388, \$135,256, and \$140,109, respectively.

Tuition for the program is \$6,490 per semester, which is consistent with other masters degree programs at MUSC. As the MPH programs in Biostatistics, Epidemiology, and Health

Behavior and Health Promotion will be housed and operated completely within the Department of Public Health Sciences, the addition of these degree programs will neither increase nor decrease overall tuition costs at MUSC.

As can be seen in the attached spreadsheet, the MPH programs prove to be sustainable. The initial tuition and fees presented were estimates. The data presented in the spreadsheet represents more accurate information regarding the tuition and fees to be charged and inflation rates, which were obtained by the College of Medicine Dean's Office. Additionally, the initial administrative staff FTE was estimated at 0.6 however has been increased to 0.9 to more appropriately support the three MPH programs.

**4. Address diversity by providing information about MUCS's recruitment and retention efforts for underrepresented populations, including information shared at the meeting about MUSC being nationally recognized for recruiting a diverse student body.**

The Department of Public Health Sciences is housed in MUSC's College of Medicine, which has received national recognition for its successful diversity initiatives. In 2008, the Association of American Medical Colleges bestowed an Institutional Leadership Diversity Award on Dr. Jerry Reves (Dean of the College at the time) for developing innovative programs to increase diversity in medical education.

The initiatives begun a decade ago have grown and are producing positive results. The College of Medicine has doubled the number of URM students enrolled—from 56 in 2002 to 122 in 2014. In fact, among medical schools not classified as Historically Black Medical Schools, MUSC ranks second in the country for the enrollment of African American medical students. Diversity in the College of Medicine is also reflected among residents (11% are URM) and faculty (URM representation has doubled in the last decade from 35 to 70).

The Department of Public Health Sciences (DPHS) will benefit from the experience and best practices adopted by the College of Medicine to enhance the diversity of the college. There is a comprehensive strategy in place to increase the number of URM faculty and trainees in the DPHS (**see Appendix D for details of the diversity plan**). DPH's goal is to recruit at least 15% URM student applicants by 2016 and 25% by 2020. Similarly, the department established a goal to recruit URM faculty into 30% of unfilled faculty positions. An early success reflecting this commitment is that of eight new faculty in the DPHS, three (37.5%) are members of a racial/ethnic minority group. In addition, applicants for graduate degree programs in the DPHS who have self-identified as URM for 2010-2014 ranged from 11% to 21% with an average of 12%. These figures are comparable for the applications for the College of Graduate Studies at MUSC.

The DPHS will also benefit from the innovative programs the College of Medicine has used to attract and retain underrepresented students (e.g., the Underrepresented in Medicine Visiting Student Scholarship Program and the Student Mentors for Minorities in Medicine program). A summary of the College of Medicine's programs—from pipeline, to students, to residents—is available at this website

<http://academicdepartments.musc.edu/com/diversity/programs/index.html>

The College of Medicine's approach to fostering diversity in its students, residents and faculty is also consistent with the University's Strategic Plan (Imagine MUSC 2020), which has as one of its five goals to Embrace Diversity and Inclusion, the details of which can be found here:

<http://academicdepartments.musc.edu/muscdiversity/>

# CLEMSON

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## PUBLIC HEALTH SCIENCES

April 17, 2015

John Vena, PhD  
 Professor & Founding Chair, Public Health Sciences  
 Medical University of South Carolina  
 135 Cannon Street, Suite 303  
 Charleston, SC 29425

Dear Dr. Vena:

It is with great enthusiasm that I write in strong support for your proposed new Master of Public Health (MPH) programs in biostatistics, epidemiology, and health promotion & behavior. Your proposals to the Council on Higher Education (CHE) are well written and clearly articulate a need for your proposed programs. Clemson University has no intention of developing a competing MPH proposal and our unqualified support is based on our long-standing research collaborations with your institution and a steady stream of Clemson B.S. in Health Sciences alumni who seek graduate programs at your fine institution.

**DEPARTMENT OF  
 PUBLIC HEALTH SCIENCES**

Clemson University  
 503 R.C. Edwards Hall  
 Clemson, S.C. 29634-0745

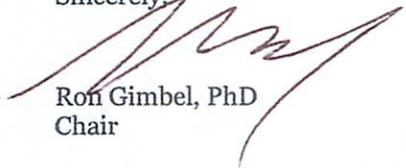
P (864) 656-5502  
 F (864) 656-6227

Clemson University is ranked in the top 20 of national public universities by the U.S. News & World Report. Next year our department celebrates its 25<sup>th</sup> anniversary and we house a large undergraduate program in health sciences and a joint degree program in languages & international health. We are responsible for 470 undergraduate students; annually about 67% of our health science students place to graduate or professional schools by their graduation. The Medical University of South Carolina's graduate and professional programs (e.g. medicine, physical therapy, health administration, pharmacy, other allied health specialties) receive a steady flow of Clemson alumni. A good number of our students call Charleston "home" and actually complete their required undergraduate health sciences internship in the Charleston area. Clemson University is a primary graduate program "feeder school" to MUSC and we have a strong working relationships with MUSC recruitment personnel. Clemson University also supports the MUSC Bench-to-Bedside program aimed at enhancing health professions opportunity for minority students.

Faculty members in my department have both long-standing and emerging collaborative research partnerships with faculty in the MUSC School of Medicine and other colleges. These partnerships are likely to flourish as many of our researchers are focused on improving the health of South Carolinians and addressing ongoing need in rural environments.

In summary, the Clemson University Department of Public Health Sciences strongly supports your proposal and we look forward to enhancing our relationship with your faculty. We are not pursuing a competing MPH program but instead developing our newly launched PhD in Applied Health Research & Evaluation degree program and our Graduate Certificate in Clinical and Translational Research (with Greenville Health System).

Sincerely,



Ron Gimbel, PhD  
 Chair

**Medical University of South Carolina  
19 Hagood Avenue  
MSC 814, Suite 802  
Charleston, South Carolina 29425-8140**



**South Carolina AHEC Program Office  
(843) 792-4431  
FAX (843) 792-4430  
www.scahec.net**

Dear Drs. Sothmann and Vena,

I am pleased to provide this letter on behalf of the South Carolina Area Health Education Consortium (AHEC) supporting the development of Master of Public Health educational programs at MUSC. South Carolina needs a skilled public health workforce as well as more clinical health professionals who have degrees in public health who, together, can assume leadership roles in our state to address prevention and public health priorities.

As you know, our AHEC system is dedicated to helping to address the health care needs of our state through the recruitment, retention and education of health care professionals. I believe our AHEC system's resources and skilled personnel can be a great asset as we seek to provide collaborative educational experiences that will involve health professions and public health students receiving their education at USC and MUSC. Given our long-standing relationship with both institutions, our AHEC system is well positioned to contribute to this collaborative effort.

We also look forward to working with MUSC and USC as a co-sponsor of a retreat designed to develop a plan to maximize public health educational resources in the state. I anticipate this retreat will lay the groundwork for providing students at both institutions with excellent didactic and experiential learning opportunities during their training.

I look forward to working with you both and with the others who will be involved with this important and timely collaborative initiative.

Sincerely yours,

A handwritten signature in black ink, appearing to read "David", is written over a circular stamp that also contains the name "David".

**Executive Director, South Carolina AHEC  
Associate Dean for Community Medicine, MUSC**

## Appendix C

**MUSC Master of Public Health -- Consolidated Pro Forma**

Includes three tracks of the MPH program, to begin in the Fall of 2015.

Variables	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25
<b>Students</b>										
Number of First Year Students	25	35	37	37	37	37	37	37	37	37
Number of Second Year Students	0	25	35	37	37	37	37	37	37	37
<b>Faculty</b>										
Number of Faculty FTE	3	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2	4.2
<b>Instate</b>										
Fall/Spring Tuition	\$ 6,490.00									
Summer Tuition	\$ 5,220.00									
<b>Out-of-state</b>										
Fall/Spring Tuition	\$ 10,128.00									
Summer Tuition	\$ 7,973.00									
<b>Fees</b>										
Annual Fees	\$ 1,278.00									
1st year Fees (Matriculation/Application)	\$ 206.25									
<b>Rates</b>										
Expense Inflation Rate	3%									
Tuition Inflation Rate	3%									
Annual Fee Inflation Rate	5%									
1st Year Fee Inflation Rate	5%									
Out-of-state Rate	0%									
<b>MUSC Overhead and Taxes</b>										
	<b>Rate</b>	<b>Per</b>								
Investment Fund Tax	17.00%	tuition revenue								
Faculty & Staff headcount OH	\$ 793	New FTE								
Student Headcount OH	\$ 3,000	Student								
Expenditure OH	0.90%	tuition revenue								
<b>Program Expenses</b>										
Administrative Coordinator (.9 FTE/ 3)	\$ 13,498.65									
Faculty Salary Costs	\$ 115,993.00									
Supplies and Materials	\$ 750.00									
Other Recruitment/Accreditation	\$ 8,935.00									
Initial (Year 1) Accreditation Cost	\$ 4,940.00									

**MUSC Master of Public Health -- Consolidated Pro Forma**

Includes three tracks of the MPH program, to begin in the Fall of 2015.

<b>Profit and Loss Projections</b>	<b>FY16</b>	<b>FY17</b>	<b>FY18</b>	<b>FY19</b>	<b>FY20</b>	<b>FY21</b>	<b>FY22</b>	<b>FY23</b>	<b>FY24</b>	<b>FY25</b>
<b>Revenue</b>										
Tuition	455,000	990,345	1,196,377	1,260,635	1,298,454	1,337,408	1,377,530	1,418,856	1,461,422	1,505,265
Fees	37,106	88,094	109,460	117,492	122,966	128,713	134,748	141,085	147,739	154,725
	492,106	1,078,439	1,305,837	1,378,127	1,421,420	1,466,121	1,512,279	1,559,941	1,609,161	1,659,990
<b>Overhead Costs</b>										
Investment Fund Tax	(83,658)	(188,835)	(228,652)	(241,310)	(248,891)	(256,718)	(264,800)	(273,146)	(281,764)	(290,664)
Faculty & Staff Headcount OH	(2,379)	(2,450)	(2,524)	(2,600)	(2,678)	(2,758)	(2,841)	(2,926)	(3,014)	(3,104)
Student Headcount OH	(75,000)	(185,400)	(229,154)	(242,585)	(249,863)	(257,359)	(265,080)	(273,032)	(281,223)	(289,660)
Expenditure OH	(4,429)	(9,997)	(12,105)	(12,775)	(13,177)	(13,591)	(14,019)	(14,461)	(14,917)	(15,388)
	(165,466)	(386,682)	(472,436)	(499,270)	(514,608)	(530,426)	(546,739)	(563,564)	(580,918)	(598,816)
<b>Program Expenses</b>										
Administrative Coordinator	(40,496)	(41,711)	(42,962)	(44,251)	(45,579)	(46,946)	(48,354)	(49,805)	(51,299)	(52,838)
Faculty Cost per FTE	(347,979)	(501,786)	(516,839)	(532,344)	(548,315)	(564,764)	(581,707)	(599,158)	(617,133)	(635,647)
Supplies and Materials	(2,250)	(2,318)	(2,387)	(2,459)	(2,532)	(2,608)	(2,687)	(2,767)	(2,850)	(2,936)
Other Recruitment/Accreditation	(41,625)	(27,609)	(28,437)	(29,291)	(30,169)	(31,074)	(32,007)	(32,967)	(33,956)	(34,974)
	(432,350)	(573,423)	(590,626)	(608,345)	(626,595)	(645,393)	(664,755)	(684,697)	(705,238)	(726,395)
<b>MPH Program Profit (Loss)</b>	<b>\$ (105,710)</b>	<b>\$ 118,333</b>	<b>\$ 242,776</b>	<b>\$ 270,512</b>	<b>\$ 280,217</b>	<b>\$ 290,303</b>	<b>\$ 300,785</b>	<b>\$ 311,680</b>	<b>\$ 323,005</b>	<b>\$ 334,778</b>
Profit Share with Dean's Office (50/50)	\$ -	\$ (59,166.69)	\$ (121,387.99)	\$ (135,256.10)	\$ (140,108.69)	\$ (145,151.51)	\$ (150,392.49)	\$ (155,839.92)	\$ (161,502.47)	\$ (167,389.16)
<b>Overall Profit (Loss)</b>	<b>\$ (105,710)</b>	<b>\$ 59,167</b>	<b>\$ 121,388</b>	<b>\$ 135,256</b>	<b>\$ 140,109</b>	<b>\$ 145,152</b>	<b>\$ 150,392</b>	<b>\$ 155,840</b>	<b>\$ 161,502</b>	<b>\$ 167,389</b>

**MUSC Master of Public Health: Health Behavior & Promotion**

## Variables

	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	
<b>Students</b>											
Number of First Year Students		10	14	15	15	15	15	15	15	15	15
Number of Second Year Students		0	10	14	15	15	15	15	15	15	15
<b>Faculty</b>											
Number of Faculty FTE		1	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4
<b>Instate</b>											
Fall/Spring Tuition	\$ 6,490.00	\$ 6,684.70	\$ 6,885.24	\$ 7,091.80	\$ 7,304.55	\$ 7,523.69	\$ 7,749.40	\$ 7,981.88	\$ 8,221.34	\$ 8,467.98	
Summer Tuition	\$ 5,220.00	\$ 5,376.60	\$ 5,537.90	\$ 5,704.03	\$ 5,875.16	\$ 6,051.41	\$ 6,232.95	\$ 6,419.94	\$ 6,612.54	\$ 6,810.92	
<b>Out-of-state</b>											
Fall/Spring Tuition	\$ 10,128.00	\$ 10,431.84	\$ 10,744.80	\$ 11,067.14	\$ 11,399.15	\$ 11,741.13	\$ 12,093.36	\$ 12,456.16	\$ 12,829.85	\$ 13,214.74	
Summer Tuition	\$ 7,973.00	\$ 8,212.19	\$ 8,458.56	\$ 8,712.31	\$ 8,973.68	\$ 9,242.89	\$ 9,520.18	\$ 9,805.78	\$ 10,099.96	\$ 10,402.96	
<b>Fees</b>											
Annual Fees	\$ 1,278.00	\$ 1,341.90	\$ 1,409.00	\$ 1,479.44	\$ 1,553.42	\$ 1,631.09	\$ 1,712.64	\$ 1,798.27	\$ 1,888.19	\$ 1,982.60	
Annual Fees Total	\$ 12,780.00	\$ 32,205.60	\$ 40,860.86	\$ 44,383.34	\$ 46,602.51	\$ 48,932.64	\$ 51,379.27	\$ 53,948.23	\$ 56,645.64	\$ 59,477.92	
1st year Fees (Matriculation/Application)	\$ 206.25	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	
1st year Fees Total	\$ 2,062.50	\$ 3,031.88	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	
<b>Rates</b>											
Attrition Rate		10%									
Expense Inflation Rate		3%									
Tuition Inflation Rate		3%									
Annual Fee Inflation Rate		5%									
1st Year Fee Inflation Rate		5%									
Out-of-state Rate		0%									
<b>MUSC Overhead and Taxes</b>											
	<b>Rate</b>	<b>Per</b>									
Investment Fund Tax	17.00%	tuition revenue									
Faculty & Staff Headcount OH (per new FTE)	\$ 793	817	841	867	893	919	947	975	1,005	1,035	
Student Headcount OH (per Student)	\$ 3,000	3,090	3,183	3,278	3,377	3,478	3,582	3,690	3,800	3,914	
Expenditure OH	0.90%	tuition revenue									
<b>Program Expenses</b>											
Administrative Coordinator (.9 FTE/ 3)	\$ 13,498.65										
Faculty Salary Costs	\$ 115,993.00										
Supplies and Materials	\$ 750.00										
Other Recruitment/Accreditation	\$ 8,935.00										
Initial (Year 1) Accreditation Cost	\$ 4,940.00										

**MUSC Master of Public Health: Health Behavior & Promotion**

## Profit and Loss Projections

	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25
<b>Revenue</b>										
Tuition	\$ 182,000	\$ 396,138	\$ 482,412	\$ 511,068	\$ 526,400	\$ 542,192	\$ 558,458	\$ 575,212	\$ 592,468	\$ 610,242
Fees	\$ 14,842.50	\$ 35,237.48	\$ 44,109.29	\$ 47,631.78	\$ 49,850.95	\$ 52,181.07	\$ 54,627.70	\$ 57,196.67	\$ 59,894.08	\$ 62,726.36

	\$	196,843	\$	431,375	\$	526,522	\$	558,700	\$	576,251	\$	594,374	\$	613,086	\$	632,409	\$	652,362	\$	672,969	
<b><u>Overhead Costs</u></b>																					
Investment Fund Tax	\$	(33,463.23)	\$	(75,533.85)	\$	(92,193.96)	\$	(97,828.40)	\$	(100,901.62)	\$	(104,074.81)	\$	(107,351.35)	\$	(110,734.76)	\$	(114,228.66)	\$	(117,836.83)	
Faculty & Staff headcount OH		(793)		(817)		(841)		(867)		(893)		(919)		(947)		(975)		(1,005)		(1,035)	
Student Headcount OH		(30,000)		(74,160)		(92,298)		(98,345)		(101,296)		(104,335)		(107,465)		(110,689)		(114,009)		(117,430)	
Expenditure OH	\$	(1,771.58)	\$	(3,998.85)	\$	(4,880.86)	\$	(5,179.15)	\$	(5,341.85)	\$	(5,509.84)	\$	(5,683.31)	\$	(5,862.43)	\$	(6,047.40)	\$	(6,238.42)	
	\$	(66,027.81)	\$	(154,509.49)	\$	(190,214.41)	\$	(202,219.52)	\$	(208,431.80)	\$	(214,838.62)	\$	(221,446.25)	\$	(228,261.13)	\$	(235,289.92)	\$	(242,539.53)	
<b><u>Program Expenses</u></b>																					
Administrative Coordinator	\$	(13,498.65)	\$	(13,903.61)	\$	(14,320.72)	\$	(14,750.34)	\$	(15,192.85)	\$	(15,648.63)	\$	(16,118.09)	\$	(16,601.64)	\$	(17,099.69)	\$	(17,612.68)	
Faculty Cost per FTE	\$	(115,993.00)	\$	(167,261.91)	\$	(172,279.76)	\$	(177,448.16)	\$	(182,771.60)	\$	(188,254.75)	\$	(193,902.39)	\$	(199,719.46)	\$	(205,711.05)	\$	(211,882.38)	
Supplies and Materials	\$	(750.00)	\$	(772.50)	\$	(795.68)	\$	(819.55)	\$	(844.13)	\$	(869.46)	\$	(895.54)	\$	(922.41)	\$	(950.08)	\$	(978.58)	
Other Recruitment/Accreditation	\$	(13,875.00)	\$	(9,203.05)	\$	(9,479.14)	\$	(9,763.52)	\$	(10,056.42)	\$	(10,358.11)	\$	(10,668.86)	\$	(10,988.92)	\$	(11,318.59)	\$	(11,658.15)	
	\$	(144,116.65)	\$	(191,141.07)	\$	(196,875.30)	\$	(202,781.56)	\$	(208,865.00)	\$	(215,130.95)	\$	(221,584.88)	\$	(228,232.43)	\$	(235,079.40)	\$	(242,131.78)	
<b>Profit (Loss)</b>	\$	<b>(13,302)</b>	\$	<b>85,725</b>	\$	<b>139,432</b>	\$	<b>153,699</b>	\$	<b>158,955</b>	\$	<b>164,404</b>	\$	<b>170,055</b>	\$	<b>175,915</b>	\$	<b>181,993</b>	\$	<b>188,297</b>	

**MUSC Master of Public Health: Epidemiology**

## Variables

	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25	
<b>Students</b>											
Number of First Year Students		10	14	15	15	15	15	15	15	15	15
Number of Second Year Students		0	10	14	15	15	15	15	15	15	15
<b>Faculty</b>											
Number of Faculty FTE		1	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4
<b>Instate</b>											
Fall/Spring Tuition	\$ 6,490.00	\$ 6,684.70	\$ 6,885.24	\$ 7,091.80	\$ 7,304.55	\$ 7,523.69	\$ 7,749.40	\$ 7,981.88	\$ 8,221.34	\$ 8,467.98	
Summer Tuition	\$ 5,220.00	\$ 5,376.60	\$ 5,537.90	\$ 5,704.03	\$ 5,875.16	\$ 6,051.41	\$ 6,232.95	\$ 6,419.94	\$ 6,612.54	\$ 6,810.92	
<b>Out-of-state</b>											
Fall/Spring Tuition	\$ 10,128.00	\$ 10,431.84	\$ 10,744.80	\$ 11,067.14	\$ 11,399.15	\$ 11,741.13	\$ 12,093.36	\$ 12,456.16	\$ 12,829.85	\$ 13,214.74	
Summer Tuition	\$ 7,973.00	\$ 8,212.19	\$ 8,458.56	\$ 8,712.31	\$ 8,973.68	\$ 9,242.89	\$ 9,520.18	\$ 9,805.78	\$ 10,099.96	\$ 10,402.96	
<b>Fees</b>											
Annual Fees	\$ 1,278.00	\$ 1,341.90	\$ 1,409.00	\$ 1,479.44	\$ 1,553.42	\$ 1,631.09	\$ 1,712.64	\$ 1,798.27	\$ 1,888.19	\$ 1,982.60	
Annual Fees Total	\$ 12,780.00	\$ 32,205.60	\$ 40,860.86	\$ 44,383.34	\$ 46,602.51	\$ 48,932.64	\$ 51,379.27	\$ 53,948.23	\$ 56,645.64	\$ 59,477.92	
1st year Fees (Matriculation/Application)	\$ 206.25	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	
1st year Fees Total	\$ 2,062.50	\$ 3,031.88	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	\$ 3,248.44	
<b>Rates</b>											
Attrition Rate		10%									
Expense Inflation Rate		3%									
Tuition Inflation Rate		3%									
Annual Fee Inflation Rate		5%									
1st Year Fee Inflation Rate		5%									
Out-of-state Rate		0%									
<b>MUSC Overhead and Taxes</b>											
	<b>Rate</b>	<b>Per</b>									
Investment Fund Tax		17.00% tuition revenue									
Faculty & Staff Headcount OH (per new FTE)	\$ 793	817	841	867	893	919	947	975	1,005	1,035	
Student Headcount OH (per Student)	\$ 3,000	3,090	3,183	3,278	3,377	3,478	3,582	3,690	3,800	3,914	
Expenditure OH		0.90% tuition revenue									
<b>Program Expenses</b>											
Administrative Coordinator (.9 FTE/ 3)	\$ 13,498.65										
Faculty Salary Costs	\$ 115,993.00										
Supplies and Materials	\$ 750.00										
Other Recruitment/Accreditation	\$ 8,935.00										
Initial (Year 1) Accreditation Cost	\$ 4,940.00										

**MUSC Master of Public Health: Epidemiology**

## Profit and Loss Projections

	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25
<b>Revenue</b>										
Tuition	\$ 182,000	\$ 396,138	\$ 482,412	\$ 511,068	\$ 526,400	\$ 542,192	\$ 558,458	\$ 575,212	\$ 592,468	\$ 610,242
Fees	\$ 14,842.50	\$ 35,237.48	\$ 44,109.29	\$ 47,631.78	\$ 49,850.95	\$ 52,181.07	\$ 54,627.70	\$ 57,196.67	\$ 59,894.08	\$ 62,726.36
	\$ 196,843	\$ 431,375	\$ 526,522	\$ 558,700	\$ 576,251	\$ 594,374	\$ 613,086	\$ 632,409	\$ 652,362	\$ 672,969

<b>Overhead Costs</b>										
Investment Fund Tax	\$ (33,463.23)	\$ (75,533.85)	\$ (92,193.96)	\$ (97,828.40)	\$ (100,901.62)	\$ (104,074.81)	\$ (107,351.35)	\$ (110,734.76)	\$ (114,228.66)	\$ (117,836.83)
Faculty & Staff Headcount OH	(793)	(817)	(841)	(867)	(893)	(919)	(947)	(975)	(1,005)	(1,035)
Student Headcount OH	(30,000)	(74,160)	(92,298)	(98,345)	(101,296)	(104,335)	(107,465)	(110,689)	(114,009)	(117,430)
<b>Expenditure OH</b>	<b>\$ (1,771.58)</b>	<b>\$ (3,998.85)</b>	<b>\$ (4,880.86)</b>	<b>\$ (5,179.15)</b>	<b>\$ (5,341.85)</b>	<b>\$ (5,509.84)</b>	<b>\$ (5,683.31)</b>	<b>\$ (5,862.43)</b>	<b>\$ (6,047.40)</b>	<b>\$ (6,238.42)</b>
	\$ (66,027.81)	\$ (154,509.49)	\$ (190,214.41)	\$ (202,219.52)	\$ (208,431.80)	\$ (214,838.62)	\$ (221,446.25)	\$ (228,261.13)	\$ (235,289.92)	\$ (242,539.53)
<b>Program Expenses</b>										
Administrative Coordinator	\$ (13,498.65)	\$ (13,903.61)	\$ (14,320.72)	\$ (14,750.34)	\$ (15,192.85)	\$ (15,648.63)	\$ (16,118.09)	\$ (16,601.64)	\$ (17,099.69)	\$ (17,612.68)
Faculty Cost per FTE	\$ (115,993.00)	\$ (167,261.91)	\$ (172,279.76)	\$ (177,448.16)	\$ (182,771.60)	\$ (188,254.75)	\$ (193,902.39)	\$ (199,719.46)	\$ (205,711.05)	\$ (211,882.38)
Supplies and Materials	\$ (750.00)	\$ (772.50)	\$ (795.68)	\$ (819.55)	\$ (844.13)	\$ (869.46)	\$ (895.54)	\$ (922.41)	\$ (950.08)	\$ (978.58)
Other Recruitment/Accreditation	\$ (13,875.00)	\$ (9,203.05)	\$ (9,479.14)	\$ (9,763.52)	\$ (10,056.42)	\$ (10,358.11)	\$ (10,668.86)	\$ (10,988.92)	\$ (11,318.59)	\$ (11,658.15)
	\$ (144,116.65)	\$ (191,141.07)	\$ (196,875.30)	\$ (202,781.56)	\$ (208,865.00)	\$ (215,130.95)	\$ (221,584.88)	\$ (228,232.43)	\$ (235,079.40)	\$ (242,131.78)
<b>Profit (Loss)</b>	<b>\$ (13,302)</b>	<b>\$ 85,725</b>	<b>\$ 139,432</b>	<b>\$ 153,699</b>	<b>\$ 158,955</b>	<b>\$ 164,404</b>	<b>\$ 170,055</b>	<b>\$ 175,915</b>	<b>\$ 181,993</b>	<b>\$ 188,297</b>

**MUSC Master of Public Health: Biostatistics**

## Variables

	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25
<b>Students</b>										
Number of First Year Students		5	7	7	7	7	7	7	7	7
Number of Second Year Students		0	5	7	7	7	7	7	7	7
<b>Faculty</b>										
Number of Faculty FTE		1	1.4	1.4	1.4	1.4	1.4	1.4	1.4	1.4
<b>Instate</b>										
Fall/Spring Tuition	\$ 6,490.00	\$ 6,684.70	\$ 6,885.24	\$ 7,091.80	\$ 7,304.55	\$ 7,523.69	\$ 7,749.40	\$ 7,981.88	\$ 8,221.34	\$ 8,467.98
Summer Tuition	\$ 5,220.00	\$ 5,376.60	\$ 5,537.90	\$ 5,704.03	\$ 5,875.16	\$ 6,051.41	\$ 6,232.95	\$ 6,419.94	\$ 6,612.54	\$ 6,810.92
<b>Out-of-state</b>										
Fall/Spring Tuition	\$ 10,128.00	\$ 10,431.84	\$ 10,744.80	\$ 11,067.14	\$ 11,399.15	\$ 11,741.13	\$ 12,093.36	\$ 12,456.16	\$ 12,829.85	\$ 13,214.74
Summer Tuition	\$ 7,973.00	\$ 8,212.19	\$ 8,458.56	\$ 8,712.31	\$ 8,973.68	\$ 9,242.89	\$ 9,520.18	\$ 9,805.78	\$ 10,099.96	\$ 10,402.96
<b>Fees</b>										
Annual Fees	\$ 1,278.00	\$ 1,341.90	\$ 1,409.00	\$ 1,479.44	\$ 1,553.42	\$ 1,631.09	\$ 1,712.64	\$ 1,798.27	\$ 1,888.19	\$ 1,982.60
Annual Fees Total	\$ 6,390.00	\$ 16,102.80	\$ 19,725.93	\$ 20,712.23	\$ 21,747.84	\$ 22,835.23	\$ 23,976.99	\$ 25,175.84	\$ 26,434.63	\$ 27,756.36
1st year Fees (Matriculation/Application)	\$ 206.25	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56	\$ 216.56
1st year Fees Total	\$ 1,031.25	\$ 1,515.94	\$ 1,515.94	\$ 1,515.94	\$ 1,515.94	\$ 1,515.94	\$ 1,515.94	\$ 1,515.94	\$ 1,515.94	\$ 1,515.94
<b>Rates</b>										
Attrition Rate		10%								
Expense Inflation Rate		3%								
Tuition Inflation Rate		3%								
Annual Fee Inflation Rate		5%								
1st Year Fee Inflation Rate		5%								
Out-of-state Rate		0%								
<b>MUSC Overhead and Taxes</b>										
	<b>Rate</b>	<b>Per</b>								
Investment Fund Tax		17.00% tuition revenue								
Faculty & Staff Headcount OH (per new FTE)	\$ 793	817	841	867	893	919	947	975	1,005	1,035
Student Headcount OH (per Student)	\$ 3,000	3,090	3,183	3,278	3,377	3,478	3,582	3,690	3,800	3,914
Expenditure OH		0.90% tuition revenue								
<b>Program Expenses</b>										
Administrative Coordinator (.9 FTE/ 3)	\$ 13,498.65									
Faculty Salary Costs	\$ 115,993.00									
Supplies and Materials	\$ 750.00									
Other Recruitment/Accreditation	\$ 8,935.00									
Initial (Year 1) Accreditation Cost	\$ 4,940.00									

**MUSC Master of Public Health: Biostatistics**

## Profit and Loss Projections

	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	FY24	FY25
<b>Revenue</b>										
Tuition	91,000	198,069	231,552	238,499	245,654	253,023	260,614	268,432	276,485	284,780
Fees	7,421	17,619	21,242	22,228	23,264	24,351	25,493	26,692	27,951	29,272
	98,421	215,688	252,794	260,727	268,917	277,374	286,107	295,124	304,436	314,052

<u>Overhead Costs</u>										
Investment Fund Tax	(16,731.61)	(37,767)	(44,264)	(45,653)	(47,087)	(48,568)	(50,097)	(51,676)	(53,307)	(54,991)
Faculty & Staff Headcount OH	(793)	(817)	(841)	(867)	(893)	(919)	(947)	(975)	(1,005)	(1,035)
Student Headcount OH	(15,000)	(37,080)	(44,558)	(45,895)	(47,271)	(48,690)	(50,150)	(51,655)	(53,204)	(54,800)
Expenditure OH	(885.79)	(1,999)	(2,343)	(2,417)	(2,493)	(2,571)	(2,652)	(2,736)	(2,822)	(2,911)
	<u>(33,410)</u>	<u>(77,663)</u>	<u>(92,007)</u>	<u>(94,831)</u>	<u>(97,744)</u>	<u>(100,748)</u>	<u>(103,847)</u>	<u>(107,042)</u>	<u>(110,338)</u>	<u>(113,737)</u>
<u>Program Expenses</u>										
Administrative Coordinator	(13,499)	(13,904)	(14,321)	(14,750)	(15,193)	(15,649)	(16,118)	(16,602)	(17,100)	(17,613)
Faculty Cost per FTE	(115,993)	(167,262)	(172,280)	(177,448)	(182,772)	(188,255)	(193,902)	(199,719)	(205,711)	(211,882)
Supplies and Materials	(750)	(773)	(796)	(820)	(844)	(869)	(896)	(922)	(950)	(979)
Other Recruitment/Accreditation	(13,875)	(9,203)	(9,479)	(9,764)	(10,056)	(10,358)	(10,669)	(10,989)	(11,319)	(11,658)
	<u>(144,117)</u>	<u>(191,141)</u>	<u>(196,875)</u>	<u>(202,782)</u>	<u>(208,865)</u>	<u>(215,131)</u>	<u>(221,585)</u>	<u>(228,232)</u>	<u>(235,079)</u>	<u>(242,132)</u>
<b>Profit (Loss)</b>	<b>\$ (79,106)</b>	<b>\$ (53,116)</b>	<b>\$ (36,088)</b>	<b>\$ (36,886)</b>	<b>\$ (37,692)</b>	<b>\$ (38,505)</b>	<b>\$ (39,325)</b>	<b>\$ (40,150)</b>	<b>\$ (40,981)</b>	<b>\$ (41,817)</b>

## **Medical University of South Carolina Department of Public Health Sciences Diversity Efforts**

The Department of Public Health Sciences (DPHS) strongly endorses diversity, cultural competence, and multicultural representation in its educational, clinical, and research activities. A comprehensive strategy is in place to increase the number of faculty and trainees from underrepresented minority groups.

