



South Carolina Commission on Higher Education

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CHE
11/5/2015
Agenda Item 7.02.A1-7

November 5, 2015

MEMORANDUM

To: Chairman Tim M. Hofferth and Members, S. C. Commission on Higher Education

From: Dr. Bettie Rose Horne, Chair, 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 November 5, 2015, meeting of the S.C. Commission on Higher Education.

Please do not hesitate to call Dr. John Lane, Interim Director of Academic Affairs, at 803-737-0141 should you have any questions or concerns about the summaries or recommendations.

Enclosures

**New Program Proposal
 Master of Arts in Intelligence and Security Studies
 With Concentrations in Cybersecurity and General
 The Citadel**

Summary

The Citadel requests approval to offer a program leading to the Master of Arts in Intelligence and Security Studies with concentrations in Cybersecurity and General to be implemented in January 2016. 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.

Stages of Consideration	Date	Comments
Program Planning Summary Received and posted for comment	6/13/13	Not Applicable
Program Planning Summary considered by ACAP through electronic review	7/30/13	<p>The representative from the College of Charleston stated the following: “In terms of program specifics, the program seems geared toward generalists, not at helping students gain a specific skill set. After talking with some colleagues, many federal agencies in this area prefer to hire people with specific substantive expertise—Russian or Chinese studies, Islamic studies, nuclear physics—not generalists. Finally, the program seems to draw on existing expertise at the Citadel and seems less focused on cultivating the skills necessary for intelligence and security professionals over the next decade.”</p> <p>The representative from USC Beaufort stated that “the degree’s flexibility in response to a diversified and growing job market seems prudent.”</p>
Program Proposal Received	11/3/14	Not Applicable
ACAP Consideration	2/12/15	<p>The Citadel’s representative discussed the need for the proposed program and explained that the program will be offered online to South Carolina residents.</p> <p>The representative from SC State University expressed support for the program and commented that the institution is developing a cybersecurity concentration in its computer science program.</p> <p>Academic Affairs staff expressed concern about the number of elective courses in the program and asked about students who do not choose the cybersecurity concentration. The representative from the Citadel answered that the institution plans to identify additional concentrations over time through the help of community leaders and the addition of new faculty.</p>

Stages of Consideration	Date	Comments
		ACAP members voted to approve the program proposal.
Comments and suggestions from CHE staff sent to the institution	2/18/15	<p>Staff requested the proposal be revised to:</p> <ul style="list-style-type: none"> • Include the new proposed implementation date. • Cite more recent data in the justification section. • Clarify a statement about defense contractors being awarded funding. • Explain whether six credits hours is standard for a full graduate load per semester for the degree. • Explain the schedule for degree completion. • State whether the graduate certificates in Intelligence and Homeland Security will be terminated once the proposed program is implemented. • Explain how academic advisement will help students navigate the electives, particularly for students not pursuing the cybersecurity concentration, so that they are trained for the specific needs of the employment market featured in the beginning of the proposal. • Confirm if the student portfolio will include important field experiences. • Specify the faculty rank and field of study for faculty. • Clarify faculty recruitment plans. • Provide more information in the articulation section about the nature of collaborating with Coastal Carolina and Fayetteville State and to elaborate on Command College and why it would facilitate student matriculation from Anderson University into the proposed program. • Verify the accuracy of the cost chart. <p>After receiving the requests for revisions, The Citadel's representative informed staff that the faculty needed more time to respond so they decided to withdraw the proposal prior to CAAL consideration and resubmit it for the next approval cycle.</p>
Revised Program Proposal Received	8/1/15	The revised proposal satisfactorily addressed most of the requested revisions. The information about articulation was deleted and the revised proposal states that there are no articulation agreements for the proposed program.
Additional Comments and suggestions from CHE staff sent to the institution	8/21/15	<p>Staff requested the proposal be revised to:</p> <ul style="list-style-type: none"> • Identify the cybersecurity concentration in the name of the program. • Identify new faculty. • Provide the number of new hires needed to support the proposed program. • Include the total FTE needed to support the program. • Verify the accuracy of the cost chart presented

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> State whether the portfolios mentioned in the assessment section will include field experiences.
Revised Program Proposal Received	9/16/15	The revised proposal satisfactorily addressed all of the requested revisions.
CAAL Consideration	10/16/15	<p>Commissioners asked questions about the following topics:</p> <ul style="list-style-type: none"> Program design as an M.A. as opposed to an M.S. degree. Ethics and security policy courses as electives, not requirements, yet representing two of the student learning outcomes How required credentials for new faculty, mostly in criminal justice or criminology, prepare them to teach in the proposed program. The timeline of the proposal submission Whether any studies concerning employment have been conducted in addition to the 2009 report cited in the proposal. Student preparation for employment in the financial services sector Enrollment projections Post-graduation programmatic assessment, and whether employer surveys in particular are used for other programs Feasibility of program implementation by January 2016 The role of the Board of Visitors in the program approval process. <p>Representatives from The Citadel provided the following responses:</p> <ul style="list-style-type: none"> The M.A. degree was selected instead of the M.S. degree due to the interdisciplinary nature of the intelligence field and the types of learning outcomes associated with the proposed program. Learning outcomes associated with ethics and national security are interwoven throughout the entire curricula, not just certain electives, especially within the core required courses and that all students will complete a program portfolio to demonstrate mastery of all learning outcomes. Intelligence and Security Studies is an emergent field drawing largely from the disciplines of criminal justice and criminology. The proposed program will be housed within the Criminal Justice department and that the department currently offers a wide range of coursework, including Criminal Justice, Homeland Security, Intelligence, and National Security courses. The representative assured the Committee that the faculty will have a broad range of experiences in intelligence, homeland, and national security.

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> • The Citadel's representative explained that regarding the timeline of this proposal, changes in staffing delayed the submission. • Regarding more recent studies for employment than the 2009 report cited in the proposal, The Citadel's representative stated that its recent career fair in Intelligence attracted more than 50 companies and demonstrated the demand for graduates of the proposed program. She stated that this demand is projected to continue and that intelligence is a vibrant employment area of national importance. • Students would be prepared to work in the financial services sector among a variety of employment opportunities. • The Citadel's representative responded that the institution believes its enrollment projections are conservative. • Regarding employer surveys, The Citadel administers employer surveys every two years for quality control and assessment standards, and many programs also conduct their own on the off years. • Regarding the start date, the curriculum can be implemented successfully in January 2016 if phased in gradually. • The Citadel's Board of Visitors is very involved in the development of new programs, though its approval of program proposals is not required before submission to CHE.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Master of Arts in Intelligence and Security Studies with concentrations in Cybersecurity and General to be implemented in January 2016.

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

The Citadel, M.A., Intelligence and Security Studies

General comments for all The Citadel programs

- 1. *These programs increase the number of masters students in engineering disciplines by more than 100.***

A. *What is the effect on Clemson, USC?*

Response: Based on our surveys (verbal – not able to do anything official until program approved) of local companies, the anticipated growth of these companies in the out years and the number of employees currently not taking courses at Clemson or USC (desire face-to-face or online is not available in their desired sub-discipline) show a trend of not affecting the enrollments at Clemson or USC. Additionally, we have signed an MOU with Clemson to share up to 50% of our graduate courses to better assist students taking courses at both universities and completing the degree at the desired university based on desiring a thesis or no thesis at the MS degree level. These new engineering MS degrees will provide opportunities to students not currently taking courses at Clemson or USC due to being available locally.

- B. *Are the estimates of program size reasonable, roughly 40 a piece for 5 programs? Where will these students come from? All internal to The Citadel from other programs like the program management MS? Or will they come from other state institutions?***

Response: The program sizes are estimates based on verbal conversations with local companies. We tried to project lower bound amounts. As a point of reference on making these estimates, we projected 210 enrollments in our new ME undergraduate degree in 5 years. We have 170 students in only 2 years. Again, the 210 was only an estimate. For the graduate degrees, we will work to establish cohorts to ensure courses meet as well as more accurate timeliness of the courses to allow for consistent progression through the degree. As stated in the program request form, we expect most, if not all, of the students will be full-time enrolled in the Lowcountry and will be part-time students. These degrees and associated inherent graduate certificates are to allow employees in the Lowcountry to improve their skill set.

- C. *Each program requires roughly 25 new courses. Does The Citadel have the capacity to create these in the needed time?***

Response: Each course to be completed has an outline developed by a current faculty member as part of developing the course descriptions presented in the proposal. The roll-out of courses presented in the appendix was an estimate based on establishing cohorts in each of the sub-disciplinary areas simultaneously to display how we would meet the demand; however, we believe this will be unlikely. We have met with each faculty member to get their input on the roll-out provided if cohorts can be established within each sub-disciplinary area as a worse case for them developing courses, but a best case for The Citadel.

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

D. Programs show a financial loss in the third year, with five programs this adds to a significant amount. Has the board of trustees agreed with this financial plan? It is noted that the board did not sign for agreement to the individual programs, shouldn't they have?

Response: If each program grows within the first two years as estimated, there will be a need for the hiring of an additional faculty member to cover the demand or some sub-disciplinary cohorts might need to be delayed a year to stagger new faculty hiring. However, if viewed over the five years of the table, it is anticipated that each program will be profitable. Student demand for courses will better inform the actual growth required in each of the degree programs.

Proposal Master of Arts in Intelligence and Security Studies (CIP Code 24.0201)

1. Why MA, and not MS?

Response: The MA degree was selected due to the interdisciplinary nature of the intelligence field, the types of learning outcomes associated with this proposed program, and the relationship of the degree to others within the institution.

2. The ethics and security policy programs are electives, yet these subjects represent two of the explicit student learning outcomes? How can the outcome be achieved if the course is not elected and finished?

Response: The learning outcomes associated with ethics and national security are interwoven throughout the entire curricula, especially within the core required courses. All students will complete a program portfolio where they must demonstrate mastery of these learning outcomes.

3. The required credentials for new faculty are mostly criminal justice or criminology, yet the program is intelligence and security policy. These seem quite different disciplines. Please explain.

Response: The field of Intelligence and Security Studies is an emergent field that is drawing largely from the disciplines of criminal justice and criminology. The proposed Master of Arts in Intelligence and Security Studies and the existing Graduate Certificate program in Intelligence are housed within the Criminal Justice department. The department currently offers a wide range of coursework, including Criminal Justice, Homeland Security, Intelligence, and National Security courses. The program faculty have a broad range of experiences, several with extensive experience in intelligence, homeland, and national security. Given the interdisciplinary nature and the emergence of the intelligence field, future hires may be from outside of the department.

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

4. Timeline question: What transpired between the dates of 7/30/13 and 11/3/14? (Was that a CHE issue or Citadel issue?)

Response: We had staffing changes that delayed the robust development of the proposal at The Citadel. We wanted to make sure we developed the best proposal we could for a successful CHE approval process.

5. Page 9 – “A Partnership for Public Service 2009” report was sourced projecting the number of individuals eligible for retirement in 2012. Have there been any additional studies recently projecting for 2020 and beyond or any other additional trends in this area?

Response: Our recent career fair in Intelligence demonstrated the demand for employees with these skill sets that are not present in the current workforce at the present state of demand. This demand is projected to continue and we believe intelligence is a vibrant employment area of national importance. We find The Citadel students whether cadets or graduate students arrive to the curriculum with the heart and mind for public service.

6. Page 12 – Based on the success of the overall School of Engineering at The Citadel and others programs like the Masters in Project Management, would the projected enrollment numbers be considered conservative?

Response: The recent vote at CHE to join SARA adds more promise to our enrollment projections, but we approached the feasibility study for the degree with a conservative projection.

7. Page 22 – In the plans for post-graduation programmatic assessment, you mention conducting an employer survey annually to ascertain whether the program is preparing graduated for intelligence and security careers. Do you conduct surveys of this type in other programs, such as the Project Management Program?

Response: The Citadel administers employer surveys every two years for our quality control and assessment standards. However, many programs conduct their own on the off years.

8. The program is to be implemented in January of 2016. Do you have enough time?

The curriculum has a phased roll-in that begins with two classes and then gradually builds. We have an eager population and have already received calls from several interested students and look forward to getting started as s

NEW PROGRAM PROPOSAL

Name of Institution

The Citadel

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

Master of Arts in Intelligence and Security Studies

Concentrations: Cybersecurity and General

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

January 2016

CIP Code

290201

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)

Dr. Sean Griffin, Interim Department Chair, Criminal Justice
843-953-0319
sean.griffin@citadel.edu

Institutional Approvals and Dates of Approval

The Citadel Graduate Council April 9, 2013
The Citadel Academic Board April 30, 2013
Institutional Approval May 13, 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 Master of Arts in Intelligence and Security Studies at The Citadel is designed to meet the national security and intelligence needs of federal, state and local governmental agencies and others who are interested in gaining greater knowledge about the field of intelligence and homeland security.

The objective of this degree is to prepare students for analytic, operational, research, and investigative intelligence positions within the federal government at a pay grade 5 or higher (e.g., Intelligence Specialist, Intelligence Operative, Criminal Intelligence Analyst Counterintelligence Specialist, DOD Analyst), in the military and within the private sector. There are currently 17 agencies within the Intelligence Community (IC) which provide employment opportunities (e.g. Central Intelligence Agency (CIA), Defense Intelligence Agency (DIA), National Security Agency (NSA), National Geospatial Intelligence Agency (NGA), Federal Bureau of Investigations (FBI), Department of Homeland Security (DHS) and the military. There is also a robust market for intelligence analysts within the private sector as consultants, analysts, and operatives with corporations such as Booz Allen Hamilton, BAE, SAIC, SRA, and Northrup Grumman. Other industries hiring graduates include Peacekeeping and Humanitarian Operations Support, Cybersecurity, management consultant firms, and state and local law enforcement agencies.

Centrality of the Program

Given The Citadel's history, reputation, and affiliation with the military and federal agencies, The Citadel is strategically placed to take a prominent leadership role in this emerging academic discipline. The proposed program is consistent with The Citadel's mission to educate and develop principled leaders.

Degree Mission Statement

The mission for The Citadel's Master of Intelligence and Security Studies program is to prepare students to enhance our nation's security by providing leadership in the areas of intelligence and homeland security. Students are provided with best practices for intelligence and national security by combining current theory, research and experience. This program introduces applicable management principles, policy analysis, cultivates critical thinking and fosters the leadership skills necessary to successfully address security and intelligence challenges facing the United States.

NEW PROGRAM PROPOSAL

List the program objectives. (2000 characters)

This program would introduce the student to intelligence analysis concepts, applicable management principles, policy analysis, critical thinking and enhance critical leadership skills necessary to successfully address security and intelligence challenges facing the United States. Students who graduate with a M.A. degree in Intelligence and Security Studies from The Citadel will demonstrate the following:

STUDENT LEARNING OUTCOMES

- An understanding of global and national threats to U.S. security
- Knowledge of organizational structures and operations of homeland security and intelligence agencies
- An understanding of national and international intelligence and homeland security strategies
- Be able to apply intelligence management principles, tools, and applications
- Understand leadership principles as they apply to homeland security and intelligence agencies
- Understand the role of ethics and integrity for intelligence and homeland security professionals
- Engage in national security policy analysis
- Identify global and national threats to security
- Develop response strategies to threats to national security
- Develop enhanced critical thinking skills
- Develop enhanced written and oral communication skills
- Demonstrate ability to collaborate and work effectively in teams
- For the Cybersecurity specialization option there is an additional objective: to apply knowledge, principles, and concepts in response to threats to U.S. Cybersecurity

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 need for this program is rooted in the increased market demand for trained professionals in national security and intelligence. The program is justified in that it will increase the competitiveness of faculty for obtaining national security grants and increase job market access and employment opportunities for students interested in homeland security, national security, intelligence, and criminal justice careers. Protective service jobs are projected by the Bureau of Labor Statistics to increase by 7.9 percent 2012-2022 (<http://www.bls.gov/news.release/pdf/ecopro.pdf>).

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

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source

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.

Since 9/11 the Department of Homeland Security and the Intelligence Community (IC) has grown dramatically. Federal security jobs alone grew by 377 percent (Howard Scripps News Service). Moreover, according to Military.com the Bureau of Labor Statistics projects a 42 % increase in homeland security jobs from 2006-16. Payscale.com reports that at present the intelligence analyst's median salary is \$71,597 per year. On June 10, 2013, Indeed.com listed 20, 327 jobs as available in Homeland Security and Intelligence (<http://www.indeed.com/q-Homeland-Security,-Office-of-Intelligence-&-Analysis-jobs.html>). Sumter, South Carolina is listed by Payscale.com as one of the top 15 cities with the highest salaries for Intelligence Analysts (\$60,000-\$80,393). The positions in Sumter are staffed by contractors from CACI International, SAIC, and military personnel. There is also a robust market for intelligence analysts within the private sector as consultants, analysts, and operatives with corporations such as Booz, Allen, Hamilton, BAE, SAIC, SRA, SPAWAR, and Northrup Grumman. Other industries hiring graduates include peacekeeping and humanitarian operations support, Cybersecurity, management consultant firms, and state and local law enforcement agencies. Other positions include business intelligence, strategic intelligence, and law enforcement intelligence.

A Partnership for Public Service 2009 report listed the Department of Homeland Security and Department of Defense as the two agencies most likely to hire in the areas of security and protection. This report projected 19,440 individuals to be eligible for retirement and in need of replacement in 2012. All of the major corporations which hire contractors listed above offer positions in South Carolina. In 2013 there were 3,573 defense contractors (i.e., firms) operating in the state who were awarded \$3,495,871,419 in funding (http://www.governmentcontractswon.com/department/defense/south_carolina_counties.asp). In South Carolina, current data on protective service occupations indicate that 46,240 positions exist in the state and that there are 24,641 jobs per 1,000 jobs in the state in the area of protective services (Bureau of Labor Statistics http://www.bls.gov/oes/current/oes_sc.htm).

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)

Citadel currently offers graduate certificates in Intelligence and Homeland Security. The proposed degree program combines these certificates to create the Master of Arts degree in Intelligence and Security Studies. The MA in Social Science also has some relationship to this program but does not include the specific intelligence analysis focus necessary for employment. After meeting with recruiters and analytic directors from the IC (DIA, CIA, FBI, DHS, NGA, and the military), it was determined that the MA degree in Social Science would not be considered an appropriate degree for the profession by the IC. Of note, the existing graduate certificates will still be offered once the new M.A. is available. We believe there will be certain students (e.g., professionals for whom a formal, more demanding program is not desirable) who will remain interested in certificates in lieu of a MA. Importantly, we see no conflicts or additional burdens by leaving the certificate programs in place.

NEW PROGRAM PROPOSAL

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Master of Public Administration	Clemson University	Clemson University offers a homeland security graduate specialization within its Master of Public Administration program but its focus is on local and county government policy and evaluation.	Clemson University offers a homeland security graduate specialization within its Master of Public Administration program but its focus is on local and county government policy and evaluation.
Note: There are <u>no</u> graduate-level degree programs in Intelligence and Security Studies in SC, NC, or Georgia.			

NEW PROGRAM PROPOSAL

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2014-15	20	120	20	120	20	360
2015-16	40*	240	40	240	25	630
2016-17	50**	300	50	300	25	750
2017-18	55***	330	55	330	25	810
2018-19	60***	360	60	360	25	870

Notes from above:

*Students who completed first year plus 20 new students.

**Assumes 5 remaining from cohort 1, 20 continuing in cohort 2, plus 25 new students in cohort 3.

***Assumes 5 remaining from cohort 2, 25 students in cohort 3, plus 25 new students in cohort 4.

****Assumes 10 remaining from cohort 3, 25 students in cohort 4, plus 25 new students in cohort 5.

Additional Comments on Expected Enrollment:

The criminal justice major at The Citadel has approximately 400 undergraduate students and we anticipate interest to be high. A sample of Criminal Justice majors enrolled in two sections of the Corrections (CRMJ 380) and in one section of the Crime Prevention (CRMJ 472) course in April 2012. According to results 60% of respondents indicated that they would be interested in a MA in Intelligence Studies. It should be noted that another 10% indicated that they were not interested at this time because they were going into the military immediately after graduation but would be interested in the program if they ever left military service. At present there are 26 students participating in the Homeland Security and Intelligence Certificate courses at The Citadel. We anticipate that a significant percentage of Certificate program course participants would enroll in the new MA program and at least 5-10 students per year would enroll from our undergraduate degree program.

Enrollment can also be expected from external entities. Charleston is a major port of entry into the United States and as such has many local security concerns. The program is also likely to appeal to current military personnel and veterans. There are eight military bases in South Carolina with both Air Force and Navel facilities located in Charleston and two other large army bases Ft Gordon in Augusta, GA and Ft. Bragg in Fayetteville, NC are within 200 miles. All are installations with populations of students who would be interested in this degree program. As discussed in a subsequent section, students enrolled in BA Intelligence programs around the country and nearby such as Coastal Carolina and Fayetteville State are also likely to consider obtaining a degree from The Citadel. Students from other graduate level programs may also consider transferring into the program.

We are anticipating an enrollment of 20 students in the first year from internal and external sources. In subsequent years we are expect average annual new enrollments of 25. After the fourth year of the program, 20-25 students are expected to graduate each year. Students will enroll in a full graduate academic load of 6 hours per semester. Some students will enroll in summer graduate courses, and these are typically offered in various formats, including and especially those offered online (i.e., there are four summer options – Maymester [2.5 weeks], Summer I [7 weeks], Summer II [7 weeks], and Full Summer [15 weeks]).

NEW PROGRAM PROPOSAL

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)

General Requirements:

1. Complete and return a graduate application form, along with 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 must successfully complete either the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). 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 score sent directly to the CGC office at the request of the student.
4. Completed Program of Study with academic advisor.

Cybersecurity Concentration requirements:

Students pursuing the Cybersecurity Concentration must meet the Computer Science course prerequisites and Cybersecurity Certificate admission criteria.

Prospective students must be able to demonstrate program competency through coursework, approved work experience, or a program administered exam, in the areas of basic Computer Architecture, Object-oriented Programming, Discrete Mathematics, and Data Structures.

TOEFL Requirement: Prospective students whose native language of citizenship is not English will be required to additionally submit TOEFL scores. The minimum acceptable scores are 550 paper-based, 79-80 internet based, or 213 computer-based.

Registration Requirement: All admitted students must have approval from the Program Director or Department Head before registering for any courses in the Computer Science curriculum.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

NEW PROGRAM PROPOSAL

Curriculum

Curriculum by Category*			
Required Core (12 hours—all students)			
CRMJ-501 - Research Methods in Social Science*	3		
CRMJ-570 - Homeland Security	3		
INTL- 580 - Introduction to Intelligence	3		
CRMJ-568/ PSCI-568 - International and Domestic Terrorism	3		
*NOTE: this course must be included in the first 15 hours taken in the program.			
Degree Electives: Foundation Courses (8 electives/24 credit hours required from this list -OR- 4 electives/12 credit hours required from this list for Cybersecurity Concentration students)			
BADM-722 - Leadership in Organization	3		
CRMJ 510 –Topics in Criminal Justice	3		
CRMJ-515 - Topics in Homeland Security	3		
CRMJ-555 - Leadership Application Course in Criminal Justice	3		
CRMJ-560 - Homeland Security and Criminal Justice Administration	3		
CRMJ-562 - Comparative Criminal Justice Systems	3		
CRMJ-569 - National Security Policy	3		
CRMJ-572 - Ethics and Integrity in Homeland Security	3		
CRMJ-583 - Transnational Organized Crime	3		
INTL/CRMJ-581 - Intelligence Research and Analysis	3		
INTL/CRMJ-582 - Intelligence Theory Application	3		
INTL/CRMJ-585 - Topics in Intelligence	3		
INTL- 586- Introduction to Geospatial Intelligence (GEOINT)**	3		
INTL-587- Introduction to Financial Intelligence (FININT)**	3		
INTL-600- Intelligence Internship **	3		
CRMJ- 586-Introduction to Cyber Investigations**	3		
CRMJ-600- Homeland Security Internship**	3		
**NOTE: New course to be added to curriculum			
Cybersecurity Concentration Computer Science Courses (4 required courses/12 credit hours required for Cybersecurity Concentration students only)			
CSCI-614-Advanced Operating Systems	3		
CSCI-631- Privacy and Security Issues	3		
CSCI-632-Data Communications and Network	3		
CSCI-642-Advanced Cybersecurity.	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
INTL- 586- Introduction to Geospatial Intelligence (GEOINT)**	<p>Three Credit Hours</p> <p>Geospatial Intelligence (GEOINT) is the use of imagery, imagery intelligence, and geospatial information to describe, assess, and depict geographically-referenced activities. This course will examine the historical foundations of military geography and aerial reconnaissance, address the ways in which GEOINT has provided decision advantage to policymakers and military leaders, examine current GEOINT collection capabilities and analytic approaches in detail, and explore future challenges in the discipline.</p>
INTL-587- Introduction to Financial Intelligence (FININT)**	<p>Three Credit Hours</p> <p>The course will use fundamental economic concepts and linkages to enhance students' knowledge of global economic activity and enhance their ability to incorporate this phenomenon within intelligence analysis. Students will evaluate international economic and financial relationships and their relevance to interstate competition and conflict.</p>
INTL-600- Intelligence Internship **	<p>Three Credit Hours</p> <p>A field placement internship with an intelligence public or private agency whose mission has a direct relationship with intelligence and national security. The student works under the direct supervision of an agency supervisor and the purpose of the course is to afford the student an opportunity to apply academic knowledge in a real world setting. Permission from the Intelligence and Security Studies Advisor is required.</p>
CRMJ- 586-Introduction to Cyber Investigations**	<p>Three Credit Hours</p> <p>This course will introduce the student to the best practices for seizing and securing digital evidence and the complicated legal issues surrounding digital evidence within the area of Cyber-Crime Investigation to include Cyber-Terrorism. The course will cover evidence and issues relative to file Meta-data for various types of electronic devices such as computer networks, cell phones, and electronic storage. Searches justified by exigent circumstances, search incident to arrest, and search warrant issues will also be covered. The investigative process is studied from basic theoretical concepts to the application of the basic elements for prosecution of criminal cases.</p>
CRMJ-600- Homeland Security Internship**	<p>Three Credit Hours</p> <p>Internships with government and other agencies are offered to combine academic training with professional experience.</p>

NEW PROGRAM PROPOSAL

Faculty

Faculty and Administrative Personnel				
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 1	Full	TBD	Ph.D. Criminal Justice	*Professor and Director of Intelligence and Homeland Security Dr. Carl J. Jensen, Former Director, IC Center of Academic Excellence, University of Mississippi
Professor 2	Full	TBD	Ph.D. Criminology	Professor of Criminal Justice, expert in the areas of Transnational Organized Crime and Human Trafficking
Professor 3	Full	TBD	Ph.D. Criminal Justice	*Professor of Criminal Justice, expert in the areas of Transnational Financial Crime and International Money Laundering
*Assistant Professor 1	Full	TBD	Ph.D. Political Science	Prospective hire
*Assistant Professor 2	Full	TBD	Ph.D. Criminal Justice	Prospective hire
*Assistant Professor 3	Full	TBD	Ph.D. Criminal Justice	Prospective hire

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 2 Staff .5 GA Administration .75

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)

Faculty will be required to teach a full load 12-credit hours each semester. Faculty teaching in the M.A. in Intelligence and Security Studies program will receive a one course (3 credit hour) reduction for each graduate course taught during the semester. Each faculty member is allowed to engage in consulting activities within the parameters of Citadel guidelines for such activities.

There are no proposed changes in assignment for currently employed administrators and faculty. The current Director of the Intelligence and Security Certificate program will retain directorship of the new M.A. degree program. New faculty in the proposed program will be released from one existing undergraduate course to teach one graduate course in the program during an assigned semester. The undergraduate course from which they will be released will be taught by existing adjunct faculty. These three new faculty hires will also support other degrees and certificates within the Criminal Justice department.

Qualifications of new faculty: We are interested in candidates who possess a terminal degree and whose research interests fall within one of the following broad areas: criminal justice, homeland security or intelligence. A Ph.D. is required. The applicants must have at least 18 hours of graduate credit in security, intelligence, or a related program of study.

Faculty Development: Additional faculty development money will be set aside for workshops, professional development and research opportunities. The Citadel Foundation currently provides funding for faculty development in the amount up to \$2500. The Citadel Lead Plan provides additional development support for faculty to attend intelligence and security conferences and for curriculum development through 2018.

NEW PROGRAM PROPOSAL

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 Citadel will need to increase library holdings by adding intelligence journals, monographs, and databases. The table below reviews the intelligence and security holdings in view of the degree program proposed.

Resource	Already at Citadel?	Vendor	Estimated Price Annually
Homeland Security Digital Library	Yes	USN Postgraduate School	\$0.00 (open-source)
Intelligence & National Security (journal)	Yes, with 18-month embargo	Taylor & Francis	\$1,200 per year to breach embargo
International Journal of Intelligence & Counterintelligence	No	Taylor & Francis	\$361 per year
SIPRI (Stockholm International Peace Research Institute)	No	SIPRI	0.00 (open-source)
Jane's Defense	Yes	IHC/Janes	\$28,914
Political Risk Yearbook Online	No	PRS Group	\$2,155 per year (yearbook only)
HeinOnline	No	HeinOnline	\$5,500 per year
Web of Knowledge	No	Thomson Reuters	\$10,000 per year
Vanderbilt TV News Archive	No	EBSCO	\$1,712
Minimum EST TOTAL PER YEAR			\$20,928

\$10,000 per year

Student Support Services

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

The Citadel currently has strong student support services for existing undergraduate programs, graduate programs and veterans. These same services would provide support for the students who would be taking courses within the MA in Intelligence and Security Studies degree.

Physical Resources

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

Equipment

No purchases of major equipment items will be needed for the first five years of the Intelligence and Security Studies degree program beyond normal acquisitions for new faculty.

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)

Physical Plant

The current physical plant will provide adequate space for the Intelligence and Security Studies degree program for the first five years. No modifications to existing facilities are anticipated at this time.

NEW PROGRAM PROPOSAL

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	148,000	148,000	148,000	148,000	148,000	740,000
Graduate Assistants	0	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	3,000	3,000	3,000	9,000
Library Resources	10,000	13,500	20,000	20,000	20,000	83,500
Other* (IC Membership)	0	5,000	5,000	5,000	5,000	20,000
Total	158,000	174,500	184,000	184,000	184,000	884,500
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	151,920	265,860	316,500	341,820	367,140	1,443,240
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding* LEAD	6,080					6,080
Total	158,000	265,860	316,500	341,820	367,140	1,449,320
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	0	91,360	132,500	157,820	183,140	564,820

*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.

The funding for the program will be through tuition and foundation support. 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. The M.A. in Intelligence and Security Studies is part of The Citadel's LEAD 2018 strategic plan, and the additional funds in year one will be provided through internal sources. Tuition is calculated conservatively on the basis of the current in-state graduate tuition of \$422 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 to compile a portfolio of material which document the learning objectives of the program. This would include in-class assignments, 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 as well as the field experience. Students will also be asked to complete exams and a reflective assignment based on the portfolio which summarizes the student's perception of knowledge, skills, and attitudes related to intelligence and homeland security. The portfolio will be completed at least four week prior to program completion. The portfolio will be evaluated by the graduate program director and members of the graduate faculty.
- 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.

- I. Current in program
 - a. Each semester course evaluation data will be collected from students.
 - b. 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 annually for archiving in departmental files.
 - c. Faculty teaching in the degree program will meet annually to discuss and update the course objective alignment matrix.
- II. Graduation Assessment
 - a. Graduation rate
 - b. Rate of student publication and/or conference presentations
 - c. Assessment of employment data for graduates- employment rate
 - d. Number of students seeking advanced degrees
 - e. Faculty teaching in degree program will assess degree completer portfolios annually and make recommendations for programmatic changes.
- III. Post-Graduation
 - a. Alumni survey to gage how well the program is preparing graduates for
 - b. Employer survey conducted annually to ascertain the whether the program is preparing graduates for intelligence and security careers.
- IV. 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. Changes implemented will be reviewed annually by the faculty teaching in the program and assessment data used to determine effectiveness of changes.

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
An understanding of global and national threats to U.S. security	Direct assessments embedded in courses through exams, projects, presentations, program portfolio
Knowledge of organizational structures and operations of homeland security and intelligence agencies	Direct assessments embedded in courses through exams, projects, presentations, program portfolio
Knowledge of organizational structures and operations of homeland security and intelligence agencies	Direct assessments embedded in courses through exams, projects, presentations, program portfolio
An understanding of national and international intelligence and homeland security strategies	Direct assessments embedded in courses through exams, projects, presentations, program portfolio
Be able to apply intelligence management principles, tools, and applications	Direct assessments embedded in courses through exams, projects, presentations, program portfolio
Understand the role of ethics and integrity for intelligence and homeland security professionals	Direct assessments embedded in courses through exams, projects, presentations, program portfolio
Engage in national security policy analysis	Direct assessments embedded in courses through exams, projects, presentations, program portfolio

NEW PROGRAM PROPOSAL

<p>Identify global and national threats to security</p>	<p>Direct assessments embedded in courses through exams, projects, presentations, program portfolio</p>
<p>Develop response strategies to threats to national security</p>	<p>Direct assessments embedded in courses through exams, projects, presentations, program portfolio</p>
<p>Develop enhanced critical thinking skills</p>	<p>Direct assessments embedded in courses through exams, projects, presentations, program portfolio</p>
<p>Demonstrate ability to collaborate and work effectively in teams</p>	<p>Direct assessments embedded in courses through projects, presentations, program portfolio</p>
<p>Develop enhanced written and oral communication skills</p>	<p>Direct assessments embedded in courses through projects, presentations, program portfolio</p>
<p>Understand leadership principles as they apply to homeland security and intelligence agencies</p>	<p>Direct assessments embedded in courses through exams, projects, presentations, program portfolio</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)

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 Civil Engineering
 The Citadel**

Summary

The Citadel requests approval to offer a program leading to the Master of Science in Civil Engineering to be implemented in August 2016. 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. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	8/1/15	Not Applicable
Comments and suggestions from CHE staff sent to the institution	8/21/15	Staff requested the proposal be revised to: <ul style="list-style-type: none"> • Identify the companies requesting the program • Revise the Curriculum by Category chart to show the core requirements, electives, and other requirements in addition to the focus area requirements. • Revise the language in the proposal to make it clear that the focus area is a collection of electives, but not an official concentration, option or track. • Explain that if the student is interested in earning a graduate certificate in one of the focus areas, the student will need to complete additional coursework to meet all of the requirements of the certificate program. • Provide a brief explanation and timeline for developing and implementing these new courses. • Provide the total FTE needed to support the program. • Provide an estimated hire date for the new faculty member. • Clarify the amount of funds spent on library resources for engineering. • Explain The Citadel's relationship with the Clemson Restoration Institute. • Provide the implementation date for the new BSME program in the Physical Resources section. • Describe the Taskstream software and provide more detail as programmatic assessment.

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> Identify the specific courses in which the particular Student Learning Outcome will be assessed.
ACAP Consideration	9/10/15	<p>ACAP members discussed the need for the proposed program. Representatives from Academic Affairs, Clemson, Coastal Carolina University, USC Aiken, and Winthrop, requested the following explanations:</p> <ul style="list-style-type: none"> Source of faculty personnel (full-time or part-time via recruitment, re-assignment, or otherwise) needed to teach the new course load Total number of new courses and projected budget for new course implementation Details about collaboration with Clemson Capability to provide student support A description of the five proposed program certificates
Revised Program Proposal Received	9/16/15	<p>The revised proposal and appendix satisfactorily addressed the requested revisions.</p>
CAAL Consideration	10/16/2015	<p>The Committee agreed to consider all three Master of Engineering proposals (Civil, Electrical, and Mechanical) as a group. Commissioners asked why The Citadel chose not to submit one degree program with three concentrations.</p> <p>The representative from The Citadel explained that the three specific degrees were developed to meet employers' expectations.</p> <p>Commissioners then asked about the following topics:</p> <ul style="list-style-type: none"> How the proposed programs will affect Clemson and USC Course transferability The revenue model Enrollment projections, including the substantial projected increase in year 4 The number of new courses required The financial loss in the third year. <p>Representatives from The Citadel provided the following responses:</p> <ul style="list-style-type: none"> The proposed programs are not expected to affect the enrollments at Clemson or USC and that The Citadel has an MOU with Clemson to share up to 50% of the courses. Regarding transferability, the courses will transfer to each institution.

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> • Regarding the revenue model, tuition will go to the institution that teaches the course. • Enrollment projections are estimates based on conversations with local companies (the representative provided a brief explanation of how the projections were made.) • Additionally, most of the students will be employed full-time and enrolled part-time because the programs are designed to enable employees in the Lowcountry to improve their skill set. • Regarding the year 4 enrollment projection increase, representatives stated that students are in the pipeline already because of the certificate programs offered by The Citadel, and furthermore, emphasized that the enrollment will be limited by the number of courses offered, not student demand. • The Citadel has the capacity for the number of new courses with a plan for new courses to be developed and implemented gradually. • The Citadel's representative stated that if each program grows within the first two years as estimated, there will be a need to hire an additional faculty member in year three which would explain the loss. However, she noted that each program will be profitable over the course of the first five years. <p>Two Committee members mentioned that they submitted questions to the institution which were answered satisfactorily prior to the meeting. The questions addressed the types of engineering fields needed in the Lowcountry; the long-term goal to offer engineering PhD's in the Lowcountry; projected enrollment; the costs and benefits of offering the programs; accreditation; faculty; and instruction sites. The questions and the institution's responses are included in the attached proposal packet.</p> <p>Commissioners praised the programmatic assessment described in the proposal.</p>

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Master of Science in Civil Engineering to be implemented in August 2016.

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

The Citadel, M.S., Civil Engineering

General comments for all The Citadel programs

- 1. *These programs increase the number of masters students in engineering disciplines by more than 100.***

A. *What is the effect on Clemson, USC?*

Response: Based on our surveys (verbal – not able to do anything official until program approved) of local companies, the anticipated growth of these companies in the out years and the number of employees currently not taking courses at Clemson or USC (desire face-to-face or online is not available in their desired sub-discipline) show a trend of not affecting the enrollments at Clemson or USC. Additionally, we have signed an MOU with Clemson to share up to 50% of our graduate courses to better assist students taking courses at both universities and completing the degree at the desired university based on desiring a thesis or no thesis at the MS degree level. These new engineering MS degrees will provide opportunities to students not currently taking courses at Clemson or USC due to being available locally.

- B. *Are the estimates of program size reasonable, roughly 40 a piece for 5 programs? Where will these students come from? All internal to The Citadel from other programs like the program management MS? Or will they come from other state institutions?***

Response: The program sizes are estimates based on verbal conversations with local companies. We tried to project lower bound amounts. As a point of reference on making these estimates, we projected 210 enrollments in our new ME undergraduate degree in 5 years. We have 170 students in only 2 years. Again, the 210 was only an estimate. For the graduate degrees, we will work to establish cohorts to ensure courses meet as well as more accurate timeliness of the courses to allow for consistent progression through the degree. As stated in the program request form, we expect most, if not all, of the students will be full-time enrolled in the Lowcountry and will be part-time students. These degrees and associated inherent graduate certificates are to allow employees in the Lowcountry to improve their skill set.

- C. *Each program requires roughly 25 new courses. Does The Citadel have the capacity to create these in the needed time?***

Response: Each course to be completed has an outline developed by a current faculty member as part of developing the course descriptions presented in the proposal. The roll-out of courses presented in the appendix was an estimate based on establishing cohorts in each of the sub-disciplinary areas simultaneously to display how we would meet the demand; however, we believe this will be unlikely. We have met with each faculty member to get their input on the roll-out provided if cohorts can be established within each sub-disciplinary area as a worse case for them developing courses, but a best case for The Citadel.

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

- D. Programs show a financial loss in the third year, with five programs this adds to a significant amount. Has the board of trustees agreed with this financial plan? It is noted that the board did not sign for agreement to the individual programs, shouldn't they have?***

Response: If each program grows within the first two years as estimated, there will be a need for the hiring of an additional faculty member to cover the demand or some sub-disciplinary cohorts might need to be delayed a year to stagger new faculty hiring. However, if viewed over the five years of the table, it is anticipated that each program will be profitable. Student demand for courses will better inform the actual growth required in each of the degree programs.

Master of Science in Civil Engineering, Master of Science in Electrical Engineering and Master of Science in Mechanical Engineering:

- 1. Page 5 – The Charleston Regional Competitiveness Center forecasts are sourced as projecting a 16.4% growth in the engineering field in the area by 2018. Is that study specific to the various types of engineers which will be needed?***

Response: This data source is for many types of engineering fields needed in the Lowcountry, but the major ones are CE, EE, and ME. Another of the high interest areas is aeronautical, which we are addressing as a portion of our ME program (4 courses can be taken in aeronautical for a certificate as well as 4 courses as part of the MS degree) for overall efficiency. We believe that the curricular addition of the certificates and masters degrees creates a strong value proposition for high caliber engineering firms to further locate in the Lowcountry.

- 2. Page 7 – “To support the long-term goal to offer engineering PhD’s in the Lowcountry....” At what point in time would that be and what additional resources would be necessary?***

Response: Clemson and USC will offer the PhDs. We have signed an MOU with Clemson to allow up to 50% of each other’s courses to be accepted by the other school. We have used very similar course descriptions for our MS level courses so that it eases the acceptance of the courses by Clemson and USC. The MOU also supports our faculty teaching courses for Clemson that are at the PhD level. Clemson plans (CHE approved) to offer PhD programs through the restoration center, but they do not see it possible to be able to have the requisite faculty on hand to offer the number of MS and PhD courses needed in the Lowcountry. That is where our MS programs come in and assist in the stated needs by our legislature to have more PhD programs available in the Lowcountry (i.e., University of Charleston). The University of Charleston is not poised to be able to offer engineering, The Citadel will be with these MS degrees and will work with Clemson and USC to offer PhD programs (we will teach required courses and our faculty can be a part of the dissertation research committees). The actual administration of the PhD programs and associated research is a mission for Clemson and USC, not us. The need for a Ph.D. in the Lowcountry is likely far on the horizon. We want to be a part of the solution by providing what we can – MS programs (which we know has demand in the area), faculty teaching some of the doctoral courses for Clemson, and our faculty conducting research with Clemson and USC, as well as, sitting on dissertation research committees.

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

- 3. *Page 14 – CIVL 504: Designing for Natural and Manmade Hazards looks like an excellent course. Is this specifically designed for the needs of the Lowcountry and state of South Carolina?***

Response: Yes and no. It will cover a number of natural hazards such as earthquakes, hurricanes, tornados, blasts, etc. Many of those are inherent in the natural and manmade hazards we experience in SC. This is a course we hope to eventually go online with so, we need to ensure it has a broader base of hazards than only those in SC.