The objectives in this area are related to underrepresented minority (URM) groups (African Americans, Native Americans, and Hispanics). Shortly after Dr. Vena's appointment as Founding Chair in January 2014, he met with Michael A. de Arellano, Ph.D., Associate Dean for Diversity, College of Medicine to outline the steps for development and implementation of the DPHS's Diversity Plan. The final Diversity Plan will be formalized by DPHS along with the By-laws of the Department on June 1, 2015. Diversity goals were established for recruitment of URM faculty for the new faculty search which was set at 30%. In the past year the Department recruited 8 new tenure track faculty members and three of the eight new hires were URM (37.5%) and three were women (37.5%). Two of the women are African-American. Prior to this recruitment DPHS had 10.5% URM faculty members including all research associates in 2013 and in 2014 it was 11.1 %. With the new recruitment the estimated proportion of URM faculty members in DPHS is now 15%. In 2013, 63% of all faculty members were female and in 2014, 57.8% were female.

MUSC has a longstanding commitment to increasing diversity in the healthcare workforce. Numerous efforts have been established and institutionalized to help address this challenge. Most recently, the 2015 MUSC Strategic Plan includes "Embrace Diversity and Inclusion" as one of its five main goals. In addition, last year MUSC developed and implemented The Diversity and Inclusion Strategic Plan, which provides a framework for implementing enterprise-wide goals and strategies across five specific domains: Recruitment and Pipeline Development; Education and Training; Engagement and Inclusion; Communication, Community Relations & Outreach; and Performance Outcomes and Metrics. Consistent with the overall strategic plan, the College of Medicine has a Diversity Plan that addresses faculty, resident and student diversity. Further, each department within the College of Medicine, including the Department of Public Health Sciences, has a departmental diversity plan setting goals and specifying objectives for diversity recruitment and education within the department.

Within the MUSC College of Medicine, a multi-level approach has been instituted to increase the diversity of the physician workforce. This includes programs focused on:

1. URM student pipeline development and recruitment
2. URM student mentorship and retention
3. URM resident recruitment and retention
4. URM faculty recruitment, development, and retention

As a result of these efforts, the MUSC College of Medicine has emerged as a national leader in diversity programs. The rates of URM student enrolment reflect significant increases since the COM diversity programs were instituted over 10 years ago. For example, in 2002, 56 URM students were enrolled as medical students across all four years at MUSC. Over the past 12 years, the number of URM students has more than doubled. In 2014, the College of Medicine had 122 URM students enrolled, which constituted 17% of the medical student body. Of those, 88 students (12.6% of student body) are African American. Among medical schools not classified as Historically Black Colleges of Medicine, MUSC ranks second in the country for the enrollment of African American medical students.

Diversity recruitment efforts among medical residents has also enjoyed similar success, with the number of URM residents more than quadrupling from 2003 (when diversity initiatives were first instituted) to 2015, with 75 out of 690 total (11%). Faculty diversity has also increased, doubling since 2003 from 35 to 70 full time faculty members, with many faculty engaged in healthcare disparities research, mentoring, and provision of community healthcare. The Department of Public Health Sciences has contributed to this increase in URM faculty attracting faculty interested public health initiatives within the Department and through collaborations across the College of Medicine.

The College of Medicine has received national recognition for its diversity initiatives. For example, in 2008 at the College of Medicine was recognized for its diversity programs with the AAMC Institutional Leadership Diversity Award, which was given to Dr. Jerry Reves, Dean of the College of Medicine at that time. The award highlights the importance of diversity in the education of our nation's health care workforce.

Applicants for graduate degree programs in the DPHS who have self-identified as URM for fiscal years 2010 to 2014 ranged from 11% to 21% with an average of 12 %. These figures are comparable to the applications for the College of Graduate Studies at MUSC.

## **Goal**

The DPHS program will consistently recruit at least 15% URM student applicants by 2016. This will be increased to 25% by 2020.

## **Objectives/Strategies**

Over the next two years the academic programs in DPHS will take a number of significant steps to target intermediate and longer term aspects of the program, including: (1) emphasize the importance of the issue of diversity in the program and identify this area as a major target for change; (2) evaluate and adjust curricular and internship assignments to provide experience and competence in areas of culture, ethnicity and health disparities; (3) help to make it clear to potential applicants that the program has a sincere interest in diversity and can be sensitive and supportive in their career development; (4) highlight that we have quality service and research programs and projects that speak to the relevant needs of our regional and national constituencies; and (5) help draw attention to those aspects of the Charleston and University community that allow for a successful and supportive pursuit of career goals of URM students. Although we are working to highlight the URM groups defined by our professional organizations (ASA, SER, APHA, AAMC), the literature reflects a larger group of cultural minorities that encompass international ethnic groups, GLBT, religious minorities, and other cultural groups. All of these minority groups have a real effect on our local and national practice needs, reflect the populations of those entering the field, and speak to our need for general acceptance, support and attention. Significant changes are being planned for implementation over the next five years that specifically focus on URM recruitment, selection, and retention.

## **Proposed Plans for Student Minority Recruitment and Retention in DPHS**

1. **Recruitment.** Plans for minority recruitment include building on university priorities and successful initiatives, tapping university offices and resources, direct recruitment through local HBCUs, and drawing on specific universities where successful graduate applicants have completed their undergraduate educations.

2. **University Priorities and Initiatives.** Programs at MUSC have been instrumental in contributing to the diversification of the graduate student body in the sciences. Institutional priorities now more than ever are highly supportive of this diversification effort in specific disciplines, namely biomedical and clinical and translational research including Public Health Sciences research. As a function of health disparities due to geography and demographics, MUSC's clinical and translational research already explores a variety of human health-related focus areas to promote improvement in the quality of life for the population of South Carolina (which is 30% rural and has 46% of children living in poverty or near-poverty conditions). Health disparities issues are especially salient given that African Americans account for 32% of the state's population, and Hispanics are a small but growing segment of the population (10-15%). Connecting recruitment efforts to

interest in health-disparities research is a viable way to dovetail with the initiatives to attract underrepresented minorities.

MUSC has a strong record of promoting minority education at the graduate level. There is a vibrant Office of Multicultural Student Affairs at MUSC as well as an Office of Minority Affairs. These offices provide resources and processes for assisting with publicity and communications locally and nationally. On a related topic, the minority recruitment plan builds on the university's association with HBCUs that was established by MUSC's funded program lead by Dr. Marvella Ford. This training program was developed in association with several nearby HBCUs that are located in South Carolina—Claflin University, Orangeburg, SC (recently established an M.S. program in Biotechnology); Voorhees College, Denmark, SC; and South Carolina State University in Orangeburg, SC.

Since the program's inception, 24 students ("Student Fellows") have participated in a 10-week program of laboratory rotations and weekly research discussions. The Student Fellows also participate in a twice-weekly, one-hour, Prostate Cancer Health Equity Research Course. The course lectures span the spectrum from basic science to clinical science to population science and include an introduction to the Sea Island/Gullah population of South Carolina. The ultimate goal of the Training Program is to increase the diversity of emerging scientists who may choose prostate cancer research careers in the basic, clinical, and population sciences. [1]

A second program, the South Carolina Cancer Disparities Research Center (SC CaDRe) is a formal collaboration between MUSC and South Carolina State University. SC CaDRe's primary goal is to create a critical mass of well-trained faculty researchers between the two institutions who conduct disparity-focused feasibility studies and obtain preliminary data that leads to further extramural funding. A secondary goal of SC CaDRe is to enhance the racial and ethnic diversity of emerging scientists at all levels. The program allows student fellows to receive didactic, twice-weekly instruction as well as hands-on experience working in research labs/offices of leading cancer researchers in the basic, clinical, and population sciences at MUSC. Student fellows also gain scientific presentation skills which will benefit them when making presentations at local and national scientific meetings. Thus far, the underrepresented students that have participated in the HBCU Student Summer Training Program have had the opportunity to conduct prostate cancer research, gain laboratory experience, participate in journal clubs, interact with the Sea Island/Gullah SC population, and gain invaluable mentors. [1]

MUSC has cooperative programs in Health Disparities with South Carolina State University, the state's largest and only publicly funded HBCU. These institutions are located about 45 miles from the MUSC campus. In addition, there are a number of successful programs that

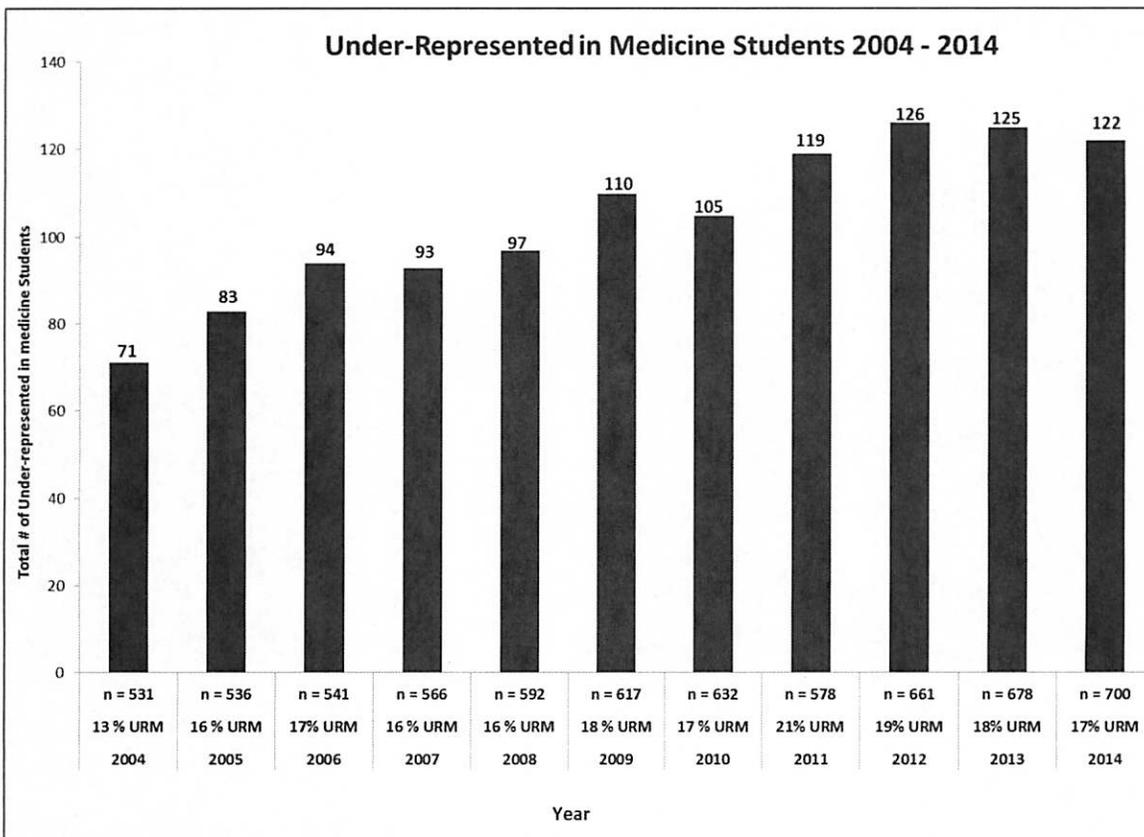
provide undergraduate students with an opportunity to participate in research projects. As indicated below, minority participation in these programs is strong, adding to the pool of potential applicants for the graduate programs in public health.

The Post-Baccalaureate Education Program at MUSC has established an NIH-funded program. Some participants in this program will be completing their undergraduate degree and have the potential to successfully complete a graduate program. Dr. Ford's program helps the participants build their credentials and complete coursework that increase their likelihood of success in graduate school. The program has admitted four to five promising young minority scientists each year. The participants across the two years have mainly been African American students (and a Native American student). Since its inception, the program has been overwhelmed by a large number of applications. Most of these applications come from individuals who are well suited to the program in that they have a strong interest in biomedical research but need to build up research experience and academic preparation. The recruitment strategy includes plans to draw heavily on these schools and others where successful applicants have completed their undergraduate educations. Personal contacts with faculty and students at these schools, along with use of formal publicity mechanisms, increase the likelihood of receiving viable applications from students who understand the goals and focus of DPHS.

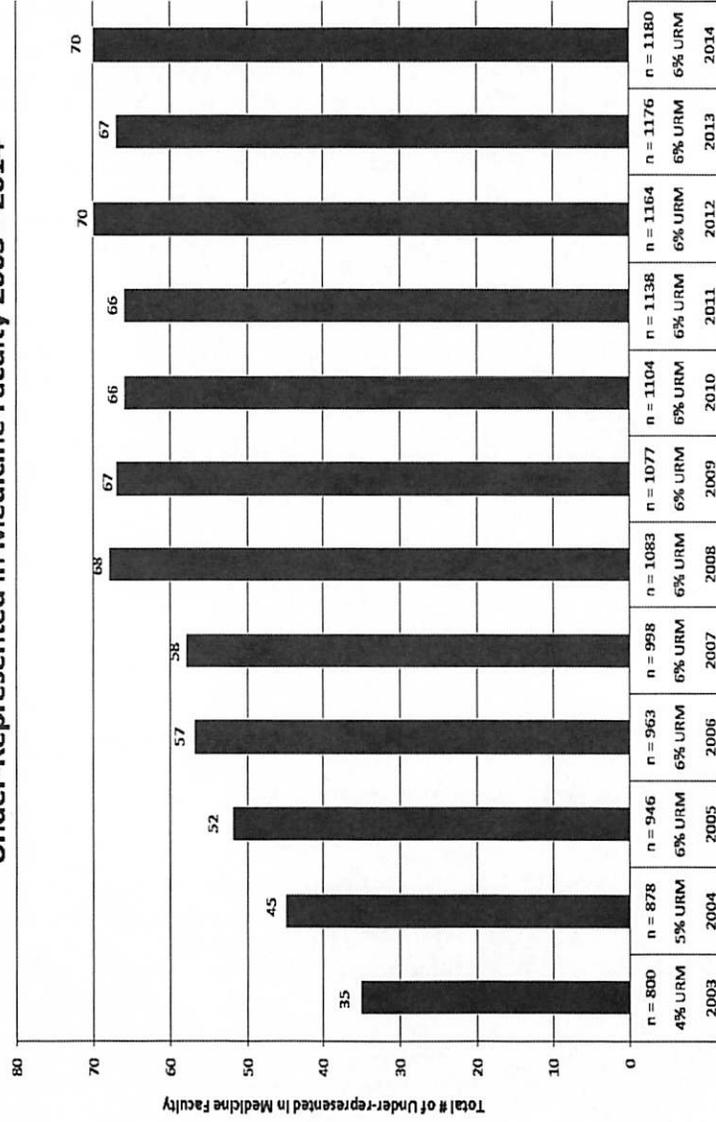
3. Retention. Beyond what is employed with all trainees (i.e., close mentoring, concentrated involvement, building of group cohesion), additional strategies are needed to optimize retention of trainees from underrepresented minority groups. The strategies fall into three categories: (1) promotion of connectedness, (2) facilitation of open communication, and (3) promoting an environment that embraces diversity and inclusion. Promotion of connectedness is meant to prevent isolation that some students might feel. Some of the strategies to promote connectedness include: encouraging advanced students to link up with new students and assist them (particularly in the early stages of the program); department and campus networks for diversity-oriented support; and, frequent faculty-initiated contact focusing on getting to know and understand the students and their interests. We will also require our students to participate in the same diversity and inclusion program in which all medical students participate to encourage an appreciation for and acceptance of diversity. This program offers National Coalition Building Institute workshops ([http://academicdepartments.musc.edu/esl/studentprograms/training\\_edu/campus\\_conn/ncbi/workshops.html](http://academicdepartments.musc.edu/esl/studentprograms/training_edu/campus_conn/ncbi/workshops.html)) provided through the Office of Student Diversity.

Promoting an environment that embraces diversity and inclusion is the responsibility of all the faculty and students in the DPHS program. The program directors and faculty have a responsibility to set a positive example in terms of communication style, reference to issues related to diversity (e.g., when health disparities topics are discussed), and

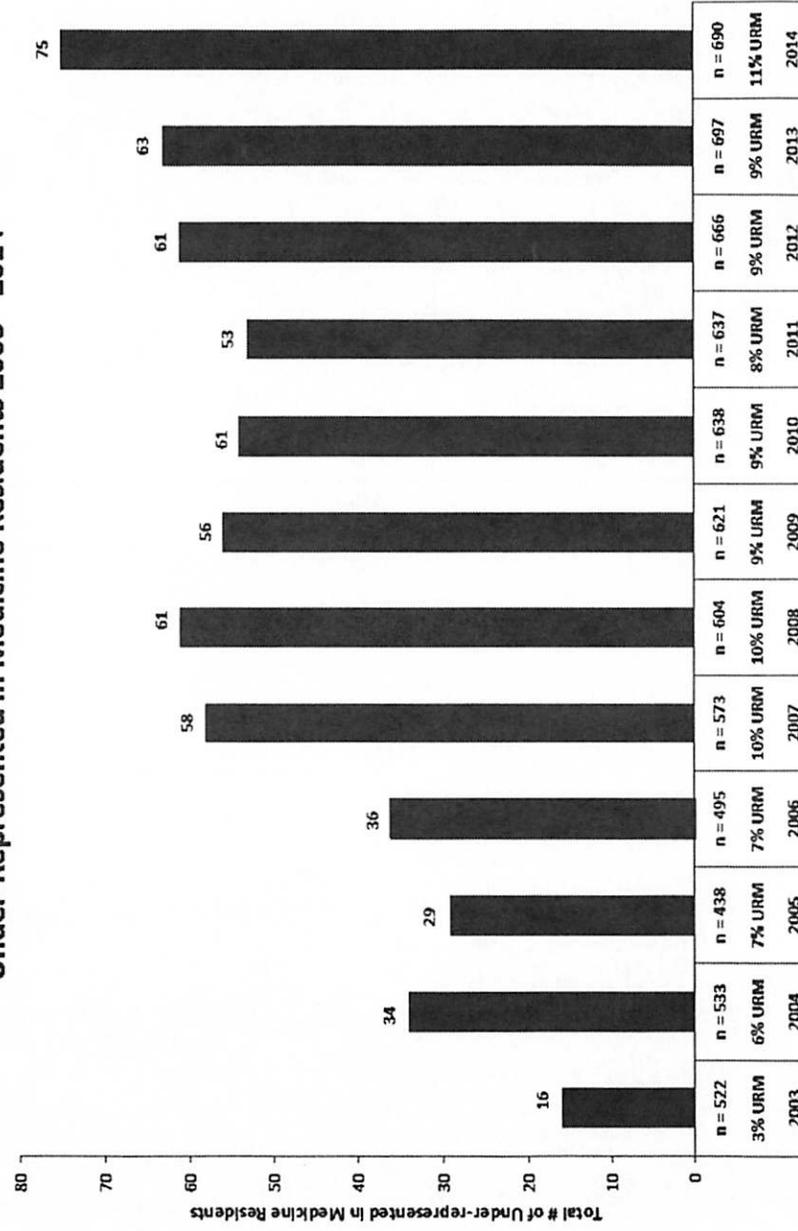
interpersonal interactions with students. These expectations are communicated to all students and faculty, and the University's Office of Multicultural Student Affairs provides diversity training to students and faculty to facilitate acceptance and creation of a positive atmosphere.



**Under-Represented in Medicine Faculty 2003 - 2014**



**Under-Represented in Medicine Residents 2003 - 2014**



## References

1. Marvella E. Ford, Latecia M. Abraham, Anita L. Harrison, Melanie S. Jefferson, Tonya R. Hazelton, Heidi Varner, Kimberly Cannady, Carla S. Frichtel, Omar Bagasra, Leroy Davis, David E. Rivers, Sabra C. Slaughter, Judith D. Salley. (2015). Mentoring Strategies and Outcomes of Two Federally Funded Cancer Research Training Programs for Underrepresented Students in the Biomedical Sciences. *Journal of Cancer Education*. DOI: 10.1007/s/13187-015-0825-0.



UNIVERSITY OF  
SOUTH CAROLINA

Office of the Executive Vice President for  
Academic Affairs and Provost

**MEMORANDUM**

**To:** Dr. Bettie Rose Horne, Chair  
SC Commission on Higher Education  
Committee on Academic Affairs & Licensing (CAAL)

**From:** Dr. Helen Doerpinghaus   
Interim Executive Vice President for Academic Affairs and Provost

**Date:** April 24, 2015

**Subject:** Request for data on USC MPH programs

During their April 8, 2015 meeting, the Committee on Academic Affairs & Licensing (CAAL) discussed three new MPH programs being proposed by the Medical University of South Carolina (MUSC). In the course of that discussion, CAAL Commissioners requested data on the recruitment, enrollments, graduations and access/equity of USC's three existing comparable Public Health programs. The information requested of USC included the following:

- 1) Specific recruitment pools from which USC recruits for each degree program
- 2) Data on how many recruits we enroll for each program from each recruitment pool
- 3) Data on retention of these recruits through completion of each program
- 4) Evidence that USC assures "access and equity" in recruiting for each program (% of recruits who are minority/African-American; % of students enrolled who are minority/African-American)
- 5) Data on online programs for each of the above

The attachments to this memo provide a significant amount of data on the USC MPH programs in Epidemiology, Biostatistics, and Health Promotion, Education & Behavior (HPEB). The data cover the time period 2012-2015, and are sorted variously by department, out-of-state vs. in-state students, race, and SC school where undergraduate degree was earned. The online HPEB program is itemized

as requested, and the online program marketing flyer is included among the attachments.

On April 15, 2015 I met with Provost Mark Sothmann to discuss preliminary steps toward a concrete strategy to identify and reduce unnecessary duplication in academic programming. I reiterated to him USC's support for MUSC's three proposed MPH proposals now under review by CHE. USC further concurs with MUSC that our institutions would mutually benefit from closer collaboration in public health. To this end, we agreed to host a retreat jointly with AHEC (Area Health Education Consortium) in the coming summer, to which key stakeholders from around the state would be invited. Our shared objectives at this retreat are as follows:

- 1) Identify opportunities for collaboration across educational programs in public health
- 2) Assess potential unnecessary redundancy and develop strategies for reducing duplication of effort
- 3) Identify ways to optimize career counseling and career path development for students seeking undergraduate and graduate public health degrees
- 4) Recommend a mechanism through which MUSC, USC, and other institutions of higher learning in South Carolina will collaborate on an ongoing basis in the arena of public health education
- 5) Plan a jointly sponsored statewide public health conference to be held in 2016, which brings together experts in public health to raise awareness and to propose initiatives to address the public health needs of South Carolina's citizens.

HD/kf/b  
Attachments

USC Arnold School of Public Health  
Applications/Acceptances by Residency, UG School

<b>applications by residency</b>				
DEPT	YearTerm	non-SC res	SC res	Grand Total
BIOS	2012	8	2	10
	2013	9	1	10
	2014	10		10
	2015	9		9
<b>BIOS Total</b>		<b>36</b>	<b>3</b>	<b>39</b>
EPID	2012	55		55
	2013	54	4	58
	2014	45	9	54
	2015	28	3	31
<b>EPID Total</b>		<b>182</b>	<b>16</b>	<b>198</b>
HPEB	2012	93	23	116
	2013	86	30	116
	2014	78	46	124
	2015	78	27	105
<b>HPEB Total</b>		<b>335</b>	<b>126</b>	<b>461</b>
<b>Grand Total</b>		<b>553</b>	<b>145</b>	<b>698</b>

<b>% applications by residency</b>				
DEPT	YearTerm	non-SC res	SC res	Grand Total
BIOS	2012	80%	20%	100%
	2013	90%	10%	100%
	2014	100%	0%	100%
	2015	100%	0%	100%
<b>BIOS Total</b>		<b>92%</b>	<b>8%</b>	<b>100%</b>
EPID	2012	100%	0%	100%
	2013	93%	7%	100%
	2014	83%	17%	100%
	2015	90%	10%	100%
<b>EPID Total</b>		<b>92%</b>	<b>8%</b>	<b>100%</b>
HPEB	2012	80%	20%	100%
	2013	74%	26%	100%
	2014	63%	37%	100%
	2015	74%	26%	100%
<b>HPEB Total</b>		<b>73%</b>	<b>27%</b>	<b>100%</b>
<b>Grand Total</b>		<b>79%</b>	<b>21%</b>	<b>100%</b>

<b>Acceptances by residency *</b>				
DEPT	YearTerm	non-SC res	SC res	Grand Total
BIOS	2012	4	1	5
	2013	1		1
	2014	5		5
<b>BIOS Total</b>		<b>10</b>	<b>1</b>	<b>11</b>
EPID	2012	12		12
	2013	18		18
	2014	17	6	23
<b>EPID Total</b>		<b>47</b>	<b>6</b>	<b>53</b>
HPEB	2012	72	17	89
	2013	64	24	88
	2014	53	27	80
<b>HPEB Total</b>		<b>189</b>	<b>68</b>	<b>257</b>
<b>Grand Total</b>		<b>246</b>	<b>75</b>	<b>321</b>

<b>% Acceptances by residency</b>				
DEPT	YearTerm	non-SC res	SC res	Grand Total
BIOS	2012	80%	20%	100%
	2013	100%	0%	100%
	2014	100%	0%	100%
<b>BIOS Total</b>		<b>91%</b>	<b>9%</b>	<b>100%</b>
EPID	2012	100%	0%	100%
	2013	100%	0%	100%
	2014	74%	26%	100%
<b>EPID Total</b>		<b>89%</b>	<b>11%</b>	<b>100%</b>
HPEB	2012	81%	19%	100%
	2013	73%	27%	100%
	2014	66%	34%	100%
<b>HPEB Total</b>		<b>74%</b>	<b>26%</b>	<b>100%</b>
<b>Grand Total</b>		<b>77%</b>	<b>23%</b>	<b>100%</b>

\* omitted 2015 - some applications are still pending

USC Arnold School of Public Health  
Health Promotion, Education Behavior - MPH, Online MPH Applications, Acceptances

DEPT		HPEB			
applicants by residency		SCres			Grand Total
Degree	YearTerm	non-SC res	SC res		
MPH	2012	93	23	116	
	2013	86	30	116	
	2014	66	20	86	
	2015	70	16	86	
<b>MPH Total</b>		<b>315</b>	<b>89</b>	<b>404</b>	
MPH Distance	2014	12	26	38	
	2015	8	11	19	
<b>MPH Distance Total</b>		<b>20</b>	<b>37</b>	<b>57</b>	
<b>Grand Total</b>		<b>335</b>	<b>126</b>	<b>461</b>	

DEPT		HPEB			
% applicants by residency		SCres			Grand Total
Degree	YearTerm	non-SC res	SC res		
MPH	2012	80%	20%	100%	
	2013	74%	26%	100%	
	2014	77%	23%	100%	
	2015	81%	19%	100%	
<b>MPH Total</b>		<b>78%</b>	<b>22%</b>	<b>100%</b>	
MPH Distance	2014	32%	68%	100%	
	2015	42%	58%	100%	
<b>MPH Distance Total</b>		<b>35%</b>	<b>65%</b>	<b>100%</b>	
<b>Grand Total</b>		<b>73%</b>	<b>27%</b>	<b>100%</b>	

DEPT		HPEB			
Acceptances by residency		Acc/Rej		SCres	
Degree	YearTerm	non-SC res	SC res	Grand Total	
MPH	2012	72	17	89	
	2013	64	24	88	
	2014	48	14	62	
<b>MPH Total</b>		<b>184</b>	<b>55</b>	<b>239</b>	
MPH Distance	2014	5	13	18	
<b>MPH Distance Total</b>		<b>5</b>	<b>13</b>	<b>18</b>	
<b>Grand Total</b>		<b>189</b>	<b>68</b>	<b>257</b>	

DEPT		HPEB			
% Acceptances by residency		Acc/Rej		SCres	
Degree	YearTerm	non-SC res	SC res	Grand Total	
MPH	2012	81%	19%	100%	
	2013	73%	27%	100%	
	2014	77%	23%	100%	
<b>MPH Total</b>		<b>77%</b>	<b>23%</b>	<b>100%</b>	
MPH Distance	2014	28%	72%	100%	
<b>MPH Distance Total</b>		<b>28%</b>	<b>72%</b>	<b>100%</b>	
<b>Grand Total</b>		<b>74%</b>	<b>26%</b>	<b>100%</b>	

**Applications**

Degree	Dept	Race for US Citizen or Permanent Resident							Total US	Foreign National	Overall Total	% black
		Hispanic	Asian	Black	Hawaiian/ Pacific	White	Two or more	Unknown				
MPH	BIOS	0	0	0	0	1	0	0	1	8	9	0%
MPH	EPID	0	2	5	1	10	0	6	24	33	57	21%
MPH	HPEB	0	5	24	0	49	2	17	97	19	116	25%
MSW/MPH	HPEB	0	0	3	0	10	0	2	15	2	17	20%
<b>Total</b>		<b>0</b>	<b>7</b>	<b>32</b>	<b>1</b>	<b>70</b>	<b>2</b>	<b>25</b>	<b>137</b>	<b>62</b>	<b>199</b>	<b>23%</b>

**Acceptances**

Degree	Dept	Race for US Citizen or Permanent Resident							Total US	Foreign National	Overall Total	% black
		Hispanic	Asian	Black	Hawaiian/ Pacific	White	Two or more	Unknown				
MPH	BIOS	0	0	0	0	1	0	0	1	4	5	0%
MPH	EPID	0	0	0	1	4	0	0	5	7	12	0%
MPH	HPEB	0	5	16	0	43	2	16	82	8	90	20%
MSW/MPH	HPEB	0	0	1	0	7	0	2	10	2	12	10%
<b>Total</b>		<b>0</b>	<b>5</b>	<b>17</b>	<b>1</b>	<b>55</b>	<b>2</b>	<b>18</b>	<b>98</b>	<b>21</b>	<b>119</b>	<b>17%</b>

**New enrollments**

Degree	Dept	Race for US Citizen or Permanent Resident							Total US	Foreign National	Overall Total	% black
		Hispanic	Asian	Black	Hawaiian/ Pacific	White	Two or more	Unknown				
MPH	BIOS	1	0	0	0	0	0	0	1	0	1	0%
MPH	EPID	0	0	1	0	0	0	0	1	1	2	100%
MPH	HPEB	1	0	3	0	10	0	0	14	1	15	21%
MSW/MPH	HPEB	1	0	1	0	4	0	0	6	2	8	17%
<b>Total</b>		<b>3</b>	<b>0</b>	<b>5</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>22</b>	<b>4</b>	<b>26</b>	<b>23%</b>

**Current enrollment - fall 2012**

Degree	Dept	Race for US Citizen or Permanent Resident							Total US	Foreign National	Overall Total	% black
		Hispanic	Asian	Black	Hawaiian/ Pacific	White	Two or more	Unknown				
MPH	BIOS	1	1	0	0	0	0	0	2	0	2	0%
MPH	EPID	0	1	1	0	1	0	0	3	3	6	33%
MPH	HPEB	1	1	10	0	22	0	0	34	2	36	29%
MSW/MPH	HPEB	1	0	2	0	12	0	0	15	2	17	13%
<b>Total</b>		<b>3</b>	<b>3</b>	<b>13</b>	<b>0</b>	<b>35</b>	<b>0</b>	<b>0</b>	<b>54</b>	<b>7</b>	<b>61</b>	<b>24%</b>

USC Arnold School of Public Health  
 Access Equity Data, 2012-2014 - Applications, Acceptances, Enrollments, Completions

**Graduates 2012**

Degree	Dept	Race for US Citizen or Permanent Resident							Total US	Foreign National	Overall Total	% black
		Hispanic	Asian	Black	Hawaiian/ Pacific	White	Two or more	Unknown				
MPH	BIOS	0	0	0	0	1	0	0	1	1	2	0%
MPH	EPID	0	0	0	0	0	0	0	0	1	1	
MPH	HPEB	0	0	1	0	14	0	0	15	2	17	7%
MSW/MPH	HPEB	0	1	0	0	4	0	0	5	0	5	0%
<b>Total</b>		0	1	1	0	19	0	0	21	4	25	5%

**Applications by Department Spring, Summer, and Fall 2014**

DEPT	Degree	Out-of-state residents							SC Residents					Totals	
		Hispanic	Asian	Black	White	Two or more	Unknown	Foreign National	Hispanic	Asian	Black	White	Unknown		Foreign National
BIOS	MPH	.	2	1	.	.	.	7	.	.	.	.	.	.	10
EPID	MPH	2	3	3	8	2	1	30	.	1	2	6	.	.	58
HPEB	MPH	5	7	12	35	1	1	14	1	3	8	8	2	.	97
	MPH Distance	2	1	4	9	.	3	1	.	2	13	20	1	1	57
	MSW/MPH	.	.	2	.	.	1	.	.	.	4	4	1	.	12
<b>totals</b>		9	13	22	52	3	6	52	1	6	27	38	4	1	234

**Acceptances by Department Spring, Summer, and Fall 2014**

DEPT	Degree	Out-of-state residents							SC Residents					Totals	
		Hispanic	Asian	Black	White	Two or more	Unknown	Foreign National	Hispanic	Asian	Black	White	Unknown		Foreign National
BIOS	MPH	.	1	.	.	.	.	4	.	.	.	.	.	.	5
EPID	MPH	2	2	.	1	1	1	10	.	.	1	5	.	.	23
HPEB	MPH	2	6	6	29	1	.	9	1	3	4	7	2	.	70
	MPH Distance	1	.	2	6	.	1	.	.	1	5	11	.	1	28
	MSW/MPH	.	.	1	.	.	1	.	.	.	1	1	.	.	4
<b>totals</b>		5	9	9	36	2	3	23	1	4	11	24	2	1	130

**New Enrollments by Department Fall 2014**

dept	Degree	Out-of-state residents					SC Residents				Totals
		Asian	Black	White	Unknown	Foreign National	Asian	Black	White	Unknown	
EPID	MPH	.	.	.	.	1	.	.	3	1	5
HPEB	MPH	.	.	2	6	3	2	1	3	3	20
	MPH Distance	.	1	3	4	.	1	4	4	4	21
	MSW/MPH	1	.	1	.	.	.	1	2	.	5
<b>totals</b>		1	1	6	10	4	3	6	12	8	51

**Current Students by Department Fall 2014**

dept	Degree	Out-of-state residents						SC Residents					Totals	
		Hispanic	Asian	Black	White	Unknown	Foreign National	Hispanic	Asian	Black	White	Unknown		Foreign National
EPID	MPH	.	.	.	.	.	2	.	.	.	3	1	.	6
HPEB	MPH	1	.	1	6	6	4	2	2	6	10	3	.	41
	MPH Distance	.	.	1	3	4	.	.	1	4	4	4	.	21
	MSW/MPH	.	1	.	2	.	.	1	.	1	2	.	1	8
<b>totals</b>		1	1	2	11	10	6	3	3	11	19	8	1	76

**Graduates by Department Fall 2013, Spring 2014, Summer 2014**

DEPT	Degree	out-of-state residents					SC residents			totals
		Hispanic	Black	White	Unknown	Foreign National	Black	White	Unknown	
EPID	MPH	.	.	.	.	1	.	.	.	1
HPEB	MPH	1	2	7	1	3	1	7	1	23
	MSW/MPH	.	1	5	.	.	.	3	1	10
<b>totals</b>		1	3	12	1	4	1	10	2	34

USC Arnold School of Public Health  
Recruiting Activities, 2012-2014

A list of recruiting fair locations visited by Arnold School of Public Health recruiters is provided below. Highlighted are HBCU institutions.

[Note: The Graduate School's Assistant Director for Recruitment holds an MSPH in Epidemiology; his duties require him to visit on average seven recruiting events a month throughout the Southeast.]

**2012**

College of Charleston  
Furman University  
University of South Carolina Graduate School Fair  
Winthrop University  
Wofford College  
South Carolina State University  
Morris College  
Claflin University  
American Public Health Association Conference (San Francisco, CA)

**2013**

College of Charleston  
Furman University  
Winthrop University  
Clemson University  
Benedict College  
South Carolina State University  
Morris College  
Claflin University  
Clemson University  
University of South Carolina Graduate School Fair  
American Public Health Association Conference (Boston, MA)

**2014**

This is Public Health Graduate School Fair (San Diego, CA)  
Furman University  
Georgia Southern University  
University of Georgia  
Winthrop University  
Wofford College  
University of South Carolina Graduate School Fair  
Benedict College  
Morris College  
South Carolina State University  
Voorhees College  
Claflin University  
Allen University  
American Public Health Association (New Orleans, LA)  
SOPHAS Virtual Graduate School Fair (November 2014 and January 2015)

### Choose a School with a Reputation for Excellence

The Arnold School is located within the heart of USC's Innovista research campus. The Public Health Research Center and the Discovery 1 Building are a testament to the outstanding academic and research programs for which the Arnold School is nationally and internationally recognized.

### Websites:

Department of Health Promotion, Education, and Behavior

Master of Public Health in Health Promotion, Education, and Behavior – Professional Online Program

### To Apply:

Program Application

### Contact Us

Arnold School of Public Health  
Department of Health Promotion, Education, and Behavior  
Renee Kyzer, HPEB Administrative Coordinator  
rkyzer@mailbox.sc.edu  
1-803-777-6255

[www.sc.edu](http://www.sc.edu)



## Arnold School of Public Health Health Promotion, Education, and Behavior

University of South Carolina

# Professional Online Program

MPH in Health Promotion,  
Education, and Behavior



**“Online education increasingly has a vital role** in helping public health practitioners earn a graduate degree while continuing their careers. Our professional online program will help enhance your leadership skills and career knowledge.”

### Edward A. Frongillo, Jr., Ph.D.

Chair, Health Promotion, Education, and Behavior

## A Master’s Degree In Public Health Is Attainable!

As a public health professional, you have many responsibilities and obligations that can make a graduate degree seem difficult to attain. Yet, you know that information and practice procedures change rapidly in the field of public health and that an advanced degree will help you better serve the people in your community and enable you to advance in your career.

The Arnold School of Public Health at the University of South Carolina understands these challenges and has developed a comprehensive master’s degree online program in the Department of Health Promotion,

Education, and Behavior. This program offers flexibility, a student-centered approach to learning, accessibility and affordability – leading to a degree from USC, which has a Carnegie top-tier designation for “very high research activity.”

The Arnold School and USC have a tradition of academic excellence and achievement. We encourage you to know more about the Master of Public Health degree program in the Department of Health Promotion, Education, and Behavior and the benefits it offers you.

## MPH in Health Promotion, Education, and Behavior - Professional Online Program

### Degree description

The Master of Public Health in Health Promotion, Education, and Behavior – Professional Online Program is designed for practitioners in health department, community, school, and worksite settings who are deeply concerned about human welfare and require the flexibility of an online program.

The program provides highly transferable, interdisciplinary skills that will help make you a more impactful agent of change in your career and in people's lives. This program will train you to:

- become a leader and advocate for change in organizations and in the environment to facilitate healthful practices
- develop programs aimed at promoting good health at the personal, organizational, and public-policy levels
- evaluate health programs and policies to ensure they are meeting objectives and societal needs
- develop and disseminate knowledge through systematic research and evaluation.

The program uses a 100% online, asynchronous format, and requires 45

hours of course work, including core courses in public health and health promotion, education, and behavior and a 6-hour practicum. One to two courses are offered each eight-week term throughout the calendar year, so that the degree can be completed in 22-24 months. The public health core is designed to develop competencies in using epidemiology and biostatistics to understand distributions and causes of health problems in populations; understanding the relationship between environment and health; and managing and administering health organizations. The health promotion, education, and behavior core is designed to develop competencies in planning implementing, and evaluating programs and policies which promote informed decision-making and health behavior change in individuals, organizations, and communities. Candidates must successfully complete a comprehensive examination at or near the conclusion of other program requirements.

### About the department

The Department of Health Promotion, Education, and Behavior (HPEB) has as its focus understanding how policy, environmental, institutional, and individual actions can improve the public's health. This work, usually done in partnership with organizations and communities, uses principles and methods from the social and behavioral sciences to promote health in diverse settings across South Carolina, the US, and the globe.

### About USC and the Arnold School of Public Health

USC is one of only 63 public universities nationwide listed in the Carnegie Foundation's highest tier of

research institutions, and the Arnold School of Public Health is a vital part of this prestigious ranking. The school currently has approximately 135 faculty and more than 2,400 undergraduate and graduate students. It is fully accredited by CEPH. The mission of the School is to expand, disseminate, and apply the body of knowledge regarding prevention of disease, disability and environmental degradation; promotion of health and well-being in diverse populations; and provision of effective, efficient, and equitable health services.

### Admission Criteria

- Bachelor's degree from an accredited college or university
- Official transcripts from all post-secondary schools and colleges previously attended, including non-degree courses taken
- Evidence of academic performance at a B or better level on academic transcripts
- Satisfactory GRE scores within last five years [the average combined verbal and quantitative GRE (new version) for incoming students is approximately 300]. Applicants may submit a request with their application detailing significant prior professional experience that could be considered in lieu of the GRE.
- Minimum of two years post-baccalaureate health-related professional experience
- Three letters of recommendation from academic and/or professional sources
- A letter of intent which describes professional goals and objectives, and how the applicant became interested in the field of health promotion, education, and behavior
- Current resume

### Courses

(Each duration 8 weeks, 3 units credit)

#### Public Health Core

- HSPM 700** Approaches and Concepts for Health Administration
- BIOS 700** Introduction to Biostatistics
- ENHS 660** Concepts of Environmental Health Science
- EPID 700** Introduction to Epidemiology
- HPEB 700** Concepts and Methods in Health Promotion

#### HPEB Core

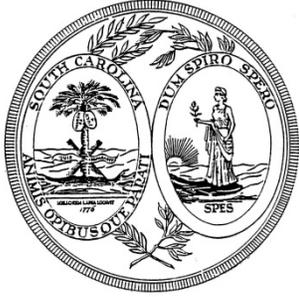
- HPEB 701** Theoretical Foundations of Health Promotion
- HPEB 702** Planning Health Promotion Programs
- HPEB 707** Health Promotion Research Methods
- HPEB 710** Evaluation of Health Promotion Programs
- HPEB 748** Community Health Development

#### HPEB Focus

- HPEB 513** Race, Ethnicity, and Health: Examining Inequalities
- HPEB 547** Consumer Health in Contemporary Society
- HPEB 711** Applied Health Communication

#### Practicum

- HPEB 798A** Public Health Practicum Seminar
- HPEB 798B** Public Health Practicum Fieldwork



# South Carolina Commission on Higher Education

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Dr. Evans Whitaker  
  
Dr. Richard C. Sutton  
Executive Director

CHE  
5/7/15  
Agenda Item 6.02.B1-2

May 7, 2015

## **MEMORANDUM**

**To:** Chairman John L. Finan and Members, SC Commission on Higher Education Members

**From:** Dr. Bettie Rose Horne and Members, Committee on Academic Affairs and Licensing

### **Analyses of Program Modifications**

Attached are the executive summaries and proposals for program modifications for consideration at the May 7, 2015, meeting of the S.C. Commission on Higher Education.

Please do not hesitate to call Dr. MaryAnn Janosik, Director of Academic Affairs, at 803-737-3921 should you have any questions or concerns about the summaries or recommendations.

Enclosures

**Program Modification Proposal  
 M.D., Addition of Clinical Program Offering Site at AnMed Health in Anderson, SC  
 Medical University of South Carolina**

**Summary**

The Medical University of South Carolina requests approval to offer the M.D. program at a new clinical site at AnMed Health in Anderson, SC, for third and fourth year medical students, to be implemented in July 2015. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of approval for the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend provisional approval of the program modification proposal. The full program modification proposal is attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	1/5/15	Not Applicable
ACAP Consideration	2/12/15	ACAP members discussed the need and expressed support for the proposed program. Dr. MaryAnn Janosik asked MUSC representatives to confirm that only third and fourth year medical students would study at the proposed site. MUSC representatives stated there was no intent to start a branch campus or expand to a four-year program at the proposed site. ACAP members voted to approve the proposed modification.
Comments and suggestions from CHE staff sent to the institution	2/17/15	Staff requested that the proposal be revised to state specifically that there is no intent to create a branch campus or to expand instruction beyond the third and fourth years at the site; to clarify the difference between “selectives” and electives; and to revise the list of similar programs to include the Florence site for the USC M.D. program. Staff also asked that representatives review the projected enrollment chart to verify the accuracy of the figures presented.
Revised Program Proposal Received	2/24/15	The revised proposal satisfactorily addressed all of the requested revisions.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
CAAL Consideration	4/8/2015	Commissioners discussed the costs of the proposed expansion of the program and whether the benefits of the expanded clinical training outweighed those costs. Commissioners voted to provisionally approve the modification with final approval to be considered after a review of the results of MUSC's planned two-year evaluation of the program to determine whether the program meets program outcome expectations and a review of program costs at that time.

**Recommendation**

The Committee on Academic Affairs and Licensing recommends the Commission provisionally approve the program modification to offer the M.D. program at a new clinical site at AnMed Health in Anderson, SC, for third and fourth year medical students, to be implemented in July 2015. The Commission will consider final approval of the program after an analysis of the results of MUSC's planned two-year evaluation of the program's effectiveness and a review of program costs at the time the analysis is completed.

**PROGRAM MODIFICATION PROPOSAL**

Name of Institution

Medical University of South Carolina

Name of Program (include concentrations, options, and tracks)

College of Medicine Clinical Training Program at AnMed Health

**Program Designation**

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

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
- No

Proposed Date of Implementation

July 6, 2015

CIP Code

51.1201

Delivery Site(s)

AnMed Health, Anderson, SC

Delivery Mode

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education
- 100% online
- Blended (more than 50% online)
- Other distance education

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

Deborah Deas, MD, MPH - Interim Dean, College of Medicine  
Senior Associate Dean for Medical Education; Professor of Psychiatry  
96 Jonathan Lucas Street - CSB 601  
Charleston, South Carolina 29425  
deasd@musc.edu  
843-792-5214

## PROGRAM MODIFICATION PROPOSAL

### Institutional Approvals and Dates of Approval

College of Medicine Undergraduate Curriculum Committee: October 17, 2014

MUSC Board of Trustees: August 8, 2014 and December 12, 2014

MUSC Dean's Council: October 20, 2014

MUSC Senior Leadership Council: November 18, 2014

Liaison Committee on Medical Education: In the initial phase of this program MUSC will conduct a pilot to obtain program outcome data sufficient to permit evaluation of the success of the program. LCME does not require approval to conduct pilot projects. Based on the success of these findings, the College of Medicine will seek LCME approval to make the AnMed Health clinical training site a permanent program offering.

### Background Information

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

The Medical University of South Carolina College of Medicine proposes a modified program of study in order to provide comprehensive clinical training for third and fourth year medical students in Anderson, SC. The College of Medicine has collaborated with AnMed Health for over 30 years to provide medical students with community-based family medicine clinical rotations and elective rotations through the South Carolina AHEC system. Over the past decade AnMed Health has expanded its educational offerings to MUSC medical students to include rotations in hospice and palliative care, global health, rural primary care, obstetrics and gynecology, and sports medicine, in addition to family medicine and internal medicine acting internships. In November 2012 AnMed Health renewed its longstanding affiliation agreement with MUSC with a commitment to continue to provide high quality clinical education for MUSC students.

The proposed program modification would initially place six medical students at AnMed Health for their third and fourth year of the MD program. In year 3, students would complete all seven of the required clinical clerkships, in addition to 3 required selectives which are three-week rotations designed to assist students with career exploration. In year 4 students would complete their required rotations at AnMed Health in addition to 5 clinical electives which are four-week rotations offered in a variety of clinical settings. Data will be gathered over a two-year period and evaluated to determine if the program meets required, established program outcome expectations of the college, the university, and the Liaison Committee on Medical Education (LCME) which is the accrediting body for programs leading to the MD degree. Based on the findings, the clinical training program could be expanded to a maximum intended capacity of 12 year 3 students and 12 year 4 students selected from presently enrolled medical students.

The Medical University of South Carolina has no intent or plan to develop a branch campus or 4-year medical degree program at AnMed Health. The proposed collaboration is for the sole purpose of enhancing clinical education for *enrolled* medical students.

## PROGRAM MODIFICATION PROPOSAL

List the objectives of the modified program. (1500 characters)

Modified Program Objectives:

1. Provide expanded, community-based clinical education for students who express an interest in a primary care specialty.
2. Increase student understanding of challenges and rewards in caring for medically underserved populations.
3. Foster community engagement that may increase in-state retention of students in residency training and practice.

The medical student curriculum at AnMed Health will meet all of the College of Medicine Institutional Learning Objectives in the 6 prescribed domains:

1. Medical Knowledge: Students must demonstrate knowledge about established and evolving basic, clinical, and cognate (i.e., epidemiological and social-behavioral) sciences and the application of this knowledge to the practice of medicine.
2. Patient Care: Students must be prepared to provide patient care that is compassionate, appropriate, safe and effective.
3. Interpersonal and Communication Skills: Students must demonstrate interpersonal and communication skills that facilitate effective interactions with patients, their families and other health professionals.
4. Professionalism: Students must demonstrate a commitment to professional and personal excellence in all settings, including adherence to ethical principles and sensitivity to a diverse patient population.
5. Practice-based and Lifelong Learning: Students must investigate and assess their academic and clinical performance, develop skills for lifelong learning and personal improvement in order to improve patient care.
6. System-based Learning: Students must demonstrate an awareness of and responsiveness to the larger context and systems of health care, including barriers and drivers of health and health care access.

## PROGRAM MODIFICATION PROPOSAL

### Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable. (1500 characters)

Medical education studies have shown that learning environments in tertiary care, academic health centers may overtly and covertly dissuade student interest in primary care.<sup>1</sup> Community-based clinical education provides an immersive experience that allows students to see the critical, well-respected role that primary care physicians play in caring for individuals and patient populations. The literature demonstrates that regional hospital collaboration with an academic health center can enhance the hospital's standing as academic centers, improve recruitment and retention of health care providers, and positively impact the quality of patient care.<sup>2,3</sup> This program would provide interested students with relevant and meaningful community-based, longitudinal opportunities for clinical training that is designed to prepare them to practice quality patient care in similar settings. Because much of Anderson County and portions of the City of Anderson are designated as a Medically Underserved Area, a Health Professions Shortage Area, or both, this setting provides distinct opportunities for students to acquire competency in population health, public health, and service-learning.

AnMed Health administration and faculty members have expressed a strong interest in providing longitudinal, clinical training for MUSC medical students, and have demonstrated many decades of experience in undergraduate and graduate medical education. Between 1998 and 2013, over 150 medical students from MUSC have completed a community-based family medicine clerkship at AnMed Health clinical sites. Students expressed a high degree of satisfaction with the teaching, the learning environment, and the resources provided.

1. Erikson CE, Danish S, Jones KC, Sandberg SF, Carle AC. The Role of Medical School Culture in Primary Care Career Choice. *Acad Med.* 2013; 88: 1919–1926.
2. Hanlon N, Ryser L, Crain J, Halseth G, Snadden D. Establishing a distributed campus: making sense of disruptions to a doctor community. *Med Educ* 44: 256-62.
3. Lovato C1, Bates J, Hanlon N, Snadden D. Evaluating distributed medical education: what are the community's expectations? *Med Educ* 43: 457-61.

Will the proposed modification impact any existing programs and services at the institution?

Yes

No

If yes, explain. (1000 characters)

**PROGRAM MODIFICATION PROPOSAL**

**List of Similar Programs in South Carolina**

<b>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
Pee Dee Health Education Partnership	USC School of Medicine	Clinical training for medical students in a community-based setting	The AnMed curriculum is designed with a longitudinal primary care emphasis specifically for MUSC students.



## **PROGRAM MODIFICATION PROPOSAL**

### **Faculty**

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program modification. (1000 characters)

The MUSC College of Medicine has approved an Associate Dean for Medical Student Education to oversee medical student education in Anderson. He is a faculty member of the MUSC COM and a practicing physician at AnMed Health who has extensive experience in undergraduate and graduate medical education. An additional faculty member will be hired to oversee student affairs and student services at AnMed Health. Roughly 35 AnMed Health physicians from various specialties will be hired and appointed as MUSC clinical teaching faculty members in their respective departments. These physicians are either employed by AnMed Health or are in clinical practices affiliated with AnMed Health. Additional funding will be provided to clinical faculty who serve as directors for the required clinical core clerkships. All faculty members will participate in faculty development offerings that address pedagogical strategies, course objectives, learner assessment, and learning environment.

### **Resources**

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

Currently, no new equipment or facilities are needed to support this program. AnMed Health has initiated a partnership with Anderson University to utilize their simulation center full-patient simulation trainers, simulation software and audio/video capture equipment in order to create fully comparable simulation education experiences for the medical students.

The AnMed physical plant provides roughly 2400 square feet of space for student study and lounge space, computer stations with internet access. Adequate conference room space for teaching is provided. Students have free access to a fitness center on the AnMed Health campus. Students and faculty members in Anderson will have the same web-based access to MUSC Library electronic information resources that campus students and faculty have. In addition, AnMed Health has a library and a full-time librarian with health informatics training who can assist students in accessing relevant, credible information resources.

**PROGRAM MODIFICATION PROPOSAL**

**Financial Support**

<b>Estimated New Costs by Year</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Program Administration	\$78,080	\$115,280	\$134,880	\$144,480	\$144,480	\$617,200
Faculty and Staff Salaries	\$668,404	\$1,014,004	\$1,018,054	\$1,018,054	\$1,018,054	\$4,736,571
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$100,000
Library Resources						
Other*						
<b>Total</b>	<b>\$766,484</b>	<b>\$1,149,284</b>	<b>\$1,172,934</b>	<b>\$1,182,534</b>	<b>\$1,182,534</b>	<b>\$5,453,771</b>
<b>Sources of Financing</b>						
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>Total</b>
Tuition Funding	\$323,649	\$449,266	\$395,408	\$474,006	\$548,974	\$2,191,303
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*	\$440,380	\$673,180	\$696,830	\$706,430	\$706,430	\$3,223,250
<b>Total</b>	<b>\$764,029</b>	<b>\$1,122,446</b>	<b>\$1,092,238</b>	<b>\$1,180,436</b>	<b>\$1,255,404</b>	<b>\$5,414,553</b>
<b>Net Total (i.e., Sources of Financing Minus Estimated New Costs)</b>	<b>\$(2,455)</b>	<b>\$(26,838)</b>	<b>\$(80,696)</b>	<b>\$(2,098)</b>	<b>\$72,870</b>	<b>\$(39,218)</b>

\*Provide an explanation for these costs and sources of financing in the budget justification.

## PROGRAM MODIFICATION PROPOSAL

### Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

New costs include the following Program Administration costs:

- MUSC faculty travel to AnMed Health for development of educational offerings
- AnMed faculty travel to MUSC for planning meetings and retreats
- Clinical skills standardized testing for AnMed students at MUSC
- AnMed teaching stipends for community preceptors
- AnMed global health elective scholarships for medical students
- AnMed faculty development for medical student teaching and teaching awards

Faculty and Staff Salary costs include the following:

- AnMed faculty/staff salaries - effort for the Associate Dean for Medical Student education, AnMed clerkship directors, new teaching faculty and support staff
- MUSC faculty/staff salaries – additional effort for MUSC clerkship directors and an educational technology coordinator

Additional costs include AnMed medical education material and office supplies.

MUSC revenues generated from medical student tuition will be passed through to AnMed to fund this program. AnMed Health will contribute additional support to the program from hospital revenues. Both MUSC and AnMed will contribute support for new faculty effort.

### Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

Will the proposed modification affect or result in program-specific accreditation?

Yes

No

## PROGRAM MODIFICATION PROPOSAL

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

The COM has recently obtained a full 8-year accreditation from the Liaison Committee on Medical Education (LCME) until 2021. MUSC will consult with LCME in every phase to evaluate the program and demonstrate comparability of the educational experience. MUSC will then submit a full application to LCME for accreditation of this program (anticipated application date of December 1, 2017). Students completing their clinical education in Anderson will receive their degree from MUSC and be eligible for medical licensure.

Will the proposed modification affect or lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

Medical students completing their clinical training at AnMed Health will take the same United States Medical Licensing Examination (USMLE) Step 2 CK and Step 2 CS that MUSC campus year 4 medical students take. The courses in year 3 are each designed to prepare students to pass the licensing examinations. Students will participate in the same NBME/national exams, objectives structured clinical exams (OSCEs), and Clinical Practice Exam (CPX3) that campus medical students take in preparation for the national licensing exams.

**PROGRAM MODIFICATION PROPOSAL**

**Teacher or School Professional Preparation Programs**

Is the proposed modified program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

Attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

## PROGRAM MODIFICATION PROPOSAL

### Curriculum Attachment for MUSC COM AnMed Program Modification

The LCME accreditation standards explicitly require that (1) training at off-campus clinical sites be comparable to training received on the main campus, and (2) all educational activities and assessments be directly tied to the institutional learning objectives. Therefore, students at AnMed Health will be required to complete the same required clinical clerkships, required longitudinal educational activities, and equivalent numbers of selective/elective experiences. Students at AnMed will be required to see patients with the same medical conditions, and complete the same required list of procedures as students on campus. For some of the large and small group didactics, students will connect to campus via video conferencing. For other activities, like simulation-based sessions, trained AnMed faculty will facilitate the didactics using a standardized curriculum (teaching materials, feedback tools, debriefing tools, etc.).

Clinical selectives in year 3 and electives in year 4 will be developed at AnMed to mirror those offered on campus. Selectives are three-week clinical rotations that provide students with early career exploration opportunities and supplemental clinical education; electives are four-week clinical rotations that permit students to choose educational offerings that complement and enrich their learning. Selectives and electives will be developed to mirror many of the offerings at MUSC. In addition, students will have the same opportunity that MUSC campus students have to take 4<sup>th</sup> year electives at any of the LCME-accredited programs that offer elective opportunities.

### Year 3

**MDCOR-705. Fundamentals of Patient Care (FPC) 3A - 3B.** This theme addresses medical delivery systems and public health objectives essential for medical student competency. The course also allows clinical students to apply key medical ethics concepts learned in the preclinical years to real clinical scenarios that they identify. Students continue their collaboration with geriatric senior mentors in the community in falls risk assessment and depression screening. Career planning utilizing the Careers in Medicine program is focused on career exploration and residency decision-making. Prerequisite: successful completion of second year courses and a passing score on USMLE Step 1.

**FAMMD-861. Family Medicine Rural Clerkship.** The Family Medicine Rural Clerkship fosters student development of a strong understanding of the clinical issues and professional role of a primary care physician and to further broaden the focus of student learning from providing care to individual patients to improving the health of defined population health perspective. The perspective “encompasses the ability to assess the health needs of a specific population; implement and evaluate interventions to improve the health of the population; and provide care for individual patients in the context of the culture, health status, and health needs of the populations of which that patient is a member.” (Population Health Perspective Panel Report, *Academic Medicine*.1999;74:138). Prerequisite: successful completion of second year courses and a passing score on USMLE Step 1.

**MED-801. Internal Medicine Core Clerkship.** Introduces the student to the care of the hospitalized adult patient. Through experiential learning working alongside patient care teams on the General Internal Medicine inpatient ward services, students will learn the role of the patient’s primary hospitalist and take an active role in the documentation of the patient’s hospital stay. Emphasis is placed on performing, documenting and orally presenting histories and physical examinations of patients, developing differential diagnoses, assessment and treatment plans, participating actively in the care of patients, and understanding the impact of illness on the patient and family. A computer-based series of learning modules covering the most common

## PROGRAM MODIFICATION PROPOSAL

inpatient medical problems is a required exercise of this rotation. Experiences are supplemented by lectures, conferences and small group discussion. Prerequisite: successful completion of second year courses and a passing score on USMLE Step 1.

**OBGYN-801. Obstetrics and Gynecology Core Clerkship.** Introduces the student to basic knowledge and clinical problems as encountered in the field of obstetrics and gynecology. Students are taught to acquire and develop their clinical skills in the care of patients. Emphasis is placed on obtaining experiences in routine obstetrics delivery, outpatient gynecologic management, and common gynecologic surgery. Didactics include lectures, morning conferences, small group discussion, and teaching on ward rounds. Under supervision, students take histories and perform physical examinations. Prerequisite: successful completion of second year courses and a passing score on USMLE Step 1.

**PEDS-801. Pediatrics Core Clerkship.** Introduces the student to common and unique pediatric pathologic processes; further develops clinical skills and experience in handling and managing both healthy and ill infants, children and adolescents, and their families; encourages application of basic science knowledge to patient care. Approximately half of the rotation is devoted to inpatient care with experiences both in acute, undiagnosed illnesses and chronic illnesses (subspecialty care). A portion is devoted to the newborn nursery and the remainder to ambulatory care (general clinics, specialty clinics, acute care clinics, and community resources). Students will have direct patient contact with supervision by house staff and faculty. Experiences are supplemented with conferences and lectures. Prerequisite: successful completion of second year courses and a passing score on USMLE Step 1.

**PSYCH-801. Psychiatry Core Clerkship.** Introduces the student to the care of psychiatric patients. Learning objectives are to increase the students' ability to recognize psychopathology, use interview techniques, correctly diagnose psychiatric disorders, appropriately use psychopharmacological agents, establish a supportive therapeutic relationship with patients, document and present verbally a psychiatric history and mental status examination, and work with health care personnel. Students will have direct patient contact with supervision by house staff and faculty. Experiences are supplemented with conferences and lectures. Prerequisite: successful completion of second year courses and a passing score on USMLE Step 1.

**SURG-801. Surgery Core Clerkship.** Introduces the student to the care of surgical patients. Emphasis is placed on establishing the diagnosis, learning the pathophysiology of surgical diseases, participating in the treatment of surgical patients, understanding the means to support patients before, during, and after surgery, and understanding the impact of surgical illness on the patient and family. Students will have direct patient contact with supervision by house staff and faculty. Experiences are supplemented with learning materials, conferences and small group discussions. Prerequisite: successful completion of second year courses and a passing score on USMLE Step 1.

**NSCS-801 Neurology and Rehabilitation Medicine.** Introduces the student to the care of patients with neurological disorders and conditions, as well as the role of rehabilitation medicine in improving patients' functional status and quality of life. Emphasis is placed on performing, documenting and presenting verbally histories and physical examinations of patients with neurological diseases, developing a differential diagnosis, assessment and treatment plan, participating in the treatment of neurology patients, and understanding the impact of neurological illness on the patient and family. Students will have direct patient contact with supervision by house staff and faculty. Experiences are supplemented with lectures, workshops,

## PROGRAM MODIFICATION PROPOSAL

and small group discussions. Prerequisite: successful completion of second year courses and a passing score on USMLE Step 1.

**Third Year Selectives.** Students must complete 3 selectives (3-week rotations) from the catalogue offerings.

### Year 4

**MDCOR-706. Fundamentals of Patient Care (FPC) 4A - 4B.** This theme addresses key public health objectives essential for medical student competency. The course also allows clinical students to apply key medical ethics concepts learned in the preclinical years to real clinical scenarios that they identify. Students continue their collaboration with geriatric senior mentors in the community as they practice discussing end of life planning. Career planning utilizing the Careers in Medicine program is focused on the final stages of residency decision-making and application process.