- 4. *Projected Enrollments in all three programs are the same?***

Response: The projected enrollments are the lowest numbers we think will be in each program. We expect higher numbers, but since we cannot actively survey each company in the area nor advertise the MS degrees with other programs around the country until we have approval for the program through CHE, we decided to use the lowest reasonable numbers that show we are still profitable over a 5 year period of time. We had fairly conservative numbers in the ME undergraduate program (210 students in the program by the 5 year mark) and we have almost reached that number in only 2 years (186 students in the ME program). We would rather be on the low end for our estimate rather showing numbers that might be difficult to obtain. So the numbers are conservative and were used for planning to show the program will be profitable.

- 5. *Page 24 – Cost/benefit analysis – The long-term net gain is minimal and identical for all three programs. Please discuss.***

Response: This information is tied directly to the estimated enrollments (low end estimates for each program – need five students for a course to make and therefore for us to offer the first course). We purposely tied this to the worst case numbers to show we are still profitable. We expect even greater numbers, but no way to know for sure until we begin to advertise and recruit heavily which we cannot do until we have CHE approval.

General questions affecting the School of Engineering at The Citadel:

- 1. *Would these programs have any impact on The Citadel's national ranking of #22 in the nation for its school?***

Response: The new masters degrees should help (but certainly would not hurt) the ranking since the #22 ranking is for programs with no more than MS programs. Clemson and USC are ranked with programs having PhD programs. Notice that there are no rankings for programs with only a BS, they are lumped in with the programs where the highest degree offered is an MS. The reason is schools with MS and undergraduate degrees are more focused on students directly entering the workforce, where the programs with PhD programs are also heavily focused at both the MS and PhD level on research results. This ensures an appropriate comparison for rankings.

- 2. *Would these programs impact the recent SACS reaccreditation with zero recommendations?***

Response: No. When we are reassessed in four years, the assessment data for these new programs will be lumped in with the results for all of our programs. We will be using the same standards we used in

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

gaining ABET accreditation for our BS programs to assess our MS programs. The assessment will be focused on SACS accreditation criteria.

3. Will these programs be offered at the Lowcountry Graduate Center or on The Citadel campus or a mixture of both?

Response: Right now we are planning on offering on campus since the ability to walk into the lab to show theory in action is so powerful. Some courses and faculty might opt to teach at the LGC if they do not see a need to use the available lab equipment. Those students opting to take project management courses for one of the four courses that do not have to be an engineering course will take the course at the Lowcountry Graduate Center.

4. For the joint programs offered through The Citadel/Clemson, who would oversee the students?

Response: We do not have any joint programs. What we do have is an articulation agreement that allows students to more easily take courses at the other institution and transfer them to The Citadel. They will not need to apply to the other school; their admittance at the home school will allow them to enroll in a course at the other school. The students who desire a thesis as part of the MS degree will need to have Clemson as the home school. Those only desiring to take 10 courses for the MS degree can have either school as a home school. Our faculty will be adjunct for Clemson if they are teaching a PhD level course to assist Clemson in offering a PhD program at the restoration center. So no joint programs, but an MOU to assist in students in easy transfer of courses.

5. Can you really get by with hiring only one faculty member?

Response: Yes, if the enrollment numbers stay low and the students only opt to take 6 technical courses and all desire to take 4 non-technical (project management, business, leadership, etc.) courses to complete the degree. Again, we can only go by word of mouth at this time and will request additional faculty as the demand grows. Initially, the CE, EE, and ME graduate courses will be offered in the summer when faculty are looking for additional pay capitalizing on the business, leadership, and program management courses already being offered during the academic year to assist students to be able to take at least one course each term. As demand grows and we have cohorts desiring a certain slate of courses, we will need to have the courses offered in the fall and spring and we will accordingly request more faculty positions during the budget building process.

Proposal Master of Science in Civil Engineering Science with Certificates (CIP Code 14.1801) and Proposal Master of Science in Electrical Engineering Science with Certificates (CIP Code 14.1001)

1. Page 9, shows a strange sequence of projected enrollment, spring of the fourth and fifth year are much larger than the fall. Please explain. Also the same chart is used for electrical engineering. Do you expect the same enrollment across the two programs?

Response: We expect to be able to roll out more graduate courses each spring based on the current CE undergraduate load balance and the availability of the current pool of adjunct faculty for fall and spring semesters. We do estimate generally the same student demand for CE and EE based on informal surveys of the local companies.

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

2. Page 28... Why no subject specific, engineering, accreditation? (Same for all 5 programs)

Response: No requirement exist to apply for specific ABET accreditation for the graduate programs. The key is ABET accreditation for the undergraduate programs. The CE and EE programs have just recently been approved for a 6 year reaccreditation for the undergraduate programs and the ME program is collecting data as part of its record year to request its initial accreditation visit next fall.

NEW PROGRAM PROPOSAL

Name of Institution
The Citadel

Name of Program (include concentrations, options, and tracks)
Master of Science in Civil Engineering (MSCE)

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
Aug 2016

CIP Code
14.0801

Delivery Site(s)

Courses offered on-site or at the Low Country Graduate Center

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. Ronald Welch
Dean of Engineering
843-953-6588
ronald.welch@citadel.edu

Institutional Approvals and Dates of Approval

Graduate Curriculum Committee: 17 Feb 2015
Academic Board: 24 Feb 2015
President: 10 April 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 MSCE is intended to meet the expressed needs of South Carolina industries, especially Charleston based companies. Nationally, Civil Engineering is broken out as a separate category by the Department of Labor which shows that Civil Engineers are the most hired group of engineers followed by electrical and mechanical engineers.

The engineering related job market in the Charleston area has exploded in recent years, especially as the Lowcountry has become a manufacturing hub. Employers include architectural-engineering firms, firms with specialties in multiple areas of civil engineering or even single area of civil engineering (construction management, environmental, geotechnical, water resources, structural, surveying, transportation), aviation, defense applications, power and energy firms, manufacturing, and many others. The growth in manufacturing leads to civil engineers designing/constructing facilities, maintaining facilities, and even designing/building airplanes as a number of structural engineers work at Boeing. The MSCE supports The Citadel's LEAD 2018 Objective 2 (academic programs of distinction), Objective 4 (expand enrollment in The Citadel Graduate College), and Objective 8 (provide outreach to the region and serve as a resource in its economic development) and is being developed at the request of a number of Charleston based companies such as STV Group, URS, Stantec, Tarracon, SM&E, and Soil Consultants. The desire to hire local talent and educate an existing workforce drives the need for a local graduate CE program to complement an existing undergraduate engineering program. Our ability to offer graduate courses within The Citadel MSCE is complementary to any other graduate courses being offered in the Lowcountry in providing graduate engineering education. Engineering problem solving is in increased demand and civil engineers are a necessary and diverse core engineering skill set that are primarily focused on designing and maintaining the built and natural environment.

List the program objectives. (2000 characters)

Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire as they progress through the program. Graduates of the Master of Science degree program in Civil Engineering will, by the time of graduation:

- Outcome 1: Demonstrate breadth of knowledge in complimentary areas of civil engineering that promotes an awareness of and skill in interdisciplinary problem solving.
- Outcome 2: Demonstrate a depth of knowledge in a chosen focus area of civil engineering that allows the student to apply innovative techniques to solve problems.
- Outcome 3: Demonstrate knowledge in methods of advanced analysis appropriate for professional use when solving problems.
- Outcome 4: Demonstrate knowledge of contemporary issues in their chosen focus area.
- Outcome 5: Demonstrate the skills relevant to graduate level work to include the ability to formulate problems, synthesize and integrate information, work collaboratively, and to communicate effectively.
- Outcome 6: Demonstrate preparation for successful careers in industry or continued graduate work and an ethic for lifelong learning.

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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 number of students taking engineering courses at The Citadel has increased dramatically over the last few years. For example, the number of undergraduate engineering students within the Corps of Cadets has grown from 318 in 2012 to 379 students in 2014. The number of evening students has grown from 65 to 85 students. All of this growth is prior to the inclusion of the mechanical engineering undergraduate cadet and evening students who began to attend in fall 2014 (90 new students). The number of enrollments in our MS in Project Management has grown from 95 in 2011 to over 350 in 2013-2014. Many of the evening students in Project Management have asked when will we begin to offer more technical masters level courses and degrees. The arrival of Boeing and their survey of employee educational needs estimate nearly 1000 employees needing undergraduate degree completion, many in engineering. However, recent discussions with key leaders and news releases at Boeing and other companies in the Lowcountry have noted a desire for their current workforce to complete certificates that will show immediate skill attainment as well as master's level technical degrees.

The Charleston Regional Competitiveness Center forecasts there will be a 16.4% growth (7200 new jobs) in the engineering field in the area by 2018. This information follows closely to the Department of Labor statistics that show a 12 month growth rate for construction in South Carolina as 7.2% while in Charleston it was 16.2%, growth rate for manufacturing in South Carolina as 2.0% while in Charleston it was 25.4%, and the growth rate for trade, transportation, and utilities in South Carolina as 2.5% while in Charleston it was 3.1%. Many other areas were growing at a faster rate in Charleston than the state as a whole.

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."

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Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
Based on industry input noted above, a majority of students will be fully employed and part-time students. In-depth discussion in next section.			

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

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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.

There is not specific employment data beyond the fact that there is documented growth of current and new companies providing engineering support and/or products for the rapidly expanding manufacturing hub here in the Lowcountry. One example; Boeing has expanded its workforce to 7500 employees within the last year (many desiring additional skills through graduate certificates and MS degrees) and is currently bringing in a design center, a research center, and expanding the plant footprint. The lead engineer and the engineering lead of the liaison team at Boeing are both civil engineering undergraduates who are now part of building the newest Boeing airplane, the 787. This only scratches the surface of the numerous newspaper articles noting companies moving production of required aeronautical parts to decrease the shipping costs from Washington State. Each of these companies requires an engineering team to support design and production, but also of the facilities and the infrastructure supporting the company. The future deepening of the harbor heightens the desire for more companies to locate their production efforts here in the Lowcountry such as Continental Tire and the expansion of the Daimler Truck manufacturing center. Most of the students that will be taking the courses within the MSCE and its associated certificates will be existing mid-level employees with Lowcountry companies working to improve their current skill set. Our industry contacts as well as our robust departmental industry advisory board (list attached in the Appendix) have been asking for a number of years for engineering level master degrees in the Lowcountry to support not only improved technical competence and company advancement, but also promotion opportunities for the current workforce. As noted in many locations to include Forbes Magazine, the master's degree helps distinguish a candidate for promotion and advancement within the company and industry.

The argument within the State House for many years is the need for a comprehensive university in the Lowcountry to be able to offer those already here the ability to obtain PhD level degrees. To support the long-term goal to offer engineering PhD's in the Lowcountry, The Citadel is positioned with its all PhD faculty team to offer an MSCE degree. The new civil engineering graduate program will closely resemble course offerings at Clemson University and USC to ensure ease of transfer for students desiring to transfer for a MS Thesis option or PhD. An MSCE degree at The Citadel will support the needs of local students who want face-to-face instruction but are unable to fully attend Clemson or USC for an MS degree, courses needed by PhD students conducting research in the Lowcountry, employees of local companies, and the current students already taking a BSCE at The Citadel whether as a cadet or an evening student.

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)

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List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
MSCE	Clemson University	Offering of courses in construction management, environmental, geotechnical, water resources, structural, surveying, transportation	The Citadel MSCE will only be a no thesis MS degree, only requires 6 CE courses and the other 4 courses can be Technical (ME, CE, EE, other) or non-technical (accounting, business, leadership, project management, etc.)
MSCE	The University of South Carolina	Offering of courses in construction management, environmental, geotechnical, water resources, structural, surveying, transportation	The Citadel MSCE will only be a no thesis MS degree, only requires 6 CE courses and the other 4 courses can be Technical (ME, CE, EE, other) or non-technical (accounting, business, leadership, project management, etc.)

Note:

There are no Masters of Science in Civil Engineering programs in the Lowcountry of South Carolina. There are MSCE programs at Clemson University and The University of South Carolina, but limited opportunity for local students in the heavily populated area of Charleston to attend face-to-face a Civil Engineering program without leaving the area as well as limited opportunity for local employees to further their education face-to-face in Civil Engineering. The Citadel has Bachelor of Science in Civil Engineering. Trident Technical College has an Associate in Science, Civil Engineering Transfer. Many students in the Associate in Science, Civil Engineering Transfer program at Trident Technical College matriculate into The Citadel's evening undergraduate Civil Engineering program. Many of these students desire to continue living in the Lowcountry and eventually obtain a MSCE degree face-to-face.

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Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-17	5	45	5	45	3	9
2017-18	10	90	12	90	6	18
2018-19	15	135	19	135	10	30
2019-20	17	153	29	153	13	39
2020-21	25	225	39	225	18	54

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)

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Curriculum

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

The categories listed in the following table represent courses in the focus areas of the proposed MSME program. Focus areas are a collection of courses that are interrelated. Focus areas will not be recorded on a student's transcript, but they allow the student depth in a particular area of civil engineering and to build on previous knowledge. Specific requirements for the courses are listed in a subsequent table in this section.

The Citadel MSCE will require 30 credit hours where 18 credit hours will be technical while 12 credit hours can be non-technical (finance, accounting, leadership, program management, etc.). Of the 18 credit hours of technical courses, 12 must be from one of the three categories listed in the following table. The other 6 technical hours can be from the same or a different category.

Requirements - Citadel MS in Civil Engineering:

- 30 credit hours, non-thesis
- Require at least 6 courses (18 hours) in technical classes; 4 courses (12 hours) in one focus area / category;

4 courses (12 hours) in technical or non-technical classes (Mechanical, Electrical, Civil, Program Management, Business)

Curriculum by Category*					
Geotechnical Focus Area				Structural Focus Area	
CIVL 730 Geotechnical Earthquake Engineering	3			CIVL 504 Designing for Natural and Manmade Hazards	3
CIVL 731 Geo-environmental Engineering	3			CIVL 608 Structural Loads and Systems	3
CIVL 732 Advanced Soil Mechanics	3			CIVL 610 Wood Design	3
CIVL 733 Advanced Foundations Design	3			CIVL 655 Masonry Structural Design	3
CIVL 734 Soil Behavior	3			CIVL 657 Indeterminate and Matrix Structural Analysis	3
				CIVL 711 Design of Masonry, Wood and Cold Formed Steel Structures	3
Transportation Focus Area				CIVL 712 Design of Coastal Structures and Bridges	3
CIVL 506 Geographic Information Systems	3			CIVL 713 Design of Civil Engineering Systems for Natural and Manmade Hazards	3
CIVL 575 Traffic Engineering Operations	3			CIVL 714 Advanced Steel Design	3
CIVL 576 Roadway Geometric Design	3			CIVL 715 Advanced Reinforced Concrete Design	3
CIVL 612 Urban Transportation Planning	3			CIVL 716 Analysis and Design of Prestressed Concrete Members	3
CIVL 640 Urban Mobility Infrastructure Policy and Planning	3			CIVL 718 Matrix and Finite Element Analysis	3

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CIVL 642 Public Health, Physical Activity, and Design of the Built Environment	3		CIVL 719 Elastic Stability of Structures	3
CIVL 740 Transportation Safety Engineering	3		CIVL 720 Dynamic Analysis of Structures	3
CIVL 741 Travel Demand Forecasting	3		CIVL 721 Earthquake Engineering for Structural Engineers	3

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

Total Credit Hours Required 30

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Curriculum Notes:

The new civil engineering graduate program will closely resemble course offerings at Clemson University and USC to ensure ease of transfer for students desiring to transfer for a MS Thesis option or PhD. A comparison of the degree with those at Clemson University and the University of South Carolina is provided below in Table 1. The Citadel MSCE will require 30 credit hours where 18 credit hours will be technical while 12 credit hours can be non-technical (finance, accounting, leadership, program management, etc.). As shown in Table 1, there will be the opportunity to complete individual graduate certificates in four main focus areas to meet the needs of the local industry in South Carolina: Geotechnical, Structures, Transportation, and Built Environment, Planning and Design for Public Health. If the student is interested in earning a graduate certificate in one of the focus areas, the student will need to complete the necessary coursework to meet all of the requirements of the certificate program.

Table 1: MS Civil Engineering Comparison to Other Institutions

	Citadel	Clemson		USC	
	MS Non Thesis	MS Thesis	MS Non Thesis	MS Thesis	ME Non Thesis
Total Hrs	30	30	30	30	30
Core / Focus Area Possibilities	Geotechnical Structural Transportation Built Environment, Planning and Design for Public Health	Applied Fluid Mechanics Construction Materials Geotechnical Construction Eng and Management Structural Engineering Transportation systems		Environmental Geotechnical Structural Transportation Water Resources	
Other Tech	N/A	Advisor	Advisor	9 max	12 max
Other	12	Advisor	Advisor	Advisor	Advisor

Citadel MS in Civil Engineering:

- 30 credit hours, non-thesis
- Require at least 6 courses (18 hours) in technical classes
- 4 courses (12 hours) in technical or non-technical classes (Mechanical, Electrical, Civil, Program Management, Business, Leadership)

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Example Course Plan:

If a student, for example, has a focus in Structures, he/she must take 4 Structures courses. The remaining technical courses must be a minimum combination of 2 from the Other Technical Courses (from available focus areas such as geotechnical, structures, or transportation – chose two more structures courses). The Other 4 courses can be from non-technical (Business, Leadership, Program Management) or from technical programs (Mechanical, Electrical, or Civil). See example in Table 2, below.

Table 2: Sample Course Plan for Structures Focus in MSCE Program

	Course # and Title	Credit Hours
MS CE Tech Courses	CIVL 657: Indeterminate and Matrix Structural Analysis	3
	CIVL 718: Matrix and Finite Element Analysis	3
	CIVL 712: Design of Coastal Structures and Bridges	3
	CIVL 711: Design of Masonry, Wood and Cold Formed steel Structures	3
	CIVL 714: Advanced Steel Design	3
	CIVL 715: Advanced Reinforced Concrete Design	3
Other Courses	PMGT 650 Overview of Technical Project Management	3
	PMGT 651 Tech Project Planning and Scheduling	3
	PMGT 671: Project Manager Leadership Development	3
	BADM 604 Foundation of Management and Organization	3
		30 Total

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Course Descriptions for New Courses

New courses will be developed beginning just after CHE approval. Most 600-699 courses will be developed first followed by the 700-799 courses. Priority will be to courses and focus areas requested by enrolling students and in demand by employers through an employer survey.

Course Name	Description
CIVL 730: Geotechnical Earthquake Engineering	Fundamentals of soil dynamics, plate tectonics and earthquakes; application of the concepts to seismic ground response, design ground motions, soil liquefaction, site response analysis, seismic slope stability, dynamic lateral earth pressure, and soil improvement. Prerequisites: CIVL 402, 409, and 410.
CIVL 731: Geo-environmental Engineering	Geo-environmental engineering is a multi-disciplinary area of study that involves various aspects of geotechnical engineering, environmental engineering, hydraulics/hydrology, and groundwater engineering. The course focuses on the following two specific technical issues: (1) characterization and remediation of contaminated soil and groundwater; (2) design of waste containment barriers (e.g., liners, covers, vertical barriers) used for waste remediation. Prerequisites: CIVL 322, 402, and 409.
CIVL 732: Advanced Soil Mechanics	Study of stresses in soils, stress-strain and shear strength properties of soil, plastic equilibrium of soil masses, failure conditions, earth pressures, with applications to geotechnical engineering design. Prerequisites: CIVL 402 and 409.
CIVL 733: Advanced Foundations Design	The engineering design process is demonstrated through use of practical problem-solving methods for public infrastructure and built environment projects. Analysis and design of deep foundations, earth slopes, retaining walls, sheet-pile walls, and braced excavations, anchored bulkheads, reinforced earth, and underpinning. Prerequisites: CIVL 410.
CIVL 734: Soil Behavior	Detailed study of physiochemical aspects of soil behavior, stabilization of soils, and engineering properties of soils. Prerequisites: CIVL 402, 409, and 410.
CIVL 504: Designing for Natural and Manmade Hazards	Engineering and science applications and socio-economic impacts of natural hazards on historic structures. Course provides thorough overview of design, rehabilitation, and other socio-economic decisions related to natural hazards and historical structures. Prerequisites: Admission to partner graduate degree programs; BS in math, science or engineering; or permission from professor
CIVL 608: Structural Loads and Systems	Structural engineering applications of analysis methodologies used to determine loads in accordance with ASCE 7. In-depth discussion of minimum design loads and load combinations. Includes overview of various steel and concrete systems. Discusses practical selection and design issues and design of proprietary building materials and components such as steel joists, diaphragms, engineered wood products, etc. Prerequisites: CIVL 309.
CIVL 610: Wood Design	Design of wood framed structures in accordance with the NDS Specification. Course provides thorough overview of practical member and connection design and real world applications. Introduction to wood design and engineering; properties of wood and wood-based materials; design of beams, columns, walls, roofs, panel systems, and connections. Prerequisites: CIVL 309.

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CIVL 655: Masonry Structural Design	Introduction to design of structural elements for masonry buildings. Lintels, walls, shear walls, columns, pilasters, and retaining walls are included. Reinforced and unreinforced elements of concrete or clay masonry are designed by allowable stress and strength design methods. Introduction to construction techniques, materials, and terminology used in masonry. Prerequisites: CIVL 309.
CIVL 657: Indeterminate and Matrix Structural Analysis	Analysis of indeterminate structures using moment distribution, energy methods such as virtual work and Castigliano's Theorem. Matrix displacement method derived and simplified to a form suitable for structural engineering applications. Truss and frame applications with modifications for symmetry, internal releases, and support settlements. SAP2000 and other structural engineering software is used to compare with analytical solutions. Prerequisites: CIVL 309.
CIVL 711: Design of Masonry, Wood and Cold Formed Steel Structures	Design of masonry structures in accordance with ACI specifications, wood framed structures in accordance with NDS specifications, and Cold Formed Steel Structures in accordance with AISI specifications. Course provides thorough overview of practical member and connection design and real world applications. Prerequisites: CIVL 309.
CIVL 712: Design of Coastal Structures and Bridges	AASHTO based design of bridge structures and foundation elements. Design of piers and seawalls for coastal applications. Prerequisites: CIVL 309.
CIVL 713: Design of Civil Engineering Systems for Natural and Manmade Hazards	Design of infrastructure for hurricanes, earthquakes, floods, tornadoes, and man-made or accidental explosions. Focus on design philosophy and practical examples. Structural design, site layout, and economics discussed in detail. Prerequisites: CIVL 309.
CIVL 714: Advanced Steel Design	Advanced design of structural steel buildings emphasizing the relationship between design and response of the structural system; theoretical basis of building code provisions; limit state and plastic design; beam-columns; plate girders and composite sections and connections. All design provisions in accordance with AISC 360. Prerequisites: CIVL 406
CIVL 715: Advanced Reinforced Concrete Design	Second course in design of reinforced concrete structures; advanced concepts in analysis and design of beams, columns, and slabs; introduction to prestressed concrete. All design provisions in accordance with ACI 318. Prerequisites: CIVL 404.
CIVL 716: Analysis and Design of Prestressed Concrete Members	This course covers the analysis and design of prestressed concrete flexure loads; axial loaded; and diagonal tension using both the allowable stress procedure and the ultimate strength methodology. Construction techniques are discussed. Evaluation of serviceability requirements such as deflection and cracking are also discussed. Prerequisites: CIVL 309.
CIVL 718: Matrix and Finite Element Analysis	Finite element method derived and simplified using matrix approach to truss, beam, plate, and shell structures. Solid elements also discussed. Mesh layout and refinement, convergence characteristics, and solution accuracy proven. SAP2000 and other structural engineering software is used to compare to analytical solutions. Prerequisites: CIVL657: Indeterminate and Matrix Structural Analysis.
CIVL 719: Elastic Stability of Structures	Stability of elastic structural components under conservative loads. Precise definitions of stability; energy approaches; Rayleigh-Ritz and Galerkin methods utilized with primary applications to frame structures. SAP2000 and other structural engineering software is used to compare to analytical solutions. Prerequisites: CIVL 309.
CIVL 720: Dynamic Analysis of Structures	Analysis and design of structures subjected to dynamic loading; response of lumped and distributed parameter systems of one or many degrees of freedom; approximate design methods; introduction to earthquake analysis and design. Prerequisites: CIVL 309.

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CIVL 721: Earthquake Engineering for Structural Engineers	Effects of earthquake-induced forces on buildings, bridges, and other structures; development of design codes and their application to the design of structures to resist seismic forces; fundamental structural dynamics and analysis techniques used to compute the response of structures or obtain design forces. Prerequisites: CIVL 309.
CIVL 506: Geographic Information Systems	Instruction in Geographic Information Systems (GIS) focusing on data analysis and spatial application methods, for engineers, planners, scientists and related professions. Fundamental topics include spatial analysis, geostatistical analysis, 3-D analysis/display, and vector/raster data. The focus of the course is on gaining an essential knowledge of spatial data structures in GIS, geo-spatial data acquisition, geoprocessing, geostatistical methods; visualization, exploration of spatial data; network analysis, terrain mapping, and spatial analysis. The course will include specific emphasis on land use evaluation methods and transportation network analysis. Prerequisites: BS in mathematics, science, or engineering, or permission from instructor.
CIVL 575: Traffic Engineering Operations	Basic characteristics of motor-vehicle traffic, highway capacity, applications of traffic control devices, traffic design of parking facilities, engineering studies, traffic safety, traffic laws and ordinances, basic statistical analysis, components of traffic systems, measurement of traffic data, characterizing traffic system performance, analysis of existing traffic facilities, and design of traffic facilities for achieving desired system performance. Prerequisites: CIVL 305, Transportation Engineering, or permission from professor
CIVL 576: Roadway Geometric Design	Geometric design of roadways, at-grade intersections, and interchanges, using software programs, in accordance with conditions imposed by driver ability, vehicle performance, safety sustainability, and economic constraints. Prerequisites: CIVL 305, Transportation Engineering, or permission from professor
CIVL 612: Urban Transportation Planning	A systems approach to the transportation planning process focusing on policy issues and the decision making process. Topics include: 1.) Trip generation modeling –variables influencing trip generation, regression analysis and category analysis; 2.) Trip distribution – modeling factors governing trip distribution, growth-factor methods and gravity models, calibration of gravity models; 3.) Mode split modeling – factors influencing mode choice, discrete choice models; 4.) Route selection – traffic assignment; and 5.) Transportation surveys; transport related land use models, urban structure, urban goods transport. Use of popular transportation planning software will also be covered. Prerequisites: CIVL 302, Highway Engineering, or permission from professor
CIVL 640: Urban Mobility Infrastructure Policy and Planning	Foundation for understanding transportation systems' relationship to cities and people and managing urban transportation systems, including: 1.) multi-faceted understanding of the historical, spatial, economic, social, and environmental factors affecting transportation issues, 2.) transportation and land use relationships, 3.) transportation as a tool of economic development and growth, 4.) transportation political influences and finance, and 5.) regional, state and federal governmental structure of committees, agencies and oversight. Prerequisites: Admission to partner graduate degree programs; BS in math, science or engineering; or permission from professor
CIVL 642: Public Health, Physical Activity, and Design of the Built Environment	Multidisciplinary evaluation of cities, suburban communities and neighborhoods to identify positive and adverse effects of the built environment on levels of physical activity and measures of public health, with an emphasis on adoption of approaches for improving desirable outcomes. The course focuses on establishing basis of need and potential benefits from implementation of optimal solutions to the challenging dilemma of built environment, urban mobility, transportation infrastructure networks, economics, sustainability, livability, and community wellness. Interconnections between the fields of public health, public policy and engineering

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	design are identified. Students are equipped with proficiencies needed to create more healthy communities through an emphasis on physical activity. Prerequisites: Admission to partner graduate degree programs; BS in math, science or engineering; or permission from professor
CIVL 740: Transportation Safety Engineering	Methodology for conducting transportation accident studies, accident characteristics as related to operator, facility, and mode, statistical applications to accident data, current trends and problems in transportation safety. Prerequisites: CIVL 305, Transportation Engineering, or permission from professor
CIVL 741: Travel Demand Forecasting	In-depth coverage of travel-demand forecasting theory and the four-step process, site traffic impact analysis, and disaggregate travel demand models. Theory and method of forecasting travelers' choices of route, mode, destination, departure time, trip frequency and origin location in congested transportation networks. Prerequisites: CIVL 305, Transportation Engineering, or permission from professor

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Faculty

Faculty and Administrative Personnel				
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	<ul style="list-style-type: none"> • CIVL 506 Geographic Information Systems, 3 Credit Hours • CIVL 575 Traffic Engineering Operations, 3 Credit Hours • CIVL 576 Roadway Geometric Design, 3 Credit Hours • CIVL 612 Urban Transportation Planning, 3 Credit Hours • CIVL 640 Urban Mobility Infrastructure Policy and Planning, 3 Credit Hours • CIVL 642 Public Health, Physical Activity, and Design of the Built Environment, 3 Credit Hours • CIVL 740 Transportation Safety Engineering, 3 Credit Hours • CIVL 741 Travel Demand Forecasting, 3 Credit Hours 	PhD from Georgia Tech and MS from Auburn University both with a Transportation Engineering focus	<p>Registered Professional Engineer in Alabama 2003-2008, founding member of a community partnership with Berkeley Charleston Dorchester Council of Governments, to obtain and administer “Active Living by Design” grant from the Robert Wood Johnson Foundation, for improved land policies, programs and facilities to support healthy life styles.</p> <p>Fellow, ENO Center for Transportation Leadership Development, Washington, DC, 1996</p>
Professor	Full-time	<ul style="list-style-type: none"> • CIVL 504 Designing for Natural and Manmade Hazards, 3 Credit Hours • CIVL 608 Structural Loads and Systems, 3 Credit Hours • CIVL 610 Wood Design, 3 Credit Hours • CIVL 655 Masonry Structural Design, 3 Credit Hours • CIVL 657 Indeterminate and Matrix Structural Analysis, 3 Credit Hours 	PhD and MS both with a Structural Engineering focus from North Carolina State University	Registered Professional Engineer in South Carolina

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		<ul style="list-style-type: none"> • CIVL 711 Design of Masonry, Wood and Cold Formed Steel Structures, 3 Credit Hours • CIVL 713 Design of Civil Engineering Systems for Natural and Manmade Hazards, 3 Credit Hours • CIVIL 714 Advanced Steel Design, 3 Credit Hours • CIVL 715 Advanced Reinforced Concrete Design, 3 Credit Hours • CIVL 716 Analysis and Design of Prestressed Concrete Members, 3 Credit Hours • CIVL 718 Matrix and Finite Element Analysis, 3 Credit Hours • CIVL 719 Elastic Stability of Structures, 3 Credit Hours • CIVL 720 Dynamic Analysis of Structures, 3 Credit Hours • CIVL 721 Earthquake Engineering for Structural Engineers, 3 Credit Hours 		
Associate Professor	Full-time	<ul style="list-style-type: none"> • CIVL 504 Designing for Natural and Manmade Hazards, 3 Credit Hours • CIVL 608 Structural Loads and Systems, 3 Credit Hours • CIVL 610 Wood Design, 3 Credit Hours • CIVL 655 Masonry Structural Design, 3 Credit Hours • CIVL 657 Indeterminate and Matrix Structural Analysis, 3 Credit Hours • CIVL 711 Design of Masonry, Wood and Cold Formed Steel Structures, 3 Credit Hours • CIVL 712 Design of Coastal Structures and Bridges, 3 Credit Hours • CIVL 713 Design of Civil Engineering Systems for Natural and Manmade Hazards, 3 Credit Hours 	<p>PhD with a Structural Engineering focus from Virginia Polytechnic Institute and State University</p> <p>Master's thesis in coastal engineering.</p> <p>Ph.D. dissertation focused on finite element modeling and earthquake engineering.</p> <p>Practical experience includes 15 years of structural design including the design of award winning buildings and marine structures.</p>	Registered Professional Engineer in South Carolina

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		<ul style="list-style-type: none"> • CIVIL 714 Advanced Steel Design, 3 Credit Hours • CIVIL 715 Advanced Reinforced Concrete Design, 3 Credit Hours • CIVIL 716 Analysis and Design of Prestressed Concrete Members, 3 Credit Hours • CIVIL 718 Matrix and Finite Element Analysis, 3 Credit Hours • CIVIL 719 Elastic Stability of Structures, 3 Credit Hours • CIVIL 720 Dynamic Analysis of Structures, 3 Credit Hours • CIVIL 721 Earthquake Engineering for Structural Engineers, 3 Credit Hours 		
Associate Professor	Full-time	<ul style="list-style-type: none"> • CIVIL 504 Designing for Natural and Manmade Hazards, 3 Credit Hours • CIVIL 608 Structural Loads and Systems, 3 Credit Hours • CIVIL 610 Wood Design, 3 Credit Hours • CIVIL 655 Masonry Structural Design, 3 Credit Hours • CIVIL 657 Indeterminate and Matrix Structural Analysis, 3 Credit Hours • CIVIL 713 Design of Civil Engineering Systems for Natural and Manmade Hazards, 3 Credit Hours • CIVIL 714 Advanced Steel Design, 3 Credit Hours • CIVIL 716 Analysis and Design of Prestressed Concrete Members, 3 Credit Hours • CIVIL 718 Matrix and Finite Element Analysis, 3 Credit Hours • CIVIL 720 Dynamic Analysis of Structures, 3 Credit Hours 	PhD and MS both with a Structural Engineering focus from Clemson University	

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

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Assistant Professor	Full-time	<ul style="list-style-type: none"> • CIVL 506 Geographic Information Systems, 3 Credit Hours • CIVL 575 Traffic Engineering Operations, 3 Credit Hours • CIVL 576 Roadway Geometric Design, 3 Credit Hours • CIVL 612 Urban Transportation Planning, 3 Credit Hours • CIVL 640 Urban Mobility Infrastructure Policy and Planning, 3 Credit Hours • CIVL 740 Transportation Safety Engineering, 3 Credit Hours • CIVL 741 Travel Demand Forecasting, 3 Credit Hours 	PhD and MS both with a Transportation Engineering focus from University of Florida	
Assistant Professor	Full-time	<ul style="list-style-type: none"> • CIVL 730: Geotechnical Earthquake Engineering, 3 Credit Hours • CIVL 731: Geo-environmental Engineering, 3 Credit Hours • CIVL 732: Advanced Soil Mechanics, 3 Credit Hours • CIVL 733: Advanced Foundations Design, 3 Credit Hours • CIVL 734: Soil Behavior, 3 Credit Hours 	PhD and MS both with a Geotechnical Engineering focus from Arizona State University	4 years of Geotechnical Engineering Design Experience

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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	Staff	0	Administration	0
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Expect to hire the new FTE in 2016-2017. Request position within 2016-2017 budget build.

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)

Faculty are required to teach a full load – 12 credit hours each semester. Each faculty member may consult one day per week and can gain teaching release time for successful research proposals. Additionally, The Citadel has a foundation grant that provides funding (\$2500 each area/year) in the following three areas: research seed funding, result presentations at conferences, and/or participate in faculty development opportunities. The new MSCE program will start with current faculty teaching courses as an add pay in the summer while leveraging the ability for students to take up to 4 non-technical courses already being offered throughout the year. As the demand increases beyond the ability for faculty to cover courses with add pay, faculty positions will be requested or reallocated. Current estimates would allow the program to cover 8 graduate courses per semester with one additional FTE faculty member (2017). **The staff and administration positions supporting the BSCE will also support the MSCE 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 2011 Standards for College Libraries does not address Civil Engineering specifically beyond recommending that a comparison of our holdings should occur with a group of peer institutions. The Citadel's holdings were compared with those of Clemson and USC (PASCAL members), VMI, UT-Chattanooga, Western Carolina, and University of North Florida. The Citadel library catalog holdings are small for civil engineering; however, the current ebook package, Academic Complete from ebrary, yields 3,521 hits from the same phrase search. These ebooks are available from on and off campus to currently-enrolled students.

The top 5 U.S. journals in civil engineering are: *Journal of Composites for Construction* (access through Business Source Complete); *Journal of Structural Engineering* (access through Academic Search Complete); *ACI Materials Journal* (access through interlibrary loan); *Mechanical Systems and Signal Processing* (access through ScienceDirect); and *ACI Structural Journal* (access through interlibrary loan).

The new BSME program has purchased a print version of the entire ASTM package. We expect many fully employed students will be using company resources to complete assignments. The Citadel currently spends approximately \$40,000 on library resources per year on engineering.

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 Citadel currently has strong student support services for existing undergraduate programs, graduate programs and veterans. These same services would provide support for the evening students who would be taking courses within the MSCE degree or associated certificates. It is expected that a majority of the students will be either full time employed or completing research degrees through Clemson's Restoration Institute. The Citadel and Clemson support credit (up to five courses) for each other's masters programs and The Citadel courses and faculty could support the research and associated courses at Clemson's Restoration Institute.

Physical Resources

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

The equipment being purchased as part of the new BSME program (first graduates 2016) as well as the equipment used within the BSCE and BSEE programs will support any physical demonstrations needed within MSCE level courses. Since the MSCE degree requires only 10 courses and no thesis, the lab equipment needs will be limited to support for showing theoretical concepts within a given course. The four focus areas: geotechnical, structures, and transportation, and built environment, planning and design for public health follow the five focus areas within the BSCE (geotechnical, structures, transportation, water resources, environmental) and associated equipment being purchased.

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

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	6,000	12,000	105,000	105,000	117,000	345,000
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	500	500	500	500	500	2500
Library Resources	0	0	0	0	0	0
Other*	0	0	0	0	0	0
Total	6,500	12,500	105,500	105,500	117,500	347,500
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	19,500	45,000	72,000	109,500	147,000	393,000
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
Total	19,500	45,000	72,000	109,500	147,000	393,000
Net Total (i.e., Estimated New Costs Minus Sources of Financing)	13,000	32,500	(33,500)	4,000	29,500	45,500

*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.

n/a

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 Citadel is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The undergraduate engineering programs are accredited by ABET (CE just completed their reaccreditation visit in Nov 2014 and expects official reaccreditation in July 2015). The MS in Project Management has requested accreditation through the Project Management Institute Global Accreditation Center. The MSCE program will track accomplishment of Program Outcomes through the Taskstream software. Taskstream's platforms provide a centralized information and communication hub for assessment, accreditation, and planning activities across an institution. These include academic and non-academic outcomes assessment, planning, and program review. Taskstream offers specialized tools that enable users to document learning outcomes, align outcomes to institutional goals and standards, develop assessment plans, create curriculum maps, manage faculty credentials, and improve education based on findings. Taskstream's suite of tools facilitates the collection of student work, student reflections on the learning process, and faculty or peer rubric-based assessment. Rubrics, which are used to clarify expectations and scoring criteria, may also be aligned with established learning outcomes, standards, and competencies. The software provides reporting capabilities to support the aggregation and analysis of student performance data for the review of program and institutional effectiveness, as well as for reporting to accrediting agencies and other external stakeholders.

All programs within the School of Engineering track employment or employment changes after completion of each degree. The MSCE will track employment data in a similar way, but will also track from where students are initiating their MSCE (full-time employment, research, full-time schooling by continuing their education after a BSCE, etc.). Surveys from employers and continuing education institutions will be part of the post-graduation assessment data. Additionally, Professional Registration (PE) success rates will be used to assess the program.

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Demonstrate breadth of knowledge in complimentary areas of civil engineering that promotes an awareness of and skill in interdisciplinary problem solving	Exams, design projects Courses: CIVL 504, CIVL 506, CIVL 640, CIVL 642, CIVL 657, CIVL 712, CIVL 713, CIVL 718, CIVL 730, CIVIL 731
Demonstrate a depth of knowledge in a chosen focus area of civil engineering that allows the student to apply innovative techniques to solve problems	Exams, design projects Courses: CIVL 575, CIVL 576, CIVL 608, CIVL 610, CIVL 655, CIVL 711 CIVL 714, CIVL 715, CIVL 716, CIVL 719, CIVL 720, CIVL 721, CIVL 732, CIVL 733, CIVL 734, CIVL 740, CIVL 741
Demonstrate knowledge in methods of advanced analysis appropriate for professional use when solving problems	Exams, design projects, homework Courses: CIVL 575, CIVL 576, CIVL 608, CIVL 610, CIVL 655, CIVL 711 CIVL 714, CIVL 715, CIVL 716, CIVL 719, CIVL 720, CIVL 721, CIVL 732, CIVL 733, CIVL 734, CIVL 740, CIVL 741
Demonstrate knowledge of contemporary issues in their chosen focus area	Papers, presentations Courses: CIVL 504, CIVL 713, CIVL 506, CIVL 612, CIVL 640, CIVL 642
Demonstrate the skills relevant to graduate level work to include the ability to formulate problems, synthesize and integrate information, work collaboratively, and to communicate effectively	Exams, design projects, homework, presentations Courses: CIVL 575, CIVL 576, CIVL 608, CIVL 610, CIVL 655, CIVL 711 CIVL 714, CIVL 715, CIVL 716, CIVL 719, CIVL 720, CIVL 721, CIVL 732, CIVL 733, CIVL 734, CIVL 740, CIVL 741
Demonstrate preparation for successful careers in industry or continued graduate work and an ethic for lifelong learning	Surveys, work placement tracking Courses: CIVL 504, CIVL 506, CIVL 640, CIVL 642, CIVL 657, CIVL 712, CIVL 713, CIVL 718, CIVL 730, CIVIL 731

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)

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.

Civil Engineering
Appendix – Additional Questions from CHE

1. How are we going to fund the new degree when we have asked for no money and placed none in the table?

The new civil engineering (CE) degree will start slowly allowing the administration to gauge interest and demand, and at the same time, not strain any existing resources. We anticipate the majority of the initial students to be part-time since they will be full-time employed within the Low Country. The new degree requires no new infrastructure, laboratory facilities, or services since the new master's degree is an evening program and a majority of our undergraduate courses and laboratories are completed by 5 PM each day; therefore, we have the infrastructure to support the new MS degree which begins after 5 PM.

Initially, full time PhDs at The Citadel will teach the MS CE courses and will be compensated with add pay. In subsequent years, adjuncts will be used to fill teaching opportunities within the undergraduate degree to allow PhD credentialed faculty to teach within the graduate degree as the demand increases. Currently the program only utilizes 1-2 adjuncts per year teaching one course to support the undergraduate program. A full time faculty member will be hired when the demand for full time graduate courses grows to justify a full time position. The administration of the program will initially be handled by the Department Head with the addition of a program director (course reduction for an existing faculty member) once the work load and revenue generation allow for that increase.

2. How we plan to roll-out the new programs.

Summary: Initially, the civil engineering (CE) program will select one focus area (Geotechnical, Structural, or Transportation) to offer to the first cohort of students. The CE courses will be developed and taught based on interest from prospective students. Surveys of interested students will be used to gather this data. In the first cohort (2-3 years), we expect the current faculty to be able to develop and teach two courses over the summer term. Students will be able to take non-technical graduate level courses in Program Management, Business, Leadership or technical graduate level courses in other engineering departments such as mechanical and electrical. In addition and based on availability, students will be able to take technical classes offered at Clemson. Students must complete at least six technical courses. The remaining four courses can be technical or non-technical.

Example: Based from surveys of potential students, the Structural focus area is selected as the first to be developed. Students would earn a MSCE selecting the following sequence of courses:

Table 1: Example MSCE Sequence

Term	Technical Courses	Non-Technical Courses
Academic Year 1		
Summer	CIVL 608: Structural Loads and Sys.	
	CIVL 657: Indeterminate and Matrix Structural Analysis	
Fall	Potential for Clemson Transfer Class	PMGT <i>or</i> BADM 600/700 level
		Note: PMGT and BADM courses are currently offered fall, spring, and summer and can support additional enrollment.
Spring	Potential for Clemson Transfer Class	PMGT <i>or</i> BADM 600/700 level
Academic Year 2		
Summer	CIVL 610: Wood Design	
	CIVL 712: Design of Coastal Structures	
Fall	Potential for Clemson Transfer Class	PMGT <i>or</i> BADM 600/700 level
Spring	Potential for Clemson Transfer Class	PMGT <i>or</i> BADM 600/700 level
Academic Year 3		
Summer	CIVL 718: Matrix and Finite Element Analysis	
	CIVL 720: Dynamic Analysis of Struc.	

Priority: The following table lists the initial priority of focus areas with the course development sequence within each.

Table 2: MSCE Course Priority for Development

Focus Area	Course	Estimated Development / First Year Offering
Geotechnical	CIVL 730: Geotechnical Earthquake Engineering	Year 2
	CIVL 731: Geo-environmental Engineering	2
	CIVL 732: Advanced Soil Mechanics	3
	CIVL 733: Advanced Foundations Design	3
	CIVL 734: Soil Behavior	4
Structural	CIVL 608: Structural Loads and Systems	Year 1
	CIVL 657: Indeterminate and Matrix Structural Analysis	1
	CIVL 610: Woods Design	2
	CIVL 712: Design of Coastal Structures and Bridges	2
	CIVL 718: Matrix and Finite Element Analysis	3
	CIVL 720: Dynamic Analysis of Structures	3
Transportation	CIVL 575: Traffic Engineering Operations	Year 3
	CIVL 576: Roadway Geometric Design	3
	CIVL 612: Urban Transportation Planning	4
	CIVL 740: Transportation Safety Engineering	4
	CIVL 741: Travel Demand Forecasting	5

3. How our relationship with Clemson at the restoration center will influence funding and/or roll-out of the new programs.

An articulation agreement (ref TIGE, The Institute for Graduate Education) between The Citadel and Clemson is in effect for the new MS programs. The Citadel and Clemson support credit (up to five courses) for each other's masters programs. This is above the typical limit of 9-12 transfer hours or 3-4 courses from another institution. Under the agreement, The Citadel's courses and faculty could support the research and associated courses (graduate level) at Clemson's Restoration Institute. This relationship will help to provide additional students and course offering that neither institution would have individually. The Citadel currently has one faculty member and two students working with Clemson's Restoration Institute.

4. Complete list of current faculty, adjunct, and staff supporting the program. We are in the process of adding additional adjuncts once the MS program is approved.

Faculty Name	Highest Degree Earned-Field and Year	Rank ¹	Type of Academic Appointment ² T, TT, NTT	FT or PT	Years of Experience			Professional Registration/ Certification – Current Employer if not Citadel
					Govt./Ind. Practice	Teaching	This Institution	
Kevin C. Bower	Ph.D., Environmental, 2003	ASC	T	FT	5	11	12	SC
William J. Davis	Ph.D., Transportation, 1997	P	T	FT	15	17	18	AL, GA
Dennis J. Fallon	Ph.D., Structural, 1980	P	T	FT	8	31	27	SC
Simon Ghanat	Ph.D., Geotechnical, 2011	AST	TT	FT	0	2	2	EIT
James Michael Grayson	Ph.D., Structural, 2013	AST	TT	FT	0	1	1	EIT
John Greenan	M.S., Structural, 2010	A	NTT	PT	5	2	2	SC – Applied Building Science
Timothy W. Mays	Ph.D., Structural, 2000	ASC	T	FT	3	12	13	SC
Dimitra Michalaka	Ph.D., Transportation, 2012	AST	TT	FT	0	1	2	EIT
John A. Murden	Ph.D., Structural, 1987	ASC	T	FT	5	25	26	EIT
Timothy Parker	M.S., Structural/ Project Mngt., 2012	A	NTT	PT	33	5	5	SC, NC, GA – Parker Rigging

Faculty Name	Highest Degree Earned-Field and Year	Rank ¹	Type of Academic Appointment ² T, TT, NTT	FT or PT	Years of Experience			Professional Registration/ Certification – Current Employer if not Citadel
					Govt./Ind. Practice	Teaching	This Institution	
M. Kevin Turner	M.S., Structural, 2003	A	NTT	PT	11	2	2	SC - SCDOT
Mary Katherine Watson	Ph.D., Environmental, 2013	AST	TT	FT	0	1	2	EIT
Ronald W. Welch	Ph.D., Structural, 1999	P	T	FT	14	18	4	VA
Michael H. Woo	Ph.D., Water Resources, 1985	ASC	T	FT	0	29	30	SC

1. Code: P = Professor ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other 2. Code: TT = Tenure Track T = Tenured NTT = Non Tenure Track

5. As can be seen below, we have a robust and very active in the lowcountry set of industry advisors for our program. They have been voicing a need for face-to-face MS degrees for years to ensure the continuous improved technical competence, company advancement, and promotion opportunities.

CIVIL AND ENVIRONMENTAL ENGINEERING ADVISORY BOARD ROSTER
The Citadel, 171 Moultrie Street, Charleston, SC 29409

Academic Year 2015-2016

Member	Job Title	Employer
Ms. Laura S. Cabiness cabinessl@charleston-sc.gov	Director, Department of Public Service	City of Charleston
Mr. Chris Cook chrisc@adcengineering.com Citdel Class of '84	Partner of Company	ADC Engineering, Inc
Mr. Jim B. Cranford jbcranford@cranstonengineering.com Citadel Class of '79	President	Cranston Engineering Group, P.C.
Mr. G. Robert George rgassoc@comcast.net	Owner	G. Robert George & Associates
Mr. Andrew Cleve Gillette cgillette@plssc.com Citadel Class of '96	Owner	Parker Land Surveying, LLC

Ms. Oriana N. Hernandez Oriana.hernandez@stvinc.com Citadel Class of '99	Utility Coordinator/ Group Leader	STV Group, Inc.
Maj. Gen. Caroll LeTellier cnlet49@alumni.citadel.edu Citadel Class of '49	Major General Retired	Retired
Matthew W. Luzzatto	Commander and District Engineer	US Army Corps of Engineers
General M.L. Love MLLOVE@collinsengr.com Citadel Class of '62	Brigadare General (RET) USAR	Retired
Mr. John P. McAleer john.mcaleer@citadel.edu Citadel Class of '72	Associate Athletic Director for Development	The Citadel
Dr. Leslie Myers McCarthy leslie.mccarthy@villanova.edu Penn State University	Assistant Professor	Villanova University
Mr. Charles F. Potts cp@thgrp.com Citadel Class of '66	CEO	The Heritage Group
Mr. Robert Scancella robert.scancella@stvinc.com Citadel Class of '77	Project Manager	STV, Inc.
Mr. Ashleigh B. Weatherly ktmbeach@kyzer-timmerman.com Citadel Class of '84	P.E. Principal	Kyzer & Timmerman Structural Engineers
Mr. James M. Wooten jmw@ddcinc.com Citadel Class of '77	President	DDC Engineers, Inc

**New Program Proposal
 Master of Science in Electrical Engineering
 The Citadel**

Summary

The Citadel requests approval to offer a program leading to the Master of Science in Electrical Engineering to be implemented in August 2016. 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. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	8/1/15	Not Applicable
Comments and suggestions from CHE staff sent to the institution	8/21/15	Staff requested the proposal be revised to: <ul style="list-style-type: none"> • Identify the companies requesting the program • Revise the Curriculum by Category chart to show the core requirements, electives, and other requirements in addition to the focus area requirements. • Revise the language in the proposal to make it clear that the focus area is a collection of electives, but not an official concentration, option or track. • Explain that if the student is interested in earning a graduate certificate in one of the focus areas, the student will need to complete additional coursework to meet all of the requirements of the certificate program. • Provide the total FTE needed to support the program. • Provide an estimated hire date for the new faculty member. • Clarify the amount of funds spent on library resources for engineering. • Explain The Citadel's relationship with the Clemson Restoration Institute. • Provide the implementation date for the new BSME program in the Physical Resources section. • Describe the Taskstream software and provide more detail as programmatic assessment. • Identify the specific courses in which the particular Student Learning Outcome will be assessed.

Stages of Consideration	Date	Comments
ACAP Consideration	9/10/15	<p>ACAP members discussed the need for the proposed program. Representatives from Academic Affairs, Clemson, Coastal Carolina University, USC Aiken, and Winthrop, requested the following explanations:</p> <ul style="list-style-type: none"> • Source of faculty personnel (full-time or part-time via recruitment, re-assignment, or otherwise) needed to teach the new course load • Total number of new courses and projected budget for new course implementation • Details about collaboration with Clemson • Capability to provide student support • A description of the proposed program certificates
Revised Program Proposal Received	9/16/2015	The revised proposal and appendix satisfactorily addressed the requested revisions.
CAAL Consideration	10/16/15	<p>The Committee agreed to consider all three Master of Engineering proposals (Civil, Electrical, and Mechanical) as a group. Commissioners asked why The Citadel chose not to submit one degree program with three concentrations.</p> <p>The representative from The Citadel explained that the three specific degrees were developed to meet employers' expectations.</p> <p>Commissioners then asked about the following topics:</p> <ul style="list-style-type: none"> • How the proposed programs will affect Clemson and USC • Course transferability • The revenue model • Enrollment projections, including the substantial projected increase in year 4 • The number of new courses required • The financial loss in the third year. <p>Representatives from The Citadel provided the following responses:</p> <ul style="list-style-type: none"> • The proposed programs are not expected to affect the enrollments at Clemson or USC and that The Citadel has an MOU with Clemson to share up to 50% of the courses. • Regarding transferability, the courses will transfer to each institution. • Regarding the revenue model, tuition will go to the institution that teaches the course. • Enrollment projections are estimates based on conversations with local companies (the

Stages of Consideration	Date	Comments
		<p>representative provided a brief explanation of how the projections were made.)</p> <ul style="list-style-type: none"> • Additionally, most of the students will be employed full-time and enrolled part-time because the programs are designed to enable employees in the Lowcountry to improve their skill set. • Regarding the year 4 enrollment projection increase, representatives stated that students are in the pipeline already because of the certificate programs offered by The Citadel, and furthermore, emphasized that the enrollment will be limited by the number of courses offered, not student demand. • The Citadel has the capacity for the number of new courses with a plan for new courses to be developed and implemented gradually. • The Citadel’s representative stated that if each program grows within the first two years as estimated, there will be a need to hire an additional faculty member in year three which would explain the loss. However, she noted that each program will be profitable over the course of the first five years. <p>Two Committee members mentioned that they submitted questions to the institution which were answered satisfactorily prior to the meeting. The questions addressed the types of engineering fields needed in the Lowcountry; the long-term goal to offer engineering PhD’s in the Lowcountry; projected enrollment; the costs and benefits of offering the programs; accreditation; faculty; and instruction sites. The questions and the institution’s responses are included in the attached proposal packet.</p> <p>Commissioners praised the programmatic assessment described in the proposal.</p>

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Master of Science in Electrical Engineering to be implemented in August 2016.

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

The Citadel, M.S., Electrical Engineering

General comments for all The Citadel programs

- 1. *These programs increase the number of masters students in engineering disciplines by more than 100.***

A. *What is the effect on Clemson, USC?*

Response: Based on our surveys (verbal – not able to do anything official until program approved) of local companies, the anticipated growth of these companies in the out years and the number of employees currently not taking courses at Clemson or USC (desire face-to-face or online is not available in their desired sub-discipline) show a trend of not affecting the enrollments at Clemson or USC. Additionally, we have signed an MOU with Clemson to share up to 50% of our graduate courses to better assist students taking courses at both universities and completing the degree at the desired university based on desiring a thesis or no thesis at the MS degree level. These new engineering MS degrees will provide opportunities to students not currently taking courses at Clemson or USC due to being available locally.

- B. *Are the estimates of program size reasonable, roughly 40 a piece for 5 programs? Where will these students come from? All internal to The Citadel from other programs like the program management MS? Or will they come from other state institutions?***

Response: The program sizes are estimates based on verbal conversations with local companies. We tried to project lower bound amounts. As a point of reference on making these estimates, we projected 210 enrollments in our new ME undergraduate degree in 5 years. We have 170 students in only 2 years. Again, the 210 was only an estimate. For the graduate degrees, we will work to establish cohorts to ensure courses meet as well as more accurate timeliness of the courses to allow for consistent progression through the degree. As stated in the program request form, we expect most, if not all, of the students will be full-time enrolled in the Lowcountry and will be part-time students. These degrees and associated inherent graduate certificates are to allow employees in the Lowcountry to improve their skill set.

- C. *Each program requires roughly 25 new courses. Does The Citadel have the capacity to create these in the needed time?***

Response: Each course to be completed has an outline developed by a current faculty member as part of developing the course descriptions presented in the proposal. The roll-out of courses presented in the appendix was an estimate based on establishing cohorts in each of the sub-disciplinary areas simultaneously to display how we would meet the demand; however, we believe this will be unlikely. We have met with each faculty member to get their input on the roll-out provided if cohorts can be established within each sub-disciplinary area as a worse case for them developing courses, but a best case for The Citadel.

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

- D. Programs show a financial loss in the third year, with five programs this adds to a significant amount. Has the board of trustees agreed with this financial plan? It is noted that the board did not sign for agreement to the individual programs, shouldn't they have?***

Response: If each program grows within the first two years as estimated, there will be a need for the hiring of an additional faculty member to cover the demand or some sub-disciplinary cohorts might need to be delayed a year to stagger new faculty hiring. However, if viewed over the five years of the table, it is anticipated that each program will be profitable. Student demand for courses will better inform the actual growth required in each of the degree programs.

Master of Science in Civil Engineering, Master of Science in Electrical Engineering and Master of Science in Mechanical Engineering:

- 1. Page 5 – The Charleston Regional Competitiveness Center forecasts are sourced as projecting a 16.4% growth in the engineering field in the area by 2018. Is that study specific to the various types of engineers which will be needed?***

Response: This data source is for many types of engineering fields needed in the Lowcountry, but the major ones are CE, EE, and ME. Another of the high interest areas is aeronautical, which we are addressing as a portion of our ME program (4 courses can be taken in aeronautical for a certificate as well as 4 courses as part of the MS degree) for overall efficiency. We believe that the curricular addition of the certificates and masters degrees creates a strong value proposition for high caliber engineering firms to further locate in the Lowcountry.

- 2. Page 7 – “To support the long-term goal to offer engineering PhD’s in the Lowcountry....” At what point in time would that be and what additional resources would be necessary?***

Response: Clemson and USC will offer the PhDs. We have signed an MOU with Clemson to allow up to 50% of each other’s courses to be accepted by the other school. We have used very similar course descriptions for our MS level courses so that it eases the acceptance of the courses by Clemson and USC. The MOU also supports our faculty teaching courses for Clemson that are at the PhD level. Clemson plans (CHE approved) to offer PhD programs through the restoration center, but they do not see it possible to be able to have the requisite faculty on hand to offer the number of MS and PhD courses needed in the Lowcountry. That is where our MS programs come in and assist in the stated needs by our legislature to have more PhD programs available in the Lowcountry (i.e., University of Charleston). The University of Charleston is not poised to be able to offer engineering, The Citadel will be with these MS degrees and will work with Clemson and USC to offer PhD programs (we will teach required courses and our faculty can be a part of the dissertation research committees). The actual administration of the PhD programs and associated research is a mission for Clemson and USC, not us. The need for a Ph.D. in the Lowcountry is likely far on the horizon. We want to be a part of the solution by providing what we can – MS programs (which we know has demand in the area), faculty teaching some of the doctoral courses for Clemson, and our faculty conducting research with Clemson and USC, as well as, sitting on dissertation research committees.

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

- 3. *Page 14 – CIVL 504: Designing for Natural and Manmade Hazards looks like an excellent course. Is this specifically designed for the needs of the Lowcountry and state of South Carolina?***

Response: Yes and no. It will cover a number of natural hazards such as earthquakes, hurricanes, tornados, blasts, etc. Many of those are inherent in the natural and manmade hazards we experience in SC. This is a course we hope to eventually go online with so, we need to ensure it has a broader base of hazards than only those in SC.

- 4. *Projected Enrollments in all three programs are the same?***

Response: The projected enrollments are the lowest numbers we think will be in each program. We expect higher numbers, but since we cannot actively survey each company in the area nor advertise the MS degrees with other programs around the country until we have approval for the program through CHE, we decided to use the lowest reasonable numbers that show we are still profitable over a 5 year period of time. We had fairly conservative numbers in the ME undergraduate program (210 students in the program by the 5 year mark) and we have almost reached that number in only 2 years (186 students in the ME program). We would rather be on the low end for our estimate rather showing numbers that might be difficult to obtain. So the numbers are conservative and were used for planning to show the program will be profitable.

- 5. *Page 24 – Cost/benefit analysis – The long-term net gain is minimal and identical for all three programs. Please discuss.***

Response: This information is tied directly to the estimated enrollments (low end estimates for each program – need five students for a course to make and therefore for us to offer the first course). We purposely tied this to the worst case numbers to show we are still profitable. We expect even greater numbers, but no way to know for sure until we begin to advertise and recruit heavily which we cannot do until we have CHE approval.

General questions affecting the School of Engineering at The Citadel:

- 1. *Would these programs have any impact on The Citadel's national ranking of #22 in the nation for its school?***

Response: The new masters degrees should help (but certainly would not hurt) the ranking since the #22 ranking is for programs with no more than MS programs. Clemson and USC are ranked with programs having PhD programs. Notice that there are no rankings for programs with only a BS, they are lumped in with the programs where the highest degree offered is an MS. The reason is schools with MS and undergraduate degrees are more focused on students directly entering the workforce, where the programs with PhD programs are also heavily focused at both the MS and PhD level on research results. This ensures an appropriate comparison for rankings.

- 2. *Would these programs impact the recent SACS reaccreditation with zero recommendations?***

Response: No. When we are reassessed in four years, the assessment data for these new programs will be lumped in with the results for all of our programs. We will be using the same standards we used in

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

gaining ABET accreditation for our BS programs to assess our MS programs. The assessment will be focused on SACS accreditation criteria.

3. Will these programs be offered at the Lowcountry Graduate Center or on The Citadel campus or a mixture of both?

Response: Right now we are planning on offering on campus since the ability to walk into the lab to show theory in action is so powerful. Some courses and faculty might opt to teach at the LGC if they do not see a need to use the available lab equipment. Those students opting to take project management courses for one of the four courses that do not have to be an engineering course will take the course at the Lowcountry Graduate Center.

4. For the joint programs offered through The Citadel/Clemson, who would oversee the students?

Response: We do not have any joint programs. What we do have is an articulation agreement that allows students to more easily take courses at the other institution and transfer them to The Citadel. They will not need to apply to the other school; their admittance at the home school will allow them to enroll in a course at the other school. The students who desire a thesis as part of the MS degree will need to have Clemson as the home school. Those only desiring to take 10 courses for the MS degree can have either school as a home school. Our faculty will be adjunct for Clemson if they are teaching a PhD level course to assist Clemson in offering a PhD program at the restoration center. So no joint programs, but an MOU to assist in students in easy transfer of courses.

5. Can you really get by with hiring only one faculty member?

Response: Yes, if the enrollment numbers stay low and the students only opt to take 6 technical courses and all desire to take 4 non-technical (project management, business, leadership, etc.) courses to complete the degree. Again, we can only go by word of mouth at this time and will request additional faculty as the demand grows. Initially, the CE, EE, and ME graduate courses will be offered in the summer when faculty are looking for additional pay capitalizing on the business, leadership, and program management courses already being offered during the academic year to assist students to be able to take at least one course each term. As demand grows and we have cohorts desiring a certain slate of courses, we will need to have the courses offered in the fall and spring and we will accordingly request more faculty positions during the budget building process.

Proposal Master of Science in Civil Engineering Science with Certificates (CIP Code 14.1801) and Proposal Master of Science in Electrical Engineering Science with Certificates (CIP Code 14.1001)

1. Page 9, shows a strange sequence of projected enrollment, spring of the fourth and fifth year are much larger than the fall. Please explain. Also the same chart is used for electrical engineering. Do you expect the same enrollment across the two programs?

Response: We expect to be able to roll out more graduate courses each spring based on the current CE undergraduate load balance and the availability of the current pool of adjunct faculty for fall and spring semesters. We do estimate generally the same student demand for CE and EE based on informal surveys of the local companies.

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

2. Page 28... Why no subject specific, engineering, accreditation? (Same for all 5 programs)

Response: No requirement exist to apply for specific ABET accreditation for the graduate programs. The key is ABET accreditation for the undergraduate programs. The CE and EE programs have just recently been approved for a 6 year reaccreditation for the undergraduate programs and the ME program is collecting data as part of its record year to request its initial accreditation visit next fall.

NEW PROGRAM PROPOSAL

Name of Institution
The Citadel

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

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
Aug 2016

CIP Code
14.1001

Delivery Site(s)

Courses offered on-site and/or at the Low Country Graduate Center

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. Ronald Welch
Dean of Engineering
843-953-6588
ronald.welch@citadel.edu

Institutional Approvals and Dates of Approval

Graduate Curriculum Committee: 17 Feb 2015
Academic Board: 24 Feb 2015
President: 10 April 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 MSEE is intended to meet the expressed needs of South Carolina industries, especially Charleston based companies. Nationally, Electrical Engineering is broken out as a separate category by the Department of Labor which shows that electrical engineers are the most hired group of engineers after civil and mechanical engineers.

The engineering related job market in the Charleston area has exploded in recent years, especially as the Lowcountry has become a manufacturing hub. Employers include architectural-engineering firms, firms with specialties in multiple areas of electrical engineering, aviation, defense applications, power and energy firms, manufacturing, and many others. The MSEE supports The Citadel's LEAD 2018 Objective 2 (academic programs of distinction), Objective 4 (expand enrollment in The Citadel Graduate College), and Objective 8 (provide outreach to the region and serve as a resource in its economic development) and is being developed at the request of a number of Charleston based companies such as Boeing, SC Electric and Gas, Santee Cooper, Daimler, etc. The desire to hire local talent and educate an existing workforce drives the need for a local graduate EE program to complement an existing undergraduate engineering program. Our ability to offer graduate courses within The Citadel MSEE is complementary to any other graduate courses being offered in the Lowcountry in providing graduate engineering education.

Engineering problem solving is in increased demand and electrical engineers are a necessary and diverse core engineering skill set that are primarily focused on power and energy, controlling manufacturing processes and professional services.

List the program objectives. (2000 characters)

Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire as they progress through the program. Graduates of the Master of Science degree program in Electrical Engineering will, by the time of graduation:

- **Outcome 1:** Demonstrate breadth of knowledge in complimentary areas of electrical engineering that promotes an awareness of and skill in interdisciplinary problem solving.
- **Outcome 2:** Demonstrate a depth of knowledge in a chosen focus area of electrical engineering that allows the student to apply innovative techniques to solve problems.
- **Outcome 3:** Demonstrate knowledge in methods of advanced analysis appropriate for professional use when solving problems.
- **Outcome 4:** Demonstrate knowledge of contemporary issues in their chosen focus area.
- **Outcome 5:** Demonstrate the skills relevant to graduate level work to include the ability to formulate problems, synthesize and integrate information, work collaboratively, and to communicate effectively.
- **Outcome 6:** Demonstrate preparation for successful careers in industry or continued graduate work and an ethic for lifelong learning.

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 number of students taking engineering courses at The Citadel has increased dramatically over the last few years. For example, the number of undergraduate engineering students within the Corps of Cadets has grown from 318 in 2012 to 379 students in 2014. The number of evening students has grown from 65 to 85 students. All of this growth is prior to the inclusion of the mechanical engineering undergraduate cadet and evening students who began to attend in fall 2014 (90 new students). The number of enrollments in our MS in Project Management has grown from 95 in 2010-2011 to over 350 in 2013-2014. Many of the evening students in Project Management have asked when will we begin to offer more technical masters level courses and degrees. The arrival of Boeing and their survey of employee educational needs estimate nearly 1000 employees needing undergraduate degree completion, many in engineering. However, recent discussions with key leaders and news releases at Boeing and other companies in the Lowcountry have noted a desire for their current workforce to complete certificates that will show immediate skill attainment as well as master's level technical degrees.

The Charleston Regional Competitiveness Center forecasts there will be a 16.4% growth (7200 new jobs) in the engineering field in the area by 2018. This information follows closely to the Department of Labor statistics that show a 12 month growth rate for construction in South Carolina as 7.2% while in Charleston it was 16.2%, growth rate for manufacturing in South Carolina as 2.0% while in Charleston it was 25.4%, and the growth rate for trade, transportation, and utilities in South Carolina as 2.5% while in Charleston it was 3.1%. Many other areas were growing at a faster rate in Charleston than the state as a whole.

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

Employment Opportunities			
Occupation	Expected Number of Jobs	Employment Projection	Data Source
Based on industry input noted above, a majority of students will be fully employed and part-time students. In-depth discussion in next section.			

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.

There is not specific employment data beyond the fact that there is documented growth of current and new companies providing engineering support and/or products for the rapidly expanding manufacturing hub here in the Lowcountry. One example; Boeing has expanded its workforce to 7500 employees within the last year (many desiring additional skills through graduate certificates and MS degrees) and is currently bringing in a design center, a research center, and expanding the plant footprint. This only scratches the surface of the numerous newspaper articles noting companies moving production of required aeronautical parts to decrease the shipping costs from Washington State. Each of these companies requires an engineering team to support design and production. The future deepening of the harbor heightens the desire for more companies to locate their production efforts here in the Lowcountry such as Continental Tire and the expansion of the Daimler Truck manufacturing center. Most of the students that will be taking the courses within the MSEE and its associated certificates will be existing mid-level employees with Lowcountry companies working to improve their current skill set. Our industry contacts as well as our robust departmental industry advisory board (list attached in the Appendix) have been asking for a number of years for engineering level master degrees in the Lowcountry to support not only improved technical competence and company advancement, but also promotion opportunities for the current workforce. As noted in many locations to include Forbes Magazine, the master's degree helps distinguish a candidate for promotion and advancement within the company and industry.

The argument within the State House for many years is the need for a comprehensive university in the Lowcountry to be able to offer those already here the ability to obtain PhD level degrees. To support the long-term goal to offer engineering PhD's in the Lowcountry, The Citadel is positioned with its all PhD faculty team to offer an MSEE degree. The new electrical engineering graduate program will closely resemble course offerings at Clemson University and USC to ensure ease of transfer for students desiring to transfer for a MS Thesis option or PhD. An MSEE degree at The Citadel will support the needs of local students unable to fully attend Clemson or USC for an MS degree, courses needed by PhD students conducting research in the Lowcountry, employees of local companies, and the current students already taking a BSEE at The Citadel whether as a cadet or an evening student.

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)

n/a

NEW PROGRAM PROPOSAL

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
MSEE	Clemson University	Offering of courses in computer engineering, power and energy engineering, and electromagnetics (RF) engineering	The Citadel MSEE will only be a no thesis MS degree, only requires 6 EE courses and the other 4 courses can be Technical (ME, CE, EE, other) or non-technical (accounting, business, leadership, project management, etc.)
MSEE	The University of South Carolina	Offering of courses in computer engineering, power and energy engineering, and electromagnetics (RF) engineering	The Citadel MSEE will only be a no thesis MS degree, only requires 6 EE courses and the other 4 courses can be Technical (ME, CE, EE, other) or non-technical (accounting, business, leadership, project management, etc.)

Notes:
 There are no Masters of Science in Electrical Engineering programs in the Lowcountry of South Carolina. There are MSEE programs at Clemson University and The University of South Carolina, but limited opportunity for local students in the heavily populated area of Charleston to attend face-to-face an Electrical Engineering program without leaving the area as well as limited opportunity for local employees to further their education face-to-face in Electrical Engineering. The Citadel has Bachelor of Science in Electrical Engineering. Trident Technical College has an Associate in Science, Electrical Engineering Transfer. Many students in the Associate in Science, Electrical Engineering Transfer program at Trident Technical College matriculate into The Citadel's evening undergraduate Electrical Engineering program. Many of these students desire to continue living in the Lowcountry and eventually obtain a MSCE degree face-to-face.

NEW PROGRAM PROPOSAL

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-2017	5	45	5	45	3	9
2017-2018	10	90	12	90	6	18
2018-2019	15	135	19	135	10	30
2019-2020	17	153	29	153	13	39
2020-2021	25	225	39	225	18	54

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)

NEW PROGRAM PROPOSAL

Notes:

The new electrical engineering graduate program will closely resemble course offerings at Clemson University and USC to ensure ease of transfer for students desiring to transfer for a MS Thesis option or PhD. A comparison of the degree with those at Clemson University and the University of South Carolina is provided below in Table 1. The Citadel MSEE will require 30 credit hours where 18 credit hours will be technical while 12 credit hours can be non-technical (finance, accounting, leadership, program management, etc.). As shown in Table 1, there will be the opportunity to complete individual graduate certificates in three main focus areas to meet the needs of the local industry in South Carolina: Computer engineering (in this submittal) and in the future power and energy engineering and electromagnetics (RF) engineering. The focus areas comprise a collection of electives, but not an official concentration, option, or track, and will not be recorded on a student's transcript. If the student is interested in earning a graduate certificate in one of the focus areas, the student will need to complete the necessary coursework to meet all of the requirements of the certificate program

Table 1: MS Electrical Engineering Comparison to Other Institutions

	Citadel	Clemson		USC	
	MS Non Thesis	MS Thesis	MS Non Thesis	MS Thesis	ME Non Thesis
Total Hrs	30	30	33	30	30
Core / Focus Area Possibilities	Computer Engineering Power and Energy Engineering Electromagnetics Engineering	Communications Electromagnetics Mechatronics Electronics Photonics Computer Architecture Software Enabled Systems Renewable Energy Power Systems Engineering Advanced power Systems Engineering Minor outside of Engineering (2 courses – Math, Physics, Computer Science, or Industrial Engineering)		Power systems Power electronics Simulation environments for power electronics and interdisciplinary systems Microwave power amplifier and MOS devices based on wide bandgap semiconductors Growth device processing, and characterization of wide bandgap (SiC and GanN) semiconductors Nanoelectronics Electromagnetic scattering Wireless communication applications Outdoor and indoor wave propagation Millimeter-wave integrated circuits Microwave and antenna design Electronic packaging	
Other Tech	N/A	Advisor	Advisor	Advisor	Advisor
Other	12	Advisor	Advisor	Advisor	Advisor

Citadel MS in Electrical Engineering:

- 30 credit hours, non-thesis
- Require at least 6 courses (18 hours) in technical classes

NEW PROGRAM PROPOSAL

- 4 courses (12 hours) in technical or non-technical classes (Mechanical, Electrical, Civil, Mathematics, Science, Program Management, Business, Leadership)

Example Course Plan:

If a student, for example, has a focus in Computer Engineering, he/she must take the 4 Computer Engineering courses. The remaining technical courses must be a minimum combination of 2 from the Other Technical Courses. The Other 4 courses can be from non-technical (Business, Leadership, Program Management) or from technical programs (Mechanical, Electrical, or Civil, Mathematics, Science). See example in Table 2, below.

Table 2: Sample Course Plan for Structures Focus in MSEE Program

	Course # and Title	Credit Hours
MS EE Tech Courses	ELEC 675 Computer Architecture	3
	ELEC 645 Data Communications Networks	3
	ELEC 655 Digital Communications	3
	ELEC 635 Adaptive Signal Processing	3
	ELEC 605 Advanced Power Systems	3
	ELEC 615 Spectral Analysis	3
Other Courses	PMGT 650 Overview of Technical Project Management	3
	PMGT 651Tech Project Planning and Scheduling	3
	PMGT 671: Project Manager Leadership Development	3
	BADM 604 Foundation of Management and Organization	3
		30 Total

NEW PROGRAM PROPOSAL

Course Descriptions for New Courses

Course Name	Description
All courses above currently exist in The Citadel's graduate catalog as previous single offerings, most recently as electives within the MS in Project Management.	

NEW PROGRAM PROPOSAL

Faculty

Faculty and Administrative Personnel				
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	ELEC 635, Adaptive Signal Processing, 3 credit hours, <i>to be taught</i>	BS, MS and PhD, Electrical Engineering MS, Acoustics Engineering	Fundamental research in Wavelet Theory/Signal Analysis, Extensive graduate and undergraduate teaching in area.
Professor	Full-Time	ELEC 605, Advanced Power Systems, 3 credit hours, <i>to be taught</i>	BS, MS and PhD, Electrical Engineering	Fundamental research in advanced power systems. Extensive undergraduate teaching in area.
Professor	Full-time	ELEC 665, Fundamentals of Advanced Energy Conversion, 3 credit hours, <i>initially taught</i> - spring 2011	BS, MS and PhD, Electrical Engineering	Fundamental research in photovoltaic energy conversion, Graduate and undergraduate teaching experience in area.
Associate Professor	Full-time	ELEC 675, Computer Architecture, 3 credit hours, <i>initially taught</i> - summer 2012	BS in Computer Science, MS and PhD in Electrical Engineering	Fundamental research in computer hardware architecture. Graduate and undergraduate teaching experience in area.
Associate Professor	Full-Time	ELEC 645, Data Communications Networks, 3 credit hours, <i>to be taught</i> ELEC 655, Digital Communications, 3 credit hours, <i>to be taught</i>	BS, MS and PhD, Electrical Engineering	Fundamental research in wireless networks. Extensive undergraduate teaching in area.
Associate Professor	Full-time	ELEC 615, Spectral Analysis, 3 credit hours, <i>to be taught</i>	BS, MS and PhD, Electrical Engineering	Fundamental research in digital filtering. Extensive undergraduate teaching in area.
Assistant Professor	Full-time	ELEC 625, RF Systems, 2 credit hours, <i>initially taught</i> – summer 2011	BS, MS and PhD, Electrical Engineering	Fundamental research in RADAR systems. Focused undergraduate teaching experience in RF Systems.

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	Staff	0	Administration	0
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Expect to hire the new FTE in 2016-2017. Request position within 2016-2017 budget build.

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)

Faculty are required to teach a full load – 12 credit hours each semester. Each faculty member may consult one day per week and can gain teaching release time for successful research proposals. Additionally, The Citadel has a foundation grant that provides funding (\$2500 each area/year) in the following three areas: research seed funding, result presentations at conferences, and/or participate in faculty development opportunities. The new MSEE program will start with current faculty teaching courses as an add pay in the summer while leveraging the ability for students to take up to 4 non-technical courses already being offered throughout the year. As the demand increases beyond the ability for faculty to cover courses with add pay, faculty positions will be requested or reallocated. Current estimates would allow the program to cover 4 graduate courses per semester with one additional FTE faculty member in 2017. The staff and administration positions supporting the BSEE will also support the MSEE 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 2011 Standards for College Libraries does not address Electrical Engineering specifically beyond recommending that a comparison of our holdings should occur with a group of peer institutions. The Citadel's holdings were compared with those of Clemson and USC (PASCAL members), VMI, UT-Chattanooga, Western Carolina, and University of North Florida. The Citadel library catalog holdings are small for civil engineering; however, the current ebook package, Academic Complete from ebrary, yields 3,521 hits from the same phrase search. These ebooks are available from on and off campus to currently-enrolled students.

The top 5 U.S. journals in electrical and electronic engineering are *IEEE Wireless Communications*; *IEEE Journal of Solid-State Circuits*; *IEEE Communications and Tutorials*; *IEEE Journal on Selected Areas in Communications*; and *International Journal of Robotics Research* (access through Sage). The Citadel has access to all of them.

The new BSME program has purchased a print version of the entire ASTM package. We expect many fully employed students will be using company resources to complete assignments. The Citadel currently spends approximately \$40,000 per year on library resources for engineering.

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 Citadel currently has strong student support services for existing undergraduate programs, graduate programs and veterans. These same services would provide support for the evening students who would be taking courses within the MSEE degree or associated certificates. It is expected that a majority of the students will be either full time employed or completing research degrees through Clemson's Restoration Institute. The Citadel and Clemson support credit (up to five courses) for each other's masters programs and The Citadel courses and faculty could support the research and associated courses at Clemson's Restoration Institute.

Physical Resources

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

The equipment being purchased as part of the new BSME program started in fall 2014 as well as the equipment used within the BSCE and BSEE programs will support any physical demonstrations needed within MSEE level courses. Since the MSEE degree requires only 10 courses and no thesis, the lab equipment needs will be limited to support for displaying theoretical concepts within a given course. The focus areas: computer engineering, power and energy engineering and electromagnetics (RF) engineering follow the focus areas within the BSEE and associated equipment being purchased.

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

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	6,000	12,000	105,000	105,000	117,000	345,000
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	500	500	500	500	500	2500
Library Resources	0	0	0	0	0	0
Other*	0	0	0	0	0	0
Total	6,500	12,500	105,500	105,500	117,500	347,500
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	19,500	45,000	72,000	109,500	147,000	393,000
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
Total	19,500	45,000	72,000	109,500	147,000	393,000
Net Total (i.e., Estimated New Costs Minus Sources of Financing)	13,000	32,500	(33,500)	4,000	29,500	45,500

*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.

n/a

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 Citadel is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The undergraduate engineering programs are accredited by ABET (EE just completed their reaccreditation visit in Nov 2014 and expects official reaccreditation in July 2015). The MS in Project Management has requested accreditation through the Project Management Institute Global Accreditation Center. The MSEE program will track accomplishment of Program Outcomes through the Taskstream software. Taskstream's platforms provide a centralized information and communication hub for assessment, accreditation, and planning activities across an institution. These include academic and non-academic outcomes assessment, planning, and program review. Taskstream offers specialized tools that enable users to document learning outcomes, align outcomes to institutional goals and standards, develop assessment plans, create curriculum maps, manage faculty credentials, and improve education based on findings. Taskstream's suite of tools facilitates the collection of student work, student reflections on the learning process, and faculty or peer rubric-based assessment. Rubrics, which are used to clarify expectations and scoring criteria, may also be aligned with established learning outcomes, standards, and competencies. The software provides reporting capabilities to support the aggregation and analysis of student performance data for the review of program and institutional effectiveness, as well as for reporting to accrediting agencies and other external stakeholders.

All programs within the School of Engineering track employment or employment changes after completion of each degree. The MSEE will track employment data in a similar way, but will also track from where students are initiating their MSEE (full-time employment, research, full-time schooling by continuing their education after a BSEE, etc.). External indicators such as surveys from employers and continuing education institutions, along with professional registration (PE) success rates will be part of the post-graduation assessment data. Additionally, internal indicators such as, course evaluations, student surveys, and imbedded course indicators will be used to assess the program.

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Demonstrate breadth of knowledge in complimentary areas of electrical engineering that promotes an awareness of and skill in interdisciplinary problem solving	Exams, design projects Courses: ELEC 605, ELEC 615, ELEC 625, ELEC 665,
Demonstrate a depth of knowledge in a chosen focus area of electrical engineering that allows the student to apply innovative techniques to solve problems	Exams, design projects Courses: ELEC 635, ELEC 645, ELEC 655, ELEC 675
Demonstrate knowledge in methods of advanced analysis appropriate for professional use when solving problems	Exams, design projects, homework Courses: ELEC 605, ELEC 615, ELEC 625, ELEC 635, ELEC 645, ELEC 655, ELEC 665, ELEC 675
Demonstrate knowledge of contemporary issues in their chosen focus area	Papers, presentations Courses: ELEC 635, ELEC 645, ELEC 655, ELEC 675
Demonstrate the skills relevant to graduate level work to include the ability to formulate problems, synthesize and integrate information, work collaboratively, and to communicate effectively	Exams, design projects, homework, presentations Courses: ELEC 605, ELEC 615, ELEC 625, ELEC 635, ELEC 645, ELEC 655, ELEC 665, ELEC 675
Demonstrate preparation for successful careers in industry or continued graduate work and an ethic for lifelong learning	Surveys, work placement tracking Courses: ELEC 635, ELEC 645, ELEC 655, ELEC 675

Program Specific Accreditation:

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)

n/a

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)

n/a

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.

Electrical Engineering
Appendix – Additional Questions from CHE

1. How are we going to fund the new degree when we have asked for no money and placed none in the table?

The new electrical engineering (EE) degree will start slowly allowing the administration to gage interest and demand, and at the same time, not strain any existing resources. We anticipate the majority of the initial students to be part-time since they will be full-time employed within the Low Country. The new degree requires no new infrastructure, laboratory facilities, or services since the new master's degree is an evening program and a majority of our undergraduate courses and laboratories are completed by 5 PM each day; therefore, we have the infrastructure to support the new MS degree which begins after 5 PM.

Initially, full time PhDs at The Citadel will teach the MSEE courses and will be compensated with add pay. In subsequent years, adjuncts will be used to fill teaching opportunities within the undergraduate degree to allow PhD credentialed faculty to teach within the graduate degree as the demand increases. Currently the program only utilizes 1-2 adjuncts per year teaching one course to support the undergraduate program. A full time faculty member will be hired when the demand for full time graduate courses grows to justify a full time position. The administration of the program will initially be handled by the Department Head with the addition of a program director (course reduction for an existing faculty member) once the work load and revenue generation allow for that increase

2. How we plan to roll-out the new programs.

Summary: The electrical engineering (EE) program has selected the Computer Engineering focus area to offer to the first cohort of students. In the first cohort (2-3 years), we expect the current faculty to be able to develop and teach two courses over the summer term. Students will be able to take non-technical graduate level courses in Program Management, Business, Leadership or technical graduate level courses in other engineering departments such as mechanical and civil. In addition and based on availability, students will be able to take technical classes offered at Clemson. Students must complete at least six technical courses. The remaining four courses can be technical or non-technical.

Example: Students would earn a MSEE selecting the following sequence of courses:

Table 1: Example MSEE Sequence

Term	Technical Courses	Non-Technical Courses
Academic Year 1		
Summer	ELEC 675: Computer Architecture	
	ELEC 645: Data Communications Networks	
Fall	Potential for Clemson Transfer Class	PMGT <i>or</i> BADM 600/700 level
		Note: PMGT and BADM courses are currently offered fall, spring, and summer and can support additional enrollment.
Spring	Potential for Clemson Transfer Class	PMGT <i>or</i> BADM 600/700 level
Academic Year 2		
Summer	ELEC 655: Digital Communications	
	ELEC 635: Adaptive Signal Processing	
Fall	Potential for Clemson Transfer Class	PMGT <i>or</i> BADM 600/700 level
Spring	Potential for Clemson Transfer Class	PMGT <i>or</i> BADM 600/700 level
Academic Year 3		
Summer	ELEC 605: Advanced Power Systems	
	ELEC 625: RF Systems	

Priority: The following table lists the initial priority of focus areas with the course development sequence within each.