**MED-891 Senior Medicine Core.** During the Senior Medicine Requirement, students will acquire patient care skills, professional behaviors, medical knowledge, interpersonal and communication skills, practice-based lifelong learning and system-based practice skills that are necessary to evaluate and deliver safe, quality and evidence-based care for adult patients in the role of a consultant under the consistent supervision of residents and attending physicians. Students are assigned to one of ten consultant settings. Students complete an entrustable professional activity with significant supervision: perform and present an initial internal medicine consultation on a patient the inpatient and outpatient setting. The palliative care curriculum includes a workshop and complementary online curriculum that provides requisite knowledge and objectives related to palliation. Although the curriculum is designed to address patients with cancer diagnoses, attitudes, knowledge and skills taught are applicable to patients with palliative care needs as a whole. The curriculum provides an overview and hands-on practice of patient handoffs.

**Advanced Surgery Elective.** Students must complete 1 advanced surgery elective from the offering in the course catalogue.

**Clinical Externship.** Students must complete 1 externship from the offerings in the course catalogue.

**Fourth Year Electives.** Students must complete a total of 5 electives (4-week rotations) from the catalogue offerings. With approval, students may complete electives at other LCME-accredited medical schools.

**Internship 101.** Students participate in this capstone course that focuses on preparation of medical students for internship responsibilities. The course utilizes large and small group didactics with hands-on workshops and simulations to teach patient care, team care, procedures, pain management, and health record documentation. Students are assigned to educational tracks based on their intended specialty.

**Program Modification Proposal  
 Bachelor of Science in Industrial Education, Addition of Industrial Technology Option  
 South Carolina State University**

**Summary**

South Carolina State University (SCSU) requests approval to modify the program leading to the Bachelor of Science in Industrial Education by adding the Industrial Technology Option. The proposed program modification is to be offered through traditional instruction. **However, it should be noted that this option in the program has been offered by SCSU since 1998, but the University never submitted it for review through the Commission’s approval process.** The Commission was made aware of its existence during the early stages of the implementation of Transfer Check on the South Carolina Transfer and Articulation Center (SC TRAC). As part of the implementation of Transfer Check, the Commission compared the degree programs reported by the institutions to SC TRAC to the Commission’s *Inventory of Approved Programs*. This comparison revealed several discrepancies, the most notable of which was that Industrial Technology appeared to be a stand-alone program operating without Commission approval. Subsequent discussions between CHE staff and University officials beginning in Summer 2013 revealed that the program was not a stand-alone program, but an option of the Industrial Education program. CHE staff then requested that a program modification proposal be submitted for the program. University representatives informed CHE staff that there were some issues with the program that needed to be resolved before submitting the proposal. The final proposal modification was submitted to the Commission January 5, 2015. Staff also requested from SCSU an explanation as to why the program was not submitted for review in 1998.

The following chart outlines the stages for approval of the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program modification proposal is attached.

<b>Stages of Consideration</b>	<b>Date</b>	<b>Comments</b>
Program Proposal Received	1/5/15	Not Applicable
ACAP Consideration	2/12/15	University representatives discussed the history of the program and the need to submit the program modification proposal so that the program is officially listed in the Commission’s <i>Inventory of Approved Programs</i> . ACAP members voted to approve the program modification.
Comments and suggestions from CHE staff sent to the institution	2/17/15	Staff requested that the proposal be revised to explain why the addition of the industrial technology option was never submitted to CHE for approval at the time of its original implementation in 1998. Staff also asked that the Assessment of Need section include more detailed data about the demand for the program, and that the justification for the modification include more detail about the reasoning for the addition of the industrial technology option. Staff

Stages of Consideration	Date	Comments
		<p>also requested that the proposal provide national and state level employment projections as well as graduate placement rates, if such data is available; that the chart for curriculum changes include course titles for each course listed; and that the electives appropriate for the program be identified in the curriculum sheet provided. In addition, because the program has been in existence since 1998, staff made several edits to the proposal, including replacing the new enrollment chart with a chart showing enrollment and completion in the program for the past five years and modifying the Financial Support table to show actual costs and sources of financing for the program for the past five years and asked that the revised proposal provide this information.</p>
Revised Program Proposal Received	2/23/2015	<p>The revised proposal provides the additional information requested; however, SCSU representatives were unable to explain why the program was never originally submitted to CHE for review.</p>
CAAL Consideration	5/7/2015	<p>Dr. Learie Luke described the program and explained that the program has been offered since 1998, but was never formally submitted to the Commission for approval. Commissioners discussed the delay in submitting the program to the Commission and asked staff what processes are in place to learn whether institutions offer programs not approved by the Commission. Ms. Trena Houpp responded that staff send a printed copy of the program inventory to every institution each year to review so that the Commission can be notified about programmatic changes. She also stated that currently there are not sufficient staff resources to review the offerings of each institution and compare them to the program inventory. She explained that this program discrepancy was discovered in the process of implementing new functionality on SC TRAC. Commissioner Munns asked how the program can meet productivity standards given the number of recent graduates. Dr. MaryAnn Janosik explained that currently the institutions must meet enrollment or completion standards and that the program meets the enrollment standards.</p>

**Recommendation**

The Committee on Academic Affairs and Licensing recommends the Commission approve the program modification to add the Industrial Technology option to the program leading to the Bachelor of Science in Industrial Education.

## PROGRAM MODIFICATION PROPOSAL

Name of Institution  
South Carolina State University

Name of Program (include concentrations, options, and tracks)  
Industrial Education with an option in Industrial Technology

### Program Designation

- |   |   |
|---|---|
| <input type="checkbox"/> Associate's Degree   | <input type="checkbox"/> Master's Degree                              |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year   | <input type="checkbox"/> Specialist                                   |
| <input type="checkbox"/> Bachelor's Degree: 5 Year<br>Ph.D. and DMA)  | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D. D.N.P., J.D., Pharm.D., and<br>M.D.) |   |

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes  
 No

Proposed Date of Implementation  
Spring 2015

CIP Code  
131309

Delivery Site(s)  
South Carolina State University, Main Campus, Orangeburg, SC

### Delivery Mode

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Traditional/face-to-face*<br>*select if less than 50% online | <input type="checkbox"/> Distance Education             |
|  | <input type="checkbox"/> 100% online                    |
|  | <input type="checkbox"/> Blended (more than 50% online) |
|  | <input type="checkbox"/> Other distance education       |

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

Dr. Nayo Mack Harvin  
Academic Program Coordinator  
(803) 536-8905  
Nmack2@scsu.edu

### Institutional Approvals and Dates of Approval

Department Chairperson	July 1998
Dean of the College	July 1998
Vice President for Academic Affairs	July 1998

## PROGRAM MODIFICATION PROPOSAL

### Background Information

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

This program modification proposal is to update the SC CHE *Inventory of Academic Programs* to reflect the Industrial Technology option in the undergraduate Industrial Education program currently offered at South Carolina State University (SC State). The option was approved in 1998 by officials at the University, but was never reported to CHE. The University takes responsibility for this. The senior officials in the Division of Academic Affairs who worked at the University in 1998 no longer work at the University; therefore, we cannot ascertain why the option was not reported to CHE. SC State joins the other public Universities that have had concentrations that were not in the CHE *Inventory of Academic Programs* in updating the *Inventory* to ensure these concentrations are properly listed at CHE. SC State is committed to following CHE policies and procedures.

As part of the Industrial Education program, the Industrial Technology option supports the mission of SC State by preparing highly skilled, competent, and socially aware graduates to enable them to work and live productively in a dynamic, global society. The Industrial Technology option eliminates 29 credits (including the 12-credit *Professional Clinical Experiences* course required for teachers) in the Industrial Education program and replaces those with 18 credits of coursework in the fields of Mechanical Engineering Technology, Civil Engineering Technology, and Industrial Engineering Technology because the students pursuing this option are being trained as industrial engineering technicians instead of classroom instructors. South Carolina State University is the only University in the State that offers Industrial Education and its technology option.

## **PROGRAM MODIFICATION PROPOSAL**

List the objectives of the modified program. (1500 characters)

The objectives of the Industrial Technology option are as follows:

1. Develop an understanding and acquire knowledge of the nature of technology.
2. Develop an understanding of technology and society.
3. Develop an understanding of design.
4. Develop abilities for a technological world.
5. Develop an understanding of the design world with practical applications.

## PROGRAM MODIFICATION PROPOSAL

### Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable. (1500 characters)

The Bureau of Labor Statistics, Occupational Employment and Wages, May 2013, indicates that Industrial Engineering Technicians usually work under the direction of engineering staff. They are occupied in the following industries: Semiconductor and Other Electronic Component Manufacturing, Aerospace Product and Part Manufacturing, Motor Vehicle Parts Manufacturing, Navigational, Measuring, Electromedical, and Control Instruments Manufacturing, and Plastics Product Manufacturing. These technicians also work for government agencies, hospitals, public utility companies, pharmaceutical companies and industrial sales companies. The website [www.indeed.com](http://www.indeed.com) lists 2,411 manufacturing vacancies in South Carolina. Graduates in Industrial Technology are qualified for many of those jobs. Some of the job titles Industrial Technology graduates hold are project supervisor or manager, cost estimator, electronics technician, production manager, quality assurance technician, safety supervisor, site supervisor. For example, CMC Commercial Metals has an opening for a Mechanical Supervisor, and the UTI company has a vacancy for a Logistics Manager.

Graduates with the Industrial Technology option are very versatile. The program prepares students to become experts in the operation, maintenance, and management of technical systems used in the manufacturing process. Undergraduate studies offer a basic engineering and technical education and provide areas of specialization, while simultaneously allowing students to experience hands-on training lab experiences ([http://education-portal.com/industrial\\_technology\\_degree.html](http://education-portal.com/industrial_technology_degree.html)). One of our graduates works as an associate geodetic technician with the SC Department of Transportation. Two others work as a senior technician, and a Product Integration Engineering Manager at Boeing. Another works as a quality control technician at the SMI Steel Company. Others have gone on to graduate school, opened their own businesses, or work at the Federal Motor Carrier company, at Zeus, and at Schneider Electric. In the last five years the program has produced 21 graduates.

Will the proposed modification impact any existing programs and services at the institution?

Yes

No

If yes, explain. (1000 characters)

**PROGRAM MODIFICATION PROPOSAL**

**List of Similar Programs in South Carolina**

<b>Program Name</b>	<b>Institution</b>	<b>Similarities</b>	<b>Differences</b>
None			

**PROGRAM MODIFICATION PROPOSAL**

**Description of the Program**

<b>Enrollment and Completion</b>						
	<b>FY 2009-10</b>	<b>FY 2010-11</b>	<b>FY 2011-12</b>	<b>FY 2012-13</b>	<b>FY 2013-14</b>	<b>FY 2014-15</b>
<b>Enrollment</b>	24	21	18	18	18	19
<b>Completion</b>	8	2	4	5	3	1

**Curriculum**

The Industrial Technology Curriculum is attached.

**Curriculum Changes**

**Note: Complete this table only if there are changes to the curriculum.**

<b>Courses Eliminated from Program</b>		<b>Courses Added to Program</b>	
<b>ED 206</b> - Integrating Language Arts and Literature Methods and Strategies	3.0 credits	<b>IT 305</b> – Human Relations in Industry	3.0 credits
<b>EPSY 260</b> - Principles of Learning	3.0 credits	<b>TED 308</b> – Methods and Management for Teaching Industrial Subjects	3.0 credits
<b>ED 308</b> - Principles of Learning Secondary School Materials and Methods	3.0 credits	Electives in Approved Area (Civil, Mechanical and Industrial Engineering Technology courses) 12.0 credits	
<b>ED 350</b> – Education Seminar	1.0 credit	<i>Added 18.0 credit hours</i>	
<b>ED 425</b> – Seminar II: Application and Assessment in Specialized Methods	3.0 credits		
<b>RED 317</b> – Teaching Reading in Content Areas	3.0 credits		
<b>ED 450</b> – Senior Education Seminar	3.0 credits		
<b>ED 430</b> – Professional Clinical Experience I	12.0 credits		
<i>Eliminated 29.0 credit hours</i>			

**PROGRAM MODIFICATION PROPOSAL**

<b>Industrial Technology Possible Electives</b>	
<b>Civil Engineering Technology</b>	
CET 203 – Principles and Practice of Geomatics	3.0 Credits
CET 205 – Computer-Aided Drafting	3.0 Credits
CET 305 – Principles of Surveying	3.0 Credits
CET 311 – Plane Surveying	3.0 Credits
CET 312 – Route Surveying	3.0 Credits
CET 315 – Construction	3.0 Credits
CET 318 – GPS & Control Surveying	3.0 Credits
CET 319 – Theory of Structures	3.0 Credits
CET 320 – Highway Engineering	3.0 Credits
CET 404 – Boundary Law	3.0 Credits
CET 413 – Structural Design I	3.0 Credits
<b>Mechanical Engineering Technology</b>	
MET 200 – Advanced CAD	3.0 Credits
MET 221 – Machine Tool Laboratory	3.0 Credits
MET 324 – Kinematics and Machine Design	3.0 Credits
MET 340 – Manufacturing Processes	3.0 Credits
MET 370 – Metrology	3.0 Credits
MET 427 – Numerically Controlled Machinery	3.0 Credits
MET 430 – Introduction to Air Pollution Control	3.0 Credits
<b>Industrial Engineering Technology</b>	
IET 252 – Industrial Statistics	3.0 Credits
IET 350 – Industrial Safety Engineering	3.0 Credits
IET 352 – Industrial Statistics II	3.0 Credits
IET 353 – Introduction to Manufacturing System Engineering	3.0 Credits
IET 354 – Motion and Time Study	3.0 Credits
IET 356 – Plant Layout and Material Handling	3.0 Credits
IET 450 – Project Planning and Control	3.0 Credits
IET 452 – Statistical Quality Control	3.0 Credits
IET 456 – Production and Inventory Control	3.0 Credits
IET 458 – Human Factors Technology	3.0 Credits

## **PROGRAM MODIFICATION PROPOSAL**

### **Faculty**

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program modification. (1000 characters)

No new faculty will be required since the Industrial Technology option is currently in existence and the goal of the modification is to update the CHE *Inventory of Academic Programs*.

### **Resources**

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

No additional resources will be required since the Industrial Technology option is currently in existence and the goal of the modification is to update the CHE *Inventory of Academic Programs*.

**PROGRAM MODIFICATION PROPOSAL**

**Financial Support**

<b>Actual Costs by Year</b>						
<b>Category</b>	<b>FY 2010-11</b>	<b>FY 2011-12</b>	<b>FY 2012-13</b>	<b>FY 2013-14</b>	<b>FY 2014-15</b>	<b>Total</b>
Program Administration	13,989	13,989	12,087	12,087	12,329	50,492
Faculty and Staff Salaries	136,967	131,967	141,647	141,647	144,479	696,707
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials*	2,000	2,000	2,200	2,200	2,500	10,900
Library Resources						
Other*						
<b>Total</b>	138,967	147,956	155,934	155,934	159,308	758,099
<b>Actual Sources of Financing</b>						
<b>Category</b>	<b>FY 2010-11</b>	<b>FY 2011-12</b>	<b>FY 2012-13</b>	<b>FY 2013-14</b>	<b>FY 2014-15</b>	<b>Total</b>
Tuition Funding	186,858	166,644	166,644	175,968	191,672	887,786
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
<b>Total</b>						
<b>Net Total</b> (i.e., Sources of Financing Minus Actual Costs)	47,891	18,688	10,710	20,034	32,364	129,687

\*Provide an explanation for these costs and sources of financing in the budget justification.

## PROGRAM MODIFICATION PROPOSAL

### Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

Program Administration costs represent 25% of the salary for the Academic Program Coordinator. Faculty salaries are also listed including 75% of the salary of the Academic Program Coordinator.

The revenue figures relate to tuition. Fulltime students take 15 credit hours per semester. The tuition revenue reflects the enrollment figures in the "Enrollment and Completion" table above.

2010-11 with 21 students X \$8,898 =\$186,858  
2011-12 with 18 students X \$9,258 =\$166,644  
2012-13 with 18 students X \$9,258 =\$166,644  
2013-14 with 18 students X \$9,776 =\$175,968  
2014-15 with 19 students X \$10,088 =\$191,672  
Total Tuition for 5 Years =\$887,786

### Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

## PROGRAM MODIFICATION PROPOSAL

Will the proposed modification affect or result in program-specific accreditation?

Yes

No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed modification affect or lead to licensure or certification?

Yes

No

If yes, explain how the program will prepare students for licensure or certification. (500 characters)

### Teacher or School Professional Preparation Programs

Is the proposed modified program a teacher or school professional preparation program?

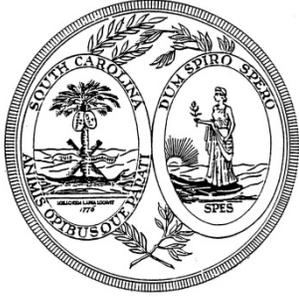
Yes

No

If yes, complete the following components.

Area of Certification

Attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.



# South Carolina Commission on Higher Education

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Ms. Julie J. Carullo  
Interim Executive Director

CHE  
5/7/2015  
Agenda Item 6.02.C

May 7, 2015

## **MEMORANDUM**

**To:** Chairman John L. Finan and Members, S.C. Commission on Higher Education

**From:** Dr. Bettie Rose Horne and Members, Committee on Academic Affairs and Licensing

### **Consideration of Revisions to College Preparatory Course Prerequisites**

The College Preparatory Course Prerequisite Requirements Task Force was created to review the current (last revised in March 2006) *College Preparatory Course Prerequisite Requirements*. The Task Force was directed to align the *College Preparatory Course Prerequisite Requirements* with the high school curriculum and graduation requirements and provide the public higher education community with an opportunity to define the appropriate pre-collegiate curriculum necessary to prepare students for college-level coursework. The Task Force met August 25, 2014; September 17, 2014; and December 5, 2014 to review the current college preparatory requirements, high school graduation requirements, and high school courses offered. The Task Force recommended several revisions to the college preparatory course prerequisites, which resulted in the following documents that are provided for your consideration:

- A draft of the revised College Preparatory Course Prerequisite Requirements
- A draft of a Comparison Chart of Changes in College Preparatory Course Prerequisites, which includes current high school graduation requirements, current college preparatory course prerequisites, proposed college preparatory course prerequisites, and high school courses meeting the proposed prerequisites.

Please note that the revisions presented to ACAP for consideration are based on currently approved high school courses and compared to recommendations by College Board and ACT. The Task Force also recommends that the list of high school courses meeting the proposed prerequisites be reviewed on an annual basis.

### **Proposed Revision**

The Task Force chose to make the document broader in nature and to develop a separate document listing the specific high school courses meeting the prerequisites. Some key changes in the revised document include the following:

- Applied Mathematics I and II were deleted from the approved list as these courses are no longer offered in South Carolina high schools. New courses titled **Foundations in Algebra\*** and **Intermediate Algebra\*** may count together as a substitute for Algebra I if a student successfully completes Algebra II.
- Earth Science was added as a new science field.
- Foreign Language was changed to World Language to reflect the current standards of the American Council on the Teaching of Foreign Languages (ACTFL).
- American Sign Language (ASL) was added to the list of accepted high school courses.
- The number of required electives was increased to two units from one unit.
- Computer science was included as a recommended course in mathematics, or an elective with the recommendation that computer science should involve significant programming content, not simply keyboarding or using applications.
- A statement was added to the notes encouraging students to prepare themselves for college-level work by enrolling in challenging high school courses, such as honors, Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment courses.
- The total required units were increased from 19 to 20 in order to include the additional elective.

The chart below compares the recommended revisions to the current College Preparatory Course Prerequisite Requirements by subject matter and number of units required.

Subject	Units	
	<i>Current</i>	<i>Proposed</i>
English	4	4
Mathematics	4	4
Laboratory Science	3	3
World Language	2	2
Social Science	3	3
Fine Arts	1	1
Physical Education or ROTC	1	1
Electives	1	2
TOTAL	19	20

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission adopt the revised *College Ready Course Prerequisite Requirements* as outlined above, to be phased in for full implementation and applied to entering college freshmen beginning in Fall 2019.

\*The names of highlighted courses were adjusted after the April 8, 2015 CAAL meeting to the current course name and reflect information received from the South Carolina Department of Education.

**College Preparatory Course Prerequisite Requirements**  
**Effective Date: Academic Year 2019-20**  
**For Entering College Freshmen**

**FOUR UNITS OF ENGLISH:** All four units must have strong reading (including works of fiction and non-fiction), writing, communicating, and researching components. It is strongly recommended that students take two units that are literature based, including American, British, and World Literature.

**FOUR UNITS OF MATHEMATICS:** These units must include **Algebra I\***, **Algebra II**, and **Geometry**. A fourth higher-level mathematics unit should be taken before or during the senior year.

**THREE UNITS OF LABORATORY SCIENCE:** Two units must be taken in two different fields of the physical, earth, or life sciences and selected from among **biology, chemistry, physics, or earth science**. The third unit may be from the same field as one of the first two units (**biology, chemistry, physics, or earth science**) or from **any laboratory science** for which **biology, chemistry, physics and/or earth science** is a **prerequisite**. Courses in general or introductory science for which one of these four units is **not** a prerequisite will not meet this requirement. **It's strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all four fields: biology, chemistry, physics, and earth science.**

**TWO UNITS OF THE SAME WORLD LANGUAGE:** Two units with a heavy emphasis on language acquisition.

**THREE UNITS OF SOCIAL SCIENCE:** One unit of **U.S. History**, a half unit of **Economics**, and a half unit of **Government** are required. **World History** or **Geography** is strongly recommended.

**ONE UNIT OF FINE ARTS:** One unit in appreciation of, history of, or performance in one of the fine arts. This unit should be selected from among media/digital arts, dance, music, theater, or visual and spatial arts.

**ONE UNIT OF PHYSICAL EDUCATION OR ROTC.** One unit of physical education to include **one semester of personal fitness and another semester in lifetime fitness**. Exemption applies to students enrolled in Junior ROTC and for students exempted because of physical disability or for religious reasons.

**TWO UNITS OF ELECTIVES:** Two units must be taken as electives. A college preparatory course in **Computer Science\*** (i.e., **one involving significant programming content, not simply keyboarding or using applications**) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in **English; fine arts; foreign languages; social science; humanities; mathematics; physical education; and laboratory science** (courses for which biology, chemistry, physics, or earth science is a prerequisite).

Total: 20

**NOTES**

1. **Foundations in Algebra\*** and **Intermediate Algebra\*** may count together as a substitute for Algebra I if a student successfully completes Algebra II.
2. Each institution may make exceptions in admitting students who do not meet all of the prerequisites, limited to those individual cases in which the failure to meet one or more prerequisites is due to circumstances beyond the reasonable control of the student.
3. The College Preparatory Course Prerequisite Requirements are minimal requirements for four-year public college admission. Therefore, students should check early with colleges of their choice to plan to meet additional high school prerequisites that might be required for admission and to prepare for college entrance examinations.
4. Students should prepare themselves for college-level work by enrolling in challenging high school courses, such as honors, Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment courses.
5. It is the responsibility of each school district to disseminate this set of requirements to entering freshmen students interested in pursuing a four-year college degree in South Carolina upon graduation from high school and to provide the web address for their viewing: [http://www.che.sc.gov/New\\_Web/GoingToCollege/CollPrepPrereq.htm](http://www.che.sc.gov/New_Web/GoingToCollege/CollPrepPrereq.htm). **Please note the    (underscore) character between the words "New" and "Web" in the URL.**
6. This revision of the College Preparatory Course Prerequisite Requirements shall be fully implemented for students entering colleges and universities as freshmen beginning in Fall 2019. In the interim period, the 2011-12 version of the Prerequisites (approved by the Commission on Higher Education on October 5, 2006) remains acceptable.
7. The next revision cycle should begin in Fall 2020.

\*\*The names of highlighted courses were adjusted after the April 8, 2015 CAAL meeting to the current course name and reflect information received from the South Carolina Department of Education.

## Comparison Chart of Changes in High School Course Prerequisites\*

<b>Current HS Diploma Requirements (SCDE) 6/28/13</b>	<b>College Preparatory High School Course Prerequisites (Entering College Freshmen) 2011</b>	<b>Proposed College Preparatory High School Course Prerequisites (Entering College Freshmen) 2019</b>	<b>Recommended Courses</b>
<b>English Language Arts = 4 units</b> <b>English 1, 2, 3, 4</b>	<b>FOUR UNITS OF ENGLISH:</b> At least two units must have strong grammar and composition components, at least one must be in English literature, and at least one must be in American literature. Completion of College Preparatory English I, II, III, and IV will meet this criterion.	<b>FOUR UNITS OF ENGLISH:</b> All four units must have strong reading (including works of fiction and non-fiction), writing, communicating, and researching components. It is strongly recommended that students take two units that are literature based, including American, British, and World Literature.	English 1 English 2 English 3 English 4 IB English Courses AP English Courses
<b>Mathematics=4 units</b> <b>Algebra 1, 2</b> <i>Geometry</i> <i>Pre-calculus</i> <i>Calculus</i> <i>Discrete Mathematics</i> <i>Probability and Statistics</i>	<b>FOUR UNITS OF MATHEMATICS:</b> These include Algebra I (for which Applied Mathematics I and II may count together as a substitute, if a student successfully completes Algebra II), Algebra II, and Geometry. A fourth higher-level mathematics course should be selected from among Algebra III/trigonometry, precalculus, calculus, statistics, discrete mathematics, or a capstone mathematics course and should be taken during the senior year.	<b>FOUR UNITS OF MATHEMATICS:</b> These units must include <b>Algebra I**</b> , <b>Algebra II</b> , and <b>Geometry</b> . A <b>fourth higher-level mathematics unit</b> should be taken before or during the senior year.	Algebra I** Geometry Algebra II Algebra III Precalculus Calculus Probability and Statistics Discrete Mathematics Computer Science*** IB Mathematics Courses AP Mathematics Courses AP Computer Science
<b>Science=3 units</b> <i>Physical Science</i> <i>Earth Science</i> <b>Biology 1, 2</b> <i>Chemistry 1, 2</i> <i>Physics</i>	<b>THREE UNITS OF LABORATORY SCIENCE:</b> Two units must be taken in two different fields of the physical or life sciences and selected from among biology, chemistry, or physics. The third unit may be from the same field as one of the first two units (biology, chemistry, or physics) or from any laboratory science for which biology and/or chemistry is a prerequisite. Courses in earth science, general	<b>THREE UNITS OF LABORATORY SCIENCE:</b> Two units must be taken in two different fields of the physical, earth, or life sciences and selected from among <b>biology, chemistry, physics, or earth science</b> . The third unit may be from the same field as one of the first two units ( <b>biology, chemistry, physics, or earth science</b> ) or from <b>any laboratory science</b> for which <b>biology,</b>	Biology Chemistry Physics Earth Science IB Science Courses AP Science Courses

<b>Current HS Diploma Requirements (SCDE) 6/28/13</b>	<b>College Preparatory High School Course Prerequisites (Entering College Freshmen) 2011</b>	<b>Proposed College Preparatory High School Course Prerequisites (Entering College Freshmen) 2019</b>	<b>Recommended Courses</b>
	physical science, or introductory or general environmental science for which biology and/or chemistry is not a prerequisite will not meet this requirement. It is strongly recommended that students take physical science (taught as a laboratory science) as a prerequisite to the three required units of laboratory science outlined in this section. It is also strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all three fields.	<b>chemistry, physics and/or earth science is a prerequisite.</b> Courses in general science or introductory science for which one of these four units is <b>not</b> a prerequisite will not meet this requirement. <b>It is strongly recommended that students desiring to pursue careers in science, mathematics, engineering or technology take one course in all four fields: biology, chemistry, physics, and earth science</b>	
<b>Foreign Language or Career and Technology Education = 1 unit</b>	<b>TWO UNITS OF THE SAME FOREIGN LANGUAGE.</b>	<b>TWO UNITS OF THE SAME WORLD LANGUAGE: Two units with a heavy emphasis on language acquisition.</b>	Spanish French German American Sign Language (ASL) Chinese Japanese Russian Classics (Latin, Greek, Hebrew)
<b>U.S. History and Constitution = 1 unit</b>  <b>Economics = ½ unit</b>  <b>U.S. Government = ½ unit</b>  Other Social Studies = 1 unit <i>World History</i> <i>World Geography</i>	<b>THREE UNITS OF SOCIAL SCIENCE:</b> One unit of U.S. History is required; a half unit of Economics and a half unit in Government are strongly recommended.	<b>THREE UNITS OF SOCIAL SCIENCE:</b> One unit of U.S. History, a half unit of Economics, and a half unit of Government are required. <b>World History or Geography</b> is strongly recommended.	U.S. Government Economics U.S. History and Constitution World Geography Western Civilization Psychology Sociology IB Social Science Courses AP Social Science Courses

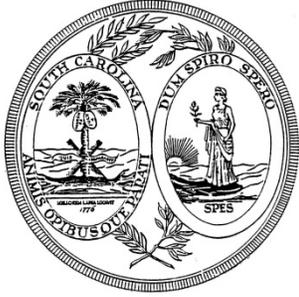
<b>Current HS Diploma Requirements (SCDE) 6/28/13</b>	<b>College Preparatory High School Course Prerequisites (Entering College Freshmen) 2011</b>	<b>Proposed College Preparatory High School Course Prerequisites (Entering College Freshmen) 2019</b>	<b>Recommended Courses</b>
	<b>ONE UNIT OF FINE ARTS:</b> One unit in Appreciation of, History of, or Performance in one of the fine arts.	<b>ONE UNIT OF FINE ARTS:</b> One unit in appreciation of, history of, or performance in one of the fine arts. This unit should be selected from among media/digital arts, dance, music, theater, or visual and spatial arts.	Art (Media, Visual, Digital) Chorus Instrumental Music Dance Music Theater AP Fine Arts Courses IB Fine Arts Courses Art Appreciation Music Appreciation
<b>Physical Education or Junior ROTC = 1 unit</b>	<b>ONE UNIT OF PHYSICAL EDUCATION OR ROTC.</b>	<b>ONE UNIT OF PHYSICAL/HEALTH EDUCATION OR ROTC:</b> One unit of physical education to include <b>one semester of personal fitness and another semester in lifetime fitness.</b> Exemption applies to students enrolled in Junior ROTC and for students exempted because of physical disability or for religious reasons.	Physical Education Health Education ROTC
<b>Electives = 7 units</b>	<b>ONE UNIT OF ELECTIVE:</b> One unit must be taken as an elective. A college preparatory course in Computer Science (i.e., one involving significant programming content, not simply keyboarding) is strongly recommended for this elective. Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; laboratory science (excluding earth science, general physical science, general environmental science, or other introductory science courses for which biology and/or chemistry is not a prerequisite); or mathematics above the level of Algebra II.	<b>TWO UNITS OF ELECTIVES:</b> Two units must be taken as electives. A college preparatory course in <b>Computer Science*** is strongly recommended for this elective.</b> Other acceptable electives include college preparatory courses in <b>English; fine arts; foreign languages; social science; humanities; mathematics; physical education; and laboratory science</b> (courses for which biology, chemistry, physics, or earth science is a prerequisite).	A college preparatory course in <b>Computer Science*** is strongly recommended for this elective.</b> Other acceptable electives include college preparatory courses in English; fine arts; foreign languages; social science; humanities; mathematics; physical education; and laboratory science (science courses for which biology, chemistry, physics, or earth science is a prerequisite).

**NOTES:**

- \* Each institution may make exceptions in admitting students who do not meet all of the prerequisites, limited to those individual cases in which the failure to meet one or more prerequisites is due to circumstances beyond the reasonable control of the student.
- \*\* **Foundations in Algebra**<sup>1</sup> and **Intermediate Algebra**<sup>1</sup> may count together as a substitute for Algebra I if a student successfully completes Algebra II.
- \*\*\* Computer Science should involve significant programming content, not simply be keyboarding or using applications.

<sup>1</sup>The names of highlighted courses were adjusted after the April 8, 2015 CAAL meeting to the current course name and reflect information received from the South Carolina Department of Education.