Table 2: MSEE Course Priority for Development

Computer Engineering	Courses	Development / Offering
	ELEC 675: Computer Architecture ELEC 645: Data Communications Networks	Year 1
	ELEC 655: Digital Communications ELEC 635: Adaptive Signal Processing	Year 2
	ELEC 605: Advanced Power Systems ELEC 625: RF Systems	Year 3
	ELEC 665: Fundamentals of Advanced Energy Conversion ELEC 615: Spectral Analysis	Year 4

3. How our relationship with Clemson at the restoration center will influence funding and/or roll-out of the new programs.

An articulation agreement (ref TIGE, The Institute for Graduate Education) between The Citadel and Clemson is in effect for the new MS programs. The Citadel and Clemson support credit (up to five courses) for each other’s masters programs. This is above the typical limit of 9-12 transfer hours or 3-4 courses from another institution. Under the agreement, The Citadel’s courses and faculty could support the research and associated courses (graduate level) at Clemson’s Restoration Institute. This relationship will help to provide additional students and course offering that neither institution would have individually. The Citadel currently has one faculty member and two students working with Clemson’s Restoration Institute.

4. Complete list of current faculty, adjunct, and staff supporting the program. We are in the process of adding additional adjuncts once the MS program is approved.

Faculty Name	Highest Degree Earned- Field and Year	Rank ¹	FT or PT ³	Years of Experience			Professional Registration/ Certification
				Govt./Ind. Practice	Teaching	This Institution	
Barsanti	PhD- EE 2001	P	FT	15	17	12	None
Hayne	PhD- EE 1999	ASC	FT	12	12	8	None
Mazzaro	PhD- EE 2009	AST	FT	4	1	1	None
McKinney	PhD- EE 1999	ASC	FT	8	16	16	None
Peeples	PhD- EE 1978	P	FT	30	17	15	P.E. (SC)
Potisuk	PhD- EE 1995	ASC	FT	2	21	9	None
Skinner	PhD- EE 2005	ASC	FT	5	9	9	P.E. (SC)
Askins	PhD- EE 1972	P	PT	20	40	34	P.E. (SC)
Weatherford	PhD-EE 2011	I	PT	15	3	3	None
Rabb	PhD- ME 2007	ASC	FT	19	7	1	P.E. (MO)

5. As can be seen below, we have a robust and very active in the lowcountry set of industry advisors for our program. They have been voicing a need for face-to-face MS degrees for years to ensure the continuous improved technical competence, company advancement, and promotion opportunities.

Name	Organization	Education
Harold (Bud) Askins, Jr., Ph.D., P.E.	The Citadel Professor Emeritus of Electrical and Computer Engineering	B.S. Electrical Engineering, The Citadel, 1961 M.S. Electrical Engineering, Clemson University, 1963 Ph.D. Electrical Engineering, Purdue University, 1972
James (Buddy) Black, <i>Past Chair</i>	Nova Technologies, President and CEO Panama City, FL	B.S. Electrical Engineering, The Citadel, 1978 M.S. Electrical Engineering, Clemson University, 1979
Joseph (Joe) Busby, Ph.D., P.E., <i>Past Chair</i>	Optiquet Technologies, LLC, Principle Greenville, SC	B.S. Electrical Engineering, The Citadel, 1961 M.S. Electrical Engineering, Clemson University Ph.D. Engineering, Clemson University
Tina DeFelice, <i>Past Chair</i>	Intel Corporation, Server Development and Processor Validation, 2004-2013	B.S. Electrical Engineering, University of Florida, 1978 M.E. Electrical Engineering, University of South Carolina, 1987
Steven (Steve) DiTullio	Charles Stark Draper Laboratories Vice President, Strategic Systems Programs Cambridge, MA	B.S. Electrical Engineering, The Citadel, 1979 M.B.A., Northeastern University, 1992
Bill Eisenman	NCR Corporation, Senior Vice President (retired) Worldwide Customer Services Dayton, OH	B.S. Mathematics, US Air Force Academy, 1968 M.S., Computer Science, Georgia Institute of Technology, 1974

Name	Organization	Education
Larry Hargrove, P.E., Past Chair	Life Cycle Engineering, Senior Vice President North Charleston, SC	B.S. Civil Engineering, The Citadel, 1966
John Matthews, Ph.D., P.E.	John Matthews and Associates, President Cookeville, TN	B.S. Electrical Engineering, Tennessee Tech University M.S. Electrical Engineering, Tennessee Tech University Ph.D., Electrical Engineering, Tennessee Tech University
Victor McCrary, Ph.D.	Morgan State University, Vice President Research and Economic Development	B.A. Chemistry, Catholic University, 1978 Ph.D. Physical Chemistry, Howard University, 1985 M.S., Science and Engineering, University of Pennsylvania, 1995
Tonia Morris, Ph.D.	Intel Corporation, Senior Staff Architect Columbia, SC	B.S. Electrical Engineering, University of South Carolina, 1991 M.S. Electrical Engineering, Georgia Institute of Technology, 1993 Ph.D. Electrical Engineering, Georgia Institute of Technology, 1996
Harold (Hal) Pastrick, Ph.D., P.E	Pastrick Engineering & Management Consulting, Retired	B.S. Electrical Engineering, Carnegie-Mellon University, 1958

Name	Organization	Education
Jason Pittman, Esq., Chairman	McAngus Goudelock and Courie Attorney Columbia, SC	B.S. Electrical Engineering, The Citadel, 2004 J.D., Charleston School of Law, 2007
James (Jim) Reaves, Jr	Centurum, Inc. Director of Systems Engineering Charleston, SC	B.S. Electrical Engineering, The Citadel, 1973
William (Bill) Rixon, P.E.	Duke Energy Director of Government Affairs (retired), Charlotte, NC	B.S. Civil Engineering, The Citadel, 1967
Carl Rust	Georgia Institute of Technology Strategic Partners Officer Atlanta, GA	B.S. Electrical Engineering, The Citadel, 1984
Charles Schley, Ph.D.	Chroma Corporation San Bruno, CA	B.S. Electrical Engineering, The Citadel, 1963 M.S. Electrical Engineering, Rensselaer University, 1965 Ph.D. Electrical Engineering, Rensselaer University, 1969
Richard Shirer, P.E	Albemarle Corporation E&I Superintendent Orangeburg, SC	B.S. Electrical Engineering, The Citadel, 1990 M.S. Electrical Engineering, North Carolina State University, 1991 M.B.A., University of South Carolina, 1999

Name	Organization	Education
Will Snelgrove	Trident Technical College Program Coordinator, Electrical Engineering Charleston, SC	B.S. Electrical Engineering, University of South Carolina, 1975 M.E. Electrical Engineering, University of South Carolina, 1983 M.B.A., University of South Carolina, 1983
Claudius (Bud) Watts, IV	The Carlyle Group, Managing Director Charlotte, NC	B.S. Electrical Engineering, The Citadel, 1983 M.B.A., Harvard University, 1994
Harry Weatherford, Ph.D	Nucor Steel, Senior Automation and Control Engineer Charleston, SC	B.S. Electrical Engineering, The Citadel, 2001 M.S. Electrical Engineering, University of South Carolina, 2004 Ph.D. Electrical Engineering, University of South Carolina, 2011
Guy White, III, P.E	GW&A, Founder and Senior Consultant Columbia, SC	B.S. Electrical Engineering, The Citadel, 1956 M.S. Electrical Engineering, Clemson University, 1975

**New Program Proposal
 Master of Science in Mechanical Engineering
 The Citadel**

Summary

The Citadel requests approval to offer a program leading to the Master of Science in Mechanical Engineering to be implemented in August 2016. 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. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	8/1/15	Not Applicable
Comments and suggestions from CHE staff sent to the institution	8/21/15	Staff requested the proposal be revised to: <ul style="list-style-type: none"> • Identify the companies requesting the program • Identify the 2+2 program referenced in the Background section. • Revise the Curriculum by Category chart to show the core requirements, electives, and other requirements in addition to the focus area requirements. • Revise the language in the proposal to make it clear that the focus area is a collection of electives, but not an official concentration, option or track. • Explain that if the student is interested in earning a graduate certificate in one of the focus areas, the student will need to complete additional coursework to meet all of the requirements of the certificate program. • Provide a brief explanation and timeline for developing and implementing these new courses. • Provide the total FTE needed to support the program. • Provide an estimated hire date for the new faculty member. • Clarify the amount of funds spent on library resources for engineering. • Explain The Citadel's relationship with the Clemson Restoration Institute. • Provide the implementation date for the new BSME program in the Physical Resources section.

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> Describe the Taskstream software and provide more detail as programmatic assessment. Identify the specific courses in which the particular Student Learning Outcome will be assessed.
ACAP Consideration	9/10/15	<p>ACAP members discussed the need for the proposed program. Representatives from Academic Affairs, Clemson, Coastal Carolina University, USC Aiken, and Winthrop, requested the following explanations:</p> <ul style="list-style-type: none"> Source of faculty personnel (full-time or part-time via recruitment, re-assignment, or otherwise) needed to teach the new courseload Total number of new courses and projected budget for new course implementation Details about collaboration with Clemson Capability to provide student support A description of the proposed program certificates
Revised Program Proposal Received	9/16/15	<p>The revised proposal and appendix satisfactorily addressed the requested revisions.</p>
CAAL Consideration	10/16/2015	<p>The Committee agreed to consider all three Master of Engineering proposals (Civil, Electrical, and Mechanical) as a group. Commissioners asked why The Citadel chose not to submit one degree program with three concentrations.</p> <p>The representative from The Citadel explained that the three specific degrees were developed to meet employers' expectations.</p> <p>Commissioners then asked about the following topics:</p> <ul style="list-style-type: none"> How the proposed programs will affect Clemson and USC Course transferability The revenue model Enrollment projections, including the substantial projected increase in year 4 The number of new courses required The financial loss in the third year. <p>Representatives from The Citadel provided the following responses:</p> <ul style="list-style-type: none"> The proposed programs are not expected to affect the enrollments at Clemson or USC and that The Citadel has an MOU with Clemson to share up to 50% of the courses.

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> • Regarding transferability, the courses will transfer to each institution. • Regarding the revenue model, tuition will go to the institution that teaches the course. • Enrollment projections are estimates based on conversations with local companies (the representative provided a brief explanation of how the projections were made.) • Additionally, most of the students will be employed full-time and enrolled part-time because the programs are designed to enable employees in the Lowcountry to improve their skill set. • Regarding the year 4 enrollment projection increase, representatives stated that students are in the pipeline already because of the certificate programs offered by The Citadel, and furthermore, emphasized that the enrollment will be limited by the number of courses offered, not student demand. • The Citadel has the capacity for the number of new courses with a plan for new courses to be developed and implemented gradually. • The Citadel’s representative stated that if each program grows within the first two years as estimated, there will be a need to hire an additional faculty member in year three which would explain the loss. However, she noted that each program will be profitable over the course of the first five years. <p>Two Committee members mentioned that they submitted questions to the institution which were answered satisfactorily prior to the meeting. The questions addressed the types of engineering fields needed in the Lowcountry; the long-term goal to offer engineering PhD’s in the Lowcountry; projected enrollment; the costs and benefits of offering the programs; accreditation; faculty; and instruction sites. The questions and the institution’s responses are included in the attached proposal packet.</p> <p>Commissioners praised the programmatic assessment described in the proposal.</p>

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Master of Science in Mechanical Engineering to be implemented in August 2016.

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

The Citadel, M.S., Mechanical Engineering

General comments for all The Citadel programs

- 1. *These programs increase the number of masters students in engineering disciplines by more than 100.***

A. *What is the effect on Clemson, USC?*

Response: Based on our surveys (verbal – not able to do anything official until program approved) of local companies, the anticipated growth of these companies in the out years and the number of employees currently not taking courses at Clemson or USC (desire face-to-face or online is not available in their desired sub-discipline) show a trend of not affecting the enrollments at Clemson or USC. Additionally, we have signed an MOU with Clemson to share up to 50% of our graduate courses to better assist students taking courses at both universities and completing the degree at the desired university based on desiring a thesis or no thesis at the MS degree level. These new engineering MS degrees will provide opportunities to students not currently taking courses at Clemson or USC due to being available locally.

- B. *Are the estimates of program size reasonable, roughly 40 a piece for 5 programs? Where will these students come from? All internal to The Citadel from other programs like the program management MS? Or will they come from other state institutions?***

Response: The program sizes are estimates based on verbal conversations with local companies. We tried to project lower bound amounts. As a point of reference on making these estimates, we projected 210 enrollments in our new ME undergraduate degree in 5 years. We have 170 students in only 2 years. Again, the 210 was only an estimate. For the graduate degrees, we will work to establish cohorts to ensure courses meet as well as more accurate timeliness of the courses to allow for consistent progression through the degree. As stated in the program request form, we expect most, if not all, of the students will be full-time enrolled in the Lowcountry and will be part-time students. These degrees and associated inherent graduate certificates are to allow employees in the Lowcountry to improve their skill set.

- C. *Each program requires roughly 25 new courses. Does The Citadel have the capacity to create these in the needed time?***

Response: Each course to be completed has an outline developed by a current faculty member as part of developing the course descriptions presented in the proposal. The roll-out of courses presented in the appendix was an estimate based on establishing cohorts in each of the sub-disciplinary areas simultaneously to display how we would meet the demand; however, we believe this will be unlikely. We have met with each faculty member to get their input on the roll-out provided if cohorts can be established within each sub-disciplinary area as a worse case for them developing courses, but a best case for The Citadel.

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

- D. Programs show a financial loss in the third year, with five programs this adds to a significant amount. Has the board of trustees agreed with this financial plan? It is noted that the board did not sign for agreement to the individual programs, shouldn't they have?***

Response: If each program grows within the first two years as estimated, there will be a need for the hiring of an additional faculty member to cover the demand or some sub-disciplinary cohorts might need to be delayed a year to stagger new faculty hiring. However, if viewed over the five years of the table, it is anticipated that each program will be profitable. Student demand for courses will better inform the actual growth required in each of the degree programs.

Master of Science in Civil Engineering, Master of Science in Electrical Engineering and Master of Science in Mechanical Engineering:

- 1. Page 5 – The Charleston Regional Competitiveness Center forecasts are sourced as projecting a 16.4% growth in the engineering field in the area by 2018. Is that study specific to the various types of engineers which will be needed?***

Response: This data source is for many types of engineering fields needed in the Lowcountry, but the major ones are CE, EE, and ME. Another of the high interest areas is aeronautical, which we are addressing as a portion of our ME program (4 courses can be taken in aeronautical for a certificate as well as 4 courses as part of the MS degree) for overall efficiency. We believe that the curricular addition of the certificates and masters degrees creates a strong value proposition for high caliber engineering firms to further locate in the Lowcountry.

- 2. Page 7 – “To support the long-term goal to offer engineering PhD’s in the Lowcountry....” At what point in time would that be and what additional resources would be necessary?***

Response: Clemson and USC will offer the PhDs. We have signed an MOU with Clemson to allow up to 50% of each other’s courses to be accepted by the other school. We have used very similar course descriptions for our MS level courses so that it eases the acceptance of the courses by Clemson and USC. The MOU also supports our faculty teaching courses for Clemson that are at the PhD level. Clemson plans (CHE approved) to offer PhD programs through the restoration center, but they do not see it possible to be able to have the requisite faculty on hand to offer the number of MS and PhD courses needed in the Lowcountry. That is where our MS programs come in and assist in the stated needs by our legislature to have more PhD programs available in the Lowcountry (i.e., University of Charleston). The University of Charleston is not poised to be able to offer engineering, The Citadel will be with these MS degrees and will work with Clemson and USC to offer PhD programs (we will teach required courses and our faculty can be a part of the dissertation research committees). The actual administration of the PhD programs and associated research is a mission for Clemson and USC, not us. The need for a Ph.D. in the Lowcountry is likely far on the horizon. We want to be a part of the solution by providing what we can – MS programs (which we know has demand in the area), faculty teaching some of the doctoral courses for Clemson, and our faculty conducting research with Clemson and USC, as well as, sitting on dissertation research committees.

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

- 3. *Page 14 – CIVL 504: Designing for Natural and Manmade Hazards looks like an excellent course. Is this specifically designed for the needs of the Lowcountry and state of South Carolina?***

Response: Yes and no. It will cover a number of natural hazards such as earthquakes, hurricanes, tornados, blasts, etc. Many of those are inherent in the natural and manmade hazards we experience in SC. This is a course we hope to eventually go online with so, we need to ensure it has a broader base of hazards than only those in SC.

- 4. *Projected Enrollments in all three programs are the same?***

Response: The projected enrollments are the lowest numbers we think will be in each program. We expect higher numbers, but since we cannot actively survey each company in the area nor advertise the MS degrees with other programs around the country until we have approval for the program through CHE, we decided to use the lowest reasonable numbers that show we are still profitable over a 5 year period of time. We had fairly conservative numbers in the ME undergraduate program (210 students in the program by the 5 year mark) and we have almost reached that number in only 2 years (186 students in the ME program). We would rather be on the low end for our estimate rather showing numbers that might be difficult to obtain. So the numbers are conservative and were used for planning to show the program will be profitable.

- 5. *Page 24 – Cost/benefit analysis – The long-term net gain is minimal and identical for all three programs. Please discuss.***

Response: This information is tied directly to the estimated enrollments (low end estimates for each program – need five students for a course to make and therefore for us to offer the first course). We purposely tied this to the worst case numbers to show we are still profitable. We expect even greater numbers, but no way to know for sure until we begin to advertise and recruit heavily which we cannot do until we have CHE approval.

General questions affecting the School of Engineering at The Citadel:

- 1. *Would these programs have any impact on The Citadel's national ranking of #22 in the nation for its school?***

Response: The new masters degrees should help (but certainly would not hurt) the ranking since the #22 ranking is for programs with no more than MS programs. Clemson and USC are ranked with programs having PhD programs. Notice that there are no rankings for programs with only a BS, they are lumped in with the programs where the highest degree offered is an MS. The reason is schools with MS and undergraduate degrees are more focused on students directly entering the workforce, where the programs with PhD programs are also heavily focused at both the MS and PhD level on research results. This ensures an appropriate comparison for rankings.

- 2. *Would these programs impact the recent SACS reaccreditation with zero recommendations?***

Response: No. When we are reassessed in four years, the assessment data for these new programs will be lumped in with the results for all of our programs. We will be using the same standards we used in

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

gaining ABET accreditation for our BS programs to assess our MS programs. The assessment will be focused on SACS accreditation criteria.

3. Will these programs be offered at the Lowcountry Graduate Center or on The Citadel campus or a mixture of both?

Response: Right now we are planning on offering on campus since the ability to walk into the lab to show theory in action is so powerful. Some courses and faculty might opt to teach at the LGC if they do not see a need to use the available lab equipment. Those students opting to take project management courses for one of the four courses that do not have to be an engineering course will take the course at the Lowcountry Graduate Center.

4. For the joint programs offered through The Citadel/Clemson, who would oversee the students?

Response: We do not have any joint programs. What we do have is an articulation agreement that allows students to more easily take courses at the other institution and transfer them to The Citadel. They will not need to apply to the other school; their admittance at the home school will allow them to enroll in a course at the other school. The students who desire a thesis as part of the MS degree will need to have Clemson as the home school. Those only desiring to take 10 courses for the MS degree can have either school as a home school. Our faculty will be adjunct for Clemson if they are teaching a PhD level course to assist Clemson in offering a PhD program at the restoration center. So no joint programs, but an MOU to assist in students in easy transfer of courses.

5. Can you really get by with hiring only one faculty member?

Response: Yes, if the enrollment numbers stay low and the students only opt to take 6 technical courses and all desire to take 4 non-technical (project management, business, leadership, etc.) courses to complete the degree. Again, we can only go by word of mouth at this time and will request additional faculty as the demand grows. Initially, the CE, EE, and ME graduate courses will be offered in the summer when faculty are looking for additional pay capitalizing on the business, leadership, and program management courses already being offered during the academic year to assist students to be able to take at least one course each term. As demand grows and we have cohorts desiring a certain slate of courses, we will need to have the courses offered in the fall and spring and we will accordingly request more faculty positions during the budget building process.

Proposal Master of Science in Mechanical Engineering Science with Certificates (CIP Code 14.1901)

1. Page 19 and 21. Page 19 says a new hire

The new hire in 2016 has already been approved as part of the new ME undergraduate program build out to a total of 7 faculty as approved by CHE on 3 Oct 2013. We still need to hire 3 new ME faculty in the next two years (the notation for 2016 is included in this amount) to complete the hiring of 7 ME faculty. The salary shown in 2018 is an additional hire based on estimated growth of the new ME graduate degree being considered by CHE.

NEW PROGRAM PROPOSAL

Name of Institution
The Citadel

Name of Program (include concentrations, options, and tracks)
Master of Science Degree in Mechanical Engineering

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
Aug 2016

CIP Code
14.1901

Delivery Site(s)

Courses offered on-site and/or at the Low Country Graduate Center

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. Ronald Welch
Dean of Engineering
843-953-6588
ronald.welch@citadel.edu

Institutional Approvals and Dates of Approval

Graduate Curriculum Committee: 17 Feb 2015
Academic Board: 24 Feb 2015
President: 10 April 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 MSME is intended to meet the expressed needs of South Carolina industries, especially Charleston based companies. Nationally, Mechanical Engineering is broken out as a separate category by the Department of Labor which shows that Mechanical Engineers are the second most hired group of engineers after civil and before electrical engineers.

The engineering related job market in the Charleston area has exploded in recent years, including a dramatic increase in the need for Mechanical Engineers. Employers include health care, aviation, defense applications, power systems, telecommunications, automotive, manufacturing, testing, data centers, and many others. The MSME supports The Citadel's LEAD 2018 Objective 2 (academic programs of distinction), Objective 4 (expand enrollment in The Citadel Graduate College), and Objective 8 (provide outreach to the region and serve as a resource in its economic development) and is being developed at the request of a number of Charleston based companies such as Boeing, Bosch, UEC Electronics, RFV Rotarian, Daimler, etc. The desire to hire local talent and educate an existing workforce drives the need for a local graduate ME program to complement an existing undergraduate engineering program. Our ability to offer graduate courses within The Citadel MSME is complementary to any other graduate courses being offered in the Lowcountry in providing graduate engineering education. Engineering problem solving is in increased demand and mechanical engineers are a necessary and diverse core engineering skill set that are primarily focused on manufacturing processes and professional services.

List the program objectives. (2000 characters)

Student outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire as they progress through the program. Graduates of the Master of Science degree program in Mechanical Engineering will, by the time of graduation:

- **Outcome 1:** Demonstrate breadth of knowledge in complimentary areas of mechanical engineering that promotes an awareness of and skill in interdisciplinary problem solving.
- **Outcome 2:** Demonstrate a depth of knowledge in a chosen focus area of mechanical engineering that allows the student to apply innovative techniques to solve problems.
- **Outcome 3:** Demonstrate knowledge in methods of advanced analysis appropriate for professional use when solving problems.
- **Outcome 4:** Demonstrate knowledge of contemporary issues in their chosen focus area.
- **Outcome 5:** Demonstrate the skills relevant to graduate level work to include the ability to formulate problems, synthesize and integrate information, work collaboratively, and to communicate effectively.
- **Outcome 6:** Demonstrate preparation for successful careers in industry or continued graduate work and an ethic for lifelong learning.

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 number of students taking engineering courses at The Citadel has increased dramatically over the last few years. For example, the number of undergraduate engineering students within the Corps of Cadets has grown from 318 in 2012 to 379 students in 2014. The number of evening students has grown from 65 to 85 students. All of this growth is prior to the inclusion of the mechanical engineering undergraduate cadet and evening students who began to attend in fall 2014 (90 new students). The number of enrollments in our MS in Project Management has grown from 95 in 2011 to over 350 in 2013-2014. Many of the evening students in Project Management have asked when we will begin to offer more technical masters level courses and degrees. The arrival of Boeing and their survey of employee educational needs estimate nearly 1000 employees needing undergraduate degree completion, many in engineering. However, recent discussions with key leaders and news releases at Boeing and other companies in the Lowcountry have noted a desire for their current workforce to complete certificates that will show immediate skill attainment as well as master's level technical degrees.

There are few key technical areas / skills this program will ensure anyone with a MSME who wants to work locally will either "have" or "be exposed" to:

Technical Skills / Competencies-

- 1) Advanced Analytic Tools- "product design & mfgs" needing analysis tools and specialized training skills such as: 3D Modeling w/ Finite Element Analysis (FEA), Computational Fluid Dynamics (CFD) and system simulations. More and more of the product design at companies is going to 100% "model based definition"
- 2) Design for Manufacturability and/or Assembly & Advanced Quality Management- Probably over 75% of the companies we are supporting in the Lowcountry area are "manufacturers" and we need MEs with basic Design for Manufacturing / Design for Assembly (DFM/DFA) and QA skills and/or knowledge. Just "exposing" the student to these topics in one course may be the way to go. A multi-subject course that covers DFM, DFA, Lean Mfg, and other advanced quality topics (Six Sigma & design of experiments / Analysis of Variance (DOE/ANOVA), failure modes and effects analysis (FMEA), etc).
- 3) Advanced Materials Science / Engineering- Composites is a must have but we need to address all the other industries' needs that support "metals" (advanced metallurgy class and lab possibly, corrosion, heat treating, etc).
- 4) Machine design or automated manufacturing systems / equipment design- basic robotics course (overview only or maybe a lab), and require exposure to programming
- 5) Product Development and/or Systems Engineering skills / competencies- product development "stage-gate" or life cycle models and the systems engineering "V" model to manage large complex product or system designs. This could go under "management" but can be technical.

The Charleston Regional Competitiveness Center forecasts there will be a 16.4% growth (7200 new jobs) in the engineering field in the area by 2018. This information follows closely to the Department of Labor statistics that show a 12 month growth rate for construction in South Carolina as 7.2% while in Charleston it was 16.2%, growth rate for manufacturing in South Carolina as 2.0% while in Charleston it was 25.4%, and the growth rate for trade, transportation, and utilities in South Carolina as 2.5% while in Charleston it was 3.1%. Many other areas were growing at a faster rate in Charleston than the state as a whole.

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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
Based on industry input noted above, a majority of students will be fully employed and part-time students. In-depth discussion in next section.			

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.

There is not specific employment data beyond the fact that there is documented growth of current and new companies providing engineering support and/or products for the rapidly expanding manufacturing hub here in the Lowcountry. One example; Boeing has expanded its workforce to 7500 employees within the last year (many desiring additional skills through graduate certificates and MS degrees) and is currently bringing in a design center, a research center, and expanding the plant footprint. This only scratches the surface of the numerous newspaper articles noting companies moving production of required aeronautical parts to decrease the shipping costs from Washington State. Each of these companies require an engineering team to support design and production. The future deepening of the harbor heightens the desire for more companies to locate their production efforts here in the Lowcountry such as Continental Tire, Daimler (1300 jobs), etc. Charleston County is the only county in the US that manufactures planes, boats, and now automobiles. Most of the students that will be taking the courses within the MSME and its associated certificates will be existing mid-level employees with Lowcountry companies working to improve their current skill set. Some local industries need advanced degrees in their workforce and offer flexible work hours and pay for the employees' degrees / certificates. The availability of the Mechanical Engineering advance degree and/or certificates is a huge benefit for local employees, military, and veterans who are unable to travel to the nearest graduate level campus. The MSME is a logical, natural progression for the local 2+2 program with Trident Technical College in North Charleston. Our industry contacts as well as our robust departmental industry advisory board (list attached in the Appendix) have been asking for a number of years for engineering level master degrees in the Lowcountry to support not only improved technical competence and company advancement, but also promotion opportunities for the current workforce. As noted in many locations to include Forbes Magazine, the master's degree helps distinguish a candidate for promotion and advancement within the company and industry.

The argument within the State House for many years is the need for a comprehensive university in the Lowcountry to be able to offer those already here the ability to obtain PhD level degrees. To support the long-term goal to offer engineering PhD's in the Lowcountry, The Citadel is positioned with its all PhD faculty team to offer an MSME degree. The new mechanical engineering graduate program will closely resemble course offerings at Clemson University and USC to ensure ease of transfer for students desiring to transfer for a MS Thesis option or PhD.. An MSME degree at The Citadel will support the needs of local students unable to fully attend Clemson or USC for an MS degree, courses needed by PhD students conducting research in the Lowcountry, employees of local companies, and the current students already taking a BSME at The Citadel whether as a cadet or an evening student.

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)

n/a

NEW PROGRAM PROPOSAL

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
MSME	Clemson University	Offering of courses in composites, mechatronics, manufacturing, aeronautics, power and energy	The Citadel MSME will only be a no thesis MS degree, only requires 6 ME courses and the other 4 courses can be Technical (ME, CE, EE, other) or non-technical (accounting, business, leadership, project management, etc.)
MSME	The University of South Carolina	Offering of courses in composites, mechatronics, manufacturing, aeronautics, power and energy	The Citadel MSME will only be a no thesis MS degree, only requires 6 ME courses and the other 4 courses can be Technical (ME, CE, EE, other) or non-technical (accounting, business, leadership, project management, etc.)

Notes:

There are no Masters of Science in Mechanical Engineering programs in the Low Country of South Carolina. There are MSME programs at Clemson University and The University of South Carolina, but limited opportunity for local students in the heavily populated area of Charleston to attend face-to-face a Mechanical Engineering program without leaving the area as well as limited opportunity for local employees to further their education face-to-face in Mechanical Engineering. The Citadel has a Bachelor of Science in Mechanical Engineering. Trident Technical College has an Associate in Science, Mechanical Engineering Transfer. Many students in the Associate in Science, Mechanical Engineering Transfer program at Trident Technical College matriculate into The Citadel's evening undergraduate Mechanical Engineering program. Many of these students desire to continue living in the Lowcountry and eventually obtain a MSME degree face-to-face.

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Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-2017	5	45	5	45	3	15
2017-2018	12	108	12	108	6	18
2018-2019	19	171	19	171	10	30
2019-2020	29	261	29	261	15	45
2020-2021	39	351	39	351	20	60

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)

n/a

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

n/a

NEW PROGRAM PROPOSAL

Curriculum

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

The categories listed in the following table represent courses in the focus areas of the proposed MSME program. Focus areas are a collection of courses that are interrelated. They will not be recorded on a student's transcript, but they allow the student depth in a particular area of mechanical engineering and to build on previous knowledge. Specific requirements for the courses are listed in a subsequent table in this section.

The Citadel MSME will require 30 credit hours where 18 credit hours will be technical while 12 credit hours can be non-technical (finance, accounting, leadership, program management, etc.). Of the 18 credit hours of technical courses, 12 must be from one of the five categories listed in the following table. The other 6 technical hours can be from the same or a different category.

Requirements - Citadel MS in Mechanical Engineering:

- 30 credit hours, non-thesis
- Require at least 6 courses (18 hours) in technical classes; 4 courses (12 hours) in one focus area / category
- 4 courses (12 hours) in technical or non-technical classes (Mechanical, Electrical, Civil, Program Management, Business)

Curriculum by Category*			
Composites	Credit hours	Aeronautical (Recommended sequence is MECH 611, 670, 771, and 772)	Credit Hours
MECH 604: Advanced Mechanics of Materials	3	MECH 631: Advanced Engineering Mathematics	3
MECH 605: Materials and Process Selection	3	MECH 611: Advanced Fluid Mechanics	3
MECH 606: Fatigue and Fracture	3	MECH 670: Applied Aerodynamics	3
MECH 702: Theory of Elasticity	3	MECH 771: Compressible Flow	3
MECH 703: Theory of Plasticity Note: Recommend MECH 702 before 703	3	MECH 772: Computational Methods in Thermal Sciences	3
MECH 708: Mechanics of Composite Materials	3		
Manufacturing (Courses can be taken in any sequence)		Power and Energy (Courses can be taken in any sequence)	
MECH 625: Computer-Aided Design and Analysis	3	MECH 615: Applied Heat Transfer	3
MECH 635: Computer-Aided Design and Analysis Laboratory	0	MECH 617: Advanced Topics in Renewable Energy Systems	3
MECH 640: Manufacturing Process and Design	3	MECH 618: Energy Sources, Technology, and Policy	3

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MECH 645: Machine Design	3	MECH 619: Power Systems Engineering	3
MECH 660: Advanced Design	3		
Mechatronics (Courses can be taken in any sequence except MECH 755)			
MECH 650: Modeling, Analysis, and Control Systems	3		
MECH 655: Advanced Mechatronics	3		
MECH 750: Introduction to Modern Control Engineering	3		
MECH 755: Nonlinear Control Engineering	3		

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

Total Credit Hours Required 30

NEW PROGRAM PROPOSAL

Course Descriptions for New Courses

New courses will be developed during 2016 - 2018. Most 600-699 courses will be developed in the 2016-2017 academic year. 700-799 courses will be developed 2017 – 2018. Priority will be to courses and focus areas requested by enrolling students and in demand by employers through an employer survey.

Course Name	Description
MECH 604: Advanced Mechanics of Materials	Advanced topics in mechanics of materials, including three-dimensional stress and strain transformations, torsion of non-circular prismatic bars, shear center, unsymmetrical bending, curved beams, flat plates, elastic strain energy, and theories of failure and application to machine and structural design. <i>Prerequisites:</i> CIVL 304 or consent of program director.
MECH 605: Materials and Process Selection	Engineering application of materials. Material, shape, and process selection for mechanical designs based on function, constraints, objectives, and free variables. Materials and the environment. <i>Prerequisites:</i> CIVL 304 or consent of program director.
MECH 606: Fatigue and Fracture	Stationary crack under static loading, energy balance, crack initiation and growth, dynamic crack growth, and fatigue of metals, ceramics, polymers, and composites. <i>Prerequisite:</i> MECH 304 Engineering Materials or equivalent.
MECH 702: Theory of Elasticity	Plane stress and plane strain; two-dimensional problems in rectangular and polar coordinates; strain energy methods; complex variables in two-dimensional problems; the general equations of three-dimensional elasticity. <i>Prerequisites:</i> MECH 604 (Advanced Mechanics of Materials) or consent of program director.
MECH 703: Theory of Plasticity	Stress and strain tensors; elastic stress-strain relations, criteria of yielding; plastic stress-strain relations; elastoplastic problems of spheres and cylinders; the plane elastoplastic problem; the slip-line field. <i>Prerequisites:</i> MECH 604 (Advanced Mechanics of Materials) or consent of program director.
MECH 708: Mechanics of Composite Materials	Analysis of stress, strain, and strength of fiber reinforced composite laminates and structures. Topics include laminated plate theory, stress analysis of orthotropic plates, damage mechanisms, fatigue, impact, thermal and environmental effects. <i>Prerequisite:</i> MECH 604 (Advanced Mechanics of Materials) or consent of program director.
MECH 631: Advanced Engineering Mathematics	Classification and solution of partial differential equations; includes linear superposition, separation of variables, Fourier and Laplace transform methods, Green's functions, similarity solution, and spectral methods; introduction to solution of nonlinear partial differential equations, including both exact and approximate techniques, with a strong emphasis on physical systems. <i>Prerequisite:</i> MATH 335 (or equivalent undergraduate Applied Mathematics II course) or consent of program director.
MECH 611: Advanced Fluid Mechanics	Advanced Fluid Mechanics is a continuation of concepts presented in a typical undergraduate course in fluid mechanics. The course introduces vector, tensor, and indicial notation. Topics in incompressible fluid dynamics are explored at depth including viscous flows, the Navier-Stokes

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	equations, and boundary layer theory. Basic concepts in turbulent flow are also covered. <i>Prerequisites:</i> MATH 231 and MECH 311 or consent of program director.
MECH 670: Applied Aerodynamics	Applied Aerodynamics introduces the basic theories for analyzing the aerodynamic forces on a vehicle in flight. Topics include incompressible flow over airfoils and finite wings, laminar and turbulent boundary layers in airfoil analysis, and boundary layer transition. <i>Prerequisites:</i> MATH 231 and MECH 311 or consent of program director.
MECH 771: Compressible Flow	Compressible Flow combines aspects of classical thermodynamics and equilibrium mixtures with compressible fluid flow. Chemical thermodynamics and real gases are explored. One-dimensional flows through nozzles and diffusers are analyzed. Normal and oblique shock relations, Prandtl-Meyer flow, and method of characteristics are also introduced. <i>Prerequisites:</i> MATH 231 and MECH 611 or consent of program director.
MECH 772: Computational Methods in Thermal Sciences	Computational Methods in Thermal Sciences is an introduction to the field of Computational Fluid Dynamics (CFD). Finite difference methods for the solution of fluid dynamics and heat transfer problems are utilized. Students will gain a general understanding of numerical methods, computer programming, and fluid dynamics and heat transfer through project-based assignments. Finite volume methods are also introduced. <i>Prerequisites:</i> MATH 231, MECH 611, MATLAB experience or consent of program director.
MECH 625: Computer-Aided Design and Analysis	Geometric and solid modeling, finite element analysis, optimization, rapid prototyping. Emphasizes practical utilization of computer-based design tools. <i>Prerequisites:</i> MECH102 and MECH 325 or consent of program director. <i>Corequisite:</i> MECH 635.
MECH 635: Computer-Aided Design and Analysis Laboratory	Non-credit laboratory to accompany MECH 625. <i>Corequisite:</i> MECH 625.
MECH 640: Manufacturing Process and Design	Selection and analysis of manufacturing processes. Product and process design for automated manufacturing. Economic analysis of manufacturing. Automated manufacturing, knowledge-based systems, and flexible product manufacture. <i>Prerequisites:</i> MECH 340 or consent of program director.
MECH 645: Machine Design	Selection, design, assembly, and analysis of common machine elements including springs, shafts, gears, clutches, brakes, and bearings. Computer-based methods of optimization employed when appropriate. <i>Prerequisites:</i> MECH 345 or consent of program director.
MECH 660: Advanced Design	Creative decision-making processes for design. In-depth study of design in mechanical engineering. Quality functions, robust design, axiomatic design, and design for assembly.
MECH 615: Applied Heat Transfer	Fundamentals of conduction, convective heat transfer, diffusive and convective mass transfer, heat-exchanger design; tradeoff associated with heat transfer systems, workable and optimal system. <i>Prerequisites:</i> MECH 415 or consent of program director.
MECH 617: Advanced Topics in Renewable Energy Systems	Advanced topics in renewable energy sources to include solar heating and cooling, wind resource characteristics and assessments; wind turbine technologies (fixed and variable-speed turbines); wind power transmission; integration and interconnection issues; and photovoltaic energy. Surveys

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	the life cycle cost and present value to evaluate systems. Same as MECH 417 but includes graduate student project / report. <i>Prerequisites:</i> MECH 415 or consent of program director.
MECH 618: Energy Sources, Technology, and Policy	Multidisciplinary overview of energy technologies, fuels, environmental impacts, and public policies. Quantitative engineering analysis in energy, including the differences among fuels and energy technologies, the electricity sector, liquid fuels, conventional fuels, renewable fuels, impacts on the environment, basics of atmospheric chemistry, and water use for power plant cooling. Energy policy and the societal aspects of energy, such as culture, economics, war, and international affairs, are covered. <i>Prerequisites:</i> MECH 415 or consent of program director.
MECH 619: Power Systems Engineering	Physical features, operational characteristics, and analytical models for major electric power systems and components; advanced techniques for solving large power networks; load flow, symmetrical components, short circuit analysis. <i>Prerequisites:</i> MECH 415 or consent of program director.
MECH 650: Modeling, Analysis, and Control Systems	Methods for analytical modeling, analysis, prediction, and control of linear, stationary time series of multidisciplinary dynamic systems, including mechanical, electrical, electro-mechanical, hydraulic and pneumatic systems; includes examples of advanced research in nonstationary time-series modeling and applications in manufacturing and other areas. Students complete a project on a topic of their choice. <i>Prerequisite:</i> MECH 350 and MECH 450 or consent of program director.
MECH 655: Advanced Mechatronics	Integrated use of mechanical, electrical, and computer systems for information processing and control of machines and devices. System modeling, electro- mechanics, sensors and actuators, basic electronics design, signal processing and conditioning, noise and its abatement, grounding and shielding, filters, and system interfacing techniques. <i>Prerequisite:</i> MECH 350 and MECH 450 or consent of program director.
MECH 750: Introduction to Modern Control Engineering	State variable methods, eigenvalues, and response modes; controllability, observability, and stability; calculus of variations; optimal control; control of regulator and tracking servomechanisms; Hamilton-Jacobi, dynamic programming; deterministic observers, Kalman filter; discrete and continuous time. <i>Prerequisite:</i> MECH 350 and MECH 450 or consent of program director.
MECH 755: Nonlinear Control Engineering	Characteristics of nonlinear systems; State space formulation; stability criteria; Liapunov functions; describing functions; signal stabilization; Popov and circle criteria for design; adaptive control-systems. <i>Prerequisite:</i> MECH 350 and MECH 650 or consent of program director.

The new mechanical engineering graduate program will closely resemble course offerings at Clemson University and USC to ensure ease of transfer for students desiring to transfer for a MS Thesis option or PhD. A comparison of the degree with those at Clemson University and the University of South Carolina is provided below in Table 1. The Citadel MSME will require 30 credit hours where 18 credit hours will be technical while 12 credit hours can be non-technical (finance, accounting, leadership, program management, etc.). As shown in Table 1, there will be the opportunity to complete individual graduate certificates in five main focus areas to meet the needs of the local industry in South Carolina: Manufacturing, Materials, Mechatronics, Power and Energy, and Aeronautics. If the student is interested in earning a graduate certificate in one of the focus areas, the student will need to complete the necessary coursework to meet all of the requirements of the certificate program.

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Table 1: MS Mechanical Engineering Comparison to Other Institutions

	Citadel	Clemson		USC	
	MS Non Thesis	MS Thesis	MS Non Thesis	MS Thesis	ME Non Thesis
Total Hrs	30	30	33	30	30
Core / Focus Area	Comp. – 12 Aero – 12 Manf – 12 Pwr&En – 12 Mechatron – 12	Eng Mech –12 TherFluid – 15 Dynamics – 9 DsgnManf -9	Eng Mech –12 TherFluid – 15 Dynamics – 9 DsgnManf -9	12	12
Other Tech	6 minimum	0 → 6 (50% min tech)	0 → 9 (50% min tech)	advisor	advisor
Other	12 maximum	15	15	advisor	advisor

Citadel MS in Mechanical Engineering:

- 30 credit hours, non-thesis
- Require at least 6 courses (18 hours) in technical classes
- 4 courses (12 hours) in technical or non-technical classes (Mechanical, Electrical, Civil, Program Management, Business)

Example Course Plan:

If a student, for example, has a focus in Composites, he/she must take the 4 Composite courses. The remaining technical courses must be a minimum combination of 2 from the Other Technical Courses (from available focus areas such as Aero). The Other 4 courses can be from non-technical (Business, Leadership, Program Management) or from technical programs (Mechanical, Electrical, or Civil). See example in Table 2, below.

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Table 2: Sample Course Plan for Composite Focus in MS ME Program

	Course # and Title	30 Credit Hours
MS ME Focus Area (Composites)	MECH 604: Advanced Mechanics of Materials	3
	MECH 606: Fatigue and Fracture	3
	MECH 702: Theory of Elasticity	3
	MECH 708: Mechanics of Composite Materials	3
Other Tech Courses	MECH 605: Advanced Engineering Mathematics	3
	MECH 670: Applied Aerodynamics	3
Other Courses	PMGT 650: Overview of Technical Project Mgmt	3
	PMGT 651: Tech Project Planning and Scheduling	3
	PMGT 652: Applications in Quality Management	3
	PMGT 653: Technical Project Support and Operations	3

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Faculty

Faculty and Administrative Personnel				
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	To be hired		
Associate Professor	Full-time	MECH 650 MECH 655 MECH 750 MECH 755	PhD, MSE: ME Univ TX at Austin; Model & Simul, Sys Dynamics, Cntrl Sys Dsgn, Veh Sys Dyn, Mechatronics	Professional Engineer, PE
Associate Professor	Full-time	MECH 604 MECH 605 MECH 606 MECH 702 MECH 703 MECH 708	PhD, University of New Orleans: Plasticity, Elasticity, Aerospace Composites, Advanced Composite Materials, Fracture Mechanics ; ME, Poznan University of Technology: Solid-state Physics, Production Technology	
Assistant Professor	Full-time	MECH 625 MECH 635 MECH 640 MECH 645 MECH 660	PhD, ME Georgia Tech; Computer Aided Design, Mfg Processes and Systems, Mfg Systems, Micro Mfg, Eng Economy, Fracture Mechanics, Structural Vibrations	
Assistant Professor	Full-time	MECH 631 MECH 611 MECH 670 MECH 771 MECH 772	MS, MAE, Univ of Virginia; PhD, Univ. of Tenn-Knoxville Comp Flow, Fluid Mech, Adv Engr Math, Num Methods, CFD, Conduction, Convection, Radiation, Stat Mech, Non-Eq. Thermo, Combustion	Fundamentals of Engineering, EIT
*Assistant Professor	Full-time	MECH 615 MECH 617 MECH 618 MECH 619	Howison, MS, MAE – UVA; PhD, Univ. of Tenn-Knoxville Conduction, Convection, Radiation, Combustion Rabb, PhD, ME – UT Austin; Radiation Heat Transfer, Combustion, Sys Dynamics	These two individuals can covered until assistant professor is hired.
*Assistant Professor	Full-time	To be hired		
*Assistant Professor	Full-time	To be hired		

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

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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	Staff	0	Administration	0
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Expect to hire the new FTE in 2016-2017. Request position within 2016-2017 budget build.

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)

Faculty are required to teach a full load – 12 credit hours each semester. Each faculty member may consult one day per week and can gain teaching release time for successful research proposals. Additionally, The Citadel has a foundation grant that provides funding (\$2500 each area/year) in the following three areas: research seed funding, result presentations at conferences, and/or participate in faculty development opportunities. The new MSME program will start with current faculty teaching courses as an add pay in the summer while leveraging the ability for students to take up to 4 non-technical courses already being offered throughout the year. As the demand increases beyond the ability for faculty to cover courses with add pay, faculty positions will be requested or reallocated. Current estimates would allow the program to cover 6 graduate courses per semester when the full complement of faculty are hired based on the BSME program approved 3 October 2013 and one additional FTE faculty member (2017). The staff and administration positions supporting the BSME will also support the MSME 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 2011 Standards for College Libraries does not address Mechanical Engineering specifically beyond recommending that a comparison of our holdings should occur with a group of peer institutions. The Citadel's holdings were compared with those of Clemson and USC (PASCAL members), VMI, UT-Chattanooga, Western Carolina, and University of North Florida. The Citadel library catalog holdings are small for mechanical engineering; however, the current ebook package, Academic Complete from ebrary, yields 3,521 hits from the same phrase search. These ebooks are available from on and off campus to currently-enrolled students.

The top 5 U.S. journals in mechanical engineering are *IEEE/ASME Transactions on Mechatronics* (access *IEEE*), *Precision Engineering* (access *ScienceDirect*), *Journal of Fluids and Structures* (access *ScienceDirect*), *Journal of Sound and Vibration* (access *ScienceDirect*), *Tribology Letters* (access *ScienceDirect*), and *Tribology International* (access *ScienceDirect*). The Citadel has access to all of them.

The new BSME program has purchased a print version of the entire ASTM package. We expect many fully employed students will be using company resources to complete assignments. The Citadel currently spends approximately \$40,000 per year on library resources for engineering.

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Student Support Services

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

The Citadel currently has strong student support services for existing undergraduate programs, graduate programs and veterans. These same services would provide support for the evening students who would be taking courses within the MSME degree or associated certificates. It is expected that a majority of the students will be either full time employed or completing research degrees through Clemson's Restoration Institute. The Citadel and Clemson support credit (up to five courses) for each other's masters programs and The Citadel courses and faculty could support the research and associated courses at Clemson's Restoration Institute.

Physical Resources

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

The equipment being purchased as part of the new BSME program as well as the equipment used within the BSCE and BSEE programs will support any physical demonstrations needed within MSME level courses. Since the MSME degree requires only 10 courses and no thesis, the lab equipment needs will be limited to support for showing theoretical concepts within a given course. The five focus areas: composites, mechatronics, manufacturing, aeronautics, and power and energy are the same as the five focus areas within the BSME and associated equipment being purchased.

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

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Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries	6,000	12,000	105,000	105,000	117,000	345,000
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	500	500	500	500	500	2500
Library Resources	0	0	0	0	0	0
Other*	0	0	0	0	0	0
Total	6,500	12,500	105,500	105,500	117,500	347,500
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	19,500	45,000	72,000	109,500	147,000	393,000
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
Total	19,500	45,000	72,000	109,500	147,000	393,000
Net Total (i.e., Estimated New Costs Minus Sources of Financing)	13,000	32,500	(33,500)	4,000	29,500	45,500

*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.

n/a

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 Citadel is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. The undergraduate engineering programs are accredited by ABET (ME will request initial accreditation in June 2016). The MS in Project Management has requested accreditation through the Project Management Institute Global Accreditation Center. The MSME program will track accomplishment of Program Outcomes through the Taskstream software. Taskstream's platforms provide a centralized information and communication hub for assessment, accreditation, and planning activities across an institution. These include academic and non-academic outcomes assessment, planning, and program review. Taskstream offers specialized tools that enable users to document learning outcomes, align outcomes to institutional goals and standards, develop assessment plans, create curriculum maps, manage faculty credentials, and improve education based on findings. Taskstream's suite of tools facilitates the collection of student work, student reflections on the learning process, and faculty or peer rubric-based assessment. Rubrics, which are used to clarify expectations and scoring criteria, may also be aligned with established learning outcomes, standards, and competencies. The software provides reporting capabilities to support the aggregation and analysis of student performance data for the review of program and institutional effectiveness, as well as for reporting to accrediting agencies and other external stakeholders.

All programs within the School of Engineering track employment or employment changes after completion of each degree. The MSME will track employment data in a similar way, but will also track from where students are initiating their MSME (full-time employment, research, full-time schooling by continuing their education after a BSME, etc.). Surveys from employers and continuing education institutions will be part of the post-graduation assessment data. Additionally, Professional Registration (PE) success rates will be used to assess the program.

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Demonstrate breadth of knowledge in complimentary areas of mechanical engineering that promotes an awareness of and skill in interdisciplinary problem solving	Exams, design projects Courses: MECH 605, MECH 708, MECH 611, MECH 631, MECH 625, MECH 660, MECH 615, MECH 618, MECH 650, MECH 750
Demonstrate a depth of knowledge in a chosen focus area of mechanical engineering that allows the student to apply innovative techniques to solve problems	Exams, design projects and graduate certificates in focus areas Courses: MECH 604, MECH 606, MECH 611, MECH 671, MECH 640, MECH 645, MECH 617, MECH 619, MECH 655, MECH 755
Demonstrate knowledge in methods of advanced analysis appropriate for professional use when solving problems	Exams, design projects, homework Courses: MECH 605, MECH 772, MECH 635, MECH 617, MECH 655
Demonstrate knowledge of contemporary issues in their chosen focus area	Papers, presentations Courses: MECH 708, MECH 772, MECH 660, MECH 617, MECH 655
Demonstrate the skills relevant to graduate level work to include the ability to formulate problems, synthesize and integrate information, work collaboratively, and to communicate effectively	Exams, design projects, homework, presentations Courses: MECH 702, MECH 703, MECH 670, MECH 640, MECH 617, MECH 655
Demonstrate preparation for successful careers in industry or continued graduate work and an ethic for lifelong learning	Surveys, work placement tracking, and graduate certificates in focus areas of the MSME program Courses: MECH 708, MECH 772, MECH 660, MECH 618, MECH 755

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)

n/a

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)

n/a

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.

Mechanical Engineering
Appendix – Additional Questions from CHE

1. How are we going to fund the new degree when we have asked for no money and placed none in the table.

The new mechanical engineering (ME) degree will start slowly allowing the administration to gauge interest and demand, and at the same time, not strain any existing resources. We anticipate the majority of the initial students to be part-time since they will be full-time employed within the Low Country. The new degree requires no new infrastructure, laboratory facilities, or services since the new master's degree is an evening program and a majority of our undergraduate courses and laboratories are completed by 5 PM each day; therefore, we have the infrastructure to support the new MS degree which begins after 5 PM.

Initially, full time PhDs at The Citadel will teach the MS ME courses and will be compensated with add pay. In subsequent years, adjuncts will be used to fill teaching opportunities within the undergraduate degree to allow PhD credentialed faculty to teach within the graduate degree as the demand increases. Currently the program utilizes no adjuncts to support the undergraduate program. A full time faculty member will be hired when the demand for full time graduate courses grows to justify a full time position. The administration of the program will initially be handled by the Department Head with the addition of a program director (course reduction for an existing faculty member) once the work load and revenue generation allow for that increase.

2. How we plan to roll-out the new programs.

Summary: Initially, the mechanical engineering (ME) program will select one or two focus areas (Composites, Aeronautics, Manufacturing, Power and Energy, or Mechatronics) to offer to the first cohort of students. The ME courses will be developed and taught based on interest from prospective students and employers. Surveys will be used to gather this data. In the first cohort (1-2 years), we expect the current faculty to be able to develop and teach two courses over the summer term, and one course each semester in the fall and spring. Students will be able to take two technical courses during the summer term, and one technical course during each long semester. If students wish to take additional courses during the fall and spring terms, they can take existing, non-technical graduate level courses in Program Management, Business, Leadership or technical graduate level courses in other engineering departments such as civil and electrical. Students must complete at least six technical courses. The remaining four courses can be technical or non-technical.

Example: Based from surveys of potential student and local employers, the Aeronautical focus area is selected as the first to be developed. Students would earn a MSME selecting the following sequence of courses:

Table 1: Example MSME Sequence

	Technical Courses	Non-Technical Courses
Summer 2016	MECH 631: Adv Eng Math	
Fall 2016	MECH 611: Adv Fluid Mechanics	PMGT <i>or</i> BADM 600/700 level
		Note: PMGT and BADM courses are currently offered fall, spring, and summer and can support additional enrollment.
Spring 2017	MECH 771: Compressible Flow	PMGT <i>or</i> BADM 600/700 level
Summer 2017	MECH 772: Comp Mthds in Thermal Sci	
Fall 2017	MECH 604: Adv Mech of Matls	PMGT <i>or</i> BADM 600/700 level
Spring 2018	MECH 605: Matls and Process Selection	PMGT <i>or</i> BADM 600/700 level

Priority: The following table lists the initial priority of focus areas with the course development sequence within each.

Table 2: MSME Course Priority for Development

Focus Area	Course	Estimated Development / Offering
Aeronautical	MECH 631: Advanced Engineering Mathematics	Year 1
	MECH 611: Advanced Fluid Mechanics	1
	MECH 771: Compressible Flow	1
	MECH 772: Computational Methods in Thermal Sciences	2
	MECH 670: Applied Aerodynamics	2
Composites	MECH 604: Advanced Mechanics of Materials	Year 2
	MECH 605: Materials and Process Selection	2
	MECH 708: Mechanics of Composite Materials	2
	MECH 606: Fatigue and Fracture	3
	MECH 702: Theory of Elasticity	3
	MECH 703: Theory of Plasticity Note: Recommend MECH 702 before 703	3
Manufacturing	MECH 625: Computer-Aided Design and Analysis	Year 3
	MECH 635: Computer-Aided Design and Analysis Laboratory	3
	MECH 640: Manufacturing Process and Design	3
	MECH 645: Machine Design	4
	MECH 660: Advanced Design	4
	MECH 615: Applied Heat Transfer	Year 3
Power and Energy	MECH 617: Advanced Topics in Renewable Energy Systems	3
	MECH 618: Energy Sources, Technology, and Policy	4
	MECH 619: Power Systems Engineering	4
	MECH 615: Applied Heat Transfer	Year 3
Mechatronics	MECH 650: Modeling, Analysis, and Control Systems	Year 4
	MECH 655: Advanced Mechatronics	4
	MECH 750: Introduction to Modern Control Engineering	5
	MECH 755: Nonlinear Control Engineering	5

3. How our relationship with Clemson at the restoration center will influence funding and/or roll-out of the new programs.

An articulation agreement (ref TIGE, The Institute for Graduate Education) between The Citadel and Clemson is in effect for the new MS programs. The Citadel and Clemson support credit (up to five courses) for each other’s masters programs. This is above the typical limit of 9-12 transfer hours or 3-4 courses from another institution. Under the agreement, The Citadel’s courses and faculty could support the research and associated courses (graduate level) at Clemson’s Restoration Institute. This relationship will help to provide additional students and course offering that neither institution would have individually. The Citadel currently has one faculty member and two students working with Clemson’s Restoration Institute.

4. Complete list of current faculty, adjunct, and staff supporting the program. We are in the process of adding additional adjuncts once the MS program is approved.

Faculty Name	Highest Degree Earned-Field and Year	Rank ¹	Type of Academic Appointment ² T, TT, NTT	FT or PT	Years of Experience			Professional Registration/ Certification – Current Employer if not Citadel
					Govt./Ind. Practice	Teaching	This Institution	
Robert J. Rabb	Ph.D., Mechanical 2007	ASC	TT	FT	19	8	2	MO
Monika Bubacz	Ph.D., Mechanical, 2006	ASC	TT	FT	5	8	2	
Kevin Skenes	Ph.D., Mechanical, 2014	AST	TT	FT	1	1	1	
Jason Howison	Ph.D., Aerospace, 2015	AST	TT	FT	2	1	1	EIT
Jeremy Barrows	M.S. Industrial & Systems, 2005	A	NTT	PT	15	0	0	Boeing
Adam Cho	M.S. Mechanical, 2014	A	NTT	PT	1	1	0	EIT / Boeing
Rachel Hannah	M.S. Mechanical, 2009	A	NTT	PT	6	2	0	EIT / Boeing

1. Code: P = Professor Track T = Tenured ASC = Associate Professor AST = Assistant Professor I = Instructor A = Adjunct O = Other 2. Code: TT = Tenure NTT = Non Tenure Track

5. As can be seen below, we have a robust and very active in the lowcountry set of industry advisors for our program. They have been voicing a need for face-to-face MS degrees for years to ensure the continuous improved technical competence, company advancement, and promotion opportunities.

MECHANICAL ENGINEERING ADVISORY BOARD ROSTER
The Citadel, 171 Moultrie Street, Charleston, SC 29409

Academic Year 2014-2015

Name	Job Title	Company	Company Address	Email	Phone
Steven Hollingswoth	Director Production Programs : Support Services	BAE Systems	5895 Core Rd North Charleston, 29405	steven.hollingsworth@baesystems.com	Cell: 843-637-0825 Office: 843-614-5165
John Oldham		MetalWorks Inc.	340 Deming Way Summerville, SC 29483	joldham@metalworxinc.com	843-402-0999
Matthew L. Peterson	Solution Architect	SAIC	5617 N. Rhettt Ave. North Charleston, SC 29406	matthewpeterson.me@gmail.com	Cell: 843-743-3336
Nathan Rathge	Mechanical Engineer III	TRU Simulation & Training	5 Alliance Drive, Goose Creek, SC 29445	nathanrathge@yahoo.com	Office: 843-574-5331
Scott Swartzwelter	Technical Program Manager III	UEC Electronics	5914 Howard St Hanahan, SC 29410	srs@uec-electronics.com	Cell: 843-934-2748 Office: 843-302-8848
Rodger Willis	Operations Manager	Design Mill Inc.	1362 McMillan Ave. Suite 103 North Charleston, SC 29405	rodger_willis@designmillinc.com	Cell: 843-744-7992 Office: 843-810-8718
Greg Gordon	Managing Principal	DES	164 Market St #353 Charleston, SC 29401	greg.gordon@defengserv.com	843-469-0434
Mike Mayer	787-8/-9 Aft Body Stress Manager	Boeing South Carolina	3455 Airframe Dr. North Charleston, SC 29418	Michael.S.Mayer@boeing.com	843-743-6913

**New Program Proposal
 Bachelor of Science and Bachelor of Arts in Justice Studies
 With Concentrations in General and Leadership
 Clemson University**

Summary

Clemson University requests approval to offer a program leading to the Bachelor of Science and Bachelor of Arts in Justice Studies with concentrations in General and Leadership to be implemented in August 2016. 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. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Planning Summary Received and posted for comment	2/5/14	
Program Planning Summary considered by ACAP through electronic review	3/30/14	<p>ACAP members made the following comments about the program:</p> <ul style="list-style-type: none"> • Curriculum design is well-constructed • The rationale for designing this program is strong. • Program has the potential to address the fundamentals of “justice” more adequately than criminal justice programs alone can do. <p>One suggestion was to add the study of the “philosophy of justice” to required course offerings. According to the ACAP member who made this suggestion, much of the theory in this field arises out of philosophical concerns with the concept of justice and these concerns frame ethical, political, and global issues about justice. Without this suggested addition, the proposed program appears to be more of a variation of criminal justice, and perhaps better presented as studies in applications of justice.</p> <p>Another suggestion was to add a political science course to the program. Finally, there appeared to be overall concern about program duplication because ACAP members noted that several institutions, both public and independent, offered similar bachelor’s degrees. Academic Affairs staff requested that the proposal describe the uniqueness of the proposed program to address concerns about program duplication.</p> <p>Staff also asked that the proposal include additional state level employment data such as the number of</p>

Stages of Consideration	Date	Comments
		positions available in law enforcement in South Carolina to demonstrate the need for the proposed program.
Program Proposal Received	8/1/15	Not Applicable
Comments and suggestions from CHE staff sent to the institution	8/21/15	<p>Staff requested the proposal be revised to:</p> <ul style="list-style-type: none"> • Identify the six digit CIP Code; • Provide employment data for applicable social services positions, if available. • Include more state-level employment data, if available; • Identify relevant programs under CIP Codes 430103 and 430104 in the list of similar programs as well as revise the chart to describe programmatic/curricular differences; • Present a stronger rationale for the uniqueness of the proposed program either in the Assessment of Need section or the List of Similar Programs section to better address concerns about program duplication raised by staff and ACAP members during the review of the planning summary for this program.
ACAP Consideration	9/10/15	<p>ACAP members discussed the need for the program, with representatives from Coastal Carolina, USC Aiken, and USC Columbia requesting explanations for the following:</p> <ul style="list-style-type: none"> • In-state employment projections; • Employability beyond law enforcement only; • The need for both BA and BS degrees. <p>Representatives from Clemson University provided the following responses:</p> <ul style="list-style-type: none"> • Clemson welcomes the list of regional alliances suggested by USC that can enhance future in-state employment projections by field. • The major projects employability beyond law enforcement to justice policies and justice leadership. • Student demand for justice studies with a robust liberal arts background warrant the BA degree version. • Student demand for justice studies with a robust research-oriented background and trajectory for pursuit of advanced degrees warrant the BS degree version.
Revised Program Proposal Received	9/9/15	The revised proposal satisfactorily addressed the requested revisions.

CAAL Consideration	10/16/15	<p>Commissioners asked about the following topics:</p> <ul style="list-style-type: none"> • Program duplication; • Cost of program implementation; • Offering both a B.A. and B.S. degree; • Articulation agreements. <p>The representative from Clemson University provided the following responses:</p> <ul style="list-style-type: none"> • Since the criminology program is being moved from the sociology degree to a stand-alone program, Justice Studies will not really be new, and the new program name, Justice Studies, is broader than criminology and reflects the current trend in the field. • Sufficient employment opportunities, 413 in SC alone as of the end of September 2015, are available to support all programs offered in the state, not counting national labor projections. • Costs are in place already because the program has been offered as a concentration for many years. She also emphasized that the table in the proposal shows new costs only, not total costs. The specific differences between the B.A. and the B.S. versions of the program are the nine credit hours of humanities or math and science requirements. • Because the proposed program is similar to other programs offered in the state and thus there is opportunity for articulation. <p>Two Committee members mentioned that they submitted questions to the institution which were answered satisfactorily prior to the meeting. The questions addressed duplication, projected enrollment, the financial model, expected credit hours, faculty costs, and employment opportunities. The questions and the institution's responses are included in the attached proposal packet.</p>
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Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Bachelor of Science and Bachelor of Arts in Justice Studies with concentrations in General and Leadership to be implemented in August 2016.

***Institutional Responses to Commissioner Questions
about Program Proposals considered at the October 16, 2015 CAAL meeting***

Clemson University, B.S., B.A., Justice Studies

- 1. Redundancy... Please provide better explanation for why this program does not provide the state with unnecessary duplication. Also, please specifically address the effect this program will have on SC State's enrollment.***

Response: Clemson currently has 100 students enrolled in the Criminal Justice concentration. Moving from a concentration to a major/degree is an advantage to our students. Clemson students will be better able to market their justice studies degree as they move into the job market. Clemson does not have plans for a major increase in our overall undergraduate student enrollment at this time, therefore we anticipate that the overall number of students will remain the same or experience just a slight growth. Theoretically students might now seek out Clemson because the criminal justice concentration is more visible as a major, and with the development of the new major, there may be room for growth in the Sociology major. We looked at Clemson's recruitment efforts for undergraduate students and it focuses primarily on STEM disciplines. So will the major reduce the number of students enrolled at SC State? It should not. Students currently attending SC State had an opportunity to select Clemson and to select criminal justice studies through criminal justice concentration in our Sociology degree program.

We also had several discussions among faculty at Clemson and SC State to develop transfer articulations that allow students in STEM disciplines to earn degrees at both institutions. We seek partnerships with all SC colleges and universities.

- 2. Pg 24, enrollment. While the goal is to program and retain 15-20 students, the estimate is 75 in the first year. Is this inconsistent?***

Response: We anticipate 15 to 20 new students in the major and the remainder will be change of majors, moving from the Sociology degree (C.J. concentration) into the Justice Studies program during the first year for a total of 75 students in the major.

- 3. Pg 33, financial model. Please review and resolve inconsistencies. Page 24 shows expected credit hours of only three times the head count; certainly students will average more than one course... Pg 32 shows a requirement for 14 faculty, but page 33 shows most years with no faculty salary cost.... Tuition finding seems low, for instance year two estimates 100 students but tuition funding is only \$200K implying tuition receipts of only \$2,000 per student?***

Response: You are correct. We calculated the credit hours based on the *new* course being taught in the program in Justice Studies, rather than full credit hour production. Below is a corrected credit hour table. In addition, the faculty members are currently in place and being paid. The financial model requested NEW costs. The budget table presented shows only the new costs for the program. We anticipate a small amount of costs associated with the implementation of the program's administration. In Year 05, a new faculty member will be added if total enrollment is up and a new faculty member is needed to manage the student enrollment. We have shown only new tuition based on the new enrollment into the major. The tuition calculation for enrollment in Justice Studies is calculated on the number of net new students enrolling at the University. So we used the following model, a net of 65/35

***Institutional Responses to Commissioner Questions
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mix of in-state and out-of-state students. The first year, we used a net of 5 new students; followed by 10; 20; 30; and 45.

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016	75	1125	75	1125	0	0
2017	100	1500	100	1500	0	0
2018	125	1875	125	1875	0	0
2019	140	2100	140	2100	0	0
2020	160	2400	160	2400	0	0

4. Timeline question – What transpired between 3/30/14 and 8/1/15? Was that a CHE issue or Clemson issue?

Response: Clemson faculty members worked on the details of the program and the design. It was a Clemson “issue”. Once the curriculum was design and program outcomes approved at the department level, it was approved by the College and University curriculum committees.

5. There are several similar programs regionally and statewide and this program appears to be redundant. Have the other colleges had sufficient input into this process?

Response: This program was reviewed at ACAP twice, first as a planning summary under the “old” protocols and a second time as a full proposal as part of the “new” protocol. At all times, Clemson heard feedback on similarities and differences between the proposed programs and the current programs across the state.

It is important to note that while Clemson has not had a “criminal justice” major as most of the other colleges and universities across South Carolina; Clemson has taught and graduated students in Sociology with a criminal justice concentration for over 20 years.

We do not believe that we are redundant, since we have been teaching and graduating students for jobs in this field over many years. This change benefits our current and future students by providing them a degree (by title) that reflects their focused in Justice Studies.

***Institutional Responses to Commissioner Questions
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- 6. Projected enrollment – Is it 15-20 as stated on page 5 or 75 (first semester) as in the projected enrollment? Student retention for the spring semester would be 100% from the fall?***

Response: Approximately 100 students in sociology select the criminal justice concentration; many will likely transition to the new major. We anticipate 15 to 20 new students in the major and the remainder will be change of majors, moving from the Sociology degree (C.J. concentration) into the Justice Studies program during the first year for a total of 75 students in the major.

- 7. The costs do not reflect faculty until year five?***

Response: The Budget page calls for new costs, rather than total cost. Faculty members needed for the program are hired and being paid to teach the courses required in the concentration. We have planned for one new faculty member in Year 05 if enrollment indicates a need. When enrollment in Justice Studies reaches 150 majors one additional faculty member will be added. This would represent a 50% increase over enrollment in the current criminal justice concentration.

- Brief snapshot – not good data source
- On one day in SC, there were at least 413 positions available in criminal justice
- The data has been assimilated for presentation purposes.
- List represents all job listings posted on SCworks.org on 30 September 2015.

Employment Opportunities in South Carolina

30 September 2015

Marjie T. Britz, Ph.D.
Clemson University

***Institutional Responses to Commissioner Questions
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Position Title	Agency	Location	Data Source
Law Enforcement Officer 1	<ul style="list-style-type: none"> • State of SC, Department of Mental Health/Public Safety (multiple) • Clemson University (multiple) • Tri-County Technical College (multiple) • Lander University (multiple) • Denmark Technical College • Piedmont Technical College • Trident Technical College (multiple) • South Carolina State University (multiple) • University of South Carolina – Upstate • Medical University of South Carolina (multiple) 	<ul style="list-style-type: none"> • Columbia, SC • Clemson, SC • Pendleton, SC • Greenwood, SC • Denmark, SC • Greenwood, SC • Charleston, SC • Orangeburg, SC • Spartanburg, SC • Charleston, SC 	SC Works
Law Enforcement Officer 2	<ul style="list-style-type: none"> • State of SC, Department of Mental Health/Public Safety (multiple) • Harris Hospital, State of SC, Department of Mental Health 	<ul style="list-style-type: none"> • Columbia, SC • Columbia, SC 	
Law Enforcement Officer 3	<ul style="list-style-type: none"> • City of Folly Beach 	<ul style="list-style-type: none"> • Folly Beach, SC 	
Public Safety – Military Police/Law Enforcement	<ul style="list-style-type: none"> • U.S. Army (multiple) 	<ul style="list-style-type: none"> • Florence, SC • Charleston, SC • Greenville, SC • Columbia, SC 	
Probation and Parole – Law Enforcement Officer 1	<ul style="list-style-type: none"> • State of South Carolina, Department of Probation, Parole, & Pardon 	<ul style="list-style-type: none"> • Columbia, SC 	

***Institutional Responses to Commissioner Questions
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Security (Law Enforcement Personnel Only)	<ul style="list-style-type: none"> • Lancaster County School District 	<ul style="list-style-type: none"> • Lancaster, SC 	
Driver/Guard	<ul style="list-style-type: none"> • Dunbar Armored 	<ul style="list-style-type: none"> • Greer, SC 	
Police Officer I	<ul style="list-style-type: none"> • Chenega Corporation • Town of Kingstree • Town of Fairfax • Department of the Air Force (multiple) • City of Hartsville (multiple) • City of North Charleston (multiple) • City of Mauldin • City of Rock Hill • City of Sumter • City of Goose Creek • City of Charleston (multiple) • Town of Mount Pleasant • Town of Ridgeway (multiple) • City of Columbia (multiple) • City of Georgetown (multiple) 	<ul style="list-style-type: none"> • Charleston, SC • Kingstree, SC • Fairfax, SC • Eastover, SC • Hartsville, SC • North Charleston, SC • Mauldin, SC • Rock Hill, SC • Sumter, SC • Goose Creek, SC • Charleston, SC • Mount Pleasant, SC • Ridgeway, SC • Columbia, SC • Georgetown, SC 	
Security Officer	<ul style="list-style-type: none"> • Palmetto Richland (multiple) 	<ul style="list-style-type: none"> • Columbia, SC 	
Corrections/Sheriff Officers	<ul style="list-style-type: none"> • Lexington County Sheriff's Office 	<ul style="list-style-type: none"> • West Columbia, SC 	
Deputy Sheriff	<ul style="list-style-type: none"> • Charleston County Sheriff's Office • Greenville County Sheriff's Office • Lancaster County • Kershaw County • Aiken County • Spartanburg County Sheriff's Office 	<ul style="list-style-type: none"> • Charleston, SC • Greenville, SC • Lancaster, SC • Camden, SC • Aiken, SC • Spartanburg, SC • Moncks Corner, SC • Orangeburg, SC • York, SC 	

**Institutional Responses to Commissioner Questions
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	<ul style="list-style-type: none"> • Berkeley County Sheriff's Office • Orangeburg County Sheriff's Office • York County Sheriff's Office 		
South Carolina Highway Patrolman	<ul style="list-style-type: none"> • State of South Carolina, Department of Public Safety 	<ul style="list-style-type: none"> • Blythewood, SC 	
Community Specialist I (Berkeley County)	<ul style="list-style-type: none"> • State of South Carolina, Department of Juvenile Justice 	<ul style="list-style-type: none"> • Columbia, SC 	
Detention Officer	<ul style="list-style-type: none"> • Aiken County (multiple) • Charleston County • City of Myrtle Beach • Spartanburg County • Richland County • Greenville County • York County • Berkeley County 	<ul style="list-style-type: none"> • Aiken, SC • Charleston, SC • Myrtle Beach, SC • Spartanburg, SC • Columbia, SC • Greenville, SC • York, SC • Moncks Corner, SC 	
Correctional Officer	<ul style="list-style-type: none"> • Fairfield County Council • SC Department of Corrections – Kershaw • SC Department of Corrections – Bishopville • Darlington County • Lexington County • Florence County • Orangeburg County • York County • <i>Suppressed</i> • <i>Suppressed</i> • SC Department of Corrections • <i>Supressed</i> • Kershaw County • Beaufort County • Lexington County 	<ul style="list-style-type: none"> • Winnsboro, SC • Kershaw, SC • Bishopville, SC • Darlington, SC • Lexington, SC • Florence, SC • Orangeburg, SC • York, SC • McCormick, SC • Laurens, SC • Ridgeville, SC • Sumter, SC • Camden, SC • Beaufort, SC • West Columbia, SC 	
Correctional Officer II	<ul style="list-style-type: none"> • SC Department of Corrections (multiple) • SC Department of Corrections – Waccamaw – Horry 	<ul style="list-style-type: none"> • Charleston, SC • Myrtle Beach, SC • Columbia, SC 	

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	<ul style="list-style-type: none"> • SC Department of Corrections – Waccamaw – Georgetown – Kingstree 		
Communications Manager	<ul style="list-style-type: none"> • Charleston County Procurement 	<ul style="list-style-type: none"> • Charleston, SC 	
Military Police – Police Officer	<ul style="list-style-type: none"> • Army National Guard • Army National Guard (multiple) • Army National Guard (multiple) • Army National Guard (multiple) 	<ul style="list-style-type: none"> • Beaufort, SC • Timmonsville, SC • West Columbia, SC • Charleston, SC 	
Campus Police Officer	<ul style="list-style-type: none"> • Winthrop University (Multiple) 	<ul style="list-style-type: none"> • Rock Hill, SC 	
Investigator	<ul style="list-style-type: none"> • Carolina Legal • AFLAC 	<ul style="list-style-type: none"> • Greenville, SC • Columbia, SC 	
OPM Background Investigator	<ul style="list-style-type: none"> • CACI International, Inc. 	<ul style="list-style-type: none"> • Aiken, SC 	
Case Manager	<ul style="list-style-type: none"> • Child Abuse Prevention Association 	<ul style="list-style-type: none"> • Port Royal, SC 	
Juvenile Specialists	<ul style="list-style-type: none"> • State of South Carolina, Department of Juvenile Justice (multiple) 	<ul style="list-style-type: none"> • Columbia, SC 	
Intensive Supervision Officer – Charleston County	<ul style="list-style-type: none"> • State of South Carolina, Department of Juvenile Justice 	<ul style="list-style-type: none"> • Columbia, SC 	
Community Specialist I – Berkeley County	<ul style="list-style-type: none"> • State of South Carolina, Department of Juvenile Justice 	<ul style="list-style-type: none"> • Columbia, SC 	
Juvenile Detention Officer	<ul style="list-style-type: none"> • Charleston County 	<ul style="list-style-type: none"> • Charleston, SC 	

***Institutional Responses to Commissioner Questions
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Residential Counselor	<ul style="list-style-type: none"> • Universal Health Services (multiple) 	<ul style="list-style-type: none"> • West Columbia, SC 	
Community Organizer with the Charleston Area Justice Ministry	<ul style="list-style-type: none"> • Direct Action & Research Training Center 	<ul style="list-style-type: none"> • North Charleston, SC 	
NCIC Duty Officer	<ul style="list-style-type: none"> • City of Charleston 	<ul style="list-style-type: none"> • Charleston, SC 	
Social Worker (Substance Abuse)	<ul style="list-style-type: none"> • Department of the Army 	<ul style="list-style-type: none"> • Columbia, SC 	
Security Officer	<ul style="list-style-type: none"> • Securitas Security Services (multiple) 	<ul style="list-style-type: none"> • Georgetown, Little River, Murrells Inlet, Pawleys Island, Greenville, Camden, Newberry, Eastover, Lexington 	

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 Justice Studies major is an interdisciplinary degree that prepares students for a variety of professional careers related to law enforcement, social services, and criminal investigation. In addition, the degree provides excellent preparation for graduate training in criminology and public policy. The B.A. degree requires a total of 121 semester hours, including 38 credit hours in classroom work on the topics of criminal and social justice, as identified below. Students completing the BA take a foreign language and 9 additional hours of relevant social science or humanities courses. These additional courses provide students with a greater depth and broader diversity of skills and knowledge useful for careers in these fields. The B.S. degree requires a total of 121 semester hours, including 39 credit hours in relevant courses. In addition, students take 18 hours of math and/or science courses (from a department-approved list). These additional courses provide students with greater scientific literacy on topics relevant to the technical elements of criminal investigations and prepare students for graduate work. The target audience for the degree is undergraduates currently enrolled in the criminal justice concentration of Clemson's sociology major. The degree is consistent with Clemson's land grant mission and focus on applied education that prepares students for the workforce.

List the program objectives. (2000 characters)

The program success is measured by student enrollment, graduation and placement in the field. Program Objectives for this program are as follows:

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%.
2. Use assessment findings and student surveys to make continuous program improvements.
3. Prepare graduates to be successful with careers in justice studies, characterized by sound professional practices and the highest ethical principles.

By the completion of their program, students should be able to:

1. Articulate the basic components of the criminal justice system: policing, corrections, and courts.
2. Demonstrate an understanding of these three components and the interrelationships among them.
3. Articulate the major criminological theories that explain crime and criminal behavior.
4. Articulate the major scientific theories that link poverty, inequality, and other forms of injustice to crime and criminal behavior.
5. Demonstrate an understanding of the scientific method and its application to criminal justice.
6. Effectively assess the quality of data on crime, justice, and social inequality.
7. Employ data to analyze and explain fundamental challenges in the field of criminal justice.
8. Be able to effectively communicate ideas and issues regarding criminal and social justice to diverse audiences.

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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 proposed Justice Studies provides a major that many current Clemson University students have requested. The educational requirements for entry-level criminal justice (CJ) careers are increasingly making such a degree an important credential for a successful CJ career. The explicitly multidisciplinary training provided through this program prepares students for careers beyond traditional law enforcement jobs, such as public service (law enforcement, probation and parole, juvenile justice and delinquency, etc.); social policy; law; human rights; and research methods and analysis. It provides students with employment in private sector careers, ranging from private security and investigations to workplace safety. Recent events have underscored the urgent need for law enforcement officials who can think critically and who are aware of the social dynamics that often produce crime as well as the factors that influence interactions between law enforcement and the general public. The proposed program meets that need. The program will provide such training by capitalizing on the disciplinary structure of the Department of Sociology and Anthropology, drawing on the diverse disciplinary specialties in the department, including: Anthropology, Criminal Justice, Social Work, and Sociology. We also propose to offer a social justice emphasis and a leadership concentration, a badly needed and unique undergraduate program offering. Most CJ leadership programs are offered only at the graduate level. While there are many programs that are available across South Carolina, students at Clemson are interested in and already have enrolled in the sociology emphasis area in criminal justice. The addition of the new degree program should not impact enrollment at other institutions.

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
Public and Private Police, Detectives and Investigators	854,300	5 - 11%	Bureau of Labor Statistics, 2012
Bailiffs, Correctional Officers, etc.	469,500	5%	Bureau of Labor Statistics, 2012
Security & Gaming Surveillance Officers	1,213,800	12%	Bureau of Labor Statistics, 2012
Emergency Management Directors	10,700	8%	Bureau of Labor Statistics, 2012

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Social Workers	721,400	19%	Bureau of Labor Statistics, 2012
Substance Abuse & Behavioral Disorder Counselors	89,600	31%	Bureau of Labor Statistics, 2012
Social and Human Service Assistants	453,900	22%	Bureau of Labor Statistics, 2012

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

Justice studies job opportunities are more plentiful than extant programs can fully address. BLS reported more than 2.28 million protective service occupations jobs. The *Census of State and Local Law Enforcement Agencies* identified more than 70 federal and about 18,000 state and local law enforcement agencies that employ full-time officers with authority to make arrests and to carry a firearm while on duty (this included 272 SC agencies). Among these, SC has two agencies in the largest 30 agencies for university policing (MUSC) and natural resources (SC Department of Natural Resources). In 2012, an additional 22,000 more South Carolinians worked in related fields. BLS forecasts 7-20% growth rates in these fields in the next 10 years. SC's 2013 budget included funds for 25 parole officers, 10 DNR officers, 18 state troopers, and 15 SLED positions. The 2014 budget included a 9.6% increase in recurring funds for SLED. The 2015 state budget for DSS included funding to hire 262 employees.

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.

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 University currently averages 200 majors in sociology. Approximately 100 students in sociology select the criminal justice concentration; many will likely transition to the new major. New students interested in criminal justice are expected to major in justice studies rather than sociology. Personnel will not be impacted as the justice studies major is interdisciplinary with participation from several departments. When enrollment in Justice Studies reaches 150 majors one additional faculty member will be added. This would represent a 50% increase over enrollment in the current criminal justice concentration. The enrollment in Sociology will be monitored and it is expected that the overall enrollment will drop to 150 students.

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List of Similar Programs in South Carolina

Due to the multidisciplinary nature of the proposed programs, the BA/BS degrees in Justice Studies are most appropriately situated under CIP Code 45.0401 (Criminology) of which there are only **five** degree programs (4 from Coker College and 1 from Southern Wesleyan University). However, this proposal also addresses programs housed under **CIP Codes** 43.0103 (Criminal Justice/Law Enforcement Administration), 43.0103 (Criminal Justice/Law Enforcement Administration), and 43.0104 (Criminal Justice/Safety Studies). We included every program within these CIP code categories that was listed under CHE's listing of academic programs. While the chart below does not necessarily provide for institutional differences, it is important to note that Clemson University, like other institutions of higher learning in South Carolina, serves a unique audience. It is not anticipated that the proposed programs will in any way affect other programs across the state as Clemson students self-select Clemson University for the unique experiences provided by the Clemson community as opposed to individual programs or majors.