DRAFT



# South Carolina Commission on Higher Education

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Ms. Julie J. Carullo  
Interim Executive Director

CHE  
5/7/2015  
Agenda Item 6.02.D

May 7, 2015

## **MEMORANDUM**

**To:** Chairman John L. Finan and Members, S.C. Commission on Higher Education

**From:** Dr. Bettie Rose Horne and Members, Committee on Academic Affairs and Licensing

### **Consideration of Revised Guidelines for EIA Centers of (Teacher Education) Excellence Competitive Grants Program Fiscal Year 2016-17**

#### **Background**

The *Education Improvement Act of 1984* provides for the establishment of a contract program with public or private colleges in South Carolina to foster the development of "Centers of Excellence" to strengthen particular areas of need related to teacher education. State funding is provided for up to five years at a decreasing rate each year with the goal of establishing statewide resource centers that address the needs of high need schools and districts. There are currently 14 active Centers of Excellence. Only five of these currently receive EIA State funding; the other nine Centers continue to operate through support from the institutions and other grants. (A list of Centers is attached to the enclosed *Guidelines*.)

Since 2002, the *Guidelines* have required that a Center must focus its activities on low performing schools and districts. The FY 2016-17 *Guidelines* include a list of low performing schools and districts derived from the Education Accountability Act Report Card data for 2014. The target schools and districts are those that have an overall rating of Below Average or Unsatisfactory and a Poverty Index of 25 percent or greater. A summary of the requirements contained in the FY 2016-17 *Guidelines* is provided below:

- Proposals must demonstrate an institutional commitment to work with low performing schools and districts to assist them in increasing teacher effectiveness and raising student academic achievement. The Commission is seeking proposals that involve faculty and students from across the entire campus in a concerted effort of assistance.
- Each Center should also demonstrate a commitment to offering sustained, high-quality professional development programs in its area of expertise. This component of the *Guidelines* has been re-structured so as to be aligned with the Education Oversight Committee's (EOC) focus on improving the quality of teaching in the State's low

performing schools. For FY 2016-17, the priority areas are aligned with the EOC's focus on developing **innovative professional development programs for teacher effectiveness that will improve instruction and achievement at all grade levels in low performing schools**. Teacher education and arts and sciences faculty should be included in providing services to the low-performing schools.

- A proposed Center must offer activities and strategies that are tied to State content and assessment standards and the S.C. Professional Development Standards.
- Collaboration on the proposal's design must occur with a low performing school or district. Priority points will be given to Centers that work with an entire school district in a high-poverty area of the state. In addition, the proposal may work with other education stakeholders, including other schools and districts, other higher education institutions, other Centers of Excellence, the South Carolina Department of Education, the Education Oversight Committee, professional education associations, parent groups, and the private sector.
- The Center must have a well-defined plan for assessing the impact on P-12 student achievement. This plan should be tied to raising the academic achievement levels of the students at the target school(s) and district(s).
- Institutions must demonstrate a funding commitment to a proposed center for at least six years, one year beyond the five-year State funding period either through institutional or external support. The intent of the Centers of Excellence Program is to create long-lasting, institutionalized resource centers for the State that will have an impact on P-12 schools.
- The Center must demonstrate that it is using innovative practices that are based on sound research and have been shown to be successful in effective teaching.

Funding for the one new center in FY 2016-17 at the current level of funding is contingent upon recommendation from the Education Oversight Committee and available funding from the General Assembly for this program.

Key changes in the FY 2016-17 guidelines include the following:

- The focus is on developing innovative professional development programs for effective teaching that will improve instruction and achievement at all grade levels in low performing schools;
- Proposals must address the identified knowledge, skills and characteristics in the Profile of the South Carolina Graduate; and
- The Center director must be a tenured faculty member at the institution. A Center co-director, who is also a tenure-track or tenured faculty member, is strongly encouraged.

These *Guidelines* will be posted on the Commission's web site for access by institutions upon approval by the Commission.

### **Recommendation**

The Committee commends favorably to the Commission approval of the attached *Guidelines for Centers of Excellence (Teacher Education)* for FY 2016-17.

**Attachment:** Draft *Guidelines for Centers of Excellence (Teacher Education)* for FY 2016-17

**CENTERS OF EXCELLENCE  
EDUCATION IMPROVEMENT ACT  
OF 1984**

South Carolina  
Commission on  
Higher Education

South  
Carolina  
Centers of  
**Excellence**

**REQUEST FOR  
PROPOSALS**

**FISCAL YEAR  
2016-17**

***Focus on Effective  
Teaching***

Administered by:  
S.C. Commission on Higher  
Education  
1122 Lady Street, Suite 300  
Columbia, SC 29201

**Intent to Submit Form Due:**  
September 1, 2015

**Technical Assistance  
Training**  
September 18, 2015

**Proposal Deadline:**  
January 15, 2016

**Review Panel Meeting:**  
February 5, 2016

For further information please  
contact:

Dr. Paula Gregg  
Phone: 803-737-2246  
FAX: 803-737-2297  
E-mail: [pgregg@che.sc.gov](mailto:pgregg@che.sc.gov)

**GUIDELINES FOR SUBMISSION OF PROPOSALS  
CENTERS OF EXCELLENCE  
EDUCATION IMPROVEMENT ACT OF 1984  
FY 2016-17**

**PURPOSE OF THE CENTERS OF EXCELLENCE PROGRAM**

The purpose of this competitive grant program is to enable eligible institutions, or groupings of such institutions, to serve as "state-of-the-art" resource centers for South Carolina in a specific area related to the improvement of teacher education. Teacher education encompasses both in-service and pre-service training. These "resource centers" develop and model state-of-the-art teaching practices, conduct research, disseminate information, and provide training for P-12 and higher education personnel in the Center's specific area of expertise. Research has shown that the single greatest factor influencing student achievement is teacher quality. In order for the state to attain its education goals, we must ensure that all students have access to highly qualified teachers and educational programs. Towards this goal, the focus of the Centers of Excellence Program is to concentrate on assisting low-performing schools and districts. The Commission envisions the Center to be a university-wide effort. Typical activities include:

- developing and modeling state-of-the-art pre-service preparation programs for other institutions of higher education to emulate that focus on increasing the number of teachers appropriately prepared to work effectively with students in low-performing schools and with diverse needs;
- developing innovative school-based projects to enhance student and teacher achievement at low-performing schools;
- conducting statewide school-based and campus-based faculty development activities related to State content and assessment standards;
- conducting research and evaluation activities related to teacher quality and student achievement;
- serving as a state (and/or regional and national) clearinghouse for information dissemination on center activities; and
- providing demonstration, outreach, and technical assistance programs for low performing schools and districts and institutions of higher education as requested.

**ELIGIBLE INSTITUTIONS**

Any public or private college/university in the State authorized by the State Board of Education to offer one or more degree programs at graduate or undergraduate levels for the preparation of teachers is eligible to apply. To assist in the outreach to the State's low-performing schools, the Center should engage faculty and students from across the university. Although collaborative proposals involving more than one institution are welcome and encouraged, one institution must be designated as the fiscal agent.

Institutions which currently receive State funding for a Center of Excellence may apply for a second Center. However, simultaneous **State funding is limited to a maximum of two Centers for each institution.** There is no required period of absence of funding upon completion of State

funding for an existing Center prior to submission of a proposal for a new Center of Excellence with a different focus. Institutions that do not comply with the Commission's programmatic and budgetary reporting requirements are not eligible to submit a proposal for the year following the non-compliance.

Institutions interested in submitting a proposal for FY 2016-17 should submit an "Intent to Submit Proposal" form to the Commission on or before September 1, 2015. This Intent to Submit in no way commits the institution to submit a proposal, but assists staff in preparation for the review process. The form is attached on page 29. **A required Technical Assistance Workshop will be held on September 18, 2015, for all project directors who submit the Intent to Submit form.** Institutions must attend the technical assistance workshop in order to submit a full proposal on or before January 15, 2016.

## **CHARACTERISTICS OF A CENTER OF EXCELLENCE**

### **1. Purpose**

A Center must focus on developing and modeling state-of-the-art teacher training programs (in-service and pre-service) at the host institution as well as serve as a catalyst for changing teacher training programs at other institutions of higher education which prepare and support teachers. Centers should enhance the institution's professional development programs as an integral part of its mission and focus services on low-performing schools as identified under the Education Accountability Act's annual report cards for 2014. Target schools and districts are those that have an EAA absolute rating of average or lower and a poverty index of > 25%. A list of these schools can be found at <http://ed.sc.gov/data/report-cards/2012/index.cfm>. The goal of the program is to increase higher education's involvement in working more closely with low-performing schools through professional development, teacher education programs, and other units within the institution. State-of-the-art practices include but are not limited to:

- innovative practices that enable school personnel to improve student achievement;
- effective, sustained, high quality professional development;
- collaboration with major education stakeholders, including local school districts and schools, other higher education institutions and Centers of Excellence, professional associations, parent groups, and the private sector;
- field-based teacher education programs, including professional development schools that are aligned with in-service teacher professional development;
- technology-based instructional techniques;
- innovative practices for teaching children with diverse backgrounds and diverse learning styles; and
- assistance to teachers in understanding state content and assessment standards and how to help all students meet or exceed these standards.

The Center's activities must directly support one or more existing educational programs at the institution. There should be clearly defined benefits for both P-12 and higher education in the State

and these should be directly linked to the training of high quality teachers and raising student academic achievement. The Center should demonstrate how the activities will support the improvement of low-performing school partners and be tied to State content and assessment standards. The Center should address the Profile of the South Carolina Graduate.

## **Focus of 2016-17 Center of Excellence**

Developing **innovative professional development programs for effective teaching that will improve instruction and achievement at all grade levels in low performing schools.** Current topics of interest are state standards; teacher performance; literacy; English Language Learners; project-based learning; assessments; technology; data driven instruction; college readiness; improving instruction and achievement in school through the arts; and the STEM disciplines. Teacher education and arts and sciences faculty should be included in providing services to the low-performing schools.

### **2. Achievement of Excellence**

A proposed Center must demonstrate a substantial likelihood of achieving success with its P-12 partners and developing a reputation for statewide excellence within the five-year State funding period. Annual measurable benchmarks for evaluating progress toward the stated goals must be included in the proposal, as well as a list of specific achievements to be realized.

### **3. Institutional Commitment**

A Center must be funded in part by the lead institution to demonstrate its commitment to the proposed Center's goals and objectives and its commitment to working with low-performing P-12 schools and districts. The proposal must demonstrate a match of institutional/external support from all higher education and/or business partners. Support can be in-kind, release time, financial commitment, change to academic programs, or inclusion of the project in the institution's service learning program, among others. Matching funds from district partners are strongly encouraged.

### **4. Collaboration with Related Centers, State Department of Education Initiatives, or Major Education Stakeholders**

A Center **must** design its programs and activities as follows:

- in collaboration with a low-performing school(s) and/or district(s) that will be the target of its activities;
- in collaboration with other Centers of Excellence and/or Teacher Recruitment Centers in all appropriate related activities;

- in collaboration with all parties affected by the Center's programs, including other institutions of higher education, other local school districts, professional associations, business and industry, parents, and the private sector; and
- be consistent with ongoing related curriculum, assessment, teacher preparation, or professional development activities at the South Carolina Department of Education, The Educational Accountability Act of 1998, Teacher Quality Act of 2000, the Education Oversight Committee, the Profile of the South Carolina Graduate, and other state education initiatives.

**FUNDING**

Commission funding (\$112,500 - \$150,000 per year) is to be matched by institutional and/or external funding allotments. EIA funding for the FY 2016-17 Center is for five years, contingent on the availability of funds and annual reviews and attendance of director at required meetings as well as submission of required accountability and budgetary information by designated deadlines. Each fiscal year of the grant period **begins July 1 and ends July 31 the following year**. Upon completion of each year, an annual program evaluation with financial report is required to be submitted to the Commission for review prior to release of the next-year funds. **Funding is contingent upon approval of funds by the General Assembly.**

The Commission seeks to support programs that will significantly impact P-20 education and therefore require substantial levels of funding. It also seeks assurance of the long-term stability of programs to maximize the impact on P-20 education. The proposal must demonstrate a match of institutional/external support. Funding for a center will occur on the following funding scale:

<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3 - 5</b>	<b>YEAR 6</b>
100% Commission funding + Institutional/External funding	90% of Year 1 Commission Funding + Institutional/External funding	75% of Year 1 Commission Funding + Institutional/External funding	No Commission Funding + Institutional/External Funding. CHE monitors project for sustainability.

There is no set percentage amount for the match; however, the center should ensure that matching funds are at a level sufficient to lead to success of activities and strategies. Support from other sources is required and is a factor in determining selection of proposals for funding.

**PRIORITIES FOR FUNDING**

Proposals must address the area listed in #1 below. All proposals must focus activities on a low-performing school(s) or district(s) as defined by the Education Accountability Act’s Report Card ratings (<http://ed.sc.gov/data/report-cards/2014/index.cfm>). The priorities listed below address the needs identified by the Education Oversight Committee (EOC) and reflect the focus of EOC activities for FY 2016-17 which is on teacher effectiveness.

1. The Education Oversight Committee has specifically requested that proposals focus on Literacy.

2. Priority will be given to proposals that demonstrate the institution's commitment to develop state-of-the-art programs evidenced by a commitment to change ongoing academic programs at the institution as a result of the Center's work. Innovative programs should include faculty from Arts & Sciences, as well as Education.
3. Priority will be given to proposals that demonstrate a commitment to a professional development program focused on the Center's area of expertise and aligned with South Carolina Professional Development Standards ([http://ed.sc.gov/agency/se/school-leadership/documents/SC\\_Standards\\_Professional\\_Development.pdf](http://ed.sc.gov/agency/se/school-leadership/documents/SC_Standards_Professional_Development.pdf)).
4. Priority will be given to proposals in which representatives from the targeted low performing school(s) or district(s) **are involved** in the development of the collaborative effort (see appendix 4).
5. Priority will be given to partnerships between multiple institutions across all sectors. Additional consideration which will enhance the proposal's competitiveness for funding will be given to partnerships involving the private sector, other schools and/or districts, business and industry, and members of the community. **The proposal narrative must describe the collaboration and the previous planning activities between the institution and the major stakeholders.** A discussion of the clearly defined roles of all of the project's partners (P-20) must be included.
6. Priority will be given to proposals which have a clear evaluation and assessment protocol with leading indicators of progress, which would facilitate dissemination and replication of successful strategies, programs, or incentives, and show student improvement.
7. Priority will also be given to proposals that draw upon the higher education institution's demonstrated strength and experience in relevant program areas. This experience can be demonstrated through a **brief** description of such evidence as:
  - Quality of faculty as indicated by publications, presentations, P-12 service, consultations, and other experience;
  - Institutional support for the program as indicated by letters of support from chief academic officers, deans, and department heads; budget, faculty time, facilities, and equipment allocations; special programmatic initiatives, etc.;
  - Previous collaborative efforts with major education stakeholders in related program areas;
  - Demonstrated ability to offer high-quality professional development for P-12 school personnel. If professional development courses are to be offered, they should meet the Commission's *Guidelines for Graduate Courses Offered for Professional Development of School Personnel* ([http://www.che.sc.gov/CHE\\_Docs/AcademicAffairs/Guidelines\\_For\\_Grad\\_Courses\\_Dev.doc](http://www.che.sc.gov/CHE_Docs/AcademicAffairs/Guidelines_For_Grad_Courses_Dev.doc)).
7. Priority will be given to proposals that partner with schools with a high poverty index and a report card rating of below average or unsatisfactory.

8. Finally, priority will be based on the likelihood that the program, if funded, will have a lasting impact on P-20 education in the State.
9. Each proposal will be reviewed by a review panel consisting of an external chair and members of higher education, P-12 institutions, and other education state agencies. The project director, institutional administration, and other members of the partnership are expected to present the proposal to the review panel and answer questions from the panel on **February 5, 2016.**

## PROPOSAL DEVELOPMENT

In addition to other data that the proposing institution deems relevant, proposals should include information organized according to the following sections (forms are included in **Appendix 1**):

1. **Title Page** (form provided)
2. **Table of Contents**
3. **Abstract** to include (limit one page double-spaced; **required**):
  - purpose of the project;
  - activities to be implemented;
  - target population to be served;
  - expected outcomes; and
  - school and/or district partners
4. **Narrative.** The narrative of the proposal, not to exceed 30 double-spaced pages (1-inch margins, 12 pt. font), must provide detailed information about the proposed Center and include, at minimum, the following information:
  - a. **The Center's Purpose/Focus:** Describe the Center's focus and how the Center will benefit both the institution and the targeted P-12 school/district as well as impact P-20 education in the state. This section must include evidence of the demonstrated need to be addressed.
  - b. **Goals and Objectives:** Goals, objectives, and effectiveness measures of the proposed Center of Excellence **must include, but not be limited to**, the following:
    - alignment to the South Carolina State Standards;
    - forming relationships and collaborating with existing initiatives in the State and, to the extent possible, serving as a central place to coordinate and facilitate the work of such initiatives;
    - implementing a plan to improve pre-service preparation and in-service professional development; and
    - address the identified knowledge, skills and characteristics in the Profile of the South Carolina Graduate
  - c. **Activities:** Include a detailed description of the activities to be implemented and how these will meet the Center's goals and objectives. Discuss how these activities will meet the needs of teacher education and student achievement. Discuss how the proposed activities to be implemented include sufficient effective approaches to address objectives. In addition, the activities must include well-defined, measurable benchmarks of expected progress at the end of each of the five years and should address the following goals:
    - (1) Collaborating with Education Faculty in developing and modeling exemplary teacher training programs that (i) are collaborative, (ii) field-based, (iii) use state-of-the-art technology, and (iv) use proven strategies.

- (2) Developing an influential constituency for the Center composed of stakeholders who will work with the Center and support the Center over the period of funding;
- (3) Achieving a position of leadership in the State within five years such that the Center is the primary resource in its area of expertise;
- d. Developing a **detailed** research agenda that will enable higher education faculty and P-12 personnel statewide to improve classroom effectiveness and student achievement. Specifically, the plan should provide examples of ongoing research questions that will be examined as a function of the Center's activities, how the research will be implemented, and how the research findings will be used to improve academic programs (pre-service and in-service).
- e. **Evaluation Plan:** Cite specific evaluation measures that will be used annually to assess the effectiveness of the Center's activities. The evaluation plan must address program objectives, performance indicators, benchmarks to monitor progress toward goals, and outcome measures to assess the effect of the activities on teacher participants and on the impact on P-12 student achievement.

- The plan should explain the design for data collection and a clear description of
- types of data to be collected (both quantitative and qualitative should be included) and the objectives to be measured (not just pre- and post- surveys);
  - when data will be collected;
  - discuss the methods and procedures to be used to evaluate the effectiveness of the proposed project objectives;
  - discuss how information from the data will be used to monitor success, make changes in program design, if necessary;
  - provide accountability information about the project's success;
  - show impact on P-12 student achievement;
  - provide results on outcome data;
  - include an assessment of how the activities have contributed to teacher practice,
  - include an assessment of the impact of the project on student (P-20) achievement; and
  - show the extent to which the project influenced changes in teacher knowledge and instructional practices in the classroom or how the professional development has impacted school climate and/or administrative actions.

**The proposal must identify an external evaluator (outside of the institution, partnering school districts, and the project) for evaluating the Center's activities.**

- vitae of the external evaluator;
  - proposed contract from evaluator specifying the work to be completed
- f. **Research Agenda.** Describe a **detailed** research agenda that will enable higher education faculty and P-12 personnel statewide to improve classroom effectiveness, student achievement, teacher preparation. Specifically, the research agenda should provide examples of ongoing research questions that will be examined as a function of the Center's activities, how the research will be implemented, and how the research findings will be used to improve academic programs for both pre-service and in-service teachers.

- g. **Institutional Strengths:** Cite accomplishments of existing academic, research, or professional development programs to demonstrate a likelihood of the Center's achieving success within a reasonable period of time. Evidence must be provided to justify the Center's suitability to the institutions, in terms of either the institutions' mix of related academic/research/professional development programs or the presence of advantageous institutional or community resources. Present evidence concerning previous institutional collaboration with the P-12 community and other education stakeholders, especially as it relates to low performing schools or addressing student achievement.
- h. **Center Staffing:** State who the Center director(s) will be, summarize his/her qualifications, and stipulate the director's time commitment to Center activities. Also describe other faculty and/or support staff, teachers, and administrators involved in the Center's program and their qualifications, projected time commitment and responsibilities to the Center. Abbreviated vita (2 pages) for the director and any other key personnel associated with the Center's activities should be attached to the proposal. Provide evidence indicating that the director and/or other Center staff members will be able to promote non-programmatic as well as programmatic aspects of the Center, including developing internal and external constituencies and institutionalizing funding for Center activities. Qualifications, time commitment, and responsibilities must be included for any graduate assistants. **The Center director must be a tenured faculty member at the institution.** A Center co-director, who is a tenure-track or tenured faculty member, is strongly encouraged.

Proposals must disclose participation of family members as it relates to the Ethics Act, the Ethics Commission opinions, and the State Ethics Commission. For full access to the document, see <http://www.ohr.sc.gov/OHR/regs01/2010/2010-HR-Regulations-19-701.pdf>, Section 19-701.06.

- i. **Benefit to the Institution: Explain why the institution is willing to commit its** resources to the Center. For example, what will be the impact of the Center on the institution's academic/research/professional development programs? How will the proposed Center improve the quality of institutional programs and enhance existing institutional strengths in the Center's area of concentration and related fields? How will the Center impact the institution's community outreach with P-12 schools (university-wide)?
- j. **Institutional Commitment:** Demonstrate institutional and faculty support of the Center for the five years of State funding. Letters from faculty and administrators in program areas related to the Center's focus supporting the proposed Center may be included. Letters of support on letterhead from the P-12, higher education, and business partners must be included in the proposal or submitted electronically to the Commission on Higher Education at [pgregg@che.sc.gov](mailto:pgregg@che.sc.gov). Letters submitted electronically must clearly identify the project they support. Provide evidence of institutional support beyond the five years of State funding.
- k. **Discussion of Partnerships.** Discuss the partnership in detail. Describe the roles, responsibilities, and contributions of each of the post-secondary institutions, schools, businesses/industries, etc.

- l. **Benefit to P-12 Districts/Schools:** Describe the expected benefit to the partner districts and/or schools and how the research base will support staff efforts to improve low performing districts and schools. Include a description of who will be served.
  - m. **Discussion of Similar and Related Centers:** Provide a short description of any similar Centers regionally or nationally and explain how the proposed Center will seek to benefit from other similar centers' experiences. A list of South Carolina Centers of Excellence funded through the Education Improvement Act is attached. Provide evidence of collaboration with other Centers of Excellence in the planning of and implementation of the proposed Center. Evidence should also be provided of communication with the South Carolina Department of Education (SCDE) and the Education Oversight Committee (EOC).
  - n. **Current Initiatives/Programs:** Provide a short description of any current initiatives and/or programs at the institution(s) that will support the goals and objectives of the proposed Center. Provide data showing results of current initiatives and/or programs.
  - o. **Collaborative Planning:** Briefly describe the collaborative planning activities that have occurred between the institutions, the partner district(s)/school(s), and business/industry (Agreement form included in **Appendix 1**). Provide information on possible collaboration with other Centers of Excellence.
5. **Two-Year Timeline.** Include the attached Two-Year Timeline to provide an outline of Center programs and approximate dates for beginning (and concluding, if appropriate) those programs.
6. **Budget:** Provide a proposed budget and budget justification (July 1 through August 1), in reasonable detail for the first and second years of operation and less detailed budget estimates for the third through fifth years. Budgets will indicate all anticipated expenditures for equipment, materials, salaries and benefits, and other operating expenses. Proposed salary/supplement expenditures should provide sufficient detail to identify and justify the number of professional positions; the amount of time associated with each, and estimated salary/supplement for each position. The budget should demonstrate a funding commitment of six years (one year beyond state funding) either through institutional or external support). **No institutional overhead is allowed. No Indirect Costs are allowed.** A complete justification/explanation of funding amounts must accompany the budget summary.

No more than 50% of the total budget should be used for salaries and/or fringes for all personnel.

Funds for the Centers of Excellence may be used to pay reasonable salary (including fringe) and Graduate Assistant Differential (GAD)/tuition for graduate assistants. Salaries (including fringes) and GAD for graduate assistants should be no more than 15% of the total budget and must be included in the 50% maximum for salaries and fringe benefits.

Funds cannot be used to pay both tuition and stipends for participants during the same time period.

Funds should be used to supplement, not supplant.

### **Acknowledgement of Support**

An acknowledgement of the South Carolina Commission on Higher Education must appear in any publication of materials based on or developed under this project as follows:

**The activity which is the subject of this document (journal article, report, video, etc.) was produced under a grant from the South Carolina Commission on Higher Education under the auspices of the EIA Centers of Excellence Grant Program.**

All media announcements, public information, and promotional materials pertaining to these funded activities should acknowledge support of the South Carolina Commission on Higher Education under the auspices of the EIA Centers of Excellence Grant Program.

## **PROPOSAL SUBMISSION, METHOD OF SELECTION AND OTHER PROCEDURES**

Proposals must be submitted as one original hard copy (signatures in blue ink) and one electronic (**Word document for proposal narrative, PDF for complete proposal with signature pages, and Excel for budget**), must be signed by the chief executive officer of the proposing institution, and must be addressed to the Commission on Higher Education; Dr. Paula Gregg; Centers of Excellence Program (Teacher Education); 1122 Lady Street, Suite 300; Columbia, SC 29201. They must be received (not postmarked) at the Commission by not later than **5:00 p.m. on January 15, 2016**. The following method of selection and other procedures will be followed:

1. Proposals will be reviewed by a panel that includes at least one outside reviewer, representatives from the State Department of Education and the Commission on Higher Education staffs, and at least one representative each from the P-12 and higher education communities.
2. Each submitting institution will participate in a review that will include the opportunity to make a brief oral presentation and respond to questions from the review panel. Reviews are approximately one hour in length. The proposed project director and other representatives will be invited and encouraged to participate in the review which will be held on February 5, 2016
3. The review panel will forward its recommendations to the Committee on Academic Affairs and Licensing for approval and to the Commission on Higher Education for information.
4. Approved Centers will be reviewed each year by Commission staff after receipt of the end-of-year project report to determine progress toward achieving established goals and to review expenditures prior to release of funds for the ensuing year.
5. No center will be awarded State funds for more than five consecutive years.
6. Funding is contingent upon the availability of funds by the General Assembly.

Enclosures: Appendix 1: Required Forms  
Appendix 2: List of Centers  
Appendix 3: Intent to Submit Form  
Appendix 4: List of Eligible Schools and Districts  
Appendix 5: Review Rating Sheet

**Revised January 2015**

**Appendix 1**

COVER PAGE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION CENTERS OF EXCELLENCE PROGRAM EDUCATION IMPROVEMENT ACT OF 1984 PROJECT YEAR 2016-17			
<b>Institution</b>			
<b>Center Name</b>			
<b>Project Director(s)/Title</b>	<b>Address</b>		
	<b>Phone</b>		
	<b>Fax</b>		
			<b>E-mail</b>
<b>Institutional Contact</b>	<b>Address</b>		
	<b>Phone</b>		
<b>Fiscal Officer/Title</b>	<b>Address</b>		
	<b>Phone</b>		
<b>Proposed Funding</b>	<b>Year One</b>	<b>Five Year Total</b>	<b>School or District Partners</b>
<b>State Funds Requested</b>			
<b>Institutional Funds</b>			
<b>Other Funds</b>			
<b>Total</b>			
<b>Institutional Approval</b> Chief Officer _____ Date _____			<b>Executive</b>

**CENTERS OF EXCELLENCE PROGRAM  
 EDUCATION IMPROVEMENT ACT OF 1984  
 PROPOSED PROJECT TIMELINE  
 FY 2016-17 AND FY 2017-18**

<b>Institution</b>		
<b>Center Name</b>		
<b>Program/Activity</b>	<b>Begin Date</b>	<b>Target End Date</b>

**BUDGET REQUEST**  
**CENTERS OF EXCELLENCE**  
**EDUCATION IMPROVEMENT ACT OF 1984**  
 Project Year:

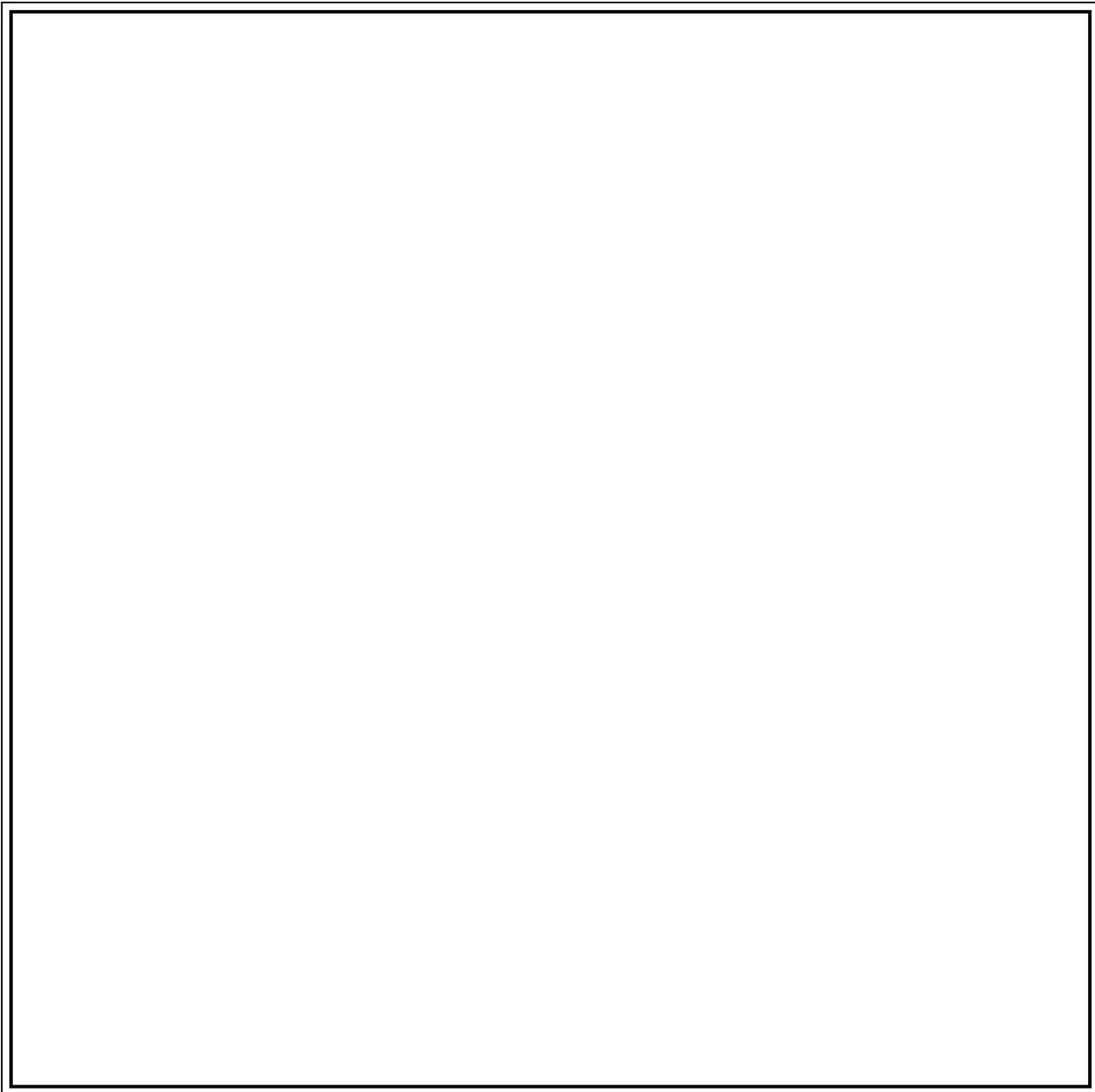
INSTITUTION:	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(S):				
1. Key Personnel(Faculty/Administration) LIST NAMES & Role				
A. Salaries				
1				
2				
3				
4				
Total Key Personnel Salaries	0	0	0	
B. Fringe Benefits TOTAL				
1				
2				
3				
4				
Total Key Personnel Fringes	0	0	0	
<b>TOTAL KEY PERSONNEL COSTS</b>	<b>0</b>	<b>0</b>	<b>0</b>	
2. Support Personnel (LIST NAMES)				
A. Salaries				
1				
2				
3				
4				
Total Support Personnel Salaries	<b>0</b>	<b>0</b>	<b>0</b>	
B. Fringe Benefits				
1				
2				
3				
4				
Total Support Personnel Fringes	0	0	0	
<b>Total SUPPORT PERSONNEL COSTS</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>TOTAL PERSONNEL COSTS</b>	<b>0</b>	<b>0</b>	<b>0</b>	
3. Participant Support (District/School participants)				
a. Books				
b. Supplies and Materials				
c. Travel and Subsistence				
d. Room and Board				

**BUDGET REQUEST**  
**CENTERS OF EXCELLENCE**  
**EDUCATION IMPROVEMENT ACT OF 1984**  
 Project Year:

INSTITUTION:	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(S):				
e. Refreshments				
f. Tuition				
g. Stipends				
h. Technology/Equipment				
i. Other - PLEASE SPECIFY				
<b>Total Participant Costs</b>	<b>0</b>	<b>0</b>	<b>0</b>	
4. Supplies and Materials (Institution) LIST MAJOR ITEMS				
a.				
b.				
c.				
d.				
<b>Total Supply Costs</b>	<b>0</b>	<b>0</b>	<b>0</b>	
5. Equipment/Technology (greater than \$5,000 per item)				
a.				
b.				
<b>Total Equipment Costs</b>	<b>0</b>	<b>0</b>	<b>0</b>	
6. Additional Costs - PLEASE SPECIFY (includes contractual services)				
a.				
b.				
c.				
d.				
<b>Total Additional Costs</b>	<b>0</b>	<b>0</b>	<b>0</b>	
7. Travel and Subsistence				
a. State Employee				
b. Non-State Employee				
<b>Total Travel</b>	<b>0</b>	<b>0</b>	<b>0</b>	
<b>TOTAL PROJECT COSTS</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
Project Director(s)			Typed Name & Title  Signature  Date	
Institutional Authority			Typed Name & Title  Signature  Date	

**Collaborative Planning Efforts and K-16 Agreement  
(Two Page Document)**

Describe the collaborative planning efforts that have occurred between the institution, school/district, and any other participating organizations or agencies.