Program Name	Institution	Similarities	Differences
<p>BA – Criminal Justice (45.0401-Criminology)</p> <p>No BA in Criminal Justice is available. Thus, notes in this section refer to the BS in Criminal Justice.</p>	<p>Southern Wesleyan University</p>	<p>None –</p> <p>Includes 6 hours of research methods/stats</p> <p>Includes traditional criminal justice core and Sociology: Intro to Sociology; Intro to CJ, Policing, Corrections; and Law</p>	<p>Although CHE's Degree Inventory lists a BA in Criminal Justice at this institution, only a BS is available.</p> <p>BS Requirements: SWU: 41-46 hours of General Education Requirements (this includes 9 hours of Scripture and between 4-12 hours of <i>Personal Wholeness</i>.)</p> <p>Clemson University: 31 hours of General Education Requirements. There are no requirements for either Scripture or Personal Wholeness.</p> <p>SWU requires a total of 7 hours of Math and Science (4 hours of natural science with lab and MATH 105) for their BS in Criminal Justice.</p> <p>Clemson's proposed BS in Justice Studies requires 28 hours in Math and Science, at least 9 of which are at the 3000- or 4000- level.</p> <p>Clemson requires courses in advanced writing, cross-cultural awareness, literature, social sciences, and science and technology in society. SWU does not.</p> <p>Major Requirements: SWU's program is more regimented than Clemson's proposed BS. SWU's criminal justice major is composed of 48 hours as opposed to Clemson's 39 hours. While students may choose six hours from an assortment of classes to satisfy the Human Diversity/Cultural Diversity requirement, the remaining 42 of 48 hours are the same for all students, and includes such courses as <i>Information Literacy and Health and Fitness for Criminal Justice</i>. This does not</p>

NEW PROGRAM PROPOSAL

			<p>provide an opportunity for selecting electives in criminal justice. This differs significantly from the BS degrees proposed by Clemson in which students may choose 9 hours from an assortment of criminal justice electives and 6 hours from social justice electives.</p> <p>Specialization: SWU: BS– no specialization or concentration area offered Clemson University: Two BS and two BA degrees in Justice Studies – one with a general concentration; and, one with a leadership concentration.</p>
BA – Criminology (450401-Criminology)	Coker College	Curriculum: Requires courses from the three subunits of criminal justice.	<p>Coker College's BS, BSH, BA, and BAH degrees are based on traditional criminology curricula Clemson University's proposed BA and BS programs are not.</p> <p>Core Requirements – Coker College requires either Criminology or Intro to Sociology, Advanced Crim Theory, 2 courses in Research Methods (12 hours) and 18 hours in electives in Criminology for a total of 30 hours;</p> <p>Clemson University's major requirements in both BA's in Justice Studies (General and Leadership) total 38 hours: 20 hours (including both Intro to Sociology & Intro to Criminology, and Intro to CJ, Criminal Evidence, Policing, Corrections, & Justice Capstone) plus 9 hours of CJ electives AND 9 hours of social justice electives taken in sociology and/or anthropology.</p> <p>Incorporation of Social Justice: Clemson University requires 9 hours of "social justice" electives from courses in anthropology and sociology in both BA programs.</p> <p>Specializations: Coker College: BA – no specialization Clemson University: Two BA degrees in Justice Studies – one with a general concentration; and, one with a leadership concentration</p>
BS – Criminology (450401-Criminology)	Coker College	Curriculum: Requires courses from the three subunits of criminal justice.	<p>Coker College's BS, BSH, BA, and BAH degrees are based on traditional criminology curricula Clemson University's proposed BA and BS programs are not.</p> <p>Major Requirements – Coker College requires either Criminology or Intro to Sociology, Advanced Crim Theory, 2 courses in Research Methods (12 hours) and 18 hours in electives in Criminology for a total of 30 hours;</p>

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		<p>Clemson University's requirements in both BS programs in Justice Studies (General and Leadership concentrations) total 39 hours. The Core requirements for both BS programs include: Intro to Sociology; Intro to Criminal Justice; the three subunits of the criminal justice system (Policing, Corrections, and Courts/Law); two semesters of research methods; 9 hours of traditional criminal justice electives; and, 6 hours of social justice electives taught in sociology and/or anthropology.</p> <p>Incorporation of Social Justice: Clemson University requires 6 hours of "social justice" electives from courses in anthropology and sociology in both BS programs.</p> <p>Specialization: Coker College: BS– no specialization Clemson University: Two BS degrees in Justice Studies – one with a general concentration; and, one with a leadership concentration</p>
<p>BAH – Criminology (450401- Criminology)</p>	<p>Coker College</p>	<p>Coker College's BS, BSH, BA, and BAH degrees are based on traditional criminology curricula. Clemson University's proposed BA and BS programs are not.</p> <p>Major Requirements – Coker College requires either Criminology or Intro to Sociology, Advanced Crim Theory, 2 courses in Research Methods (12 hours) and 18 hours in electives in <i>Criminology</i> for a total of 30 hours;</p> <p>Clemson University's requirements in both BA programs in Justice Studies (General and Leadership concentrations) total 38 hours. The Core requirements for both proposed BA programs include: Intro to Sociology; Intro to Criminal Justice; Criminology; the three subunits of the criminal justice system (Policing, Corrections, and Courts/Law); 9 hours of traditional criminal justice electives; and, 9 hours of social justice electives taught in sociology and/or anthropology.</p> <p>Incorporation of Social Justice: Clemson University requires 9 hours of "social justice" electives from courses in anthropology and sociology in both BA programs.</p> <p>Specialization: Coker College: BA– no specialization</p>

NEW PROGRAM PROPOSAL

			<p>Clemson University: Two BA degrees in Justice Studies – one with a general concentration; and, one with a leadership concentration</p>
<p>BSH – Criminology (450401- Criminology)</p>	<p>Coker College</p>		<p>Coker College’s BS, BSH, BA, and BAH degrees are based on traditional criminology curricula. Clemson University’s proposed BA and BS programs are not.</p> <p>Major Requirements – Coker College requires either Criminology or Intro to Sociology, Advanced Crim Theory, 2 courses in Research Methods (12 hours) and 18 hours in electives in <i>Criminology</i> for a total of 30 hours;</p> <p>Clemson University’s requirements in both BS programs in Justice Studies (General and Leadership concentrations) total 39 hours. The Core requirements for both BS programs include: Intro to Sociology; Intro to Criminal Justice; the three subunits of the criminal justice system (Policing, Corrections, and Courts/Law); two semesters of research methods; 9 hours of traditional criminal justice electives; and, 6 hours of social justice electives taught in sociology and/or anthropology.</p> <p>Incorporation of Social Justice: Clemson University requires 6 hours of “social justice” electives from courses in anthropology and sociology in both BS programs.</p> <p>Specialization: Coker College: BS– no specialization Clemson University: Two BS degrees in Justice Studies – one with a general concentration; and, one with a leadership concentration</p>
<p>BS – Criminal Justice (430103 – Criminal Justice/ Law Enforcement Administration)</p>	<p>Charleston Southern</p>	<p>Curriculum: Requires Introduction to Criminal Justice; Policing (“Police Studies and Practices”), Corrections (“Prison Systems and Practices”)</p>	<p>BS Requirements: Charleston Southern requires a 47-hour Liberal Arts Core, 24 hours for the CJ major plus 9 hours of CJ electives. The Liberal Arts Core requires a total of 11 hours of Math and Science. Clemson’s proposed BS in Justice Studies requires 28 hours in Math and Science, at least 9 of which are at the 3000- or 4000-level.</p> <p>Major Requirements: Clemson requires 6 hours of research methods in the proposed BS. Charleston Southern requires 3 hours.</p>

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			<p>Clemson requires a 2 hour Justice Studies Capstone course; Charleston Southern does not.</p> <p>Clemson University's requirements in both BS programs in Justice Studies (General and Leadership concentrations) total 39 hours.</p> <p>The Core requirements for both BS programs include: Intro to Sociology; Intro to Criminal Justice; the three subunits of the criminal justice system (Policing, Corrections, and Courts/Law); two semesters of research methods; 9 hours of traditional criminal justice electives; and, 6 hours of social justice electives taught in sociology and/or anthropology.</p> <p>SC State's requirements for the BS in Criminal Justice totals 33 hours. The Core requirements include: Intro to Criminal Justice; Critical Thinking and Writing in CJ; Police Systems and Practices; Judicial Systems and Practices; Prison Systems and Practices; Theories of Crime & Justice; Research Methods in Criminal Justice; and Ethical Issues in Criminal Justice plus 9 hours of CJ electives.</p> <p>There are no social justice electives at Charleston Southern, nor does the Criminal Justice program offer concentrations (Clemson's program includes two possible concentrations: General and Social Justice).</p>
<p>BA – Criminal Justice (430103 - Criminal Justice/ Law Enforcement Administration)</p>	<p>The Citadel</p>	<p>Curriculum: Requires Introduction to Criminal Justice; Introduction to Criminology; Policing; and, Corrections in the Core</p> <p>BA Requirements: Foreign Language Requirement</p>	<p>Specialization: The Citadel: BA in Criminal Justice – no specialization Clemson University: Proposed program will offer two BA and two BS degrees in Justice Studies – one with a general concentration; and, one with a leadership concentration</p> <p>Major Requirements: The Citadel requires 9 hours of political science courses to satisfy the criminal justice major.</p> <p>Clemson requires Introduction to Sociology and 9 hours of social justice courses to satisfy the justice studies major.</p> <p>Clemson requires a law class in its core. The Citadel does not.</p> <p>BA Requirements: Clemson requires a cross-cultural awareness course, a course in Science and</p>

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			<p>Technology, and an advanced writing course. Clemson requires 15 additional hours of humanities (12 hours of which must be selected from courses numbered 3000 or higher).</p>
<p>BS – Criminal Justice (430103 - Criminal Justice/Law Enforcement Administration)</p>	<p>SC State University</p>	<p>Curriculum: Requires courses from the three subunits of criminal justice.</p>	<p>BS Requirements: SC State requires a total of 14 hours of freshman Math and Science. Clemson’s proposed BS in Justice Studies requires 28 hours in Math and Science, at least 9 of which are at the 3000- or 4000- level.</p> <p>SC State Requires 12 hours of foreign language in their BS in Criminal Justice. Clemson does not require foreign language in their proposed BS degree in Justice Studies. However, Clemson does require completion through 202 in foreign language in the BA degree.</p> <p>Major Requirements: Clemson requires 6 hours of research methods in the proposed BS. SC State requires 3 hours.</p> <p>SC State requires 6 hours of field experience. Clemson does not require an internship, though students may use 3 hours of Field Experience towards the 9 hours of criminal justice electives.</p> <p>Clemson University’s requirements in both BS programs in Justice Studies (General and Leadership concentrations) total 39 hours. The Core requirements for both BS programs include: Intro to Sociology; Intro to Criminal Justice; the three subunits of the criminal justice system (Policing, Corrections, and Courts/Law); two semesters of research methods; 9 hours of traditional criminal justice electives; and, 6 hours of social justice electives taught in sociology and/or anthropology.</p> <p>SC State’s requirements for the BS in Criminal Justice totals 54 hours. The Core requirements include: Intro to Criminal Justice; the African-American Experience; Criminology/Penology; American Court System; Juvenile Delinquency; Corrections; Probation & Parole; Applied Psychology for Law Enforcement and Correction Officers; Criminal Law Clemson’s proposed BS in Justice Studies; Ethical Issues in CJ; Professional Development in CJ; Research Methods in CJ; Field Experience in CJ; and, 12 hours of CJ electives. There are no social justice electives.</p>

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<p>BS – Criminal Justice (430103 - Criminal Justice/Law Enforcement Administration)</p>	<p>University of South Carolina – Upstate</p>	<p>Curriculum: Requires courses from the three subunits of criminal justice.</p>	<p>BS Requirements University of South Carolina – Upstate requires 13-14 hours of Math and Science to satisfy the BS requirements of the criminal justice major. Clemson’s proposed BS in Justice Studies requires 28 hours in Math and Science, at least 9 of which are at the 3000- or 4000- level.</p> <p>Clemson does not require Criminology for the BS. USC Upstate does.</p> <p>Major Requirements: USC Upstate’s BS in Criminal Justice is a traditional applied criminal justice degree which emphasizes the three broad subunits of the CJ system (Policing, Corrections, and Courts/Procedure). The major requirements total 36 hours. This differs significantly from both the BS in Justice Studies (General Concentration) and the BS in Justice Studies (Leadership Concentration) proposed by Clemson University. Most notably, both Clemson BS’s require 38 hours in the major 6 of which must come from Social Justice electives. Such hours are taken in disciplines outside of criminal justice and are taught by Sociologists, Anthropologists, and/or Political Scientists. The multidisciplinary subject matter is further enhanced in the Leadership concentration which includes additional courses in Sociology and/or political science.</p> <p>Specialization: USC Upstate: BS in Criminal Justice Clemson University: Proposed program will offer two BA and two BS degrees in Justice Studies – one with a general concentration; and, one with a leadership concentration</p>
<p>BA – Criminology & Criminal Justice (430103 - Criminal Justice/ Law Enforcement Administration)</p>	<p>University of South Carolina - Columbia</p>	<p>Curriculum: Requires courses from the three subunits of criminal justice.</p> <p>Both have a senior capstone course</p>	<p>USC – Columbia does not offer a BS in Criminal Justice or Justice Studies. Clemson is proposing both BA and BS degrees.</p> <p>Curriculum: USC’s BA in Criminal Justice & Criminology is a traditional applied criminal justice degree which emphasizes the three broad subunits of the CJ system (Policing, Corrections, and Courts/Procedure). The major requirements total 36 hours.</p> <p>This differs significantly from both the BA in Justice Studies (General Concentration) and the BA in Justice Studies (Leadership Concentration) proposed by Clemson University. Most notably, both Clemson BA’s require 38 hours in the major 9 of which must come from Social Justice electives. Such</p>

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<p>BS – Criminal Justice Management (430103 - Criminal Justice/ Law Enforcement Administration)</p>	<p>Lander University</p>	<p>Requires courses from the three subunits of criminal justice</p> <p>Both have a senior capstone course.</p>	<p>hours are taken in disciplines outside of criminal justice and are taught by Sociologists, Anthropologists, and/or Political Scientists. The multidisciplinary subject matter is further enhanced in the Leadership concentration which includes additional courses in Sociology and/or political science.</p> <p>In addition, Clemson’s program is more theoretically based and requires both Introduction to Sociology and Criminology. USC’s program requires neither.</p> <p>Curriculum: Lander’s Criminal Justice Management, BS program is online and is designed as a degree completion program for those who have an associate degree and at least two years in law enforcement.</p> <p>Lander’s online Criminal Justice Management degree is not comparable to Clemson’s proposed Justice Studies major in any regard. Lander’s program focuses on law enforcement management processes, including: public budgeting; risk management; incident command; human resource management; terrorism; research; and policy analysis. Clemson’s proposed program is intended for traditional undergraduates, and includes theoretical courses (e.g. sociology, criminology); social justice courses; methodology courses; and disciplinary courses (e.g. policing, corrections, criminal evidence).</p> <p>Sociology, BS with an emphasis in criminal justice requires a core of sociology courses, 18 credit hours in criminal justice courses and an internship in criminal justice. While similar to Clemson’s current concentration in criminal justice, it does not have the same level of depth (18 versus 38 hours in the field).</p> <p>Clemson’s Justice Studies students have opportunities for shadowing, internships, and service learning in courses across the curriculum. The Capstone courses provide opportunities for students to integrate the field experiences with the theoretical, research and disciplinary content.</p>
<p>BS – Criminal Justice (430103/Criminal Justice/Law Enforcement Administration)</p>	<p>Voorhees College</p>	<p>Both require two semesters of research methods.</p> <p>Both draw from courses in sociology.</p> <p>Both require</p>	<p>The BS in Criminal Justice at Vorhees College is intended for non-traditional students who have earned at least 50 hours of transferable credits elsewhere. As program literature does not specify these courses, it is impossible to fully discuss similarities or differences between the two.</p> <p>There is no social justice or international perspectives required in the criminal justice core courses at Vorhees.</p>

NEW PROGRAM PROPOSAL

		Introduction to Criminal Justice and Policing.	
BS – Criminal Justice (430103/Criminal Justice/Law Enforcement Administration)	South University		
BCRJ – Criminal Justice – ACCEL (430103/Criminal Justice/Law Enforcement Administration)	Anderson University	Requires courses from the three subunits of criminal justice Both have a senior capstone course	<p>Degree Requirements: Anderson University’s BCRJ in Criminal Justice is neither a BA nor BS as are the programs proposed by Clemson University. These foundational differences are such that they preclude a realistic comparison between the two.</p> <p>Primary Differences from the BA: Anderson University’s BCRJ requires a total of 3 semester hours of humanities. Clemson University’s proposed BA has a total of 18 hours of humanities, 9 of which must be numbered 3000 or higher. These courses may be chosen from a variety of disciplines including art and architectural history, English, languages, music, philosophy, religion, speech, women’s studies, and humanities.</p> <p>Clemson’s BA requires a course in cross-cultural awareness and a course in science and technology in society. Anderson’s BCRJ does not.</p> <p>Anderson’s BCRJ requires two courses in Christian Studies; two introductory courses in Political Science; and two introductory courses in Psychology. Clemson’s BA does not.</p> <p>Clemson’s BA requires 12 hours of foreign language (or its equivalent as demonstrated by successful completion of 2020)</p> <p>Primary Differences from the BS: Anderson’s BCRJ requires 6 hours of math and science. Clemson’s proposed BS in Justice Studies requires 28 hours in Math and Science, at least 9 of which are at the 3000- or 4000- level.</p> <p>Clemson’s BS requires a course in cross-cultural awareness and a course in</p>

NEW PROGRAM PROPOSAL

			<p>science and technology in society. Anderson's BCRJ does not.</p> <p>Anderson's BCRJ requires two courses in Christian Studies; two introductory courses in Political Science; and two introductory courses in Psychology. Clemson's BS does not.</p> <p>Major Requirements: The major requirements for Anderson's BCRJ and Clemson's BA and BS include a traditional criminal justice core with the three subunits of criminal justice. However, there are some significant differences.</p> <p>Both the proposed BA and BS in justice studies include 9 and 6 hours respectively of social justice electives which are not found in Anderson's BCRJ. This fact, coupled with the lack of humanities and cross cultural awareness make the two programs fundamentally irreconcilable. Whereas Anderson's requirement of PS 101 (American National Government) and PS 102 (State and Local Government) focus on the American experience, Clemson's requirements provide a global approach.</p>
BA - Criminal Justice/Law Enforcement Administration (430103/Criminal Justice/Law Enforcement Administration)	Coker College	NOT FOUND IN 2015-2016 CATALOGUE	NOT FOUND IN 2015-2016 CATALOGUE
BAH - Criminal Justice/Law Enforcement Administration (430103/Criminal Justice/Law Enforcement Administration)	Coker College	NOT FOUND IN 2015-2016 CATALOGUE	NOT FOUND IN 2015-2016 CATALOGUE
BS - Criminal Justice/Law Enforcement Administration (430103/Criminal Justice/Law	Coker College	NOT FOUND IN 2015-2016 CATALOGUE	NOT FOUND IN 2015-2016 CATALOGUE

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Enforcement Administration)			
BSH - Criminal Justice/Law Enforcement Administration (430103/Criminal Justice/Law Enforcement Administration)	Coker College	NOT FOUND IN 2015-2016 CATALOGUE	NOT FOUND IN 2015-2016 CATALOGUE
BA - Criminal Justice/Law Enforcement Administration (430103/Criminal Justice/Law Enforcement Administration)	Morris College	Requires courses from the three subunits of criminal justice	<p>Degree Requirements:</p> <p>Clemson University's proposed BA has a total of 18 hours of humanities, 9 of which must be numbered 3000 or higher. These courses may be chosen from a wide spectrum of disciplines including art and architectural history, English, languages, music, philosophy, religion, speech, women's studies, and humanities. Morris College's BA in Criminal Justice, on the other hand, does not provide for individual selection of humanities, instead requiring African American Literature; African American History; the Old Testament; the New Testament; Art Appreciation; and Music Appreciation.</p> <p>Major Requirements</p> <p>Morris College's BA requires Criminal Investigation; Special Problems; Criminal Forensics; American National Government; Introduction to Social Research; and, an Internship. Clemson's proposed BA does not.</p> <p>Morris College's BA does not require any Social Justice courses. Clemson's BA requires 9 hours in this area.</p>
BCJ – Criminal Justice (430103/Criminal Justice)	Anderson University		<p>Anderson University's BCJ is intended for individuals with at least 27-33 transferable hours of criminal justice taken in an associate degree program. It is offered entirely online or on campus.</p> <p>Degree Requirements:</p> <p>Anderson University's BCJ is neither a BA nor a BS as are the programs proposed by Clemson University. These foundational differences are such that they preclude a realistic comparison between the two.</p>

NEW PROGRAM PROPOSAL

			<p>Primary Differences from the BA: Anderson University's BCJ requires a total of 3 semester hours of humanities. Clemson University's proposed BA has a total of 18 hours of humanities, 9 of which must be numbered 3000 or higher. These courses may be chosen from a variety of disciplines including art and architectural history, English, languages, music, philosophy, religion, speech, women's studies, and humanities.</p> <p>Clemson's BA requires a course in cross-cultural awareness and a course in science and technology in society. Anderson's BCJ does not.</p> <p>Anderson's BCJ requires two courses in Christian Studies; two introductory courses in Political Science; and two introductory courses in Psychology. Clemson's BA does not.</p> <p>Clemson's BA requires 12 hours of foreign language (or its equivalent as demonstrated by successful completion of 2020). Anderson's BCJ does not have a foreign language requirement.</p> <p>Primary Differences from the BS:</p> <p>Anderson's BCJ requires 6 hours of math and science. Clemson's proposed BS in Justice Studies requires 28 hours in Math and Science, at least 9 of which are at the 3000- or 4000- level.</p> <p>Clemson's BS requires a course in cross-cultural awareness and a course in science and technology in society. Anderson's BCJ does not.</p> <p>Anderson's BCJ requires two courses in Christian Studies; two introductory courses in Political Science; and two introductory courses in Psychology. Clemson's BS does not.</p> <p>Major Requirements: Anderson University's BCJ requires four CJ core courses. Of these, none are required in Clemson's proposed BA and only one (Research Methods) is included in Clemson's proposed BS.</p> <p>Anderson requires the transfer of 27-33 criminal justice hours from an associate program. No specific courses are identified nor required. This is entirely different from both the proposed BA which requires - Introduction to Criminal Justice; Criminology; Criminal Evidence Corrections; and Justice Studies</p>
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NEW PROGRAM PROPOSAL

			<p>Capstone: and, the BS which requires: Introduction to Criminal Justice; Policing; Criminal Evidence; 2 semesters of Research Methods; Corrections; and Justice Studies Capstone.</p> <p>Both the proposed BA and BS in justice studies include 9 and 6 hours respectively of social justice electives which are not found in Anderson's BCJ. This fact, coupled with the lack of humanities and cross cultural awareness make the two programs fundamentally irreconcilable. Whereas Anderson's requirement of PS 101 (American National Government) and PS 102 (State and Local Government) focus on the American experience, Clemson's requirements provide a global approach.</p>
<p>BCJ – Homeland Security/Emergency Preparedness (430103/Homeland Security/Emergency Preparedness)</p> <p>(The program is advertised as a BA in Criminal Justice)</p>	<p>Anderson University</p>	<p>Requires courses from the three subunits of criminal justice</p> <p>Both have a senior capstone course</p>	<p>The structure of Anderson's BA in Criminal Justice in Homeland Security/Emergency Preparedness is programmatically and curricularly different from the Justice Studies BA and BS programs proposed by Clemson. It requires courses in Incident Management and Strategic Planning. This is vastly different from Clemson's proposed BA which concentrates on social justice, and is built on a foundation of humanities.</p> <p>Clemson University's proposed BA has a total of 18 hours of humanities, 9 of which must be numbered 3000 or higher. These courses may be chosen from a variety of disciplines including art and architectural history, English, languages, music, philosophy, religion, speech, women's studies, and humanities. Anderson's BA in Criminal Justice (Homeland Security) requires 3 hours in the Arts.</p> <p>Clemson's BA requires a course in cross-cultural awareness and a course in science and technology in society. Anderson's BA in Criminal Justice (Homeland Security) does not.</p> <p>Anderson's BA in Criminal Justice (Homeland Security) requires two courses in Christian Studies and two introductory courses in Political Science. Clemson's BA does not.</p> <p>Clemson's BA requires 12 hours of foreign language (or its equivalent as demonstrated by successful completion of 2020). Anderson's BA in Criminal Justice (Homeland Security) requires one 5 hour Foreign Language course.</p>

NEW PROGRAM PROPOSAL

<p>BCJ – Criminal Justice-Law Enforcement (430103/Criminal Justice-Law Enforcement)</p>	<p>Anderson University</p>	<p>Traditional criminal justice core</p>	<p>Degree Requirements: Anderson University’s BCJ is neither a BA nor a BS as are the programs proposed by Clemson University. These foundational differences are such that they preclude a realistic comparison between the two.</p> <p>Primary Differences from the BA: Anderson University’s BCJ requires a total of 3 semester hours of humanities. Clemson University’s proposed BA has a total of 18 hours of humanities, 9 of which must be numbered 3000 or higher. These courses may be chosen from a variety of disciplines including art and architectural history, English, languages, music, philosophy, religion, speech, women’s studies, and humanities.</p> <p>Clemson’s BA requires a course in cross-cultural awareness and a course in science and technology in society. Anderson’s BCJ does not.</p> <p>Anderson’s BCJ requires two courses in Christian Studies; two introductory courses in Political Science; and two introductory courses in Psychology. Clemson’s BA does not.</p> <p>Clemson’s BA requires 12 hours of foreign language (or its equivalent as demonstrated by successful completion of 2020). Anderson’s BCJ does not have a foreign language requirement.</p> <p>Primary Differences from the BS:</p> <p>Anderson’s BCJ requires 6 hours of math and science. Clemson’s proposed BS in Justice Studies requires 28 hours in Math and Science, at least 9 of which are at the 3000- or 4000- level.</p> <p>Clemson’s BS requires a course in cross-cultural awareness and a course in science and technology in society. Anderson’s BCJ does not.</p> <p>Anderson’s BCJ requires two courses in Christian Studies; two introductory courses in Political Science; and two introductory courses in Psychology. Clemson’s BS does not.</p> <p>Major Requirements: Both the proposed BA and BS in justice studies include 9 and 6 hours respectively of social justice electives which are not found in Anderson’s BCJ. This fact, coupled with the lack of humanities and cross cultural awareness</p>
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NEW PROGRAM PROPOSAL

			<p>make the two programs fundamentally irreconcilable. Whereas Anderson's requirement of PS 101 (American National Government) and PS 102 (State and Local Government) focus on the American experience, Clemson's requirements provide a global approach.</p> <p>Anderson's BCJ in Law Enforcement requires an additional 12 hours in law enforcement. These include: Abnormal Psychology; Psychology and the Law; Constitutional Law; and Executive Criminal Justice. None of these courses are required for either the proposed BA or BS at Clemson University.</p>
BCJ – Criminal Justice – Whole Community Emergency Management (430103 Criminal Justice – Whole Community Emergency Management)	Anderson University	<p>Requires courses from the three subunits of criminal justice</p> <p>Both have a senior capstone course</p>	Evening Program
BS – Criminal Justice/Safety Studies (430104/Criminal Justice/Safety Studies)	Bob Jones University	Requires courses from the three subunits of criminal justice	<p>Degree Requirements Bob Jones University's BS in Criminal Justice requires 6 hours of math and science. Clemson University's proposed BS in Justice Studies requires 28 hours in Math and Science, at least 9 of which are at the 3000- or 4000-level.</p> <p>Clemson's BS requires a course in cross-cultural awareness and a course in science and technology in society. Bob Jones University's does not.</p> <p>Sixteen of the 55 hours required in Bob Jones University's Core are Bible courses. Clemson does not have this requirement.</p> <p>Major Requirements Bob Jones University's BS in Criminal Justice does not require any research methods. Clemson University's proposed BS in Justice Studies requires 2 semesters (6 hours) of Research Methods in addition to a statistics course in the general education requirements.</p> <p>Clemson's proposed BS in Justice Studies emphasizes global consciousness and social justice. Bob Jones University's BS does not include these</p>

NEW PROGRAM PROPOSAL

			<p>components.</p> <p>Bob Jones University's BS requires an internship. Clemson's BS degree does not.</p>
<p>BS – Criminal Justice/Law Enforcement Administration (430103/Criminal Justice/Law Enforcement Administration)</p>	<p>Benedict College</p>	<p>Requires courses from the three subunits of criminal justice</p> <p>Two semesters of research methods</p> <p>Multidisciplinary in nature. Benedict draws from Political Science and History; Clemson draws from Sociology and Anthropology.</p>	<p>Degree Requirements</p> <p>Benedict College's BS in Criminal Justice requires 14-15 hours of math and science. Clemson University's proposed BS in Justice Studies requires 28 hours in Math and Science, at least 9 of which are at the 3000- or 4000-level.</p> <p>Benedict College's BS in Criminal Justice requires: Music/Art/or Theater Appreciation; Physical Education; Foreign Language; Religion; Health; African-American History; and yearly college-wide seminars. Clemson University's proposed BS in Justice Studies does not require any of these courses.</p> <p>Major Requirements</p> <p>Benedict College offers three concentrations in the BS in Criminal Justice: Corrections; Courts; Law Enforcement; and, General. Clemson's proposed BS has a Leadership and General concentration both of which emphasize social justice.</p>

NEW PROGRAM PROPOSAL

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016	75	225	75	225	0	0
2017	100	300	100	300	0	0
2018	125	375	125	375	0	0
2019	140	420	140	420	0	0
2020	160	480	160	480	0	0

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)

Since most state universities offer programs in related criminal justice fields, opportunities for articulations are available. Students can use SC TRAC to identify course transfer opportunities. We will work with the SC Technical College Board to develop an articulation for students interested in transferring to Clemson from the colleges within the system. Transfer students must meet the requirements for entry into the University or any future articulation agreement. The University of South Carolina offers masters and doctoral degrees in Criminal Justice through its Department of Criminology and Criminal Justice. Students completing the Justice Studies degree at Clemson would be qualified for admission to graduate study in these programs.

NEW PROGRAM PROPOSAL

Curriculum:

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

Curriculum by Year – BA Degree					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
MATH 1010 <i>or</i> MATH 1020 <i>or</i> MATH 1060	3/4	ENGL 1030 Accelerated Composition	3		
SOC 2010 <i>or</i> 2020	3	STAT 2300 Statistical Methods I	3		
Natural Science Requirement ¹	4	Foreign Language Requirement. ²	3		
Foreign Language Requirement ²		Cross-Cultural Awareness Requirement. ¹	3		
Social Science Requirement ¹	3	COMM 1500 Intro. to Human Comm., <i>or</i> COMM 2500 Public Speaking	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
Science and Tech. in Society Requirement ¹	3	Core Requirement ³	3		
Arts and Humanities (Literature) Requirement ¹	3	Justice Studies Elective ⁴	3		
Arts and Humanities (Non-Lit.) Requirement ¹	3	Departmental Humanities/Social Science Requirement ⁵	3		
SOC 3880 – The Criminal Justice System	3	Minor Requirement ⁶	6		
Elective	3				
Total Semester Hours	15	Total Semester Hours		Total Semester Hours	
Year 3					

¹ See General Education requirements (Note: Social Science Requirement must be in an area other than sociology.)

² Two semesters (through 202) in the same modern foreign language are required.

³ Justice Studies core courses for the BA are SOC 3890, 4680, 4910, 4930

⁴ Students in the general concentration choose from POSC 4360, 4370, SOC 3910, 3920, 3970, 3980, 4280, 4680, 4860, 4940, 4950; Students in the leadership concentration choose from JUST 4290, 4920, POSC 4360, SOC 4500, 4860.

⁵ Departmental Humanities and Social Science courses must be from a department-approved list.

NEW PROGRAM PROPOSAL

Curriculum by Year – BA Degree					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Fall		Spring		Summer	
Departmental Humanities/Social Science Requirement ⁷	3	Departmental Humanities/Social Science Requirement ⁷	3		
Core Requirements ⁸	6	Core Requirements ⁸	3		
Social Justice Elective ⁹	3	Social Justice Elective ⁹	3		
Criminal Justice Elective ¹⁰	3	Minor Requirement	6		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
Core Requirements ⁸	3	JUST 4970 - Justice Studies Capstone	2		
Social Justice Elective ⁹	3	Criminal Justice Elective ⁴	3		
Minor Requirement	3	Minor Requirement	6		
Electives	6	Electives	4		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 5					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

⁷ Departmental Humanities and Social Science courses must be from a department-approved list.

⁸ Justice Studies core courses for the BA are SOC 3890, 4680, 4910, 4930

⁹ Social Justice Electives are: ANTH 4230, SOC 3510, 3600, 4140, 4330, 4600, 4610

¹⁰ Students in the general concentration choose from POSC 4360, 4370, SOC 3910, 3920, 3970, 3980, 4280, 4680, 4860, 4940, 4950; Students in the leadership concentration choose from JUST 4290, 4920, POSC 4360, SOC 4500, 4860.

NEW PROGRAM PROPOSAL

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

Curriculum by Year – BS Degree					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
MATH 1010 or MATH 1020 or MATH 1060	3/4	ENGL 1030 Accelerated Composition	3		
SOC 2010 or 2020	3	STAT 2300 Statistical Methods I	3		
Natural Science Requirement ¹¹	4	Departmental Math or Science Requirement ¹²	3		
Social Science Requirement ¹¹	3	Arts and Humanities (Non-Literature) Requirement ¹¹	3		
Elective	3	COMM 1500 Intro. to Human Comm., or COMM 2500 Public Speaking	3		
Total Semester Hours	16/17	Total Semester Hours	15	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
Cross-Cultural Awareness Requirement ¹¹	3	SOC 3020 - Research Methods I	3		
Arts and Humanities (Literature) Requirement ¹¹	3	Criminal Justice Elective ¹³	3		
Department Math or Science Requirement ¹²	3	Department Math or Science Requirement ¹²	3		
SOC 3880 – The Criminal Justice System	3	Science and Tech in Society Requirement ¹¹	3		
Minor Requirement	3	Elective	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	

¹¹ See General Education requirements (Note: Social Science Requirement must be in an area other than sociology.)

¹² Must be selected from a department approved list.

¹³ Students in the general concentration choose from POSC 4360, 4370, SOC 3910, 3920, 3970, 3980, 4280, 4680, 4860, 4940, 4950; Students in the leadership concentration choose from JUST 4290, 4920, POSC 4360, SOC 4500, 4860.

NEW PROGRAM PROPOSAL

Year 3					
Fall		Spring		Summer	
SOC 3040 - Research Methods II	4	Department Math or Science Requirement ¹⁴	3		
Core Requirements ¹⁵	3	Core Requirements ¹⁵	3		
Social Justice Elective ¹⁶	3	Minor Requirement ⁶	6		
Department Math or Science Requirement ²	6	Electives	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
Core Requirements ¹⁵	3	JUST 4970 - Justice Studies Capstone	2		
Social Justice Elective ¹⁶	3	Criminal Justice Elective ¹⁷	3		
Social Justice Elective ¹⁶	3	Minor Requirement	3		
Minor Requirement	6	Electives	6		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 5					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

Total Credit Hours Required
121

¹⁴ Must be selected from a department approved list.

¹⁵ Justice Studies core courses for the BS are SOC 4680, 4910, 4930.

¹⁶ Social Justice Electives are: ANTH 4230, SOC 3510, 3600, 4140, 4330, 4600, 4610.

¹⁷ Students in the general concentration choose from POSC 4360, 4370, SOC 3910, 3920, 3970, 3980, 4280, 4680, 4860, 4940, 4950; Students in the leadership concentration choose from JUST 4290, 4920, POSC 4360, SOC 4500, 4860.

NEW PROGRAM PROPOSAL

Course Descriptions for New Courses

Course Name	Description
Justice Administration	This is a lecture based course focused on the administration and management of criminal justice personnel and organizations. The course is divided into three parts. Part 1 covers the structure of criminal justice organizations and the social and legal context within which they operate. Part 2 examines processes relevant to the supervision of criminal justice personnel including communication, leadership, evaluation and decision making. Part 3 looks at social dynamics that influence criminal justice organizations and the ability to manage them including socialization, power, conflict, and decision making.
Justice Studies Capstone	This course is reserved for graduating seniors in Justice Studies. Designed to prepare students for career opportunities and the employment process, it is an integration of theory, practical application, research design, and policy assessment in the field of criminal justice. During this course, students will be presented with both learning assessments and tools for professional development. They will also be given the opportunity to critically analyze the learning that has transpired during their tenure at Clemson University and as a Justice Studies student.
Leadership Capstone	This is a capstone course for students in the leadership concentration of the criminal justice major. It combines traditional classroom instruction with field experiences. Students will get the opportunity to apply what they have learned in the major during a shadowing, internship, or service learning experience. The focus is on integrating prior classroom learning and preparing for careers in the criminal justice field.
Sociology of Groups and Group Processes	This is a senior level course covering sociological perspectives on groups, group dynamics, and group performance. The course is lecture based and will emphasize micro-social group dynamics including status, power, justice, legitimacy, and leadership. It is an elective in the leadership concentration of the proposed justice studies major.

NEW PROGRAM PROPOSAL

Faculty

Faculty and Administrative Personnel				
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	Fall/Spring: SOC 3880, The Criminal Justice System (3); Fall: SOC 3980 Computer Crime (3); SOC 4940 Sociology of Organized Crime (3) Spring: SOC 4680 Sociology of Criminal Evidence (3); JUST 4960 Justice Studies Capstone (3)	BS, Forensic Science and Law Enforcement, Jacksonville State University 1989. MS, Police Administration, Michigan State University 1992. PhD, Criminal Justice, Michigan State University 1994.	
Lecturer	Full-time	Fall/Spring: SOC 3890, Criminology (3); SOC 4910 Sociology of Policing (3); SOC 4930 Sociology of Corrections (3); SOC 3920 Juvenile Delinquency (3)	BS, Criminal Justice and Sociology, University of North Alabama 1994. JD, Law, Quinnipiac University 2001.	
Associate Professor	Full-time	ANTH 4230 Women in the Developing World (3)	BA, Anthropology, University of California-Los Angeles 1995. MA, Anthropology, University of Pennsylvania 2000. PhD, Anthropology, University of Pennsylvania 2003.	
Professor	Full-time	Fall/Spring SOC 3600 Social Class and Poverty (3)	BA, Psychology, Indiana University 1972. MA, Sociology, University of Maryland 1974. PhD, Sociology, University of Virginia 1978.	
Senior Lecturer	Full-time	Fall: SOC 414 Policy and Social Change (3); Spring: SOC 4950 Field Experience (3)	BA, Sociology, Clemson University 2002. MSW, Social Work, University of South Carolina 2004.	
Associate Professor	Full-time	Fall: SOC 4330 Globalization and Social Change (3)	BA, English and Religion, Hamline University 1986. MA, Sociology, University of Pittsburgh 1994. PhD, Sociology, University of Pittsburgh 1999.	
Professor	Full-time	Fall/Spring: SOC 4600 Race and Ethnicity (3)	BA, Psychology, Trinity Christian College 1978. MA, Sociology, Mississippi State University 1981. PhD, Sociology, Mississippi State University 1984.	

NEW PROGRAM PROPOSAL

Associate Professor	Full-time	Fall/Spring: SOC 4610 Sex and Gender (3)	BA, Psychology and Sociology, Skidmore College 2000. BA, Women's Studies, Skidmore College 2000. MA, Sociology, University of Pennsylvania 2002. PhD, Sociology, University of Pennsylvania 2006.
Senior Lecturer	Full-time	Fall: SOC 3910 Sociology of Deviance (3)	BA, Sociology, University of North Carolina-Charlotte 2001. MA, Sociology, University of North Carolina-Charlotte 2004. PhD, Public Policy, University of North Carolina-Charlotte 2008.
Lecturer	Full-time	Fall: SOC 3970 Substance Abuse (3)	TBD – searching for a replacement this year
Lecturer	Part-time	Fall: Just 4290 Administration of Justice (3); Spring Just 4920 Justice Leadership Practicum (3)	BA, Fine Arts, Lander University 1986. MCJ, Criminal Justice, Anderson University 2014.
Professor	Full-time	Fall: POSC 4360 Law, Courts, and Politics (3);	BA, Political Science, University of Georgia 1970. MA, Political Science, Florida State University 1971. PhD, Political Science, University of Houston 1977.

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	14	Staff	0	Administration	.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)

A one-quarter FTE will be required to handle additional advising and to perform program coordination responsibilities. Faculty members are in place with the exception of one vacant position that is in the process of being filled; no new positions are needed for this program at this time. If the growth of the major indicates a need, then an additional faculty member will be added in year 05.

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)

No new resources are required. The existing library resources used to support the current criminal justice emphasis area within sociology are sufficient.

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 resources are required.

Physical Resources

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

No new resources are required.

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)

No new facilities are required.

NEW PROGRAM PROPOSAL

Financial Support

Estimated Implementation Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	16,848	17,269	17,701	18,143	18,597	88,558
Faculty and Staff Salaries					90,720	90,720
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials						
Library Resources						
Other*						
Total	16,848	17,269	17,701	18,143	109,317	179,278
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	66,875	200,625	401,250	535,000	802,500	2,008,250
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
Total						
Net Total (i.e., Estimated New Costs Minus Sources of Financing)	50,027	183,356	383,549	516,857	693,183	1,828,972

*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.

We will need one .25 FTE to handle additional advising responsibilities. This will be accomplished by reassigning one course currently taught by the department's undergraduate studies coordinator.

Enrollment projections show that at year 05 enrollment will grow to the point that an additional tenure track faculty member will be needed to manage the additional student enrollment.

The tuition model assumes that new students to the university will enroll in Justice Studies and the number of students in Sociology will remain constant. While we expect students who might have been in Sociology with a concentration in Criminal Studies will now select the new major, this allows for an opportunity for additional new students in Sociology. The tuition calculation for enrollment in Justice Studies is calculated on the number of net new students enrolling at the University.

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)

For their curriculum, all students, regardless of general or leadership concentration, seeking a Bachelor of Arts will complete the core of the Major: SOC 2010 (Intro to Sociology); SOC 3880 (Intro to Criminal Justice); SOC 3890 (Criminology); SOC 4680 (Criminal Evidence); SOC 4910 (Policing); and, SOC 4930 (Corrections). Those seeking a Bachelor of Science, regardless of general or leadership concentration, will complete the core of the Major: SOC 2010 (Intro to Sociology); SOC 3880 (Intro to Criminal Justice); SOC 4680 (Criminal Evidence) SOC 4910 (Policing); and, SOC 4930 (Corrections). In addition, all students regardless of degree, will complete a professional development capstone course (JUST 4970) in which students will: 1) prepare an e-portfolio; 2) complete an exit exam; and, 3) explore topics not related to substantive content areas of the discipline, including but not limited to: graduate school and professional careers, non-academic careers, CV's, resumes, networking, practice interviews, and presentations by faculty on their individual careers.

Anticipated Student Learning Outcomes for the Major are:

- Students will identify theories regarding both causes and consequences of criminal behavior.
- Students will apply criminal and social justice theories to policy and current issues in the field.
- Students will analyze policies in policing, criminal law/evidence, and corrections.
- Students will be able to articulate the links between crime and justice.
- Students will analyze the relationship between and among human rights, economic and social inequality, and criminal activity.

We will assess the success of our curriculum in several ways. First, the Educational Testing Service Major Field Test in Criminal Justice, a national normed examination, will be used to assess students' mastery of the concepts and principles of the Criminal Justice field. Second, artifacts drawn from general education and major courses will be evaluated for evidence of critical thinking, problem solving, and the ability to apply abstract concepts to analyze and solve real world problems. Third, a survey of supervisors and mentors of students involved in internships and other engagement opportunities will assess the degree to which or students demonstrate professional preparation and competence. Fourth, performance on an exit examination in JUST 4970 will directly assess learning within the discipline and retention of knowledge. Fifth, alumni surveys will track students' success at attaining gainful employment and gaining admission to graduate school.