**Partnership Agreement  
South Carolina Commission on Higher Education  
Center of Excellence**

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and roles of each of the partners participating in the proposed Center of Excellence. A copy of this form must be completed for each member of the partnership (at a minimum, the institution of higher education and the school/district).

\_\_\_\_\_ agrees to make the following contributions or  
(Name of Organization) play the following roles in the Center:

The organization assures that this proposal addresses the following need(s) identified by the school/district:

The organization further assures that this proposal was developed with input from the following higher education and P-12 faculty and or staff:

Project Director/Key Contact Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

Dean/Superintendent Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Links to pertinent websites:**

### **Guidelines Centers of Excellence Program**

[http://www.che.sc.gov/New\\_Web/ForInstitutions/TeacherEdGrants.htm](http://www.che.sc.gov/New_Web/ForInstitutions/TeacherEdGrants.htm)

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### **High Need LEAs** (allowable districts and schools for minimum partnership requirements)

[https://www.che.sc.gov/New\\_Web/ForInstitutions/TeacherEdGrants.htm](https://www.che.sc.gov/New_Web/ForInstitutions/TeacherEdGrants.htm)

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### **S.C. Professional Development Standards**

<http://www.scteacheers.org/educate/edpdf/rules/pdpolicy.pdf>

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### **Guidelines for Graduate Courses Offered for Professional Development of School Personnel**

[http://www.che.sc.gov/New\\_Web/ForInstitutions/AcadPolicy.htm](http://www.che.sc.gov/New_Web/ForInstitutions/AcadPolicy.htm)

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### **Centers of Excellence** A link to center web sites

<http://rpsec.usca.sc.edu/CentersOfExc/CentersList.html>

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### **South Carolina Course Alignment Project (SCCAP)**

[https://www.epiconline.org/south\\_carolina/?q=south\\_carolina](https://www.epiconline.org/south_carolina/?q=south_carolina)

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### **College Readiness Standards**

[http://www.che.sc.gov/AcademicAffairs/EEDA/SC\\_College\\_Readiness\\_Standards.pdf](http://www.che.sc.gov/AcademicAffairs/EEDA/SC_College_Readiness_Standards.pdf)

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### **Redefining College Readiness**

<http://www.epiconline.org/files/pdf/RedefiningCollegeReadiness.pdf>

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### **College Preparatory Course Prerequisite Requirements**

[http://www.che.sc.gov/AcademicAffairs/CollegePrepCourse\\_Prereqs101106.pdf](http://www.che.sc.gov/AcademicAffairs/CollegePrepCourse_Prereqs101106.pdf)

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### **Edutopia: Why Teach With Project-Based Learning**

<http://www.edutopia.org/project-based-learning>

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### **Using Performance-Based Assessments**

[http://www.centerii.org/handbook/Resources/7\\_H\\_Using\\_Performance\\_Based\\_Assessments.pdf](http://www.centerii.org/handbook/Resources/7_H_Using_Performance_Based_Assessments.pdf)

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### **Common Core State Standards**

<http://corestandards.org/the-standards>

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<b>Centers of Excellence</b>	<b>EIA State Funding (First Year/Last Year)</b>	<b>Status</b>
<b>Center of Excellence in Mathematics and Science Education</b> Dr. Calvin Williams, Director Department of Mathematical Sciences 0-323 Martin Hall Clemson University Clemson, SC 29634 (864) 656-5241 Fax: 656-5230 <a href="mailto:calvinw@ces.clemson.edu">calvinw@ces.clemson.edu</a> Website: <a href="http://cemse.math.clemson.edu/">http://cemse.math.clemson.edu/</a>	1987-88/1990-91	<b>Funding Completed Active</b>
<b>Center of Excellence in Foreign Language Education</b> Dr. A.L. Prince, Director PO Box 30945 Furman University Greenville, SC 29613 (864) 294-2108 Fax: 294-3001 <a href="mailto:Bill.Prince@furman.edu">Bill.Prince@furman.edu</a>	1990-91/1993-94	<b>Funding Completed Inactive</b>
<b>Center of Excellence in Composition</b> Dr. Sandra Bowden, Director School of Education Coastal Carolina University Conway, SC 29526 (843) 349-2606 Fax: 349-2990 <a href="mailto:sandyb@coastal.edu">sandyb@coastal.edu</a>	1991-92/1994-95	<b>Funding Completed Inactive</b>
<b>Center of Excellence for the Assessment of Student Learning</b> Dr. Robert Johnson College of Education University of South Carolina Columbia, SC 29208 (803) 777-5273 Fax: 777-0220 <a href="mailto:rjohnson@gwm.sc.edu">rjohnson@gwm.sc.edu</a>	1992-93/1995-96	<b>Funding Completed Inactive</b>
<b>Center of Excellence in Rural Special Education</b> Dr. Janie Hodge, Director Tillman Hall Box 340709 Clemson University Clemson, SC 29634-0709 (864) 656-1613 Fax: 656-1322 <a href="mailto:hodge@clemson.edu">hodge@clemson.edu</a>	1993-94/1996-97	<b>Funding Completed Inactive</b>
<b>Center of Excellence in Accelerating Learning</b> Dr. Christine Finnan, Director School of Education College of Charleston Charleston, SC 29424 (843) 953-4826 Fax: (843)-953-1994 <a href="mailto:finnanc@cofc.edu">finnanc@cofc.edu</a>	1995-96/1998-99	<b>Funding Completed Inactive</b>
<b>Center of Excellence in Geographic Education</b> Dr. Jerry Mitchell, Director Department of Geography University of South Carolina Columbia, SC 29208 (803) 777-2986 Fax: 777-4972 E-mail: <a href="mailto:mitchejt@gwm.sc.edu">mitchejt@gwm.sc.edu</a> Website: <a href="http://www.cas.sc.edu/cege/index.htm">http://www.cas.sc.edu/cege/index.htm</a>	1996-97/1999-2000	<b>Funding Completed Active</b>
<b>Center of Excellence in Educational Technology</b>		<b>Funding</b>

<b>Centers of Excellence</b>	<b>EIA State Funding (First Year/Last Year)</b>	<b>Status</b>
Dr. Gary J. Senn, Director Ruth Patrick Science Center USC-Aiken Aiken, SC 29801 (803) 641-3558 Fax: 641-3615 <a href="mailto:senng@sc.edu">senng@sc.edu</a> Website: <a href="http://rpsec.usca.edu/CenterOfExc/CEET.html">http://rpsec.usca.edu/CenterOfExc/CEET.html</a>	1997-97/2000-01	<b>Completed Active</b>
<b>Center of Excellence in Instructional Technology Training for Digital Media and Learning (Name revised in November 2013)</b> Dr. Ryan Visser, Director 203 Tillman Hall Clemson University Clemson, SC 29634 (864) <a href="tel:864.656.5093">864.656.5093</a> Fax: 656-1322 <a href="mailto:visser@clemson.edu">visser@clemson.edu</a> Website: <a href="http://itcenter.clemson.edu">http://itcenter.clemson.edu</a>	1998-99/2001-02	<b>Funding Completed Active</b>
<b>Center of Excellence for the Study of Standards-Based Educational Reform</b> Dr. Gilbert Hunt and Dr. Lance Bedwell (retired) School of Education and Graduate Studies Coastal Carolina University Conway, SC 29528-6054 (843) 349-2607 Fax: 349-2940 <a href="mailto:hunt@coastal.edu">hunt@coastal.edu</a> <a href="mailto:bedwell@coastal.edu">bedwell@coastal.edu</a>	1999-00/2002-03	<b>Funding Completed Inactive</b>
<b>Center of Excellence: SC Earth Physics Project</b> Dr. Tom Owens Department of Geological Sciences University of South Carolina Columbia, SC 29208 (803) 777-4530 Fax: 777-0906 <a href="mailto:owens@sc.edu">owens@sc.edu</a> Website: <a href="http://www.seis.sc.edu/scepp/index.html">http://www.seis.sc.edu/scepp/index.html</a>	1999-00/2002-03	<b>Funding Completed Active</b>
<b>Center of Excellence in Early Childhood Professional Development</b> College of Education Winthrop University Rock Hill, SC 29733 (803) 323-2151 Fax: 323-4639 <a href="mailto:rembertw@winthrop.edu">rembertw@winthrop.edu</a> <a href="mailto:elsbeth@hotmail.com">elsbeth@hotmail.com</a>	2000-01/2003-04	<b>Funding Completed Inactive</b>
<b>Center of Excellence for the Education and Equity of African-American Students</b> Dr. Gloria Boutte Department of Education Benedict College Columbia, SC 29204 (803) 758-4483 Fax: 256-1785 <a href="mailto:boutte@benedict.edu">boutte@benedict.edu</a> Web site: <a href="http://www.benedict.edu/divisions/comdev/ceeeas/bc_ceeeas.html">http://www.benedict.edu/divisions/comdev/ceeeas/bc_ceeeas.html</a>	2002-03/2006-07	<b>Funding Completed Inactive</b>

<b>Centers of Excellence</b>	<b>EIA State Funding (First Year/Last Year)</b>	<b>Status</b>
<p><b>Center of Excellence for Engineering and Computing Education</b>            Dr. Jed S. Lyons            College of Engineering and Information Technology            University of South Carolina            Columbia, SC 29208            (803) 777-9552 Fax: 777-9552 <a href="mailto:lyons@sc.edu">lyons@sc.edu</a>            Web site: <a href="http://cece.engr.sc.edu/">http://cece.engr.sc.edu/</a></p>	2003-04/2007-08	<b>Funding Completed Inactive</b>
<p><b>Center of Excellence for the Advancement of Rural, Under-Performing Schools (CEARUPS)</b>            Dr. Jeff Priest, Head School of Education            University of South Carolina Aiken            Aiken, SC 29801            (803) 641-3269 Fax: 641-3698  <a href="mailto:jeffp@usca.edu">jeffp@usca.edu</a></p>	2003-04/2007-08	<b>Funding Completed Active</b>
<p><b>Center of Excellence to Prepare Teachers of Children of Poverty</b>            Dr. Tammy Pawloski, School of Education            Francis Marion University            Florence, SC 29501            (843) 661-1475 FAX: (843) 661-4647  <a href="mailto:tpawlosk@fmarion.edu">tpawlosk@fmarion.edu</a>            Website: <a href="http://www.fmucenterofexcellence.org/fmu">www.fmucenterofexcellence.org/fmu</a></p>	2004-05/2008-09	<b>Funding Completed Active</b>
<p><b>Center of Excellence in Collaborative Learning</b>            Dr. Cynthia Bolton-Gary            Director            USC Beaufort            Beaufort, SC 29902            843-208-8253 FAX: (843) 521-4179  <a href="mailto:cbolton@uscb.edu">cbolton@uscb.edu</a>            Website:  <a href="http://www.uscb.edu/a/Academics/Undergraduate/Degree_Programs/Early_Childhood_Education/Center_of_Excellence_in_Collaborative_Learning/?page_id=292">http://www.uscb.edu/a/Academics/Undergraduate/Degree_Programs/Early_Childhood_Education/Center_of_Excellence_in_Collaborative_Learning/?page_id=292</a></p>	2004-05/2008-09	<b>Funding Completed Inactive</b>
<p><b>Center of Excellence for Adolescent Literacy and Learning</b>            Dr. Victoria Ridgeway Gillis            Clemson University            409 Tillman Hall            Clemson, SC 29634            (864) 656-5128 FAX: (864) 656-1322  <a href="mailto:rvictor@clemson.edu">rvictor@clemson.edu</a>            Website: <a href="http://www.clemson.edu/ceall/">http://www.clemson.edu/ceall/</a></p>	2005-06/2009-10	<b>Funding Completed Inactive</b>
<p><b>Center of Excellence for the Advancement of New Literacies in Middle Grades</b>            Dr. Mary Provost            College of Charleston            9 College Way            Charleston, SC 29424            (864) 953-7433 Fax: (864) 953-5407  <a href="mailto:provostm@cofc.edu">provostm@cofc.edu</a></p>	2006-07/2010-11	<b>Funding Completed Inactive</b>

<b>Centers of Excellence</b>	<b>EIA State Funding (First Year/Last Year)</b>	<b>Status</b>
<b>Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching (CE-MIST)</b> Dr. Gary Senn USC-Aiken 471 University Parkway Aiken, SC 29801 (803) 641-3558 Fax: 641-3615 <a href="mailto:senn@sc.edu">senn@sc.edu</a>	2008-09/2012-13	<b>Funding Completed Active</b>
<b>Center of Excellence for Inquiry in Mathematics and Science (CEIMS)</b> Dr. Jeff Marshall Clemson University 409B Tillman Hall, Clemson University Clemson, SC 29634-0705 Phone: (864) 656-5127; Fax: (864) 656-1322 <a href="mailto:jmarshall@clemson.edu">jmarshall@clemson.edu</a>	2008-09/2012-13	<b>Funding Completed Active</b>
<b>The Center of Excellence for Teacher Retention (RETAIN: Retain and Empower Teachers through Action, Innovation, and Networking)</b> Dr. Lisa Waller Newberry College 2100 College Street Newberry, SC 29108 Phone (803) 321-5207; Fax: (803) 263-6678 <a href="mailto:Lisa.Waller@newberry.edu">Lisa.Waller@newberry.edu</a> <a href="http://retainscteachers.org">http://retainscteachers.org</a>	2010-11/2014-15	<b>Currently Funded Active</b>
<b>Center of Excellence for English Language Learners (ELL) Professional Development</b> Dr. Nan Li Claflin University 400 Magnolia Street Orangeburg, SC 29115 Phone (803) 535-5245; Fax (803) 535-5485 <a href="mailto:nli@claflin.edu">nli@claflin.edu</a>	2011-12/2015-16	<b>Currently Funded Active</b>
<b>The Citadel STEM Center of Excellence</b> Kathy Richardson Jones 171 Moultrie Street Charleston, SC 29409 (843) 953-3163 <a href="mailto:kathryn.jones@citadel.edu">kathryn.jones@citadel.edu</a> <a href="http://www.citadel.edu/stemcenter/">www.citadel.edu/stemcenter/</a>	2013-14/2017-18	<b>Currently Funded Active</b>

<b>Centers of Excellence</b>	<b>EIA State Funding (First Year/Last Year)</b>	<b>Status</b>
<p><b>The Center of Excellence in Mobile Learning</b>            Dr. Ben Deaton            Anderson University            316 Boulevard            Anderson, SC 29621            Phone (864) 231-5530; Fax (864) 231-2854  <a href="mailto:bdeaton@andersonuniversity.edu">bdeaton@andersonuniversity.edu</a></p>	<p>2013-14/2017-18</p>	<p><b>Currently Funded Active</b></p>
<p><b>The Center of Excellence in College and Career Readiness</b>            Dr. Matt Nelson            Francis Marion University            PO Box 100547            Florence, SC 29502            Phone (843) 661-1500; Fax (843) 661-4676  <a href="mailto:mnelson@fmarion.edu">mnelson@fmarion.edu</a></p>	<p>2014-15/2020-21 (7 year project)</p>	<p><b>Currently Funded Active</b></p>

**Intent to Submit Proposal for  
Centers of Excellence Program  
FY 2016-17**

Project Director Name \_\_\_\_\_

Project Director Email \_\_\_\_\_

Project Director Phone \_\_\_\_\_

Institution \_\_\_\_\_

Academic Department \_\_\_\_\_

Proposed Center of Excellence Name \_\_\_\_\_

Please provide a brief description of the area of focus of the proposed Center. Include the name of the target schools and/or districts.

**Please return form by through email or fax September 1, 2015 to:**

Centers of Excellence Program (Teacher Education)  
Dr. Paula Gregg  
SC Commission on Higher Education  
1122 Lady Street, Suite 300  
Columbia, SC 29201  
[pgregg@che.sc.gov](mailto:pgregg@che.sc.gov)  
803-737-2297 (fax)

**A required Technical Assistance Workshop for all “Intent to Submit” proposals received will be held on September 18, 2015.**

South Carolina Commission on Higher Education  
 Proposal Review Rubric/Rating Form  
 Centers of Excellence Program FY 2016-17

**Please use one Proposal Review Rubric/Rating Form for each proposal.**

Proposal Title: \_\_\_\_\_

Submitting Institution: \_\_\_\_\_

Center Director(s): \_\_\_\_\_

**SECTION I: General Characteristics of a Center –**

<i>Does the proposed Center demonstrate the following?</i>	<i>Number of Points Possible</i>	<i>Number of Points Awarded</i>
1. A clearly defined focus of related scholarly and educational activities related to the needs of low-performing schools.	10	
<i>Comments:</i>		
2. Activities that support existing programs at the institution.	5	
<i>Comments:</i>		
3. Clearly defined benefits to the host institution as well as its K-12 partner(s)	5	
<i>Comments:</i>		
4. An institutional commitment as indicated by administrative support, budget, facilities, equipment, special initiatives, etc.	5	
<i>Comments:</i>		
5. A likelihood of having a lasting positive impact on the K-12 partner(s).	10	
<i>Comments:</i>		
6. Activities based on proven innovative practices that enable school personnel to help all students achieve.	10	
<i>Comments:</i>		

**SECTION II: Technical Merits of the Proposal**

<i>Does the proposal include the following?</i>	<i>Number of Points Possible</i>	<i>Number of Points Awarded</i>
1. The area to be targeted has been identified in the <i>Guidelines</i> as a priority area for funding.	5	
<i>Comments:</i>		
2. Programs and activities are designed in collaboration with a K-12 partner(s) that has been identified in the <i>Guidelines</i> as low-performing.	5	
<i>Comments:</i>		
3. The activities are well planned and meaningful.	5	
<i>Comments:</i>		
4. The outcomes are realistic and likely to be obtained.	5	
<i>Comments:</i>		
5. The evaluation plan is based on measurable criteria and addresses the effectiveness of the center. An external evaluator is included.	10	
<i>Comments:</i>		
6. The budgets, both grants and external match, are justified.	10	
<i>Comments:</i>		
7. The institutional strength and capacity to implement the Center are substantial as indicated by faculty and programmatic quality, previous collaborative endeavors with education stakeholders in related program areas, etc.	5	
<i>Comments:</i>		
8. Programs and activities are designed in collaboration with other Centers of Excellence and/or Teacher Recruitment Centers in all appropriate related activities.	5	
<i>Comments:</i>		

**SECTION III: Specific Criteria of a Center**

<i>Does the proposal include discussion of the following?</i>	<i>Number of Points Possible</i>	<i>Number of Points Awarded</i>
1. Involves substantial public school-college cooperation/collaboration.	5	
<i>Comments:</i>		
2. Involves other parties affected by the Center's programs, including other divisions of the institution, other institutions of higher education, professional associations, parents, private sector, etc.	5	
<i>Comments:</i>		

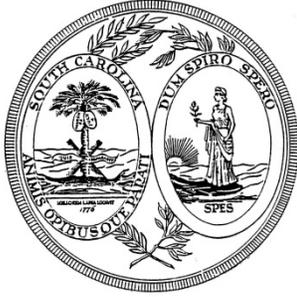
<i>Does the proposal include discussion of the following?</i>	<i>Number of Points Possible</i>	<i>Number of Points Awarded</i>
3. State funds are matched with external or internal funds (including in-kind) and show an increasing commitment of these additional resources in subsequent years.	5	
<i>Comments:</i>		
4. Describes expected benefits to pre-service teacher education.	5	
<i>Comments:</i>		
5. Describes the proposed Center Director's qualifications as well as other faculty/support staff who will work with the Center.	5	
<i>Comments:</i>		
6. Proposed professional development activities are in alignment with S. C. Professional Development Standards.	5	
<i>Comments:</i>		
7. Demonstrates the institution's commitment to model as well as develop state-of-the art programs by changing its ongoing academic program as a result of the Center's work.	5	
<i>Comments:</i>		
8. The proposal has a clear plan for achievement which will lead to success of the proposed goals and objectives.	10	
<i>Comments:</i>		
9. The proposed program is consistent with ongoing curriculum, assessment, teacher preparation, or professional development activities in the State.	5	
<i>Comments:</i>		
<b>10. The partnering school(s) has a high poverty index and a report card rating of below average or unsatisfactory.</b>	<b>10</b>	
<b>TOTAL NUMBER OF POINTS</b>	<b>160</b>	

**Additional comments/recommendations:**

Proposal Element	Possible Ratings	Rating given
What is the potential of this proposal to substantially improve the quality of performance of the participants it serves and help students achieve?	Superior / Excellent / Good / Fair / Poor	
<i>Comments:</i>		
<i>(To be completed after reviewing all proposals.)</i> How would you rate this proposal overall as compared to the others you have reviewed?	Superior / Excellent / Good / Fair / Poor	
<i>Comments:</i>		
Would you recommend funding this proposal?	Yes Yes, with reservations Probably not No	
<i>Comments:</i>		

**ADDITIONAL COMMENTS**

Reviewer \_\_\_\_\_



# South Carolina Commission on Higher Education

Brig Gen John L. Finan, USAF (Ret.), Chair  
Dr. Bettie Rose Horne, Vice Chair  
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Mr. Hood Temple  
Dr. Evans Whitaker

Ms. Julie J. Carullo  
Interim Executive Director

CHE  
5/7/2015  
Agenda Item 6.02.E

May 7, 2015

## **MEMORANDUM**

**To:** Chairman John L. Finan and Members, S.C. Commission on Higher Education

**From:** Dr. Bettie Rose Horne and Members, Committee on Academic Affairs and Licensing

**Consideration of Revised Guidelines for the  
Improving Teacher Quality Higher Education Grants Program  
(PL 107-110, Title II of the No Child Left Behind Act)  
Project Year 2016-17**

### **Background**

Since 1984, the Commission has been responsible for administering federal funds under the Title II program of the *Elementary and Secondary Education Act (ESEA)*. ESEA was re-authorized in FY 2001 under the *No Child Left Behind Act*. Under this legislation, several programs were combined and others were greatly modified. While the program is still under Title II, this section of the law is now entitled *Improving Teacher Quality (ITQ) State Grants*. The purpose of Title II is to increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified in the content areas they teach.

The higher education program is a competitive grants program with a primary focus on professional development. The current *Improving Teacher Quality Program* provides the Commission with the ability to offer grants to expand P-12 professional development offerings to include nine content areas and school personnel other than teachers and principals. The program seeks to bring together higher education faculty and P-12 school personnel to foster mutually beneficial partnerships based on sustained professional development. The ultimate goal of the partnership is improved student performance.

The federal regulations stipulate that the Commission will only award grants to eligible partnerships comprised of, at a minimum, (1) a private or public institution of higher education and the division of the institution that prepares teacher and principals; (2) a school of arts and sciences; and (3) a high-need local education agency. Additional partners may also be included. Regulations state that projects may focus on any of nine core academic areas (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography). Professional development activities may include teachers, principals, and/or paraprofessionals. The focus of the proposed projects

must be on low-performing schools and the Commission is charged with ensuring an equitable geographic distribution of grants.

The *Guidelines* were modified for FY 2002-03 to reflect the new legislation and were developed in collaboration with the S.C. Department of Education. Federal regulations require that the Commission work in conjunction with the Department in meeting statewide educational needs. The priority areas derive from the federal legislation as well as those developed in the State's Consolidated State Plan sent to the U.S. Department of Education.

The U.S. Department of Education issues two awards for the *Title II, Part A* State allocations, one to the State Education Agency (SEA) and one to the State Agency of Higher Education (SAHE). After one percent of the State's allocation is set aside for SEA and SAHE administration and planning, the SAHE receives an award for competitive grants that is 2.5 percent of the State's remaining allocation.

Under federal regulations, 2.5 percent of the *Improving Teacher Quality State Grants* funds for the state are allocated to Commission to be used for the competitive grants program. In 2016-17, the Commission may award up to \$708,000. Proposed projects may request \$90,000 to \$125,000 in funds. The projects will be funded for an 18-month period beginning in January 2016. The number of grants awarded will be determined primarily by the quality of the proposals submitted and the size of the negotiated final budgets in comparison to the total funds available, and equitable geographic distribution priority points will be given to projects with partners in high-needs LEAs that are not current partners and those in the I-95 corridor.

CHE issues *Guidelines for Proposals* for a competitive grants program. The attached *Guidelines* represent the Commission's proposed rules and regulations for the program. This competition represents an important vehicle for K-16 collaboration in service to the State's teachers, principals, and paraprofessionals.

Key changes in the FY 2016-17 Improving Teacher Quality (ITQ) Guidelines include the following:

- Proposed projects may request between \$90,000-\$125,000 in funds for the project period;
- Priority points will be given to projects with partners in high-needs LEAs that are not current partners and those in the I-95 corridor;
- Professional development activities must be in core academic subjects (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) as identified by the United States Department of Education;
- A maximum consulting fee for an external evaluator is set at \$8,000;
- Only new proposals are accepted for FY 2016-17.

### **Recommendation**

The Committee commends favorably to the Commission approval of the attached *Guidelines for the Improving Teacher Quality Higher Education Grant Program* for FY 2016-17.

**Attachment:** *No Child Left Behind, Improving Teacher Quality Higher Education Grant Program, Guidelines for Proposals, FY 2016-17.*



*South Carolina Commission on Higher Education*

## No Child Left Behind Improving Teacher Quality Higher Education Grant Program

### **Guidelines for Proposals Project Year 2016-17**

Focus on Teacher Content Knowledge in English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography



**Intent to Submit Form Due**  
June 30, 2015

**Technical Assistance  
Training**  
July 10, 2015

**Proposals Due**  
August 28, 2015

**Review of Proposals**  
September 11, 2015

*For further information,  
contact:*  
Dr. Paula Gregg  
803-737-2246  
pgregg@che.sc.gov

**No Child Left Behind Act  
Improving Teacher Quality Higher Education Grants Program  
Guidelines for Submission of Proposals  
Project Year 2016-17**

**Background Information**

*The No Child Left Behind Act of 2001 (PL107-110)* authorizes the South Carolina Commission on Higher Education to conduct a competitive awards program under Title II Part A *Preparing, Training, and Recruiting High-Quality Teachers and Principals*. The purpose of this part of the federal legislation is to provide support to:

Increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

The Commission is authorized to provide a competitive grants program to partnerships comprised, at a minimum, of schools of education and divisions of arts and sciences from higher education institutions along with one or more high-need local education agency (LEA). Funds to the state are allocated based on the FY 2001 amount received under the former Eisenhower Professional Development and Class-Size Reduction programs. Any remaining funds from the federal appropriation are distributed through a formula based on the State's school-age population and percent of these children in families with incomes below the poverty level.

The Improving Teacher Quality Program provides the Commission with the ability to expand its professional development offerings to the P-12 community to nine content areas and other school personnel. The program seeks to bring together higher education faculty and P-12 school personnel to foster mutually beneficial partnerships based on sustained professional development. The ultimate goal of the partnership is improved student performance.

Under federal regulations, 2.5 percent of the Improving Teacher Quality Higher Education Grants (ITQHE) funds for the state are allocated to the Commission to be used for the competitive grants program. The Commission may be awarding approximately \$708,000 annually. Proposed projects may request \$90,000-\$125,000 in funds for the project period. The Commission is seeking proposals with maximum impact for an 18-month project period. Funding is awarded depending on available funds from the U.S. Department of Education. The number of grants awarded will be determined primarily by the quality of the proposals submitted and the size of the negotiated final budgets in comparison to the total funds available, and equitable geographic distribution. Priority points will be given to projects with partners in high-needs LEAs that are not current partners and those in the I-95 corridor. Projects currently funded for 2015-16 are not eligible to apply for the 2016-17 funds.

**Eligible Partnerships**

Only eligible partnerships may apply for a competitive award. Principal partners **must** include:

- 1) One institution of higher education (IHE) that includes its division that prepares teachers and principals;

- 2) One school of arts and sciences at the higher education institution (any department within the institution that provides degrees in the nine content areas); and
- 3) A high-need local education agency (LEA; See Appendix 1 of this document for a complete list of high-need LEAs (Districts)).

Proposals submitted without these minimum partnership requirements will not be considered for funding. In addition, an eligible partnership may also include non-principal partners such as:

- another LEA (not required to be high-need)
- a public charter school
- an elementary school or secondary school
- an educational service agency
- a nonprofit educational organization
- another institution of higher education, a school of arts and sciences within such an institution, and/Or the division that prepares teachers and principals within such an institution
- nonprofit cultural organization
- an entity carrying out a pre-kindergarten program
- a teacher or principal organization or
- a business.

**A HIGH-NEED LOCAL EDUCATIONAL AGENCY (LEA)** is a term used by the United States Department of Education and is based upon Census Bureau data reflecting the number of children living in poverty. No other methods may be used to determine which districts qualify as a high-need LEA.

A high-need local education agency (LEA) is defined as a DISTRICT:

**(A)** (i) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or** (ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line;

**and**

**(B)** (i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; **or** (ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

**See Appendices 1 and 2 of this document for a list and map of all high-need LEAs.**

A key component of a partnership must be **collaboration** by **all** of the partners in the development and implementation of the proposed project. Proposals must demonstrate that the project is meeting an established need of the LEA and that the proposed activities have been jointly designed by the partners to meet the need. All districts have a contact for district-level *No Child Left Behind* activities. Project directors are strongly encouraged to contact a district directly to determine needs.

Applicants should submit proposals that demonstrate collaboration and innovation. For example, a technical college may be a secondary partner, or two or more 4-year institutions may be partners. Principals and teachers from schools not considered “high need” may participate along with individuals from a high-need LEA (District).

### **Definitions**

Definitions of the terms used in the *Guidelines* can be found in **Appendix 3**. These definitions are based on those in the Title II, Part A Non-Regulatory Guidance. Further information and definitions can be found at <http://www.ed.gov> by entering “Title II, Part A Non-Regulatory Guidance Improving Teacher Quality State Grants” into Search ED.gov. When the menu of choices appears, select the first entry.