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Students will identify theories regarding both causes and consequences of criminal behavior	<ul style="list-style-type: none"> • Educational Field Test in Criminal Justice • Evaluation of ePortfolios prepared in JUST 4970 • Survey of Supervisors in internships • Exit examination in justice capstone course. • Alumni surveys regarding employment and graduate school admission
Students will apply criminal and social justice theories to policy and current issues in the field.	<ul style="list-style-type: none"> • Educational Field Test in Criminal Justice • Evaluation of ePortfolios prepared in JUST 4970 • Survey of Supervisors in internships • Exit examination in justice capstone course. • Alumni surveys regarding employment and graduate school admission
Students will analyze policies in policing, criminal law/evidence, and corrections.	<ul style="list-style-type: none"> • Educational Field Test in Criminal Justice • Evaluation of ePortfolios prepared in JUST 4970 • Survey of Supervisors in internships • Exit examination in justice capstone course. • Alumni surveys regarding employment and graduate school admission
Students will be able to articulate the links between crime and justice.	<ul style="list-style-type: none"> • Educational Field Test in Criminal Justice • Evaluation of ePortfolios prepared in JUST 4970 • Survey of Supervisors in internships • Exit examination in justice capstone course. • Alumni surveys regarding employment and graduate school admission

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)

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 Art History
 Coastal Carolina University**

Summary

Coastal Carolina University requests approval to offer a program leading to the Bachelor of Arts in Art History to be implemented in Fall 2016. 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. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	8/1/15	Not Applicable
Comments and suggestions from CHE staff sent to the institution	8/21/15	Staff requested the proposal be revised to: <ul style="list-style-type: none"> • Clarify the program objectives; • Strengthen the Assessment of Need section; • Elaborate on the differences identified for similar programs; • Explain the cognates in the curriculum chart and use both course titles as well as prefix and numbers; • Describe the assessment of the program in more detail; • Identify other internal or external assessments in addition to final exams for the Student Learning Assessment section.
ACAP Consideration	9/10/15	ACAP Members discussed the need for the program and expressed support for its design and service to students. <ul style="list-style-type: none"> • The representative from Coastal Carolina confirmed receipt of a letter of support from the University of South Carolina supporting students from the new proposed program matriculating to graduate studies at USC.
Revised Program Proposal Received	9/15/15	The revised proposal satisfactorily addressed the requested revisions.
CAAL Consideration	10/16/15	Commissioners noted the need for the program is based on mainly student demand. The representative from Coastal Carolina University acknowledged the student demand for the program and explained that the proposed program provides students with the skills to be productive citizens and thrive in a variety of careers.

Stages of Consideration	Date	Comments
		<p>The Commissioners and the representative from Coastal Carolina University then discussed the importance of liberal arts degrees.</p> <p>Commissioners asked about the source of the state employment data and recommended that state employment data be separated from national employment data.</p> <p>The representative from Coastal Carolina University identified the Arts Commission as the data source.</p>
Revised Program Proposal Received	10/26/15	<p>Proposal revisions include the following:</p> <ul style="list-style-type: none"> • For employment data, state and national job projections were separated by columns to better discern local and national job opportunities; • Information about program assessment were reformatted to feature the institution's effective assessment components.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Bachelor of Arts in Art History to be implemented in Fall 2016.

NEW PROGRAM PROPOSAL

Name of Institution

Coastal Carolina University

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

B.A. in Art History

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 2016

CIP Code

50.0703

Delivery Site(s)

Coastal Carolina University, Conway, SC 29528 [Main Campus]

Delivery Mode

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

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

Professor Talbot Easton Selby, Associate Professor of Photography
Chair, Department of Visual Arts
843-349-6474, eselby@coastal.edu

Institutional Approvals and Dates of Approval

Board of Trustees: October 23, 2014
Department of Visual Arts: March 10, 2015
College Curriculum Committee: March, 19, 2015
Dean (College of Humanities and Fine Arts): March 19, 2015
Academic Affairs: April 9, 2015
Faculty Senate: May 6, 2015
Provost: May 26, 2015
President: May 27, 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)

Art History is the study of visual and material culture from the past and present. It involves the study of art production, aesthetics, and criticism and the critical analysis of objects. Art History is a discipline that seeks to reintegrate the work of art into the original context of its making and reception, to understand the work as both historical document *and* act of social communication. Equally important to art historians is examining how the work of art transcends its original context by assuming different meanings in later historical periods, including the present. As part of their visual training, students of Art History become proficient in cultural analysis and historical interpretation. Art History thus envisions itself as uniquely well positioned to train students from a variety of disciplines in the light of the significant visual turn that has engaged the humanities and the sciences over the course of the last decade, with more and more disciplines becoming vitally interested in visual forms and modes of communication.

In today's strongly visual and media-based world, knowledge of the history of visual culture is essential for visual literacy. The Bachelor of Arts in Art History provides an interdisciplinary approach to visual and material culture, which, in keeping with the university's mission, seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective. Art History immerses students in the inherently related disciplines of the humanities (drama, literature, foreign language, gender studies, music, philosophy, religion, history, etc.). It fosters fundamental research skills, good writing, and the ability to critically evaluate diverse imagery and ideas. Therefore, a major in art history provides a solid foundation for a variety of career paths and graduate programs, including art history, arts management, curatorial and gallery work, studio work and its associated programs (graphic design, videography, film studies, architecture, as well as interior, landscape, and urban design).

The Bachelor of Arts in Art History will meet the needs of students seeking specialized humanities education in visual and material culture. We anticipate the majority of new majors will come from a variety of disciplines within the humanities, including, but not limited to, art studio, graphic design, history, and English. The program will offer foundational studies in global art history and practices, more advanced courses which culturally contextualize visual and material objects, and theoretical classes enhancing greater critical thinking, as well as capstone experiences intended to demonstrate advanced research and writing skills. A variety of experiential opportunities will be offered in the program, including university and local museum and gallery visits, internships, and travel abroad experiences.

The Visual Arts Department already offers an Art History Minor with a vibrant list of course offerings. A handful of new courses have been added (and approved) to the pre-existing list of Art History courses. The B.A. in Art History will be housed in the Edwards College of Humanities and Fine Arts building. This building has two dedicated smart classrooms for Art History with a capacity of 45 chairs each, as well as a seminar room, and an art gallery. Faculty and students have access to flatbed and slide scanners and a MakerBot Replicator II 3D printer. The nearby Rebecca Randall Bryan Art Gallery is approximately 1,400 square feet with 123 linear feet of wall space and is equipped with two HD TV flat screen monitors used to show student work during gallery exhibitions along with advertising new and/or current shows. The gallery features six shows per year including student portfolio shows.

NEW PROGRAM PROPOSAL

List the program objectives. (2000 characters)

Knowledge of our history of global visual cultural heritage is crucial in today's world. More importantly, the skills and knowledge necessary to art history are quite transferrable in this age of video, digital, and media culture. Graduates of this program will be familiar with ancient through contemporary visual and material cultures from a global perspective.

The Bachelor of Arts in Art History will

- Familiarize students with the evolution of artistic and cultural styles and traditions across cultures and periods, from ancient to contemporary times
- Familiarize students with major figures associated with the history of art and architecture
- Provide students with the knowledge and skills to identify and discuss the historical, social, and cultural context of key works of art
- Introduce students to a wide range of critical, historical, and theoretical approaches used in the study of art and material culture
- Foster in students strong skills of visual analysis
- Engage students in the analysis and critical examination of art, applying the principles of visual analysis they have learned
- Enable students to identify innovations in technology, materials, and style using appropriate vocabulary
- Develop in students the ability to read critically, write well, and communicate clearly
- Prepare students to utilize critical thinking and research skills

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 U.S. Census Bureau reported in 2014 that Myrtle Beach was the 7th fastest growing metro area in the U.S. The “creative class” thrives in urban areas, and this program positions our graduates to contribute to this emerging local and global economy. In the larger Myrtle Beach area, the “creative class” is the predominant class by over 20 percentage points.* Richard Florida defines the *creative class* as: “a fast-growing, highly educated, and well-paid segment of the workforce on whose efforts corporate profits and economic growth increasingly depend. Members of the creative class do a wide variety of work in a wide variety of industries--from technology to entertainment, journalism to finance, high-end manufacturing to the arts. They do not consciously think of themselves as a class. Yet they share a common ethos that values creativity, individuality, difference, and merit.” ** State governments nationwide recognize the value and economic impact of regional art and cultural centers and the practitioners as ways to advance and benefit local economies. The National Governor’s Association, realizing the difficulty in quantifying specific art-related jobs, nevertheless has identified the need for workers with cultural and artistic training.*** To this end, a graduate with a degree in art history who understands culture and its practical application is particularly well-suited to contribute to and benefit from this economy.

Why CCU needs this program: CCU has already developed art history classes which consistently run at capacity and which are populated largely by students majoring in art studio

NEW PROGRAM PROPOSAL

and graphic design; the proposed major supplements these existing programs. The flexibility and overlap between the programs and the proposed major would allow for students to earn a second degree, thus providing a significant benefit to students with minimal additional outlay. Thus, students already majoring in art studio or graphic design, and who earn a dual degree with art history, balance the cultural knowledge of one degree with the applied skills in the other.

The unique demographics of CCU's student body also justify the need for this program, and in turn the program promises to assist with retention. For the 2014-15 entering class at CCU, 46% were out-of state (4,655 out of 9,976 total enrollment); 82% of that 46% (3,847 students) came from along the east coast. The majority of 4-year institutions in these states already offer the B.A. in Art History. Given student interest in the proposed program (see demand study below), and the fact that enrollment in the existing art history classes is always at capacity, an increase in the state's capacity to serve students in this discipline may encourage some of CCU's out-of-state students to remain in South Carolina for their degree and contribute to the state's intellectual capital. Likewise, students who seek a graduate degree in art history may choose to stay in South Carolina for graduate study at USC's Masters of Art program in Art History. CCU, USC, and the state benefit from an additional program that increases the potential pool of qualified South Carolina applicants for graduate study in this area.

Demand Study

Local need: An informal survey of students in art history courses in Spring 2014 returned 149 names of students interested in the proposed degree. Another survey in early Fall 2014 returned 166 names. A brief survey (5 days) of students in the College of Humanities and Fine Arts in Fall 2014 by CCU's Office of Institutional Research (OIR) found 33% (61/184) of those who responded are interested in a B.A. in Art History; another 18% (33/184) said they need more information. The sample size was small, with only 10% of Humanities/Fine Arts students responding, but the number of respondents (N=184) provides statistically relevant data. It should also be noted that current art history classes run at full capacity. Given the success of the existing Art History Minor and the popularity of the current art history classes, as well as the indications of this survey data, it seems likely that there is a potential student base for this degree. The possibility of students in the Department of Visual Arts to earn a dual degree with minimal additional student outlay is expected to have great appeal.

*http://www.arcgis.com/apps/Compare/storytelling_compare/index.html?appid=0a133439fc6e454f9c625725c99f41a5.

** <http://www.washingtonmonthly.com/features/2001/0205.florida.html>

***National Governor's Association, *Arts & the Economy: Using Arts and Culture to Stimulate State Economic Development* (NGA Center for Best Practices, 2009)

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."

Employment Opportunities					
•Salaries are dependent on location. (www.careerinfonet.org)					
Occupation	Expected Number of Jobs by 2022 (SC)	Expected Number of Jobs by 2022 (National)	Employment Projection 2012-2022 (SC)	Employment Projection 2012-2022 (National)	Data Source
Museum Work : Curator (see also museum technicians and conservators)	(140 jobs) +10 in SC	(12,900 jobs) +1,400 nationally	9% increase in SC	13% national increase	http://www.bls.gov/home.htm http://www.careeronestop.org/
Museum work: Archivists	(260 jobs) +10 in SC	(7,600 jobs) +1,100 nationally	18% increase in SC	17% national increase	http://www.bls.gov/home.htm http://www.careeronestop.org/
Art directors	(530 jobs) +20 in SC	(77,000 jobs) +2,000 nationally	10% increase in SC	3% national increase	http://www.careeronestop.org/ http://www.bls.gov/home.htm
Post-Secondary educators (search term: art history, but includes music and drama)	(1,340 jobs) +40 in SC	(132,600 jobs) +3,500 nationally	18% increase in SC	16% national increase	http://www.bls.gov/home.htm http://www.careeronestop.org/
Claims adjusters, estate appraisers	(2,210 jobs) +50 in SC	(309,100 jobs) +8,030 nationally	2% increase in SC	4% national increase	http://www.bls.gov/home.htm http://www.careeronestop.org/
Development officer, marketing director, events coordinator	n/a	n/a	n/a	n/a	Graduates from Wofford's art history program have been successful here
Art investment, art specialist (auction house, collections manager, various government agencies and collections); publishing; art law	n/a	n/a	n/a	n/a	University of Notre Dame https://www3.nd.edu/~crosenbe/jobs.html http://www.nytimes.com/2015/08/23/arts/design/soaring-art-market-attracts-a-new-breed-of-advisers-for-collectors.html?smid=pl-share

NEW PROGRAM PROPOSAL

- The National Governor's Association study on *Arts and the Economy: Using the Arts and Culture to Stimulate State Economic Development* (2009) noted both the need for and the difficulty in quantifying art-related jobs; as a discrete discipline, Art History does not have data available specific to these projections.
 - The South Carolina Arts Commission's study, *The Economic Impact of the Cultural Industry on the State of South Carolina* (2007 revised), enumerates how the state's overall economy benefits from cultural industries, providing up to 31,490 jobs, and contributing \$2.4 billion to the economy with the potential for more.
- See <http://www.southcarolinaarts.com/economic/stats2006.shtml>
- By 2022, the creative class sector in the south is expected to surpass manufacturing. (See <http://www.citylab.com/work/2014/02/where-good-and-bad-jobs-will-be-10-years-now/8470/>)

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

A major in art history provides a solid foundation for a variety of career paths and graduate programs: art history, arts management, curatorial and gallery work, studio work and its associated programs (graphic design; videography; film studies; architecture; and interior; landscape and urban design). Art history's skills can lead to careers in personal property appraising and insurance. Even the FBI has a division to investigate art crimes. Graduates will also be positioned for employment in museum work (registrars, museum education, archivists, curators) and other cultural arts-related industries. The intent of the program is not to create a fleet of art historians per se, but to prepare students of the program for various life experiences and careers in the creative and cultural sector. With the frequency of career and job changes throughout one's earning life, a strong liberal arts education can prepare one for a variety of career challenges.

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.

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 major can facilitate a convenient dual degree in both art history and art studio or graphic design due to the flexibility and overlap between the majors.

NEW PROGRAM PROPOSAL

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences*
Art History	USC (25 majors)	Broad knowledge of Western art; skills in research, analysis, and criticism; public university. NASAD accredited. Encourages study abroad opportunities.	USC does not require studio classes for the art history major; CCU requires 5 studio classes. USC offers the M.A.
Art History	College of Charleston (67 majors)	Diverse educational experiences in the history of art and culture of Western civilizations, plus Asia and the Americas; public university; encourages study abroad opportunities.	College of Charleston includes historic preservation. No studio requirement, no graphic design or digital content development classes (and, therefore, not NASAD accredited).
Art History	Wofford College (39 majors)	Investigates the visual arts of painting, sculpture, and architecture, and explore questions about the making and meaning of art; includes possibility of a concentration in studio art. Encourages study abroad opportunities.	Wofford is private. Studio foundation is required by CCU's program; CCU's art program is NASAD accredited.
Art History	Winthrop University (9 majors currently, but historically up to 35 majors)	Covers global art, also includes studio classes; public university; NASAD accredited. Encourages study abroad opportunities.	Winthrop only requires 1 studio class, whereas CCU's program provides a strong foundation in the applied arts as well as the knowledge of art history. More streamlined path to dual degree for CCU student.
Art History	Converse College (17 majors, 5 of whom just graduated)	Broad knowledge of Western art; skills in research, analysis, and criticism; students also take 2D and 3D design; NASAD accredited; encourages study abroad opportunities.	Converse requires either a museum internship or art history travel study; Converse is private. Only 1 studio course is required compared to 5 at CCU; Converse students must take classes at Wofford to complete their degrees.

The proposed major at CCU is in keeping with state and discipline standards. To that end, we expect similar, albeit not identical offerings.

*Distinctive features of CCU's proposed major include a strong foundation in studio/digital arts; a global approach to the discipline; potential for art studio and graphic design majors to earn a dual degree with art history; and the ability for art history students to take advantage of unique CCU offerings such as the digital art history class (ARTH 450: Ashes2Art) which reconstructs lost and damaged monuments, and classes from the Digital Culture and Design major.

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Description of the Program

Projected Total Headcount						
Year	Fall Semester		Spring Semester		Summer Semester	
	Total Headcount (1)	Credit Hours (2)	Total Headcount (1)	Credit Hours (2)	Total Headcount	Credit Hours
2016-2017	10	150	14	207	NA	NA
2017-2018	21	320	24	356	NA	NA
2018-2019	29	442	31	464	NA	NA
2019-2020	35	531	36	542	NA	NA
2020-2021	37	555	36	543	NA	NA

Note 1: Based on enrollment of 10 new students each fall and 5 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 2-5 headcount based on 80% graduation rate of returning students after Spring semester, 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)

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

Core Curriculum		39-44 cr
University 110 Grad Req		0-3 cr
Foundations	Course Title	18 cr
	ARTS 103 Fundamentals of Art I	3 cr
	ARTS 104 Fundamentals of Art II	3 cr
	ARTS 105 Introduction to Digital Image Making	3 cr
	ARTH 105 History of Western Art I	3 cr
	ARTH 106 History of Western Art II	3 cr
	ARTH 107 History of Non-Western Art	3 cr
Major Requirements		33 cr
2 @ ARTS or ARTD at the 200 Level	Sample Course Options: ARTS 261 Introduction to Black and White Photography, ARTS 200 Introduction to Printmaking, ARTD 201 Graphic Design I, etc.	6 cr
ARTH 250	Concepts in Art History	3 cr
2 @ ARTH 200 Level	Sample Course Options: 219 Islamic Art and Architecture, 255 American Film, 266 Arts of China, etc.	6 cr
2 @ ARTH 300 Level	Sample Course Options: 308 History of Photography, 311 Modern African Art and Culture, etc.	6 cr
2 @ ARTH 400 Level	Sample Course Options: 425 Art and the City, 450Q Ashes2Art: Digital Reconstructions of Ancient Monuments	6 cr
1 @ ARTH 341 <u>or</u> ARTH 342	Modern Art 1840-1940 or Post-Modern and Contemporary Art-1940 to Present	3 cr
ARTH 497	Art History Senior Capstone	3 cr
Cognates*	Sample Course Options: ARTD 450Q Ashes2Art, ARTS 383 Multiples, Molds, and Casting, HFA 391Q Press Project Workshop, etc	12 cr
Electives**		10-18 cr
TOTAL		120 cr

- ARTH = Art History; ARTS = Art Studio; ARTD = Graphic Design
- *Cognates are courses that are 300 level or above that exist outside of the major.
- **Students who wish to pursue a dual degree can do so through the flexibility of our curriculum and the use of cognates and electives.

Total Credit Hours Required: 120

NEW PROGRAM PROPOSAL

Course Descriptions for New Courses

*CCU's Visual Arts Department has a pre-existing minor in art history; therefore, many of the classes to be offered in the proposed new major are already in the Catalog course offerings. Below are a handful of new courses that have been recently approved to support the new major.

Course Name	Description
ARTH 219 Islamic Art and Architecture (3)	This course serves as an introduction to pre-modern Islamic artistic and architectural traditions in the Mediterranean, Middle East, Central Asia and India. Students will learn how Islamic beliefs have shaped these traditions and the importance of cultural exchange between the Islamic world and the rest of Africa, Asia, and Europe.
ARTH 250 Concepts in Art History (3)	This course provides an introduction to aesthetics, art theory, and art criticism, as well as a foundation in the practice of research and writing in the arts. We will read theoretical and critical writing on art and art history, explore questions about the nature of art, and work with a number of theories and methodologies by which to understand art. Students will be introduced to the skills necessary to think, research, and write clearly.
ARTH 266 Art of China (3)	This course serves as an introduction to the visual and intellectual richness of Chinese art and architecture from the Neolithic period to the present. Some topics covered will include Shang and Zhou ritual bronze vessels, the Terracotta Army, Buddhism in China, Landscape Painting, the Forbidden City, Porcelain Production, and Chinese Contemporary Art.
ARTH 497 Senior Capstone in Art History (3)	The Senior Capstone in Art History exposes students to the most pervasive and important varieties of art historical interpretation and the methodologies employed by art historians through the centuries. A research thesis is required.

NEW PROGRAM PROPOSAL

Faculty

Faculty and Administrative Personnel				
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)
Associate Professor	Full	ARTH 106 Western Art II (f, s; 3 cr) ARTH 250 Concepts in Art History (f, s; 3 cr) ARTH 308 History of Photography (f; 3 cr) ARTH 341 Modern Art (f; 3 cr) ARTH 342 Post-Modern & Contemporary (s; 3 cr) ARTH 350 Art & Ideas (f; 3 cr) ARTH 497 Senior Capstone (f, s; 3 cr) ARTH 499 Special Topics (f, s; 3 cr)	Ph.D., Art History, University of North Carolina-Chapel Hill	
Assistant Professor	Full	ARTH 105 Western Art I (s, f; 3 cr) ARTH 250 Concepts in Art History (f, s; 3 cr) ARTH 322 Medieval Art & Architecture (f; 3 cr) ARTH 323 Renaissance Art & Architecture (s; 3 cr) ARTH 324 Baroque Art & Architecture (f; 3 cr) ARTH 330 Rococo to Romanticism (f, s; 3 cr) ARTH 425 Art & the City (s; 3 cr) ARTH 497 Senior Capstone (f, s; 3 cr)	Ph.D., Art History, Indiana University- Bloomington	
Assistant Professor	Full	ARTH 107 Non-Western Art (f, s; 3 cr) ARTH 219 Islamic Art & Architecture (f; 3 cr) ARTH 250 Concepts in Art History (f, s; 3 cr) ARTH 266 Art of China (s; 3 cr) ARTH 499 Special Topics (s; 3 cr) ARTH 497 Senior Capstone (f, s; 3 cr)	Ph.D., Art History, University of Pittsburgh	
Assistant Professor (replacement)	Full	ARTH 105 Western Art I (s, f; 3 cr) ARTH 250 Concepts in Art History (f, s; 3 cr) ARTH 350 Art & Ideas (f; 3 cr) ARTH 425 Art & the City (f, s; 3 cr) ARTH 450 Ashes2Art: (s; 3 cr) ARTH 497 Senior Capstone (f, s; 3 cr)	Search in Fall 2015	
Teaching Associate	Part time	ARTH 105 Western Art I (s, f; 3 cr) ARTH 106 Western Art II (f, s; 3 cr)	M.A., Art History, West Virginia University	Assistant Gallery Director, Rebecca Randall Bryan Art Gallery, CCU

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	3.00	Staff	.33	Administration	.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)

The existing Administrative Assistant in the department will provide some staff support, and the current coordinator of the Art History Minor can advise students and help coordinate the new major. There are sufficient qualified faculty on staff to deliver the program, so no additional hires are anticipated except for one replacement hire.

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 collection supports the university curriculum and teaching research for art education. Each academic program receives an annual allocation from the library materials budget for one-time purchases. In response to the diverse and changing nature of information, students have access to resources in various formats. The Kimble Library at CCU holds **7337 titles** in the Library of Congress call number range N-NZ (Art), TR (Handicraft), and TT (Photography). All content owned or provided by the library is accessible via the library's online catalog (Innovative Interfaces/Millennium), through a discovery service (EDS) and through the A-Z journal list. Access to full-text serial content is provided via an open-URL link resolver. Library holdings are supplemented with other library collections and resources through the statewide consortia (PASCAL, DISCUS, ArtStor, Art Source, JSTOR, Architectural Index and BHA/RILA) and interlibrary loan. A modest annual library allowance of **\$2,500** will allow for the collection's growth to keep pace with advancements in the discipline. The Library's web page can be accessed via: <http://www.coastal.edu/library/>.

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)

Existing support services should be sufficient .The University offers a Writing Lab, Math Lab, Science Resource Center, and a Foreign Language Instructional Center as part of its Learning Assistance Center. More specific peer and faculty mentoring/tutoring is offered within the department: including peer-peer tutoring weekly @ 6-8 PM; and faculty-student mentoring three times a semester. Likewise, lab monitors/mentors are provided evenings for each studio: EHFA 108 (design), 242 (design), 143 (photography), 140 (sculpture), 139 (printmaking), and 122 (ceramics).

Outside of the Visual Arts Department, students are supported by a wide variety of University services, such as: Student Computing Services, the Office of Accessibility and Disability Services, the previously mentioned academic support services (including writing center, learning assistance center, etc.), library assistance services, Career Services, and Counseling Services.

Physical Resources

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

No new instructional equipment is needed for the proposed program. The necessary classroom and gallery spaces already exist.

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

NEW PROGRAM PROPOSAL

Financial Support

Estimated Costs by Year						
Category	Year 1	Year 2	Year 3	Year 4	Year 5	Totals
Program Administration (1)	\$30,840	\$31,457	\$32,086	\$32,728	\$33,382	\$160,493
Faculty and Staff Salaries	\$100,217	\$102,222	\$127,755	\$130,310	\$132,917	\$593,421
Graduate Assistants	\$0	\$0	\$0	\$0	\$0	\$0
Equipment	\$3,000	\$0	\$3,000	\$0	\$0	\$3,000
Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Library Resources	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$12,500
Other*	\$0	\$0	\$0	\$0	\$0	\$0
Totals	\$137,557	\$137,179	\$166,341	\$166,538	\$169,799	\$777,415
Sources of Financing by Year						
Tuition Funding	\$251,328	\$475,982	\$638,093	\$755,072	\$772,882	\$2,893,357
Program-Specific Fees						\$0
State Funding						\$0
Reallocation of Existing Funds						\$0
Federal Funding						\$0
Other Funding						\$0
Totals	\$251,328	\$475,982	\$638,093	\$755,072	\$772,882	\$2,893,357
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$113,771	\$338,804	\$471,751	\$588,534	\$603,083	\$2,115,942

- (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.

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.

Tuition from enrollments should be sufficient to support this new program. No new funding is requested from the state.

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)

All of the Art History foundational courses (ARTH 105, 106, 107) have cumulative final exams with ratings based on faculty approved rubrics, which are part of the program assessment for Visual Arts and will also be part of the Art History major assessment. Beginning in 2016, all art students (those majoring in art studio and graphic design) are required to take ARTH 250 (Concepts in Art History). This course will be required for Art History majors as well. Students take this course after taking the prerequisite Art History survey courses with the intention that students will have the proper foundation to practice more critical reading and write more involved visual analyses by applying newly introduced art historical methodologies. Examinations and written essays and analyses will be used to evaluate student progress. Art History majors will also take the ARTH 497 Senior Capstone, which results in two items for evaluation: (1) a cumulative exit exam based on a faculty approved rubric, and (2) a faculty mentored and approved research thesis which will demonstrate not only the students' acquisition of knowledge, but also critical reading and writing skills as well as research and analytical skills. The Department of Visual Arts has built an award-winning assessment program over the past five years, and we were recently awarded a special commendation by NASAD (our accrediting agency) for our assessment plan. We will assess Art History with the same rigor.

To assess student learning outcomes (SLOs), the proposed program will require students to complete several planned assessments required in specific courses. The assessments are given at intervals throughout the program to measure early acquisition of knowledge (ARTH 105, 106, and 107) and retention of that knowledge (in ARTH 250 and ARTH 497). Regular written assignments in **all** classes (from short comparative essays to in-depth research papers) support the learning process, promote art historical understanding, and promote student achievement on the assessments. Ultimately, writing assignments in all the classes prepare students for writing milestones midway and at the end of the program (ARTH 250 and ARTH 497), which will be used to measure the students' and the program's strengths and weaknesses. The data from these assessments will be tracked and analyzed to guide continuous program improvement. A Senior Survey allows for the identification of immediate employment paths for graduates, as well as future contact information for later communication about jobs and career growth.

Programmatic assessment occurs at different levels over time and for different outcomes:

- (1) Assessing the Current Program
 - a. Each semester, individual course evaluations will be collected from students.
 - b. For each key course selected, an SLO alignment chart will be prepared by the instructor to indicate whether or not course objectives, program objectives, and the assessments used in the course match the program assessment plan. These will be submitted to the Chair for archiving.
 - c. Faculty teaching in the program will meet annually to discuss results and potentially update SLOs or other program objectives.

NEW PROGRAM PROPOSAL

(2) Graduation Assessment

- a. Graduation rates will be tracked.
- b. Graduating seniors will complete the Senior Survey/Exit Interview.
- c. Number and kind of student presentations & publications will be tracked.
- d. Number of students pursuing advanced degrees will be tracked.
- e. Faculty teaching in the program will meet annually to review the results of the Senior Surveys and to make any recommendations for programmatic change.

(3) Post-Graduation Assessment

- a. An annual Alumni Survey is distributed to help determine how well the program might be preparing graduates for post-graduate work and/or careers.
- b. Select employer surveys will be conducted to help determine if the program is adequately preparing graduates for their entry-level jobs in related fields.

(4) Program Revision: Any data gathered (including course evaluations, SLO alignment reports, graduation assessment data, post-graduation assessment data, and any other relevant information) will be assembled at the end of each year and distributed to faculty members in the program. Either in a faculty meeting or a separate retreat, faculty will meet to discuss these results, plan for any future changes, and (if necessary) vote on and submit relevant curriculum changes to Academic Affairs.

NEW PROGRAM PROPOSAL

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Identify significant figures (historical, patrons, and artists), works of art, locations, dates and periods (including significant and relevant historical, social, and cultural events)	<p>ARTH 105, 106, and 107: to measure early acquisition of this knowledge, cumulative finals for foundation classes. ARTH 250: to measure retention of this knowledge, similar comprehensive exam midway through the program. ARTH 497: to measure retention of this knowledge, a comprehensive exit exam.</p> <p>Specific questions to assess for this knowledge are included on the exams at three points throughout the program.</p>
Identify innovations in technology, productions techniques, materials and style using appropriate vocabulary	<p>ARTH 105, 106, and 107: to measure early acquisition of this knowledge, cumulative finals for foundation classes. ARTH 250: to measure retention of this knowledge, similar comprehensive exam midway through the program. ARTH 497: to measure retention of this knowledge, a comprehensive exit exam.</p> <p>Specific questions to assess for this knowledge are included on the exams at three points throughout the program.</p>
Discuss and demonstrate an understanding of artistic and cultural styles and traditions across cultures and periods from ancient to contemporary times	<p>ARTH 250: to measure this understanding, students will complete writing portfolios.</p> <p>ARTH 497: In addition to the exit exam, students will write comparison essays to demonstrate their understanding of artistic/cultural styles across time and cultures.</p>
Identify and demonstrate an understanding of important critical, historical, and theoretical approaches used in the study of art and material culture	<p>ARTH 250: throughout the semester, students will complete writing portfolios to demonstrate their understanding of these key concepts and approaches.</p> <p>ARTH 497: In addition to the exit exam, students will write comparison essays to demonstrate their understanding of these key concepts and approaches.</p>

NEW PROGRAM PROPOSAL

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
<p>Apply key principles and theories in the critical examination and visual analysis of works of art</p>	<p>ARTH 250: writing portfolio will include student responses to particular prompts. For example, students will be given a work of art to analyze according to a specific methodology and in order to apply appropriate theories.</p> <p>ARTH 497: Senior research thesis, approved by faculty, will demonstrate the application of principles, theories, and methodologies appropriate to the chosen topic.</p>
<p>Apply critical reading, thinking, and research skills in writing</p>	<p>ARTH 250: establishes these skills, which are demonstrated in the writing portfolios and in the comparison essays.</p> <p>ARTH 497: Senior research thesis demonstrates student's ability to conduct appropriate research relevant to the topic; thesis measures student's progress as it marks the culmination and polishing of skills established at points throughout the program.</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)

The Department of Visual Arts is fully accredited through NASAD (10 years, beginning 2014). After accumulating the requisite number of transcripts from students in the new program, we will seek to have the program fully accredited within the already-accredited Visual Arts program.

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

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.

**New Program Proposal
 Educational Specialist in Educational Leadership
 Winthrop University**

Summary

Winthrop University requests approval to offer a program leading to the Educational Specialist degree in Educational Leadership to be implemented Summer 2016. The proposed program is to be offered through traditional/face-to-face instruction. The program will prepare educators to become district-level leaders, including superintendents, central office administrators, program directors, and leaders in curriculum and instruction. It also prepares educators with a master's degree with training to help advance their professional skills and disposition for educational administration. Educators enrolled in the program will utilize research-based strategies to develop and apply skills in human resource, and fiscal, legal, and political management. Students enrolled in the program will complete a year-long practicum in collaboration with public K-12 partners. The proposal was submitted to the Commission on August 1, 2015.

The following chart outlines the stages of review for the proposal; the Advisory Committee on Academic Programs (ACAP) and 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.

Stages of Consideration	Date	Comments
Program Proposal Received	8/1/15	Not Applicable
ACAP Consideration	9/10/15	University representatives from Coastal Carolina supported the program, stating the local education agencies want Educational Specialist degrees from local institutions. University representatives from Clemson University stated that Clemson has an Ed.S. in Administration and Supervision but not Educational Leadership. The Ed.S. in Administration and Supervision at Clemson University prepares graduates to be certified as either a building level (principal) or district level (superintendent) leader. The Ed.S. at Winthrop University is designed to prepare graduates to be district level leaders (superintendents).
Comments and suggestions from CHE staff sent to the institution	9/16/15	Staff requested that the proposal be revised with the following updates: 1) describing the differences in the proposed program and those offered at Clemson, USC Columbia, The Citadel, and Coastal Carolina; 2) reconciling the faculty chart and narrative with the financial chart so that all sections accurately reflect start date and fiscal impact of new faculty hirings; and 3) providing a discussion of graduates matriculating into the Ph.D. program at Clemson University, as well as the University of South Carolina.

Stages of Consideration	Date	Comments
ACAP Consideration	9/10/15	<p>Questions from ACAP members and responses from Winthrop representatives include the following:</p> <ol style="list-style-type: none"> 1) How the proposed program differs from similar programs offered at USC Columbia, Clemson, The Citadel, and Coastal Carolina. <ul style="list-style-type: none"> • This proposed program is 36 credit hours (see proposal comparison chart) • This program requires <u>3 three-credit hour internship experiences for a total of 9 hours</u> (as opposed to 3 or <u>6 total</u> hours of internship experience). • This program's admission requirements include an afternoon-long screening process involving an online leadership assessment, a writing sample, leadership priority task activity, superintendent's responsibilities as a district leader exercise, and a personal interview by a selection committee. 2) The possibility of articulation agreements for matriculation into the Ph.D. programs at both Clemson and USC Columbia. <p>Winthrop included the following statement in the revised proposal (9/21/15):</p> <p>There have not been discussions with Clemson to date. Clemson is over two hours driving distance from Rock Hill (although a shorter drive for individuals living in counties west of York County). Most educators in our region of the state either apply to USC Columbia, a North Carolina institution (especially if from the Charlotte area), or consider an online, non-traditional program offered by an entity outside of South Carolina. Therefore we only discussed this possibility with USC Columbia's education dean and department chair. We will initiate conversations with the Clemson faculty regarding pathways into their program for our interested students and update CHE staff on the results of those conversations</p> <p>In addition, Winthrop revised the financial chart to reflect more accurately the hiring of a new faculty member.</p>
Revised Program Proposal Received	9/21/15	The revised proposal satisfactorily addressed the requested revisions.

Stages of Consideration	Date	Comments
CAAL Consideration	10/16/15	<p>CAAL members requested clarification about the following topics:</p> <ul style="list-style-type: none"> • Explanation for the rationale for estimating program enrollment of 40 • Discussions with Clemson University about articulation agreements for matriculation into the Ph.D. programs • Possibility of educators using this program for continuing education • Financial support from school districts for tuition <p>Response from Winthrop University</p> <ul style="list-style-type: none"> • This is a reinstatement of a program that was discontinued approximately 15 years ago. Recent graduates in master's degree programs have expressed interest in an Ed.S. program. The program would have cohorts which would include 20 students. It would be possible to have two cohorts during an academic year because of students beginning in either the fall or spring. Winthrop currently has a M.Ed. in Charlotte-Mecklenburg Schools and they have expressed an interest in the program. • Winthrop and Clemson have had informal discussions about the possibility of combining the programs and articulation into the Ph.D. program and will follow up with discussions once program is approved. • The proposed program is designed as a cohort for leadership training and the current vision doesn't allow for teachers to take individual courses. • Winthrop University has an agreement with districts in the Old English Consortium to support the cost of contract courses.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Educational Specialist degree in Educational Leadership, to be implemented Summer 2016.

Institutional Approvals and Dates of Approval

Board of Trustee Approval – June 19, 2015

President Approval – May 1, 2015

Graduate Faculty Assembly Approval – April 28, 2015

Graduate Council Approval – April 8, 2015

College of Education Dean Approval – March 31, 2015

College of Education Faculty Assembly Approval – March 18, 2015

College of Education Curriculum Committee Approval – March 16, 2015

Dept. of Counseling, Leadership and Educational Studies Approval – February 10, 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 Ed.S. in Educational Leadership program is to develop school district leaders seeking to become superintendents, central office administrators, program directors, leaders in curriculum and instruction, as well as those with a master's degree who are interested in advancing their professional skills and dispositions for educational administration. The paramount strands of the new Ed.S. in Educational Leadership will emphasize advanced communication skills, interpersonal relationship skills, ethical behavior, and attitudes regarding equal education for all students.

Educators enrolled in the program will utilize research-based strategies to develop and apply skills in human resource, fiscal, legal, and political management. These skills will be honed through an advanced field experience consisting of a year-long practicum developed in a collaborative method with public school partners.

The Ed.S. in Educational Leadership aligns with Winthrop's mission by "providing personalized and challenging undergraduate, graduate, and continuing professional development programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina." The program supports the institution's aim to achieve national stature as a "competitive and distinctive...values oriented institution." The values of service, excellence, diversity, community, and leadership provide the foundation for Winthrop's continuing development in the 21st century, and represent the values on which the Ed.S. in Educational Leadership program will be grounded.

List the program objectives. (2000 characters)

The program objectives are based on the *Educational Leadership Constituent Council (ELCC) 2011 District Level Standards* and the South Carolina Standards as represented by the Principal's Program for Assisting, Developing, and Evaluating Principal Performance (PADEPP) Standards.

Completers will be able to:

1. Facilitate the development, articulation, implementation, and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.
2. Sustain a district culture conducive to collaboration, trust, and a personalized learning environment with high expectations for students; create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program.
3. Ensure the management of the district's organization, operation, and resources through monitoring and evaluating district management and operational systems.
4. Collaborate with faculty and community members, respond to diverse community interests and needs, and mobilize community resources for the district by collecting and analyzing information

pertinent to improvement of the district's educational environment.

5. Act with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student's academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguard the values of democracy, equity, and diversity within the district.
6. Understand, respond to, and influence the larger political, social, economic, legal, and cultural context within the district through advocating for district students, families, and caregivers and acting to influence local, district, state, and national decisions that affect student learning.
7. Apply knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

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)

Winthrop University has graduated 338 students from its M.Ed. Educational Leadership program since 2010. Of these graduates, 45 are employed as school principals, 87 are assistant principals, 12 are deans of students, and 24 are school district office administrators. Surveys were administered in 2012 and 2014 to these Winthrop Educational Leadership alumni. The results of that survey indicated that 98.7% (N= 168) agreed or strongly agreed that Winthrop should pursue an Educational Specialist degree. In addition, the response from the alumni indicated that approximately 50% of the students surveyed in both 2012 and 2014 would likely or very likely participate in the Ed.S. program if offered by Winthrop. There are currently no public institutions of higher education in the upstate region offering an Ed.S. in Educational Leadership to prepare district level administrators.

These data are supported by the U.S. Bureau of Labor Statistics indicating that nationally an increase of 5.7% in new education administration job openings is predicted between 2012-2022. Overall, 74,700 education administration positions will be open due to growth and replacement needs at the end of that 10 year period. South Carolina should experience the same proportion of growth as the national forecast. During 2014-2015 the S.C. Center for Educator Recruitment Retention and Advancement (CERRA) Supply and Demand Survey report indicated that 454.4 licensed education administrator positions were newly filled during the 2014-2015 school year with 82 of those being district level positions. Forty-five administrative positions remained vacant during the year, including 13 at the district level.

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
<i>National</i>			
Elementary, Middle, and High School Principals	+13,100 new positions over the next 10 years	+6% growth over the next 10 years	US Department of Labor
Superintendents	+261,500 new positions over the next 10 years	+11% growth over the next 10 years	US Department of Labor
Curriculum Coordinators	+18,500 new positions over the next 10 years	+13% growth over the next 10 years	US Department of Labor
<i>South Carolina</i>			
School Administrators	+110 projected annual openings in S.C.	+8% growth in SC over the next 10 years	Career One Stop

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

In addition to fulfilling the need for new school district superintendents, Winthrop's Ed.S. program would also serve to meet districts' needs for additional central office positions such as assistant superintendents, special education administrators, central office curriculum coordinators, professional development directors, assessment coordinators, and directors of elementary and secondary education. Currently, there are twelve open positions at these administrative levels in South Carolina (according to CERRA 6/2015).

Organizations hosting national and South Carolina school district superintendent and other related job databases include:

[Education Week](#)

[iHireSchoolAdministrators.com](#)

[SchoolSuperintendentsJobs.com](#)

[South Carolina Association of School Administrators](#)

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.

NA

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)

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Ed.S in Educational Leadership	The Citadel	Prepares candidates for licensure as a Superintendent. Meets standards set by Educational Leadership Constituent Council (ELCC).	<ul style="list-style-type: none"> • fewer admission requirements • 33 credit hour requirement • shorter length of internships (6 credit hours)
Ed.S in Administration and Supervision	Clemson University	Prepares candidates for licensure as a Superintendent Meets standards set by Educational Leadership Constituent Council (ELCC).	<ul style="list-style-type: none"> • fewer admission requirements • 30 credit hour requirement • offers two degree options - building level leadership or district level leadership • shorter length of internships (6 credit hours)
Ed.S in Educational Leadership	Coastal Carolina University	Prepares candidates for licensure as a Superintendent. Meets standards set by Educational Leadership Constituent Council (ELCC).	<ul style="list-style-type: none"> • fewer admission requirements • 33 credit hour requirements • shorter length of internships (6 credit hours)
Ed.S in Administration and Leadership	Converse College	Prepares candidates for licensure as a Superintendent Meets standards set by Educational Leadership Constituent Council (ELCC).	<ul style="list-style-type: none"> • fewer admission requirements • 33 credit hour requirement • only offered on-line • shorter length of internships (6 credit hours)
Ed.S. in Educational Leadership	Furman University	Prepares candidates for licensure as a superintendent Meets standards set by Educational Leadership Constituent Council (ELCC).	<ul style="list-style-type: none"> • fewer admission requirements • 33 credit hour requirement • shorter length of internships (6 credit hours)
Ed.S. in Educational Leadership	South Carolina State University	Prepares candidates for licensure as a Superintendent Meets standards set by Educational Leadership Constituent Council (ELCC).	<ul style="list-style-type: none"> • fewer admission requirements • 33 credit hour requirement • shorter length of internships (3 credit hours)
Ed.S. in Educational Administration	University of South Carolina	Prepares candidates for licensure as a Superintendent Meets standards set by Educational Leadership Constituent Council (ELCC).	<ul style="list-style-type: none"> • fewer admission requirements • 33 credit hour requirement • shorter length of internships (6 credit hours) • 9 hours of course work in cognate areas

Winthrop's program differs from those listed in the following ways:

- This proposed program is 36 credit hours
- This program requires 3 three-credit hour internship experiences for a total of 9 hours (as opposed to 3 or 6 total hours of internship experience).
- This program's admission requirements include an afternoon-long screening process involving an online leadership assessment, a writing sample, leadership priority task activity, superintendent's responsibilities as a district leader exercise, and a personal interview by a selection committee.