### **Eligible Projects and Project Activities**

*The No Child Left Behind Act of 2001* authorizes program funds to be used to support the following two major areas of partnership activities that are tied to enhancing student achievement in high-need LEAs:

- 1) Professional development activities in core academic subjects (**English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography**) to ensure that:
  - i) Teachers and highly qualified paraprofessionals (and, when appropriate, principals) have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance student learning); and
  - ii) Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects. *Training for principals must be in the core content areas that teachers teach.*
- 2) Development and provision of assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high quality professional development activities that:
  - i) Ensure that those individuals can use challenging State academic content standards, student academic achievement standards, and State assessments to improve instructional practices and student academic achievement;
  - ii) May include intensive programs designed to prepare individuals to provide instruction related to the professional development described above to others in their schools; and
  - iii) May include activities of partnerships among one or more LEAs, one or more of the LEA’s schools, and one or more IHEs for the purpose of improving teaching and learning at low-performing schools.

*The projects that a State Agency of Higher Education (SAHE) sponsors under Title II, Part A of the Elementary and Secondary Education Act, as amended (ESEA), must conform to the set of authorized activities contained in section 2134 of the ESEA. This provision does not authorize a SAHE to use Title II, Part A funds to provide professional development for school principals. Nor does it authorize a SAHE to pay for graduate degrees. Projects, of course, may pay for the costs of graduate-level courses that are reasonable and necessary to help participating teachers gain the subject matter knowledge and principals the instructional leadership skills in the content areas their teachers teach. But the law does not authorize program funds to be used to pay for the costs of other degree requirements or the degrees themselves.*

### **Project Duration and Follow-Up Activities**

All projects must be of sufficient intensity and duration as to have a positive impact on the teaching and learning at the partner LEA(s). Projects are funded for an 18-month period from January 1, 2016 – August 1, 2017. Funding is for the project period and contingent upon federal appropriation. Projects that offer professional development as graduate courses must adhere to the *Guidelines for Graduate Courses Offered for Professional Development of School Personnel* found at:

<http://www.che.sc.gov/InstitutionsEducators/AcademicPolicies,Programs/AcademicPolicies.aspx>. Effective professional development has a year-round focus. Academic year projects must

have **substantial** contact hours that include **at least one week during the first summer with a minimum of four (4) follow-up activities throughout the academic year that support change in classroom/school practice and a minimum of one week training during the second summer**. Follow-up must be provided for all participants and provide continuing reinforcement of project objectives. Follow-up activities may include but are not limited to group meetings, classroom observations by the project personnel, workshops and seminars, mentoring, and one-on-one meetings. Surveys of teachers and classroom observations without feedback will not be considered as adequate follow-up.

### **Effective Professional Development for Educators**

The U.S. Department of Education envisions that effective professional development is of high quality, sustained, intensive, and classroom/school-focused. Effective professional development is considered to be much more than just a course or workshop. It is a set of activities that produce a demonstrable and measurable effect on student academic achievement.

**Importantly**, *The No Child Left Behind Act* requires that professional development is grounded in scientifically-based research. Definitions for both professional development and scientifically-based research can be found in **Appendix 3**.

In addition, the South Carolina Department of Education has developed “*South Carolina Professional Development Standards*.” These standards can be found at:

[http://ed.sc.gov/agency/se/school-leadership/documents/SC\\_Standards\\_Professional\\_Development.pdf](http://ed.sc.gov/agency/se/school-leadership/documents/SC_Standards_Professional_Development.pdf) and should be utilized in developing the proposed professional development activities.

Proposals submitted to the Commission must reflect these elements of high-quality long-term professional development.

## **Special Federal Requirements**

- The proposed program **must be submitted by a partnership** as defined above. Variation from the minimum definition of a partnership will exclude the proposal from consideration by the Commission.
- The federal legislation requires that any partnership receiving both a grant from the Commission and an award under *The Partnership Program for Improving Teacher Preparation* in section 203 of Title II of the Higher Education Act (PL105-244) must coordinate activities under the two awards.
- The proposed activities and strategies **must** be grounded in scientifically-based research. A research base must be presented that demonstrates the benefits of the proposed activities.
- No single partner in an eligible partnership may **use** more than 50 percent of the funds made available to the partnership.
- The partnership must ensure that the services are offered on an equitable basis to **public and private school teachers**. Evidence must be provided in the narrative showing how private school teachers will be recruited.
- Grant awards must be equitably distributed by geographic area within the State or the grants must serve eligible partnerships in all geographic areas within the State.

## **Funding Priority Areas**

The funding priorities listed below have been developed in conjunction with the S.C. Department of Education. The use of technology for outreach and networking is strongly encouraged. Priority will be given to **quality proposals** that partner with districts that have received little to no prior partnerships and who are located along the I-95 corridor. Proposals must provide evidence of active participation in all activities of fulltime faculty in both Arts & Sciences and the School of Education with the professional development of teachers, paraprofessionals and/or administrators in the high-need LEAs. Proposals submitted from a partnership must address one of the priority areas listed below to be considered for funding:

- Enhance the content and pedagogical knowledge of teachers, “highly qualified” paraprofessionals, and principals (if appropriate) in the core academic subjects identified by the Federal Government. Such training should be directly tied to state content and assessment standards. There must be strong evidence of improving the content knowledge of the participants.
- Provide training for teachers, “highly qualified” paraprofessionals, and principals (if appropriate) in the effective use of educational technology as an instructional tool for increasing student achievement.
- Provide assistance to “highly qualified” paraprofessionals to become fully certified teachers.
- Provide programs to assist middle and high school teachers to develop and implement reading and writing instructional practices to enhance student skills.

## **Evaluation Requirements**

A strong evaluation plan with components to measure actual use and impact of the professional development activities on increasing **teacher content knowledge (in the core academic subject area)**, improving **classroom instruction**, and impact on **student achievement** must be included. The evaluation plan must address program objectives, performance indicators, benchmarks to monitor progress toward goals, and outcome measures to assess the effect of the professional development on participants and on student achievement. The plan should include:

- the types of data to be collected;
- when data will be collected;
- methods for collecting data;
- means of analyzing the data;
- how information from the data will be used to monitor success, make changes in program design, if necessary;
- assessment instruments for evaluating the change in content knowledge of teachers;
- assessment instruments for evaluating increased student achievement; and
- accountability information about the project's success.

An external evaluator (from outside of the institution and not affiliated with the project) must be hired and paid with ITQ grant funds to develop the evaluation plan and submit a final evaluation report for each year of the project. The maximum consulting fee for an evaluator is \$8,000.

## **Important Dates**

- **Intent to Submit Form Due: June 30, 2015**
- **Technical Assistance Training (Required): July 10, 2015**
- **Proposal Due: August 28, 2015**
- **Review of Proposals: September 10, 2015**

## **Proposal Development**

All proposals **must use the following format and must use the forms provided** at the end of this document. Formatting must include **1-inch margins and 12-point font** (either Times New Roman or Arial). Forms are also available on the Commission's Home Page under Academic Affairs and Grants, Guidelines, and Request for Proposals (<http://www.che.sc.gov/InstitutionsEducators/TeacherEducationInformation/ImprovingTeacherQualityHEd,GrantProgram.aspx>).

- 1. Cover Sheet** (form provided): Be sure to include the project director and project co-director (if applicable) name and information on this form. Appropriate signatures must be included on one cover sheet.
- 2. Abstract** (limit of 250 words, one page, double-spaced): This should be basic information that describes the who, what, when, where, and how questions.
- 3. Table of Contents**

4. **Proposal Narrative:** The proposal narrative should include the following information and should **not exceed twenty pages double-spaced with one-inch margins**. The narrative should include page numbers at the bottom of each page.
- a. Need for the Program:  
Present evidence of the demonstrated need for the program. Describe the needs of the district/school that is partnering on the project. How were the needs determined? What roles did each of the partners play in establishing the needs? Describe how the needs were used to establish the project's design.
  - b. Purpose and Objectives:  
Provide a description of the purpose of the project and its objectives. Measurable objectives and the research base for the proposed project should be included. A major objective must relate to increasing math or science content knowledge.
  - c. Activities:  
Include a **detailed** description of the activities to be implemented, including follow-up activities, discussion of how these activities **meet the needs** of the partnership and target population, and how the proposed activities will achieve the objectives. There must be evidence of ACTIVE involvement of faculty in Arts & Sciences and Education in both the planning and implementation of the professional development of the teachers. The scientific research base for the proposed activities must be included to demonstrate the effectiveness on the chosen approaches. All professional development activities should be connected to the currently approved State Standards. Institutions should address how the needs of the partners in geographical remote locations, especially those along the I-95 corridor, will be accomplished. If a partner district is at a distance greater than a one-hour drive, the proposal must show active involvement of higher education faculty members in the partnering districts and estimated contact time with the participants from faculty. Use of a graduate assistant for contact is not recommended. This section should be clear and concise. The reader should be able to determine exactly what is being proposed.
  - d. Participants  
Present a discussion of who will be served by the proposed project and an estimation of the number to be served. Also include the plan for recruiting participants in both the public and private schools. There is an equitable participation requirement that includes participation of private schools in the high-needs LEAs. Provide evidence that private schools in the proposed LEA are included in the planning of and/or participation in the proposed activities. Private schools must be offered the opportunity to participate in ITQ activities.
  - e. Evaluation  
Provide a **detailed** description of the evaluation plan that includes:
    - the methods and procedures to be used to evaluate the effectiveness of the proposed project objectives;
    - the design for data collection and a clear description of objectives to be measured (not just pre- and post- surveys);
    - an assessment showing the change in teacher content knowledge in the core academic areas;
    - an assessment of how the activities have contributed to teacher practice,
    - an assessment of the impact of the project on student (PK-12) achievement;

- the extent to which the project influenced changes in teacher knowledge and instructional practices in the classroom or how the professional development has impacted school climate and/or administrative actions.

A qualified external evaluator (external to the institution, school districts, and project) should provide a well-designed evaluation plan for assessing the project's goals and objectives.

The external evaluator should be identified and a copy of a vitae and a proposed contract specifying the work to be completed should be provided with the proposal.

f. **Key and Support Personnel**

Identify key personnel and their qualifications and project-related responsibilities. This should include the time commitment of each individual to the proposed activities. Curriculum vitae (two page maximum) must be included for key personnel (this is not included in the 20 page limit). If graduate assistants are to be used, information must be provided on the potential time commitment and qualifications of the individual(s). However, graduate assistants are not required or expected for this professional development grant for teachers.

The project director of the project must be a tenure-track or tenured faculty member at the fiscal institution.

The professor of record of any graduate courses offered through the grant must be a tenure-track or tenured faculty member. If Master Teachers will be used for professional development, provide a 2-page vitae.

Proposals must disclose participation of family members as it relates to the Ethics Act, the Ethics Commission opinions, and the State Ethics Commission. For full access to the document, see <http://www.ohr.sc.gov/OHR/regs01/2010/2010-HR-Regulations-19-701.pdf>, Section 19-701.06.

**5. References Cited**

Provide full references for any materials cited in the narrative.

**6. Partnership Description and Cooperative Planning** (form provided)

Discuss how members of the partnership were involved in project planning. A chart indicating dates, topics of discussions, and individuals should be included in the proposal. There should be clear evidence that the proposal meets the needs of the partnering district(s). Signatures of the Dean of Education, the Dean of Arts & Sciences, and the participating district superintendents must be included on each partnership agreement.

**7. Management Plan**

Provide a management plan that indicates the roles and responsibilities of the partners. All applications **must** provide a description of the partnership including **clearly defined roles of each of the partners and what they will provide, both financially and professionally**. The plan should include a timeline, program structure, and key personnel responsible for project objectives. The plan should clearly indicate how the project will be implemented.

**8. Dissemination**

Explain how information about the project will be shared with others within the school, district, and/or state. How will project results be made available to other teachers, paraprofessionals, and/or principals so that they may be used by others to improve teacher quality?

**9. Proposed Budget** (form provided)

- Only one institution of higher education may serve as a fiscal agent.
- The Proposed Budget form must be completed and **must include a separate detailed Budget Justification/Explanation** that addresses each line item. The justification must provide a detailed explanation of the proposed budget categories and line items. Eligible expenses are limited to those necessary to complete the proposed project and guidelines are noted below.
- The federal legislation requires that **no single partner in an eligible partnership may use more than 50 percent of the funds made available to the partnership**. Provide a breakdown in the justification/explanation as to how these funds are distributed among the partners
- Financial matching from participating school districts, non-public schools, other private organizations, and the sponsoring institution of higher education or non-profit organization is **strongly** encouraged and expected. School districts have *No Child Left Behind* funds available to support professional development (Title I & Title II, Part A). Such funds could be used for project-related expenses such as stipends, payment of substitute teachers, travel, supplies, or room and board. School district financial support would indicate the district's commitment to implementation of the proposed program.
- Proposed projects should have budget requests of \$90,000-\$125,000 for the project period. Funding is for 18-months and is dependent upon federal appropriations.

**Budget Guidelines:**

- a. All personnel costs must be explicitly explained both in terms of percent of time spent on project activities and in terms of annual salaries. (This includes graduate assistants.) Funds for the ITQ project cannot be used to pay both the salary and Graduate Assistant Differential (GAD) for graduate assistants. Salaries (including fringe) for graduate assistants cannot be more than 20% of the total budget. Funds for the ITQ projects must supplement, not supplant salaries.
- b. Indirect costs (IDC) may be charged at the rate of 8 percent (EDGAR 75.562). IDC (8%) **cannot** be applied to tuition costs or equipment over \$5,000 per item in training programs such as ITQ.
- c. Under participant costs, reasonable per diem or travel costs will be allowed. Costs for field trip expenses associated with program activities are allowable (i.e., van rental). **Stipends may be allowed under justifiable circumstances but participants may not also receive free or reduced tuition during the same time period.**

- d. Budgets must clearly identify the use of external funds (those in addition to the requested higher education Title II federal funds) to be used in the proposed project. Support from external sources is desirable and is a factor in determining selection of proposals to be funded.
- e. Funds cannot be used to purchase food.
- f. Equipment purchases are allowable if they are necessary to operate the project properly and effectively;
- g. External evaluator's fees should not exceed 10% of the total amount funded.
- h. For projects that involve courses for credit, budgets have one of three options:
  - Grants may pay for regular tuition;
  - Grants may pay the instructional salaries and fringe benefits; or
  - Grants may pay for the cost of a contract course fee at the institution's approved rate.
- i. The grant cannot support both the cost of tuition for participants and the salaries of instructors for teaching the courses.
- j. Re-allocation of funds between budget items must be approved, tracked and documented in writing to the Commission 30 days prior to the final funds request for the project.

**10. Statement of Assurances** (form provided)

The attached form must be signed by an authorized institutional representative to certify compliance with all regulations, policies, and requirements as they relate to acceptance and utilization of federal funds for the proposed project. The fiscal agent will ensure that its auditing and accounting procedures comply with EDGAR and OMB Circulars A-21 and A-110.

**11. Intent to Submit Application** (form provided)

This form must be submitted by June 30, 2015, so that the S.C. Commission on Higher Education can adequately plan for the proposal review process.

**There will be a required technical assistance training session for all applicants who submitted the "Intent to Submit Application" on July 10, 2015.**

## **Acknowledgement of Support**

An acknowledgement of the South Carolina Commission on Higher Education must appear in any publication of materials based on or developed under this project as follows:

**The activity which is the subject of this document (journal article, report, video, etc.) was produced under a grant from the South Carolina Commission on Higher Education and the U.S. Department of Education under the auspices of the Improving Teacher Quality Higher Education Grant Program.**

All media announcements, public information, and promotional materials pertaining to these funded activities should acknowledge support of the South Carolina Commission on Higher Education under the auspices of the federal Improving Teacher Quality Higher Education Grant Program.

## **Submission and Proposal Review Criteria**

Submit the **original** hard copy (clearly marked with signatures in blue ink) and one electronic copy on CD-ROM/flash drive in **Word** (narrative), **PDF** (narrative with copies of signed pages), and **Excel** (budget) format to:

Attn: Dr. Paula Gregg  
Improving Teacher Quality Higher Education Grants Program  
South Carolina Commission on Higher Education  
1122 Lady Street, Suite 300  
Columbia, SC 29201

Pages with official signatures (in blue ink) may be scanned and converted to PDF format on the CD-ROM. This should not be a photocopy.

Proposals must be received (not postmarked) by no later than **3:00 p.m. on August 28, 2015**.

## **Proposal Panel Review**

Each proposal will be rated (Appendix 7) by a panel of P-12 and higher education personnel. Priority will be given to quality proposals that partner with districts that have received few or no prior partnerships and are located along the I-95 corridor. Institutions are strongly encouraged to partner with districts along the I-95 corridor. Proposal evaluation criteria may include the following:

- 1. Partnership and Cooperative Planning:** Does the proposal clearly demonstrate the inclusion of the required minimum partners? Is there demonstrated evidence that the proposal was planned cooperatively with a high-need LEA? How well does the proposal reflect the needs of the LEA(s)? Are roles and responsibilities clearly defined?
- 2. Merit of the Proposed Project:** Is the proposed project based on the demonstrated needs of the LEA? Will the proposed professional development have a lasting impact on educational improvement efforts of the target population? Are the activities appropriate

to address the demonstrated need of the LEA? To what extent will the activities enhance teacher/principal quality and in turn raise student achievement? Does the proposal narrative clearly demonstrate the effectiveness of the proposed activities, i.e., are the proposed activities and strategies grounded in scientifically-based research? Do the proposed activities have demonstrated benefits? Is there a well-defined implementation plan? Are the proposed activities directly linked to the achievement of the project's objectives? Does the proposal address geographical remoteness?

3. **Vision of Professional Development:** Does the proposal reflect the vision of high-quality, long-term professional development as noted in the *Guidelines*? Are there sufficient numbers of contact hours, including follow-up?
4. **Standards:** Is the proposed project tied to the State Curriculum and Assessment Standards or other state, local, or national standards?
5. **Evaluation:** Is there a detailed description of the methods and procedures to be used to evaluate the effectiveness of the project's objectives? Does the evaluation plan assess the success of the project in terms of its stated objectives? Does the proposal present a plan for assessing the impact on participants' knowledge and skills and impact on the classroom? Does the plan assess the impact in terms of student achievement? Is there a qualified external evaluator?
6. **Budget and Cost Effectiveness:** Are there matching funds from the partner LEA(s) or from any other source? Are the responsibilities of all key personnel clearly described and reasonable? Are all costs adequately explained and justified? Does the budget accurately reflect the proposed project activities and goals? Does each partner use no more than 50% of the funds?
7. **Overall Impression/General Comments:** Discuss the strengths and/or weaknesses of the proposal. Does the proposal present an effective, comprehensive plan for professional development that will be of sufficient duration, intensity and quality to have a positive impact on the target group? Does the project have significant potential to improve teaching, leadership, and learning?
8. **General Comments:** Discuss what you consider the strengths and/or weaknesses of the proposal, i.e., the quality of the proposed professional development.
9. **Review of Proposals:** Proposals will be scored by an external review panel and reviewed by CHE staff during the week of September 11, 2015.

### **Administration of Awards**

Awards will be made by the Commission's Committee on Academic Affairs acting on behalf of the Commission in October 2015. Project duration will be from January 1, 2016, to August 1, 2017, with the final report due September 1, 2017.

An institution's award is disbursed via payments using State invoice procedures. Disbursement occurs through a cost-recovery basis at pre-determined intervals, two of which occur after receipt of the interim report and after receipt of the final report (final cost recovery). Funding is contingent on Federal appropriations to the Title II Part A *Preparing, Training, and Recruiting High-Quality Teachers and Principals*.

**Reporting requirements include an interim/continuing request report, final report, and a site visit(s) by the CHE Program Coordinator.** Project Directors are also required to attend face-to-face Improving Teacher Quality Informational and planning meetings with Commission staff at CHE in both spring and fall each year of the project. Details about these procedures are supplied to award recipients. All projects will be required to submit an evaluation of the project from a qualified external reviewer.

A no-cost extension can be requested at the end of the grant period (no later than 30 days prior to the end of the project period). However, grantees must submit a **written request** with **sufficient** justification as to why the proposed activities cannot be completed within the original timeframe. A single extension may not exceed six months in duration and must be for a minimum of one month.

Budget revision requests will not be accepted less than 30 days prior to the end of the project period.

Examples of funded proposals are available upon request and questions may be addressed to the Commission staff as follows:

Dr. Paula Gregg  
Coordinator, Academic Affairs and Licensing  
Phone: 803-737-2246 Fax: 803-737-2297  
E-mail: pgregg@che.sc.gov

## **Appendices**

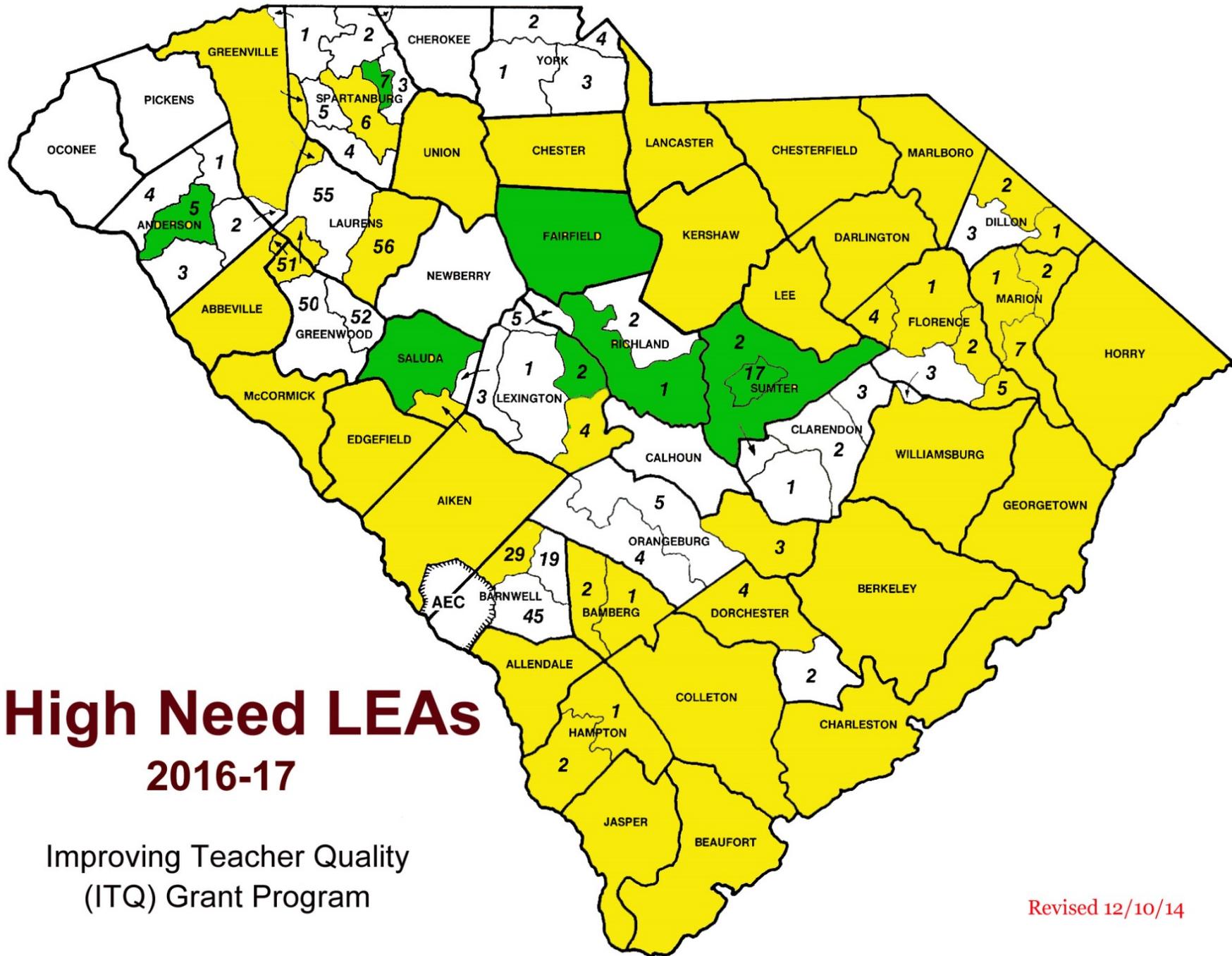
- Appendix 1: List of South Carolina high-need LEAs (Districts)
- Appendix 2: Map of South Carolina high-need LEAs (Districts)
- Appendix 3: Definitions
- Appendix 4: Intent to Submit
- Appendix 5: Proposal Application Form
  - Cover Page
  - Proposed Budget
  - Proposed Project Time Line
  - Statement of Assurances
  - Collaborative Planning Efforts
  - Partnership Agreement
- Appendix 6: Links to Pertinent Web Sites
- Appendix 7: ITQ Review Panel Rubric

**IMPROVING TEACHER QUALITY HIGHER EDUCATION GRANT  
2016-17**

**ELIGIBLE PARTNER “HIGH NEED” LEAS**

**The following districts meet the Title II, Part A Non-Regulatory Guidance requirements:**

Abbeville	Greenwood 51
Aiken	Hampton 1
Allendale	Hampton 2
Anderson 5	Horry
Bamberg 1	Jasper
Bamberg 2	Kershaw
Barnwell 29	Lancaster
Beaufort	Laurens 56
Berkeley	Lee
Charleston	Lexington 2
Chester	Lexington 4
Chesterfield	Marion 1
Colleton	Marion 2
Darlington	Marion 7
Dillon 1	Marlboro
Dillon 2	McCormick
Dorchester 4	Orangeburg 3
Edgefield	Richland 1
Fairfield	Saluda
Florence 1	Spartanburg 6
Florence 2	Spartanburg 7
Florence 4	Sumter
Florence 5	Union
Georgetown	Williamsburg
Greenville	



# High Need LEAs

## 2016-17

Improving Teacher Quality  
(ITQ) Grant Program

Revised 12/10/14

EAs

**Definitions**

- 1. Arts and Sciences** - When referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which teachers teach; and B) when referring to a specific academic subject, the disciplines or content areas in which an academic major is offered by an organizational unit [*Title II, Part A, section 2102(1)*].
  
- 2. Charter School** - The term “charter school” means a public school that:
  - a) In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
  - b) Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
  - c) Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
  - d) Provides a program of elementary or secondary education, or both;
  - e) Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
  - f) Does not charge tuition;
  - g) Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;
  - h) Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
  - i) Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
  - j) Meets all applicable Federal, State, and local health and safety requirements;
  - k) Operates in accordance with State law; and
  - l) Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school [*Title II, Part A, section 5210(1)*].

3. **Core Academic Subjects** - The term “core academic subjects means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
4. **Eligible Partnerships** - This term includes a private or State institution of higher education and the division of the institution that prepares teachers and principals; a school of arts and sciences; and a high-need local educational agency; and may include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business [*Title II, Part A, section 2131*].
5. **HIGH NEED LEA – IS** a term used by the United States Department of Education and is based upon Census Bureau data reflecting the number of children living in poverty. No other methods may be used to determine which districts qualify as a high-need LEA.
6. **Highly Qualified Paraprofessional** - A paraprofessional who has not less than 2 years of experience in a classroom; and post-secondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers [*Title II, Part A, section 2102(4)*].
7. **Highly Qualified Teacher** -
  - 1) When the term “highly qualified teacher” is used with respect to any public elementary school or secondary school teacher teaching in a State, it means that:
    - i) The teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when the term is used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the certification or licensing requirements set forth in the State's public charter school law (*see entry below for the definition of a highly qualified charter school teacher*); and
    - ii) The teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.
  - 2) When the term “highly qualified teacher” is used with respect to:
    - a) An elementary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, and:
      - i) Holds at least a bachelor's degree; and
      - ii) Has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of basic elementary school curriculum); or

- b) A middle school or secondary teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (1) above, holds at least a bachelor's degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:
  - i) Passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
  - ii) Successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.
  
- 3) When the term “highly qualified teacher” is used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, it means that the teacher has met the requirements of paragraph (1) above, holds at least a bachelor's degree, and:
  - a) Has met the applicable standard in the clauses of subparagraph (2), which includes an option for a test; or
  - b) Demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that-
    - i) Is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
    - ii) Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
    - iii) Provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
    - iv) Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
    - v) Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
    - vi) Is made available to the public upon request; and
    - vii) May involve multiple, objective measures of teacher competency [*Title IX, Part A, section 9101(23)*].

- 9. High Quality Professional Development** - The term “professional development” Includes activities that:
- a) Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
  - b) Are an integral part of broad school-wide and district-wide educational improvement plans;

- c) Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- d) Improve classroom management skills;
- e) Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not 1-day or short-term workshops or conferences;
- f) Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- g) Are aligned with and directly related to:
  - State academic content standards, student academic achievement standards, and assessments; and
  - The curricula and programs tied to the standards described in sub clause (a) [except that this sub clause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B)];
- h) Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- i) Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- j) To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- k) Advance teacher understanding of effective instructional strategies that are:
  - i) Based on scientifically based research (except that this sub clause shall not apply to activities carried out under Part D of Title II); and
  - ii) Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- l) As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- m) Provide instruction in methods of teaching children with special needs; and
- n) Include instruction in the use of data and assessments to inform and instruct classroom practice; and

- o) Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

May include activities that:

- p) Involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
  - q) Create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
  - r) Provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that is designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom [*Title IX, Part A, section 9101(34)*].
- 9. Low-Performing School** - The term “low-performing school” refers to schools that do not make AYP in all subgroups can be counted as making AYP if the number of students in any one under-performing subgroup decreases by at least 10% in a year. Barring this “safe harbor” option, states are required to consider any schools and districts that do not make AYP for two consecutive years as “low performing.”
- 10. Out-of-Field Teacher** - A teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified [*Title II, Part A, section 2102(5)*].
- 11. Paraprofessional** - A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes.
- 12. Principal** - The term “principal” includes an assistant principal [*Title II, Part A, section 2102(6)*].
- 13. Scientifically Based Research** - The term “scientifically based research”:
- 1. Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
  - 2. Includes research that
    - a. Employs systematic, empirical methods that draw on observation or experiment;
    - b. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
    - c. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
    - d. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different

conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

- e. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- f. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review [*Title IX, Part A, section 9101(37)*].

**INTENT TO SUBMIT PROPOSAL APPLICATION FORM**

**Improving Teacher Quality  
Higher Education Grant Program  
Project Year 2016-17**

Project Director(s): \_\_\_\_\_

Email: \_\_\_\_\_

Telephone: \_\_\_\_\_

Institution \_\_\_\_\_

Proposed Grant Title: \_\_\_\_\_

**1. Partnership Representatives:**

Name	College/Department/LEA(s)

**2. Grade Span; check those that apply to your application:**

Elementary       Middle School       High School

**3. Core Subject Area(s):**

English/Reading/LA       Mathematics       Science  
 Foreign Languages       Civics/Government       Economics  
 Arts       History       Geography

**4. Please attach a 1-page description of the nature of the project (include research base, focus on teachers, principals and/or paraprofessionals, scope of project and content of the project).****Please return this form by June 30, 2015, to:**

Dr. Paula Gregg  
Improving Teacher Quality Program  
S.C. Commission on Higher Education  
1122 Lady St., Suite 300  
Columbia, SC 29201  
[pgregg@che.sc.gov](mailto:pgregg@che.sc.gov)  
803-737-2297 (fax)

**\*Required Technical Assistance Training for all proposals on July 10, 2015.**

<b>COVER PAGE</b>  <b>Improving Teacher Quality Higher Education Grants Program Project Year 2016-17</b>  <b>S.C. Commission on Higher Education</b>	
1. Project Title	
2. Institution	
3. High-Need LEA(s)	
4. Other Collaborating Organizations	
5. Project Director(s)      Name & Title  Mailing Address	Phone Number:  E-Mail:  FAX: Signature _____ Date _____
6. Chief Executive Officer  Mailing Address	Phone Number:  E-Mail:  FAX: Signature _____ Date _____
7. Proposed Funding  a. ITQ (CHE)  b. Institution  c. Cooperating LEA  d. Other  e. TOTAL	9. Partnership Representatives/Signatures  College/School of Education Name _____ Signature _____  Arts and Sciences Name _____ Signature _____  Local Education Agency Name _____ Signature _____
8. Estimated Number of Project Participants:	Local Education Agency Name _____ Signature _____  Local Education Agency Name _____ Signature _____

**BUDGET REQUEST**  
**IMPROVING TEACHER QUALITY**  
**Higher Education Grants Program**

**Project Year:**

INSTITUTION:	Partner E = Education A = Arts & Sciences HN = High Needs LEA L = LEA	Proposed Budget	Institutional Funds	Other Funds (school district, grants, private, etc.)	CHE use
<b>PROJECT DIRECTOR:</b>					
1. Key Personnel(Faculty/Administration) LIST NAMES & Role					
A. Salaries					
1					
2					
3					
Total Key Personnel Salaries		0	0	0	
B. Fringe Benefits TOTAL					
1					
2					
3					
Total Key Personnel Fringe		0	0	0	
<b>TOTAL KEY PERSONNEL COSTS</b>		<b>0</b>	<b>0</b>	<b>0</b>	
2. Support Personnel (LIST NAMES)					
A. Salaries					
1					
2					
Total Support Personnel Salaries		<b>0</b>	<b>0</b>	<b>0</b>	
B. Fringe Benefits TOTAL					
1					
2					
Total Support Personnel Fringe		0	0	0	
<b>Total SUPPORT PERSONNEL COSTS</b>		<b>0</b>	<b>0</b>	<b>0</b>	
<b>TOTAL PERSONNEL COSTS</b>		<b>0</b>	<b>0</b>	<b>0</b>	
3. Participant Support (District/School participants)					
a. Books					
b. Supplies and Materials					
c. Travel and Subsistence					
d. Room and Board					
e. Refreshments					
f. Stipends					
g. Tuition					
h. Technology/Equipment					
i. Other - PLEASE SPECIFY					

**BUDGET REQUEST**  
**IMPROVING TEACHER QUALITY**  
**Higher Education Grants Program**

**Project Year:**

INSTITUTION:	Partner E = Education A = Arts & Sciences HN = High Needs LEA L = LEA	Proposed Budget	Institutional Funds	Other Funds (school district, grants, private, etc.)	CHE use
<b>PROJECT DIRECTOR:</b>					
<b>Total Participant Costs</b>		0	0	0	
4. Supplies and Materials (Institution - break down by Education and Arts & Sciences) LIST MAJOR ITEMS					
a.					
b.					
<b>Total Supply Costs</b>		0	0	0	
5. Equipment/Technology (greater than \$5,000 per item)					
a.					
b.					
<b>Total Equipment Costs</b>		0	0	0	
6. Additional Costs - PLEASE SPECIFY (includes contract services)					
a. External Evaluator					
b.					
<b>Total Additional Costs</b>		0	0	0	
7. Travel and Subsistence					
a. Education (State Employee)					
b. Education (Non-state employee)					
c. Arts & Sciences (State Employee)					
d. Arts & Sciences (Non-State Employee)					
<b>Total Other Travel</b>		0	0	0	
<b>Total Direct Costs</b>		0	0	0	
<b>Indirect Costs</b> (8% * (direct costs - participant support - equipment))		0			
<b>TOTAL PROJECT COSTS</b>		0	0	0	
Project Director(s)			Typed Name & Title Signature Date		
Institutional Authority			Typed Name & Title Signature Date		

**PROPOSED PROJECT TIMELINE**

**Improving Teacher Quality  
Higher Education Grant Program**

**Project Year 2016-17**

Institution				
Project Title				
Objective	Activities	Personnel	Start Date	End Date

**STATEMENT OF ASSURANCES**

**Improving Teacher Quality  
Higher Education Grant Program  
Project Year 2016-17**

---

NAME OF INSTITUTION OR ORGANIZATION

hereby provides assurance to the South Carolina Commission on Higher Education that if this institution receives a grant under the terms of *The No Child Left Behind Act of 2001 (PL107-110); Title II Part A Teacher and Principal Training and Recruiting Fund* that it will comply with the regulations, policies, guidelines, and requirements as they relate to the application, acceptance, and use of funds for this federally funded project. Also, the applicant institution assures and certifies that it:

1. Possesses legal authority to apply for the grant.
2. Will keep such records and provide such information as may be necessary for fiscal and program auditing and for program evaluation and will provide the South Carolina Commission on Higher Education or its designee any information it may need to carry out its responsibilities under the Improving Teacher Quality Program.
2. Complies with all provisions of the Program Improving Teacher Quality and its implementing regulations and all administrative rules of the S.C. Commission on Higher Education applicable to the Improving Teacher Quality Program.
3. Enters into formalized agreement(s) with the local education agency (LEA) or consortium of LEAs in the area of proposed service.
5. Takes into account the needs of teachers and students in areas of high concentrations of low-income students and/or low-performing schools and high-need districts.
6. Will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where discriminatory practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.

---

Name Chief Executive Officer

---

Signature

---

Date

## **COLLABORATIVE PLANNING EFFORTS**

Describe the collaborative planning efforts that have occurred between the participating institution, school of education, division of arts and sciences, LEA(s), and any other participating organizations or agencies.

**PARTNERSHIP AGREEMENT**

**South Carolina Commission on Higher Education  
Improving Teacher Quality Higher Education Grants Program**

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and roles of each of the partners participating in the proposed *Improving Teacher Quality Higher Education Grants Program*. A copy of this form must be completed for each member of the partnership (at a minimum, the lead institution, school of education, division of arts and sciences, and a high need LEA).

Agrees to make the following contributions or play the following roles in the project.

\_\_\_\_\_  
(Name of Organization)

The organization assures that this proposal addresses the following professional development need(s) identified by the high-need LEA's needs assessment:

The organization further assures that this proposal was developed with input from the following higher education and high-need LEA faculty and or staff:

Lead Contact Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Signature of Superintendent (if School District) \_\_\_\_\_

Signature of Dean (if IHE) \_\_\_\_\_

**LINKS TO PERTINENT WEB SITES**

**Guidelines Improving Teacher Quality Higher Education Grants Program**

[http://www.che.sc.gov/New\\_Web/ForInstitutions/TeacherEdGrants.htm](http://www.che.sc.gov/New_Web/ForInstitutions/TeacherEdGrants.htm)

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**High Need LEAs** (allowable districts and schools for minimum partnership requirements)

[http://www.che.sc.gov/New\\_Web/ForInstitutions/TeacherEdGrants.htm](http://www.che.sc.gov/New_Web/ForInstitutions/TeacherEdGrants.htm)

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**S.C. Professional Development Standards**

[www.scteac.org/educate/edpdf/rules/pdpolicy.pdf](http://www.scteac.org/educate/edpdf/rules/pdpolicy.pdf)

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**Title II, Part A Non-Regulatory Guidance** Further information and definitions can be found at the U.S. Department of Education's web site.

<http://www.ed.gov> (Adobe Acrobat file) Search: Title II, Part A Non-Regulatory Guidance Improving Teacher Quality State Grants.

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**Guidelines for Graduate Courses Offered for Professional Development of School Personnel**

[http://www.che.sc.gov/New\\_Web/ForInstitutions/AcadPolicy.htm](http://www.che.sc.gov/New_Web/ForInstitutions/AcadPolicy.htm)

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**ITQ Review Rating Sheet – TBD at Technical Assistance Meeting**



# South Carolina Commission on Higher Education

Brig Gen John L. Finan, USAF (Ret.), Chair  
Dr. Bettie Rose Horne, Vice Chair  
Mr. Paul O. Batson, III  
Mr. Tim M. Hofferth  
Ms. Dianne C. Kuhl  
Ms. Allison Dean Love  
Dr. Louis B. Lynn  
Vice Admiral Charles Munns, USN (ret.)  
Mr. Clark B. Parker  
Mr. Kim F. Phillips  
Ms. Terrye C. Seckinger  
Dr. Jennifer B. Settlemyer  
Mr. Hood Temple  
Dr. Evans Whitaker

Ms. Julie J. Carullo  
Interim Executive Director

CHE  
05/07/2015  
Agenda Item 6.02.F

May 7, 2015

## **MEMORANDUM**

**To:** Chairman John L. Finan and Members, S.C. Commission on Higher Education  
**From:** Dr. Bettie Rose Horne and Members, Committee on Academic Affairs and Licensing

### **Consideration of Memorandum of Agreement between the S.C. Commission on Higher Education and the S.C. Technical College System Regarding the Approval Process for Selected Associate of Applied Science Degree Programs**

#### **Background**

Historically, the SBTCE and CHE have worked collaboratively to ensure that associate degree programs are approved in a timely manner to meet the needs of business, industry and students. In 2009, the agencies came together to streamline the process by agreeing that approval for existing associate degrees (i.e., those currently in the CHE State Inventory), applies to all colleges under the SBTCE.

In that same spirit of collaboration, this Agreement outlines yet another step to ensure that higher education remains responsive to the current needs of today's fast-paced businesses and industries: a concurrent program approval by CHE and the SBTCE.

This Agreement is applicable to Associate of Applied Science program models that are not college-parallel programs (i.e., not designed for transfer to a senior institution), and are new to the SBTCE Program Inventory, and are not currently being offered at one of the 16 technical colleges.

#### **Recommendation**

The Committee on Academic Affairs and Licensing commends favorably to the Commission the Memorandum of Agreement between the S.C. Commission on Higher Education and the S.C. Technical College System regarding the approval process for selected Associate of Applied Science degree programs.

**AGREEMENT BETWEEN**  
**THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION**

**AND**

**THE SOUTH CAROLINA STATE BOARD FOR TECHNICAL & COMPREHENSIVE EDUCATION**

This Memorandum of Agreement (Agreement) is entered into as of [insert date] between the South Carolina Commission on Higher Education (CHE) and the South Carolina State Board for Technical and Comprehensive Education (SBTCE).

**BACKGROUND & PURPOSE**

Historically, the SBTCE and CHE have worked collaboratively to ensure that associate degree programs are approved in a timely manner to meet the needs of business, industry and students. In 2009, the agencies came together to streamline the process by agreeing that approval for existing associate degrees (i.e., those currently in the CHE State Inventory), applies to all colleges under the SBTCE.

In that same spirit of collaboration, this Agreement outlines yet another step to ensure that higher education remains responsive to the current needs of today's fast-paced businesses and industries: a concurrent program approval by CHE and the SBTCE.

This Agreement is applicable to Associate of Applied Science program models that are not college-parallel programs (i.e., not designed for transfer to a senior institution), and are new to the SBTCE Program Inventory, and are not currently being offered at one of the 16 technical colleges.

**APPROVAL PROCESS**

**SBTCE Responsibilities:**

- Work with college(s) to identify if a newly proposed program model is specifically designed for transfer to a senior institution.
- For new program models at the associate degree level and not specifically designed for transfer:
  - Send notification to CHE that a new program model is being considered by SBTCE. Notification should provide the desired approval date and adequate time for CHE staff to review the proposal within the SBTCE staff process and to provide time to ask questions about the proposed model prior to SBTCE approval.
  - Establish a calendar/schedule that guarantees a timely response to business and industry needs.
  - Work with the college(s) to provide answers to any questions from CHE about the proposed model.
  - Inform CHE should any substantive changes in the new program model under consideration occur as a result of SBTCE review and prior to SBTCE final approval.
  - Send a copy of approved program proposals and the Notification of Change in Program Status Form to CHE following SBTCE approval.
  - Allow colleges to begin advertising upon approval of SBTCE.
  - Provide notification to CHE that any appropriate approvals of SACSCOC have been satisfied.

- Ensure that all new program models that are specifically designed for transfer follow the published CHE Approval Cycle Calendar/Process.
- Ensure that after any program is approved through this agreement, that program will be eligible for inclusion in CHE's academic program assessments, and that CHE is provided notification as required in CHE policy of change to these programs.

**CHE Responsibilities:**

- Work with SBTCE staff to ensure that new program models specifically designed for transfer follow the published CHE Approval Cycle Calendar/Process.
- For new program models at the associate degree level and not specifically designed for transfer:
  - Submit any questions to SBTCE staff about the proposed program model.
  - Work with SBTCE staff to develop a review and approval schedule that guarantees a CHE decision which meets the schedule deadline and provides a timely response to business and industry needs.
  - Provide notification to SBTCE of CHE's decision concerning the program request according to the schedule.
  - Add programs to the State Inventory of Academic Programs upon final approval by both CHE and SBTCE.

**Both Parties**

Upon approval of this Agreement, SBTCE and CHE will work together to establish procedures for implementation of this Agreement, including but not limited to, the development of efficient, responsive, and concurrent timelines to enable the expedited approval of the affected associate degree programs.

**DURATION OF AGREEMENT**

This Agreement shall take effect upon signatures of both parties. It shall remain in effect unless legislative changes prompt the need to amend this Agreement, or circumstances arise such that these procedures no longer are in the best interest of our students. Either party can notify the other of the need to review and consider amending the agreement.

**SIGNATURES**

The signatories hereunder warrant and declare that they are duly authorized to execute the Agreement by virtue of their position and title.

South Carolina  
Commission on Higher Education

State Board for Technical &  
Comprehensive Education

\_\_\_\_\_  
Julie Carullo, Interim Executive Director

\_\_\_\_\_  
James Williamson, Ph.D., President/Executive Director

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



CHE  
5/7/15  
Agenda Item 6.02.G

# South Carolina Commission on Higher Education

Brig Gen John L. Finan, USAF (Ret.), Chair  
Dr. Bettie Rose Horne, Vice Chair  
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Ms. Terrye C. Seckinger  
Dr. Jennifer B. Settlemeyer  
Mr. Hood Temple  
Dr. Evans Whitaker

Ms. Julie J. Carullo  
Interim Executive Director

May 7, 2015

## MEMORANDUM

**To:** Chairman John L. Finan and Members, SC Commission on Higher Education Members

**From:** Dr. Bettie Rose Horne and Members, Committee on Academic Affairs and Licensing

### Consideration of Awards for Centers of Excellence (Teacher Education) Competitive Grants Program, FY 2015-16 (Continuing)

#### Background

The purpose of the Centers of Excellence (Teacher Education) grant program is to enable eligible institutions, or consortia of such institutions, to serve as resource centers for South Carolina in a specific area related to the improvement of teacher education. Teacher education encompasses both in-service and pre-service training. These resource centers develop and model state-of-the-art teaching practices, conduct research, disseminate information, and provide training for K-12 and higher education personnel in the center's specific area of expertise.

In FY 2014-15, the S.C. General Assembly approved the Commission's request for an appropriation of \$537,536 for Centers currently receiving funding and additional \$250,000 to support a Center for College and Career Readiness located at Francis Marion University. Currently, there is a proviso that requires \$350,000 to be sent directly to Francis Marion University to support the Center of Excellence for Preparing Teachers of Children of Poverty. There are four Centers in the second through sixth years of funding (**Attachment 1**) for a total of \$437,500. The total funding request for the EIA Centers of Excellence, which includes funds for administration and evaluation of the program, is \$1,137,526.00. Funding for all continuing Centers will be contingent upon availability of funds from the General Assembly.

Four Centers have been previously approved for funding from the Commission: Newberry College, Claflin University, The Citadel, and Anderson University. Each of these Centers is eligible to receive an additional year of funding for FY 2015-16.

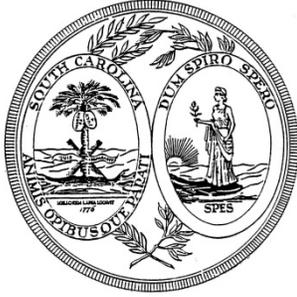
The Committee on Academic Affairs and Licensing approved the continued funding for the existing centers at Newberry College, Anderson University, The Citadel, Claflin University, and Francis Marion University pending submission of formal budget requests and continuation request for funding for FY 2015-16 and final reports for FY 2014-15 at its meeting on April 8, 2015.

This report is being submitted to the Commission for information only.

**Attachment 1**

**Centers of Excellence (Teacher Education)  
Continuing Projects  
FY 2015-16**

<b>Center</b>	<b>Institution</b>	<b>Project Director</b>	<b>FY 2014-15 Proposed Award</b>	<b>Award Year</b>
Center of Excellence to Retain and Empower Teachers through Action, Innovation, and Networking	Newberry	Lisa Waller	\$ 100,000.00	Year 6
Center of Excellence in English Language Learners Professional Development	Claflin University	Nan Li	\$ 112,500.00	Year 5
Center of Excellence for STEM Ambassadors	The Citadel	Kathy Richardson Jones	\$ 112,500.00	Year 3
Center of Excellence for Mobile Learning	Anderson University	Ben Deaton	\$ 112,500.00	Year 3
Center of Excellence in College and Career Readiness (Proviso)	Francis Marion University	Matt Nelson	\$ 250,000.00	Year 2
Center of Excellence in Teacher Children of Poverty (Proviso)	Francis Marion University	Tammy Pawloski	\$ 350,000.00	NA



# South Carolina Commission on Higher Education

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Dr. Richard C. Sutton  
Executive Director

CHE  
5/7/15  
Agenda Item 6.02.H

May 7, 2015

## **MEMORANDUM**

**To:** Chairman John L. Finan and Members, SC Commission on Higher Education Members  
**From:** Dr. Bettie Rose Horne and Members, Committee on Academic Affairs and Licensing

### **Developing More Robust Metrics to Monitor Academic Degree Programs**

#### **Background and Introduction**

At its November 6, 2014 CHE meeting, Commissioners asked the Academic Affairs staff to prepare information for presentation at the January 8, 2015 Committee on Academic Affairs and Licensing (CAAL) meeting that would assist CAAL members in determining future recommendations to the Commission regarding some of the action items included in the Commission's 2014-15 Strategic Agenda. Specifically, issues raised by the Commission reference action items included in four of the targeted strategic objectives.

In January 2015, CHE staff reviewed current practices for program evaluation and demonstrated how modifying some of the current criteria, specifically, changing enrollment and completion benchmarks, might affect the outcome of biennial program productivity review. CAAL members concurred that assessment of academic programming at both public and non-public institutions should be the main priority. They added that CHE should have a higher level of assessment which includes programs at both public and non-public licensed institutions and that the assessment should go beyond the current program productivity report, but emphasized that criteria metrics could be culled from existing or past initiatives (i.e., performance funding).

Dr. Janosik indicated that staff could begin work on this type of assessment and develop a draft template, and staff would also continue to explore multiple options for developing more robust productivity metrics. CAAL members reiterated that assessment criteria should apply to both public and non-public licensed institutions.

Information presented at the January CAAL meeting can be accessed via this link:

[http://www.che.sc.gov/CHE\\_Docs/academicaffairs/CAAL/CAAL\\_Jan08\\_2015/3.pdf](http://www.che.sc.gov/CHE_Docs/academicaffairs/CAAL/CAAL_Jan08_2015/3.pdf)

The Division of Academic Affairs continues to update the Committee on Academic Affairs and Licensing (CAAL) on various strategies to strengthen the Commission's monitoring of new and existing academic programs. Since the January CAAL meeting, Academic Affairs staff has spoken with higher education agency counterparts in at least seven other states, met with the Advisory Committee on Academic Programs (ACAP) to discuss possible review options (February 2015), and met with CHE's data management staff. These discussions have helped confirm the following:

- the variety of data collected already
- the criteria and means most helpful for reporting program productivity
- the benefits both other states and in-state institutions have reaped as a result of such reporting

As a result of these findings, Academic Affairs is recommending the following general revisions to improve its monitoring of program productivity:

- Maintain the current biennial program productivity review and report of *all* academic programs, but increase the base line numbers for enrollment and completion.
- Include a third category, "licensure passage rate," for those programs (e.g., nursing, teacher preparation, etc.), that require passage of an exam to receive licensure.
- Introduce program-specific reviews *three years* after institutions have implemented new academic programs. A template for that review is included.

In addition, Academic Affairs has identified other, more specific, options for consideration:

#### **Changes to Current Program Productivity Review**

Improvements to the biennial productivity review could include the following:

- 1) Increase the "satisfactory" threshold for program completers from five to seven or eight.
- 2) Change the criterion for satisfactory program productivity from meeting *either* enrollment *or* completion thresholds to the new standard of meeting *both* enrollment *and* completion benchmarks
- 3) Add the monitoring of licensure and/or certification pass rates for applicable programs (e.g., nursing, education, engineering, etc.)

#### **Third-Year Program-Specific Reviews**

This new, second component of program productivity reviews is characterized as follows:

- 1) An assessment of new programs three years after implementation, specifically of programs approved beginning in 2015
- 2) Inclusion of additional criteria to compare with projections made during the application for program approval, including enrollment, faculty credentials, actual annual costs, additional funding sources (per program/per year), and graduate placement rates
- 3) Review of programmatic accreditation and/or licensure information

#### **Next Steps**

Upon recommendation from CAAL, Academic Affairs is prepared to move forward with its review of academic program monitoring metrics with the following:

- 1) Discussion with ACAP members (June 2015) to refine the list of viable benchmarks and the means for data collection
- 2) Exploring the means to procure software that connects higher education productivity with workforce data
- 3) Running test trials of the third-year review on recently approved programs to ascertain the effectiveness of new criteria and new data collected

Academic Affairs anticipates presenting a final recommendation to CAAL at its July 15, 2015 meeting.

## SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

# Program Productivity Case Study

Name of Institution / Degree Name and Level

---

## Third Year Program Mock Review

MaryAnn Janosik, Ph.D. Director, Academic Affairs

3/25/2015

This *Third Year Program Review* is a **mock** assessment that compares a new, approved program's proposed productivity at the time of its application to its outcomes by the end of year three of implementation. The assessment requests data about program **personnel**, student **performance**, and **finances** to better assess and assure quality programmatic delivery to students.

### General Instructions to Institutions

For the most recent three years, please provide institutional data about the following program features:

1. **Personnel** (Faculty Qualifications and FTE)
2. **Student Performance** (Graduation, Placement, and Retention)
3. **Finances** (Actual Costs, Sources of Financing, and Debt Load)

Specific instructions accompany each section.

Thank you for your participation in this mock study. The data requested was suggested by ACAP and CHE staff in data analysis and Academic Affairs. This review provides for Commissioners **an example only** of *possible* metrics for future program productivity assessment (i.e., programs approved in 2015 forward.) As such, **this current assessment is not official, and has no impact** on assessment or reporting of the present program. I am pleased to answer any questions.

Return address: [mjanosik@che.sc.gov](mailto:mjanosik@che.sc.gov)

Return date requested: **Wednesday, April 1, 2015**



**THIRD YEAR PROGRAM REVIEW (TEST CASE ONLY – NOT FOR OFFICIAL REVIEW)**

**I. Personnel: B. Faculty and Staff FTE**

Total annual FTE needed to support the proposed program (i.e., the total FTE devoted just to the program for all faculty, staff, and program administrators):

<b>Category</b>	<b>FTE</b>
<b>Faculty</b>	
<b>Staff</b>	
<b>Administration</b>	

**II. Student Performance: A. Graduation and Placement**

Please provide available information/data for graduate placement rates, including matriculation to graduate school, employment related to discipline, and employment not related to discipline.

<b>Year</b>	<b>Total Number of Graduates</b>	<b>Graduates Employed in Positions Related to Discipline</b>	<b>Graduates Employed in Positions Not Related to Discipline</b>	<b>Graduates Matriculating to Graduate School</b>
<b>FY 2012-13</b>				
<b>FY 2013-14</b>				
<b>FY 2014-15 (Projected)</b>				

**II. Student Performance:      B. Placement Rates and Year-to-Year Retention**

Please provide any additional information about graduate placement rates, if applicable.

Empty response box for graduate placement rates information.

Please provide information/data about junior to senior retention rates, if available.

Empty response box for junior to senior retention rates information.

DRAFT

**THIRD YEAR PROGRAM REVIEW (TEST CASE ONLY – NOT FOR OFFICIAL REVIEW)**

**III. Finances: A.1 Actual Costs and Sources of Finances**

Provide information about program costs and sources of financing. \*Specify costs and sources of financing on the next page.

<b>Financial Support</b>			
<b>Actual Costs by Year</b>			
<b>Category</b>	<b>FY 2012-13</b>	<b>FY 2013-14</b>	<b>FY 2014-15</b>
Program Administration			
Faculty and Staff Salaries			
Graduate Assistants			
Equipment			
Facilities			
Supplies and Materials			
Library Resources			
Other*			
<b>Total</b>			
<b>Sources of Financing</b>			
<b>Category</b>	<b>FY 2012-13</b>	<b>FY 2013-14</b>	<b>FY 2014-15</b>
Tuition Funding			
Program-Specific Fees			
State Funding (i.e., Special State Appropriation)*			
Reallocation of Existing Funds*			
Federal Funding*			
Other Funding*			
<b>Total</b>			
<b>Net Total</b> (i.e., Sources of Financing Minus Actual Costs)			

**III. Finances: A.2. Explanation of Other Costs and Sources of Financing**

Provide an explanation for other costs, state funding, any reallocation of existing funds, federal funding, and other funding identified in the Financial Support table.

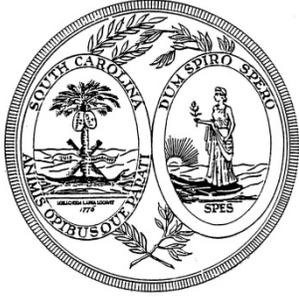
Empty response box for A.2. Explanation of Other Costs and Sources of Financing.

**III. Finances: B. Student Debt Load**

If available, state the average debt load of graduates of the program.

Empty response box for B. Student Debt Load.

DRAFT



# South Carolina Commission on Higher Education

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Executive Director

CHE  
5/7/15  
Agenda Item 6.02.1

May 7, 2015

## **MEMORANDUM**

**To:** Chairman John L. Finan and Members, SC Commission on Higher Education Members

**From:** Dr. Bettie Rose Horne and Members, Committee on Academic Affairs and Licensing

### **Nonpublic Postsecondary Institution Licensing: Review of Licensing Criteria**

In its 2014-2015 Strategic Agenda, the Commission included "Strengthen Monitoring and Assessment of Nonpublic Postsecondary Institutions Operating in SC" as one of its targeted objectives. The Strategic Agenda identified the following action steps to address this objective:

- Establish performance metrics and outcome measures for assessment of programs at nonpublic institutions
- Redirect CHE staffing and resources to focus on performance metrics of programs at nonpublic institutions approved in the past five years
- Improve functional collaboration between CHE's State Approving Agency (veterans' benefit programs) and Academic Affairs and Licensing Division.

Since October 2014, Academic Affairs staff has reviewed the existing criteria and is developing recommendations for changes in the requirements for licensing. A table is attached showing the areas of recommended changes. Academic Affairs staff is currently in the process of creating a draft document that incorporates the priorities identified in the table, and will continue to share revisions and updates with Commissioners as they become available.

Academic Affairs staff anticipates submitting a recommendation for statutory changes to the Committee on Academic Affairs and Licensing (CAAL) at its October 1, 2015, meeting. CAAL will then submit its recommendations to the full Commission at its November 5, 2015, meeting. The changes will then be submitted to the General Assembly for action. Academic Affairs staff will also submit the notices and documents required by the South Carolina Legislative Council for statutory and regulatory changes.

## SUGGESTED AREAS FOR REVIEW – LICENSING STATUTE

Rows not shaded are edits, corrections, or alignment to current practices

Rows lightly shaded require minimal to moderate revisions

Rows darkly shaded require significant revision or increased authority for discussion

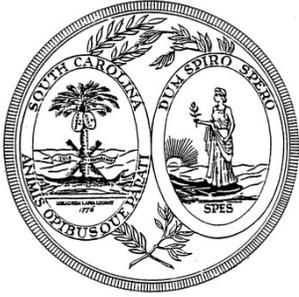
Green shaded rows are priorities

Statute/Regulation Section	Issue	Purpose
SHORT TITLE 59-58-10	Add purpose	Add general purpose of the licensing function
DEFINITIONS 59-58-20	Add definition	(1) "Commissioner" to "Executive Director" (18) Add "surety" definition
DEFINITIONS 59-58-20	Refine and align to practice	(17) Operating or soliciting (b) Remove clinical experiences (18) Remove "religious or theological training" (duplicates)
EXCLUSIONS/EXEMPTIONS 59-58-30	Refine exemptions	(1) Grandfather for incorporated or founded before 1965 (4) Clarify that exemption for religious or theological is for programs rather than institutions (6) Remove duplicate language (7) Remove unnecessary explanation (11) Reconstruct to clarify language (12) Designate program instead of degree (14) Edit
EXCLUSIONS/EXEMPTIONS 59-58-30	Refine language for exemptions, Out-of-state public institutions	FOR DISCUSSION: Exempt out-of-state public institutions from licensing.
AUTHORITY 59-58-40	Remove repetitive language	Preamble to refine language, eliminate duplication
AUTHORITY 59-58-40	Outcomes measures for assessment	(1) Edits, add authority to establish assessment of programs
AUTHORITY 59-58-40	Edits	(2) Remove duplicate language (3) Move to section -90, agent (4) Refine language
LICENSURE REQUIREMENTS 59-58-50.	Refine language, remove access and equity reference	(A) Clarify distance education that originates in SC and remove access and equity provision that is unenforceable. Similar provisions have been invalidated by courts; provision carried over from previous licensing authority intended to protect specific programs developed to increase diversity
LICENSURE REQUIREMENTS 59-58-50.	Expand circumstances institutions must notify CHE	(B) Add factors of investigations or negative actions of USDE, accrediting, or licensing agencies
LICENSE REQUIREMENTS 59-58-50.	Transfer of ownership language references sale of institution that owner must comply with the requirements for licensure	(C) Include CHE authority to determine what constitutes a change of ownership.
LICENSURE REQUIREMENTS 59-58-50.	Edits, remove repetitive language	(D) Remove repetitive (E) Add locations (F) Edits to simplify
APPROVAL OF NAME 59-58-60	Minor edits, remove duplicate language	Preamble edit to simplify (B) correct formatting, refine language
FEES 59-58-70	Current language does not include site visit costs	Add site visit fee

## SUGGESTED AREAS FOR REVIEW – LICENSING STATUTE

Rows not shaded are edits, corrections, or alignment to current practices
Rows lightly shaded require minimal to moderate revisions
Rows darkly shaded require significant revision or increased authority for discussion
Green shaded rows are priorities

STUDENT TUITION RECOVERY 59-58-80	No provision for cancellation where the surety is a letter of credit	(A) Change term "bond" to "surety" (B) Add clarifying clause Consider ways to protect students where surety is not a bond
STUDENT TUITION RECOVERY 59-58-80.	Access to surety documents	(C) Eliminate delivery of surety to State Treasurer (D) Simplify purpose of student recovery fund
AGENT PERMIT 59-58-90	Edits, remove unnecessary language	(A) Moved from -40 (B) (C) Refine language
ENFORCEMENT 59-58-100, 110, 120, 130	Collaborate with AG to investigate and craft proposed changes	Develop parameters under which CHE could seek criminal penalties (now civil only) and other ways to enforce compliance.



# South Carolina Commission on Higher Education

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CHE  
 05/07/2015  
 Agenda Item 6.02.J

May 7, 2015

## **MEMORANDUM**

**To:** Chairman John L. Finan and Members, S.C. Commission on Higher Education

**From:** Dr. Bettie Rose Horne and Members, Committee on Academic Affairs and Licensing

### **Information Report on Staff-Approved Modifications**

The table below shows academic program modification actions that occurred from January 1 to March 31, 2015.

<b>Institution</b>	<b>Program</b>	<b>Modification</b>
Clemson University	Ph.D., Curriculum and Instruction	Re-develop concentrations from three to four
Lander University	B.A., Visual Arts	Add Entrepreneurship concentration
Medical University of South Carolina	Doctor of Nursing Practice	Add a concentration in Executive Leadership and Innovations
South Carolina State University	B.S., Industrial Engineering Technology	Develop into B.S., Industrial Engineering
University of South Carolina Columbia	Doctor of Medicine	Add clinical site in Florence, SC
Winthrop University	M.Ed., Special Education	Develop into M.Ed. in Special Education Intervention
Winthrop University	M.F.A., Art and Design	Develop into M.F.A. in Studio Art