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-2016	N/A	120	NA	NA	20	120
2016-2017	20	120	20	120	40	240
2017-2018	40	240	40	240	40	240
2018-2019	40	240	40	240	40	240
2019-2020	40	240	40	240	40	240

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)

The applicants for the Ed.S.in Educational Leadership program must meet the following requirements:

- Three years of teaching experience and two years of school leadership experience
- Possess an M.Ed. or equivalent in Educational Leadership with an overall graduate GPA of 3.25 or higher
- Possess licensure as a school principal
- Three letters of reference that address the candidates specific qualifications and dispositions
- Approval of the Winthrop University Educational Specialist Degree Selection Committee (Includes partnership districts' representatives)
- Acceptable GRE/MAT Scores

The screening process for the Ed.S. program will include the following:

- Online assessment in leadership
- Impromptu writing sample
- In-basket activity involving leadership priority tasks
- Role play addressing the school superintendent's responsibilities as a district leader
- Personal interview with the Winthrop University Educational Specialist Degree Selection Committee

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Program completers from Winthrop's Ed.S. in Educational Leadership can apply for admission into the University of South Carolina's Ph.D. in Educational Administration degree program. USC recognizes the credit hours earned for an Ed.S. in Educational Leadership toward the Ph.D. in Educational Administration degree.

There have not been discussions with Clemson to date. Clemson is over two hours driving distance from Rock Hill (although a shorter drive for individuals living in counties west of York County). Most educators in our region of the state either apply to USC Columbia, a North Carolina institution (especially if from the Charlotte area), or consider an online, non-traditional program offered by an entity outside of South Carolina. Therefore we only discussed this possibility with USC Columbia's education dean and department chair. We will initiate conversations with the Clemson faculty regarding pathways into their program for our interested students and update CHE staff on the results of those conversations.

Curriculum

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

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
N/A		N/A		EDLD 701 Adv. School Leadership	3
				EDLD 702 Instructional Leadership and Supervision	3
Total Semester Hours		Total Semester Hours		Total Semester Hours	
					6
Year 2					
Fall		Spring		Summer	
EDLD 703 Politics, Policy, and Community Relations in Education	3	EDLD 711 Advanced School Law	3	EDLD 721 District Level Practicum 1	3
EDLD 710 School District Finance	3	EDLD 740 Advanced Educational Research/Statistics 1	3	EDLD 741 Advanced Educational Research/Statistics 2	3
Total Semester Hours		Total Semester Hours		Total Semester Hours	
	6		6		6
Year 3					
Fall		Spring		Summer	
EDLD 712 Facilities Planning	3	EDLD 704 Executive Leadership	3		
EDLD 722 District Level Practicum 2	3	EDLD 723 District Level Practicum 3	3		
Total Semester Hours		Total Semester Hours		Total Semester Hours	
	6		6		0

Total Credit Hours Required 36

Course Descriptions for New Courses

Course Name	Description
EDLD 701 Adv. School District Leadership	Examination of strategic planning, group facilitation and decision-making, organizational behavior and development, professional ethics and standards, student services administration, and principles of effective leadership. (3 credit hours – required)
EDLD 702 Instructional Leadership, Supervision, and Program Evaluation	Prepares practitioners to seize the role of educational leader at the district level through the development of a vision that will be used to drive a data driven instructional school plan. (3 credit hours – required)
EDLD 703 Politics, Policy and Community Relations in Education	Examines the politics of education in the United States (e.g., school boards, state governments, Congress, executive branch agencies, and courts) and actors (e.g., elected officials, parents, teachers' unions, and the general public) shaping the American K-12 education system in order to understand recent reform efforts and their consequences for students. (3 credit hours – required)
EDLD 704 Executive Leadership	Analysis of the organizational and governance structures of American public education at national, state, and local levels. (3 credit hours – required)
EDLD 710 School District Finance	Examines principles, issues and problems of school funding formulae and fiscal allocations to school districts. (3 credit hours – required)
EDLD 711 Advanced School Law	Examines advanced legal and fiscal issues affecting public school education. (3 credit hours – required)
EDLD 712 Facilities Planning	Explores and analyzes facility maintenance planning. (3 credit hours – required)
EDLD 721 District Level Practicum 1	Provides supervised in-school/district experiences individually designed to afford opportunities to apply previously-acquired knowledge and skills in administrative workplace settings. (3 credit hours – required)
EDLD 722 District Level Practicum 2	Provides supervised in-school/district experiences individually designed to afford opportunities to apply previously-acquired knowledge and skills in administrative workplace settings. (3 credit hours – required)
EDLD 723 District Level Practicum 3	Provides supervised in-school/district experiences individually designed to afford opportunities to apply previously-acquired knowledge and skills in administrative workplace settings. (3 credit hours – required)
EDLD 740 Advanced Educational Research/Statistics 1	Application of educational research in the district setting by educational administrators. (3 credit hours – required)
EDLD 741 Advanced Educational Research/Statistics 2	Introduces students to concepts and methods of policy and program evaluation with an emphasis on designing and preparing a dissertation research proposal. (3 credit hours – required)

Faculty

Faculty and Administrative Personnel				
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)
Asst. Professor (Walter Hart)	Full Time	EDLD 710 School District Finance Fall 1 (3 credit hours) EDLD 711 Advanced School Law Spring 1 (3 credit hours) EDLD 704 Executive Leadership Spring 2 (3 credit hours)	Ph.D. in Educational Leadership	Graduate Faculty and Program Director Former Superintendent of Schools
Assoc. Professor (Mary Martin)	Full Time	EDLD 701 Advanced School Leadership Summer 1 (3 credit hours) EDLD 702 Instructional Leadership and Supervision Summer 1 (3 credit hours)	Ed.D. in Educational Leadership	Graduate Faculty
Assistant Professor*	Full Time	EDLD 712 Facilities Planning Fall 2 (3 credit hours) EDLD 721 District Level Practicum 1 Summer 2 (3 credit hours) EDLD 722 District Level Practicum 2 Fall 2 (3 credit hours) EDLD 723 District Level Practicum 3 Spring 2 (3 credit hours)	Ed.D. or Ph.D. in Educational Leadership	Ed.S. Practicum Coordinator – M.Ed. Internship Coordinator (Hire by year 1)

Faculty and Administrative Personnel

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)
Assoc. Professor (Lisa Harris)	Full Time	EDLD 740 Advanced Educational Research/Statistics 1 Spring 1 (3 credit hours)	Ph.D. in Educational Psychology and Research	Program Director for MAT Degree Program
Professor (Mark Dewalt)	Full Time	EDLD 741 Advanced Educational Research/Statistics 2 Summer 2 (3 credit hours)	Ph.D. in Educational Research	Department Chair, Curriculum and Pedagogy in the College of Education
Adjunct Instructor*	Part Time	EDLD 703 Politics, Policy, and Community Relations in Education Fall 1 (3 credit hours)	Ph.D. or Ed.D. in Educational Leadership	PT Instructor (Hired by semester as needed)

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	3.25	Staff	.10	Administration	.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)

A full-time assistant professor will be hired to support the educational leadership faculty coverage of both the M.Ed. and the Ed.S. in Educational Leadership programs by year two. The M.Ed. in Educational Leadership degree program currently utilizes one adjunct and will use this same practice for at least one course in the Ed.S. 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 Dacus Library is an integral part of the university's instructional program. The primary goal of the Winthrop University Library is to support the instructional and research activities of the Winthrop University academic community. The library is staffed by 13 professional librarians, 16 paraprofessionals/library technical assistants, and 45 student assistants. To increase accessibility for all students, the Winthrop Library is open 24 hours from Sunday at 1:00 p.m. to Friday at 7:00 p.m., and 12:00-7:00 p.m. on Saturdays.

Dacus Library has holdings to support Winthrop's academic programs across various access platforms. It has over 80,000 scholarly ebooks, 622,316 unique titles in the General Collection, and access to over 100 electronic databases. The Library provides access to its holdings via the Library website at <http://www2.winthrop.edu/dacus/>. Course-integrated library instruction sessions are available to all academic departments. Library assistance is available all hours of operation via chat, text, phone, email, and in-person consultation. Dacus Library owns approximate 500 book titles and over 30,000 e-titles relevant to educational leadership.

Student Support Services

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

Winthrop provides students with multiple levels of support through its programs, services, and activities to promote academic success. Winthrop students receive support for program planning and registration through assigned faculty advisors in the students' program area. The College of Education has a Student Academic Services office (SAS) that serves as an information and service center for matters related to teacher education programs, university and college student policies, and educator licensure. For students in graduate programs, the Office of Graduate Studies in the College of Education provides assistance with processes such as admissions, registration, and graduation. The Senior Director for Graduate Studies is a readily available resource to graduate students who have questions or concerns. Therefore, no additional support services are required.

Physical Resources

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

The program will be offered in the existing Withers Building at Winthrop that houses the Richard W. Riley College of Education. All classrooms to be used in Withers were renovated and outfitted as 21st Century learning spaces during summer 2014, including 4 new Mediascape classrooms. Additionally, the College of Education has an Instructional Technology Center available to all education students and provides access to mobile technologies and other valuable services to students. Therefore, no new instructional equipment is needed.

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 offered in the existing Withers Building at Winthrop that houses the Richard W. Riley College of Education. No additional physical plant requirements will be required to support the proposed Ed.S. degree program.

Financial Support

Estimated New Costs by Year						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Program Administration	0	0	0	0	0	
Faculty and Staff Salaries	0	\$71,250	\$71,250	\$71,250	\$71,250	\$285,000
Graduate Assistants	\$10,500	\$10,500	\$10,500	\$10,500	\$10,500	\$52,500
Equipment	0	0	0	0	0	
Facilities	0	0	0	0	0	
Supplies and Materials	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$5,000
Library Resources	0	0	0	0	0	
Other*	0	0	0	0	0	
Total	\$11,500	\$82,750	\$82,750	\$82,750	\$82,750	\$342,500
Sources of Financing						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Tuition Funding	\$80,000	\$200,000	\$240,000	\$240,000	\$240,000	\$1,000,000
Program-Specific Fees	0	0	0	0	0	
State Funding (i.e., Special State Appropriation)*	0	0	0	0	0	
Reallocation of Existing Funds*	0	0	0	0	0	
Federal Funding*	0	0	0	0	0	
Other Funding*	0	0	0	0	0	
Total	\$80,000	\$200,000	\$240,000	\$240,000	\$240,000	\$1,000,000
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$68,500	\$117,250	\$157,250	\$157,250	\$157,250	\$657,500

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

Year 1: One cohort – 4 courses; **Year 2:** Second cohort joins in summer - 10 courses; **Years 3-5:** Two cohorts – 12 courses

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.

In year two, we anticipate hiring a new tenure-track faculty member as well as adding an Educational Leadership assigned Graduate Assistant to support the Ed.S in Educational Leadership. Tuition generated by the new cohorts will provide the needed financial support for these positions.

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 year program enrollment, retention, and graduation data are reviewed as part of the institution's assessment system. Each spring, all degree programs at Winthrop University submit a Program Assessment Report. This report is then reviewed by the College of Education Unit Assessment Committee and the results reported to members of the College of Education Dean's Council. All assessment reports are uploaded in Winthrop University's Online Assessment Report System (OARS) electronic database.

Six identified key assessments for the Ed.S. in Educational Leadership program provided in the next section will be entered and stored in LiveText. These data will be included in the aforementioned annual Program Assessment Report and reviewed annually by the College of Education Unit Assessment Committee and members of the College of Education Dean's Council.

An alumni survey is administered to all graduates of the current M.Ed. in Educational Leadership degree program and is used to track employment. This same survey will be revised appropriately and administered annually to all Ed.S. in Educational Leadership program completers.

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Student Learning Assessment

Expected Student Learning Outcomes	Key Assessments
Assessment 1: Content ELCC Standards 1-6	Written Comprehensive Exam at completion of core courses.
Assessment 2: Content ELCC Standards 1-6	Case Study in EDLD 703 Politics, Policy and Community Relations in Education
Assessment 3: Professional Leadership Skills in Instructional Leadership ELCC Standards 1, 2, 3, 4, & 6	Superintendent Entry Plan completed in EDLD 704 Instructional Leadership, Executive Leadership
Assessment 4: Professional Leadership Skills in a District Level Internship Setting ELCC Standards 1-7	Supervisor Evaluations completed in EDLD 721, 722, and 723 (District Level Practicums I-III)
Assessment 5: Professional Leadership Skills that Support P-12 Student Learning ELCC Standards 2, 4, and 5	Impact Evaluation completed in EDLD 702 Instructional Leadership, Supervision, and Program Evaluation
Assessment 6: Professional Leadership Skills in Organization Management and Community Relations ELCC Standards 3 and 4	Facilities Plan completed in EDLD 712 Facilities Planning

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 M.Ed. in Educational Leadership degree program is currently nationally recognized by ELCC and NCATE/CAEP. The proposed Ed.S. in Educational Leadership degree program will seek national recognition by the aforementioned accrediting bodies once the program has graduated its first class.

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 successful completion of the Ed.S. in Educational Leadership degree program, completers may then submit the proper paperwork to the S.C. Department of Education Office of Educator Services to seek Superintendent add-on licensure to their current license.

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
Superintendent

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

**Ed.S. Educational Leadership
New Program Proposal
Winthrop University**

Additional Materials for

South Carolina Department of Education Review

III. South Carolina Department of Education Requirements

Description of how and when the new program will meet all state requirements as outlined in the Policy Guidelines for South Carolina Educator Preparation Units, including the following:

- A. **ADEPT** – Not Applicable
- B. **PADEPP** - The Educational Specialist program integrates the state standards for principal performance as defined in the *Program for Assisting, Developing, and Evaluating Principal Performance* in all course syllabi. All learner outcomes and assessments in each course are aligned to the PADEPP standards. Candidates will demonstrate knowledge and understanding of the standards and the performance criteria and translate these into everyday practice. The Performance Standards for South Carolina Principals (PADEPP) are directly aligned to the district level ELCC Standards and the ELCC SPA assessments and rubrics.
- C. **Education Economic Development Act (EEDA)** - An alignment matrix was prepared for each program to show where each of the EEDA concepts would be covered:

EEDA Concept	Course Where Covered
Career Guidance	EDLD 702: Instructional Leadership and Supervision
Cluster of Study	EDLD 702: Instructional Leadership and Supervision
Elements of Career Guidance Model	EDLD 702: Instructional Leadership and Supervision
Diverse Learning Styles	EDLD 702: Instructional Leadership and Supervision
Contextual Teaching	EDLD 702: Instructional Leadership and Supervision
Cooperative Learning	EDLD 702: Instructional Leadership and Supervision
Character Education	EDLD 702: Instructional Leadership and Supervision

- D. **South Carolina Standards of Conduct** - All candidates will be provided specific written information regarding the standards of conduct (based on S.C. Code Ann. 59-25-160, 59-25-530 and 20-7-945) required of South Carolina educators for initial licensure. The Standards of Conduct for South Carolina Educators will be introduced in EDLD 701 Advanced School Leadership and EDLD 711 Advanced School Law. Candidates will be assessed through reflective summaries.
- E. **South Carolina Safe School Climate Act** - The Educational Specialist program integrates the South Carolina Safe Schools Climate Act of 2006 (designed to prevent harassment, intimidation and bullying) in EDLD: 701 Advanced School Leadership. Candidates will be assessed through reflective summaries.
- F. **PreK-12 Academic Standards** – Not applicable

G. Admission Requirements (Advanced)

The admission's criteria for the proposed Education Specialist program are as follows:

1. Three years of teaching experience and two years of school leadership experience
2. Possess an M.Ed. or equivalent in Educational Leadership with an overall GPA of 3.25
3. Possess licensure as a school principal
4. Completed application for graduate study at the university
5. Official transcripts of all undergraduate and graduate course work
6. Three letters of reference that address the candidates specific qualifications and dispositions
7. Completion of the entire selection process as determined by the university educational leadership faculty
8. Approval of the Winthrop University Educational Specialist Degree Selection Committee (includes partnership district representatives)
9. Acceptable GRE/MAT Scores

The screening process for the Ed.S Program will consist of but not be limited to the following:

1. Online assessment in leadership
2. Impromptu writing sample
3. In-basket activity involving leadership priority tasks
4. Role play addressing the Superintendent's responsibilities as a district leader
5. Personal interview with the Winthrop University Educational Specialist Degree Selection Committee

H. Field and Clinical Experiences Required – The Ed.S. in Educational Leadership program will include a three semester internship. The internships will occur in EDLD 721, 722, and 723: District Level Practicums I, II and III. These courses have been designed to meet the requirements for ELCC Standard 7 that candidates have opportunities for substantial experience, sustained experience, and a qualified on-site mentor. All candidates will complete a total of 55 District Leadership Activities that will address each of the ELCC District Level Leadership Standards. These activities will be in excess of 300 hours.

The details of the field experiences are outlined in course syllabi: EDLD 721, 722 and 723. The courses provide structured and significant opportunities for candidates to synthesize and apply the knowledge, and develop and practice district-level skills identified in the ELCC Standards 1-6 as well as provide opportunities for candidates to engage in self-assessment and reflection.

I. Eligibility for Initial Certification (Assurance of Compliance)- Not Applicable

J. Annual Reports (AACTE/CAEP and Title II)

These reports are submitted at the unit level by the Associate Dean of the College of Education who oversees Assessment and Accreditation activities.

K. Commitment to Diversity Assurance

All district-level candidates in the Educational Specialist Program must have experience in at least one of their field experiences or internships working with systems affecting student achievement whose demographics show evidence of diversity characterized by data on each of the following types of P-12 students:

- Male and female; and
- From different socioeconomic groups; and
- From at least two ethnic/racial groups (Ethnic/racial groups are those reported in the United States Census. They include: American Indian or Alaskan Native; Asian; Black, Non-Hispanic; Native Hawaiian or Other Pacific Islander; Hispanic; White, Non-Hispanic.); and
- English language learners; and
- With disabilities.

A “Field Experience and Internship Diversity Placement Information” form is completed by the candidate at the completion of each field experience and internship placement, and submitted to the Program Director of the Educational Leadership Program. The form is signed by the district-level candidate, the district-level supervisor and the university supervisor.

The program coordinator uses a table, “Candidate Diverse Field Experience and Internship Placement in P-12 Schools,” to monitor and verify that all candidates in the program have at least one experience working with each of the above mentioned types of P-12 students.

The unit’s conceptual framework: “*Advanced Core Professional Dispositions*,” includes eleven candidate proficiencies, as follows:

1. Advocates full and appropriate access to public education and human services for people with special needs and their families
2. Examines and makes appropriate professional decisions based on an advanced understanding of ethics and laws
3. Cares for and relates to students, families, and the larger learning community
4. Appreciates the value of using research to inform practice
5. Models life-long learning
6. Promotes an appreciation and understanding of diversity in families and society
7. Advocates for the development of individuals to their full potential
8. Respects and cooperates with others
9. Displays overall dispositions/behavior consistent with expectations of the profession
10. Believes that all students can learn
11. Works with students and colleagues in a fair and equitable manner

L. Professional Development Courses – Not applicable

M. Advanced Programs for the Preparation of Teachers Alignment with NBPTS – Not applicable

N. Experimental or Innovative Programs Policy (Assurance of Compliance) - Not applicable

- O. ISTE (National Educational Technology for Administrators (NETS.T) Standards Alignment-** The National Educational Technology Standards for Administrators are directly aligned to the ELCC Standards and Assessments 2-6. District-level candidates are introduced to the ISTE standards in EDLD 701 Advanced School Leadership.

IV. ELCC SPA or Other National Specialized and/or Professional Association Standards

Section A: Context (Institutional/State policies that may influence application of standards)

The Educational Specialist degree in Educational Leadership is designed to provide candidates with opportunities to study and apply theories, standards and practices in educational administration and to prepare them for district-level leadership positions in public and private districts. The ELCC Standards provide a framework for the program. Candidates seeking licensure after completing the degree requirements further develop, apply, and document their knowledge, performances and dispositions learned in the classroom through an extensive supervised school-based internship. Completing the degree, internship requirements, and a passing score on the PRAXIS II Educational Leadership: Administration and Supervision exam earns the candidate licensure as a school administrator in South Carolina.

The institutional policies of Winthrop University embrace both content and intent of the ELCC Standards for District-Level Administrators. The policies of the South Carolina Department of Education (D.O.E.) identify requirements for content examinations and field experiences that are in concert with the ELCC requirements. In accordance with the relationship between the South Carolina Department of Education and Winthrop University, the accreditation visit from the South Carolina DOE will be concurrent with the CAEP site visit. The only influence of state and institutional policies on the application of ELCC Standards is one of support and augmentation.

Section B: List of Assessments (Completion of chart to reflect 6-8 assessments)

Expected Student Learning Outcomes	Name of Assessment	Type of Assessment	When Administered
Assessment 1: Content ELCC Standards 1-6	Comprehensive Exam completion of core courses.	Comprehensive Examination	Completion of core courses.
Assessment 2: Content ELCC Standards 1-6	Case Study	Case Study	EDLD 703 Politics, Policy and Community Relations in Education
Assessment 3: Professional Leadership Skills in Instructional Leadership ELCC Standards 1 and 2	District Entry Plan	Project	EDLD 702 Instructional Leadership, Supervision, and Program Evaluation
Assessment 4: Professional Leadership Skills in a District Level Internship Setting ELCC Standards 1-6	Supervisor Evaluations	Evaluations	EDLD 721, 722, and 723 (District Level Practicums I-III)
Assessment 5: Professional Leadership Skills that Support P-12 Student Learning ELCC Standards 2, 4, and 5	Impact Evaluation	Project	EDLD 702 Instructional Leadership, Supervision, and Program Evaluation
Assessment 6: Professional Leadership Skills in Organization Management and Community Relations ELCC Standards 3 and 4 Assessment 7 (optional): Exit Survey ELCC Standard 7	Facilities Plan Exit Survey	Project Survey	EDLD 712 Facilities Planning 3 months of successful completion of the program.

Section C: Relationship of assessments to standards (completion of chart)

Standard 1.0: A district-level education leader applies knowledge that promotes the success of every student by facilitating the development, articulation, implementation and stewardship of a shared district vision of learning through the collection and use of data to identify district goals, assess organizational effectiveness and implement district plans to achieve district goals; promotion of continual and sustainable district improvement; and evaluation of district progress and revision of district plans supported by district stakeholders.

Standard 1.0	#1	#2	#3	#4	#5	#6
1.1 Candidates understand and collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district	X	X	X	X		
1.2 Candidates understand and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals	X	X	X	X		
1.3 Candidates understand and can promote continual and sustainable district improvement	X	X	X	X		
1.4 Candidates understand and can evaluate district progress and revise district plans supported by district stakeholders	X	X	X	X		

Standard 2.0: A district-level education leader applies knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust and a personalized learning environment with high expectations for students; creating and evaluating a comprehensive, rigorous and coherent curricular and instructional district program; developing and supervising the instructional and leadership capacity across the district; and promoting the most effective and appropriate technologies to support teaching and learning within the district.

Standard 2.0	#1	#2	#3	#4	#5	#6
2.1 Candidates understand can advocate, nurture and sustain a district culture and instructional program conducive to student learning through collaboration, trust and a personalized learning environment with high expectations for students	X	X	X	X	X	
2.2 Candidates understand and create and evaluate a comprehensive, rigorous and coherent curricular and instructional district program	X	X	X	X	X	
2.3 Candidates understand and can develop and supervise the instructional and leadership capacity across the district	X	X	X	X	X	
2.4 Candidates understand and can promote the most effective and appropriate district technologies to support teaching and learning within the district	X	X	X	X	X	

Standard 3.0: A district-level education leader applies knowledge that promotes the success of every student by ensuring the management of the district’s organization, operation and resources through monitoring and evaluating district management and operational systems; efficiently using human, fiscal and technological resources within the district; promoting district-level policies and procedures that protect the welfare and safety of students and staff across the district; developing district capacity for distributed leadership; and ensuring that district time focuses on high-quality instruction and student learning.

Standard 3.0	#1	#2	#3	#4	#5	#6
3.1 Candidates understand and can monitor and evaluate district management and operational systems	X	X		X		X
3.2 Candidates understand and can efficiently use human, fiscal, and technological resources within the district	X	X		X		X
3.3 Candidates understand and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district	X	X		X		X
3.4 Candidates understand and can develop district capacity for distributed leadership	X	X		X		X
3.5 Candidates understand and can ensure that district time focuses on supporting high-quality school instruction and student learning	X	X		X		X

Standard 4.0: A district-level education leader applies knowledge that promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources for the district by collecting and analyzing information pertinent to improvement of the district’s educational environment; promoting an understanding, appreciation and use of the community’s diverse cultural, social and intellectual resources throughout the district; building and sustaining positive district relationships with families and caregivers; and cultivating productive district relationships with community partners.

Standard 4.0	#1	#2	#3	#4	#5	#6
4.1 Candidates understand and can collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district’s educational environment	X	X		X	X	X
4.2 Candidates understand and can mobilize community resources by promoting understanding, appreciation and use of the community’s diverse cultural, social and intellectual resources throughout the district	X	X		X	X	X
4.3 Candidates understand and can respond to community interests and needs by building and sustaining positive district relationships with families and caregivers	X	X		X	X	X

4.4 Candidates understand and can respond to community interests and needs by building and sustaining productive district relationships with community partners	X	X		X	X	X
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Standard 5.0: A district-level education leader applies knowledge that promotes the success of every student by acting with integrity, fairness, and in an ethical manner to ensure a district system of accountability for every student’s academic and social success by modeling district principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district; safeguarding the values of democracy, equity and diversity within the district; evaluating the potential moral and legal consequences of decision making in the district; and promoting social justice within the district to ensure individual student needs inform all aspects of schooling.

Standard 5	#1	#2	#3	#4	#5	#6
5.1 Candidates understand and can act with integrity and fairness to ensure a district systems of accountability for every student’s academic and social success	X	X		X	X	
5.2 Candidates understand can model principles of self-awareness, reflective practice, transparency and ethical behavior as related to their roles within the district	X	X		X	X	
5.3 Candidates understand and can safeguard the values of democracy, equity and diversity within the district	X	X		X	X	
5.4 Candidates understand and can evaluate the potential moral and legal consequences of decision making in the district	X	X		X	X	
5.5 Candidates understand and can promote social justice within the district to ensure individual student needs inform all aspects of schooling	X	X		X	X	

Standard 6.0: A district-level education leader applies knowledge that promotes the success of every student by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context within the district through advocating for district students, families and caregivers; acting to influence local, district, state and national decisions affecting student learning; and anticipating and assessing emerging trends and initiatives in order to adapt district-level leadership strategies.

Standard 6.0	#1	#2	#3	#4	#5	#6
6.1 Candidates understand and can advocate for district students, families and caregivers	X	X		X		
6.2 Candidates understand and can act to influence local, district, state and national decisions affecting student learning in a district environment	X	X		X		
6.3 Candidates understand and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies	X	X		X		

Standard 7.0: A district-level education leader applies knowledge that promotes the success of every student in a substantial and sustained educational leadership internship experience that has district-based field experiences and clinical practice within a district setting and is monitored by a qualified, on-site mentor.

Standard #7	#1	#2	#3	#4	#5	#6	#7
7.1 Substantial Experience: The program provides significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences.				X			X
7.2 Sustained Experience: Candidates are provided a six- month concentrated (9-12 hours per week) internship that includes field experiences within a district environment				X			X
7.3 Qualified On-Site Mentor: An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution				X			X

Section D: Planned evidence for meeting standards (description of assessment its use, directions to candidates, the rubric or score guide and a discussion of any other evidence to be collected in support of the standards).

The following are descriptions and rubrics of the assessments and their use in the Ed.S. in Educational Leadership Program. In addition, each assessment is aligned with specific ELCC Standards as cited in Section C: Relationship of Standards to assessments.

Assessment #1
Comprehensive Examination – ED.S.

Question 1:

The school board expects you to move the district forward in an expedited manner:

- a. How do you promote continual and sustainable district improvement?
- b. What data sources would you use to identify district goals and create strong plans to achieve these?
- c. How would you evaluate the progress of these plans to insure that they are successful?
- d. How will you insure that the vision statement is reflected in the educational/fiscal/human resources programs of the school district?

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
1	<p>The candidate demonstrates superior understanding and can promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows superior understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows superior understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows superior understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1)</p>	<p>The candidate demonstrates an adequate understanding and can promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows an adequate understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows an adequate understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows an adequate understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1)</p>	<p>The candidate demonstrates minimal or no understanding and cannot promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows minimal or no understanding and cannot collect and use data to identify district goals, assess organizational effectiveness, or implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows minimal or no understanding and cannot evaluate district progress or revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows minimal or no understanding and cannot collaboratively develop, articulate, implement, or steward a shared district vision of learning for a school district. (1.1)</p>

Question 2:

You have just taken a leadership role in a district with low test scores and weak teacher performance. How will you:

- a. Create a district culture and instructional program conducive to student learning?
- b. Evaluate the district curricular and instructional program?
- c. Develop a system of supervision of district instructional leaders?
- d. Insure that technology is being used to support district teaching and learning?

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
2	<p>Candidate demonstrates superior ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates superior ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates superior ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates superior ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p>	<p>Candidate demonstrates adequate ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates adequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates adequate ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates adequate ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p>	<p>Candidate demonstrates minimal or no understanding and cannot advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates minimal or no ability to create or evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates little or no ability to develop or supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates limited or no ability to promote the most effective or appropriate district technologies to support teaching and learning within the district. (2.4)</p>

Question 3:

The school district has struggled with management issues. You have been charged with evaluating and improving the management structure in the school district. How will you address the following?

- a. District management and operational systems
- b. The use of human, fiscal and technological resources

- c. The current policies and procedures that address the welfare and safety of students and staff
- d. Distributed leadership capacity
- e. Allocation of time

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
3	<p>Candidate demonstrates a superior understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates a superior understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates a superior understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates a superior understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates a superior understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p>	<p>Candidate demonstrates an adequate understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates an adequate understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates an adequate understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates an adequate understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates an adequate understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p>	<p>Candidate demonstrates little or no understanding of and is not able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates little or no understanding of and cannot efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates little or no understanding of and cannot promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates little or no understanding of and cannot develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates little or no understanding of and cannot ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p>

Question 4:

The Board has asked you to develop a plan for improving the community involvement in school district. Describe how you would address a system of collaboration with all district stakeholders.

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
4	<p>Candidate demonstrates a superior understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p>	<p>Candidate demonstrates an adequate understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p>	<p>Candidate demonstrates little or no understanding of and is not able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p>

	<p>Candidate demonstrates a superior understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p>	<p>Candidate demonstrates an adequate understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p>	<p>Candidate demonstrates little or no understanding of and is not able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p>
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Question 5:

The school district has just been sued for alleged racial discrimination against a student and a teacher. The district has been charged by the court to develop and publish a policy that addresses the moral, legal, and ethical behavior of the board of education and administration. Describe what that policy would look like and what components would be present.

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
5	<p>Candidate demonstrates a superior understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success. (5.1)</p> <p>Candidate demonstrates a superior understanding of and is able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates a superior understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates a superior understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates a superior understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p>	<p>Candidate demonstrates an adequate understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success. (5.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates an adequate understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p>	<p>Candidate demonstrates little or no understanding of and is not able to act with integrity and fairness to ensure a district system of accountability for every student’s academic and social success. (5.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates little or no understanding of and is not able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p>

Question 6:

As a district leader how will you design and implement a system for contacting, informing and influencing the greater political, social and legal systems in the school district about emerging trends in education? Also address the school leader's impact on the economic and culture uniqueness of the district.

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
6	<p>Candidate demonstrates a superior understanding of and can advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates a superior understanding of and can act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)</p> <p>Candidate demonstrates a superior understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)</p>	<p>Candidate demonstrates an adequate understanding of and can advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates an adequate understanding of and can act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)</p> <p>Candidate demonstrates an adequate understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)</p>	<p>Candidate demonstrates little or no understanding of and cannot advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates little or no understanding of and cannot act to influence local, district, state, or national decisions affecting student learning in a district environment. (6.2)</p> <p>Candidate demonstrates little or no understanding of and cannot anticipate or assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)</p>

Assessment #2 – Case Study
Administered in EDLD 703 - Politics, Policy and Community Relations in Education

Assignment:

You are the new Superintendent of the Winthrop School District and started in your position in January due to the resignation of the existing Superintendent who was alleged to have misappropriated school district funds. The school community, parents, Board of Education, and State Department of Education are all voicing concerns about the district’s well-being and future. There is a great deal of unrest with the employees of the school district as well, and rumors are circulating that there will be a reduction in force due to financial exigencies. The Board has asked you to develop and publish a public plan. This plan should address the Vision (ELCC 1), Instructional Program (ELCC 2), Financial/Personnel Management of the school district (ELCC 3), the community collaboration policies of the district (ELCC 4) and finally, address the measures that will be taken to address the concerns of the SCDOE (ELCC 6) and to make the stakeholders understand that the district is in good standing and will function at a high level of accountability (ELCC 5).

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
1	<p>The candidate demonstrates superior understanding and can promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows superior understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows superior understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows superior understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1)</p>	<p>The candidate demonstrates an adequate understanding and can promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows an adequate understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows an adequate understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows an adequate understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1)</p>	<p>The candidate demonstrates minimal or no understanding and cannot promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows minimal or no understanding and cannot collect and use data to identify district goals, assess organizational effectiveness, or implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows minimal or no understanding and cannot evaluate district progress or revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows minimal or no understanding and cannot collaboratively develop, articulate, implement, or steward a shared district vision of learning for a school district. (1.1)</p>

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
2	<p>Candidate demonstrates superior ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates superior ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates superior ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates superior ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p>	<p>Candidate demonstrates adequate ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates adequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates adequate ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates adequate ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p>	<p>Candidate demonstrates minimal or no understanding and cannot advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates minimal or no ability to create or evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates little or no ability to develop or supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates limited or no ability to promote the most effective or appropriate district technologies to support teaching and learning within the district. (2.4)</p>

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
3	<p>Candidate demonstrates a superior understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates a superior understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates a superior understanding of</p>	<p>Candidate demonstrates an adequate understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates an adequate understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates an adequate understanding of</p>	<p>Candidate demonstrates little or no understanding and is not able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates little or no understanding of and cannot efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates little or no understanding of</p>

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
	<p>and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates a superior understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates a superior understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p>	<p>and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates an adequate understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates an adequate understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p>	<p>and cannot promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates little or no understanding of and cannot develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates little or no understanding of and cannot ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p>

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
4	<p>Candidate demonstrates a superior understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates a superior understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates a</p>	<p>Candidate demonstrates an adequate understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates an</p>	<p>Candidate demonstrates little or no understanding of and is not able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates</p>

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
	superior understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)	adequate understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)	little or no understanding of and is not able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
5	<p>Candidate demonstrates a superior understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)</p> <p>Candidate demonstrates a superior understanding of and is able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates a superior understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates a superior understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates a superior understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p>	<p>Candidate demonstrates an adequate understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates an adequate understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p>	<p>Candidate demonstrates little or no understanding of and is not able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates little or no understanding of and is not able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p>

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
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6	<p>Candidate demonstrates a superior understanding of and can advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates a superior understanding of and can act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)</p> <p>Candidate demonstrates a superior understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)</p>	<p>Candidate demonstrates an adequate understanding of and can advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates an adequate understanding of and can act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)</p> <p>Candidate demonstrates an adequate understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)</p>	<p>Candidate demonstrates little or no understanding of and cannot advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates little or no understanding of and cannot act to influence local, district, state, or national decisions affecting student learning in a district environment. (6.2)</p> <p>Candidate demonstrates little or no understanding of and cannot anticipate or assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)</p>
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**Assessment #3 – District Entry Plan
Administered in EDLD 704 – Executive Leadership**

Assignment:

You are the new leader of the Winthrop School District. The Board of Education has asked you to develop and publish an entry plan that will describe the first 90 days of your Superintendency. In this entry plan you should address the following areas:

- a. The philosophy you have in regards to the district vision, district Goals, district improvement and district assessment. (ELCC 1)
- b. Your plan for improving the district culture, instructional programs, leadership, and technology. (ELCC 2)
- c. Your plan for improving the district’s community relations program, partnerships, and utilization of the community’s resources. (ELCC 4)
- d. Your plan to advocate for and improve the school district’s finances, facilities and safety. (ELCC 3)
- e. Your plan to advocate for and improve the school district’s political position advocating for support for emerging trends in education. (ELCC 6)

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
1	<p>The candidate demonstrates superior understanding and can promote continual and sustainable district improvement. (1.3)</p> <p>The candidate shows superior understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2)</p> <p>The candidate shows superior understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4)</p> <p>The candidate shows superior understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1)</p>	<p>The candidate demonstrates an adequate understanding and can promote continual and sustainable district improvement.</p> <p>The candidate shows an adequate understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals.</p> <p>The candidate shows an adequate understanding and can evaluate district progress and revise district plans supported by district stakeholders.</p> <p>The candidate shows an adequate understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district.</p>	<p>The candidate demonstrates minimal or no understanding and cannot promote continual and sustainable district improvement.</p> <p>The candidate shows minimal or no understanding and cannot collect and use data to identify district goals, assess organizational effectiveness, or implement district plans to achieve district goals.</p> <p>The candidate shows minimal or no understanding and cannot evaluate district progress or revise district plans supported by district stakeholders.</p> <p>The candidate shows minimal or no understanding and cannot collaboratively develop, articulate, implement, or steward a shared district vision of learning for a school district.</p>

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
2	<p>Candidate demonstrates superior ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates superior ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates superior ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates superior ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p>	<p>Candidate demonstrates adequate ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates adequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates adequate ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates adequate ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p>	<p>Candidate demonstrates minimal or no understanding and cannot advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates minimal or no ability to create or evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates little or no ability to develop or supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates limited or no ability to promote the most effective or appropriate district technologies to support teaching and learning within the district. (2.4)</p>

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
3	<p>Candidate demonstrates a superior understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates a superior understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates a superior understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates a superior understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates a superior understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p>	<p>Candidate demonstrates an adequate understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates an adequate understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates an adequate understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates an adequate understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates an adequate understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p>	<p>Candidate demonstrates little or no understanding and is not able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates little or no understanding of and cannot efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates little or no understanding of and cannot promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates little or no understanding of and cannot develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates little or no understanding of and cannot ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p>

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
4	Candidate demonstrates a superior understanding of and is able to collaborate with faculty and community members by collecting and analyzing information	Candidate demonstrates an adequate understanding of and is able to collaborate with faculty and community members by collecting and analyzing information	Candidate demonstrates little or no understanding of and is not able to collaborate with faculty and community members by collecting and analyzing information

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
	<p>pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates a superior understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p>	<p>pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p>	<p>pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p>

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
6	<p>Candidate demonstrates a superior understanding of and can advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates a superior understanding of and can act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)</p>	<p>Candidate demonstrates an adequate understanding of and can advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates an adequate understanding of and can act to influence local, district, state, and national decisions affecting student learning in a district environment. (6.2)</p>	<p>Candidate demonstrates little or no understanding of and cannot advocate for district students, families, and caregivers. (6.1)</p> <p>Candidate demonstrates little or no understanding of and cannot act to influence local, district, state, or national decisions affecting student learning in a district environment. (6.2)</p>

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
	Candidate demonstrates a superior understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)	Candidate demonstrates an adequate understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)	Candidate demonstrates little or no understanding of and cannot anticipate or assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)

**Assessment #4 – Practicum Activities
EDLD 721 – 722 – 723 Practicums**

Activities (Sample)

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Probable Artifact
ELCC 1.1	The candidate will acquire their current school district’s mission and vision statement. Collaborate with the current superintendent/designee and discuss and revise the existing district vision.	The candidate shows superior understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1)	The candidate shows an adequate understanding and can collaboratively develop, articulate, implement, and steward a shared district vision of learning for a school district. (1.1)	The candidate shows minimal or no understanding and cannot collaboratively develop, articulate, implement, or steward a shared district vision of learning for a school district. (1.1)	Copy of the District’s revised mission and vision statement.

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Probable Artifact
ELCC 1.2	The candidate will collect information from their current district including Resource Data, Student Achievement Data, Perception Data, and Demographic Data. The candidate will use this data to construct and evaluation process of the district’s strategic plan.	The candidate shows superior understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2)	The candidate shows an adequate understanding and can collect and use data to identify district goals, assess organizational effectiveness, and implement district plans to achieve district goals. (1.2)	The candidate shows minimal or no understanding and cannot collect and use data to identify district goals, assess organizational effectiveness, or implement district plans to achieve district goals. (1.2)	Data sheets, and district strategic plan evaluation.

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Probable Artifact
ELCC 1.3	The candidate will acquire their district’s professional development plan, and working with the Supt. /designee, make amendments and suggestions for improvement. The plan should focus on a plan of transformational change.	The candidate demonstrates superior understanding and can promote continual and sustainable district improvement. (1.3)	The candidate demonstrates an adequate understanding and can promote continual and sustainable district improvement. (1.3)	The candidate demonstrates minimal or no understanding and cannot promote continual and sustainable district improvement. (1.3)	District’s professional development plan after consultation and revision has taken place.

Standard	Activity	Target	Adequate	Not	Probable
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Addressed				Acceptable	Artifact
ELCC 1.4	The candidate will acquire the district's vision and mission statement and develop a method of evaluation. The evaluation should include the process that will be used to communicate the progress to the various district stakeholders.	The candidate shows superior understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4)	The candidate shows an adequate understanding and can evaluate district progress and revise district plans supported by district stakeholders. (1.4)	The candidate shows minimal or no understanding and cannot evaluate district progress or revise district plans supported by district stakeholders. (1.4)	Mission and Vision Evaluation Plan and communication process.

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 2.1	The candidate will design, administer/gather results from a teacher survey assessing district culture; in particular, examine collaboration, trust, a personalized learning environment, and high expectations for students. The candidate will use this data to determine strengths and needs of the district. The data will be used to provide recommendations to the superintendent for improvement promoting the instructional program across the district.	Candidate demonstrates superior ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)	Candidate demonstrates adequate ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)	Candidate demonstrates minimal or no understanding and cannot advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)	The survey, survey results, and list of strengths and needs of the district with recommendations for improvement

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 2.2	The candidate will select a school at each level (elementary, middle or high) and involve	Candidate demonstrates superior ability to create and	Candidate demonstrates adequate ability to create	Candidate demonstrates minimal or no ability to create	Audit results; Summary of recommendations shared with

	curriculum specialists and principals in an instructional/curricular audit. Results will be shared with the principal and discussion will include recommendations for growth/next steps.	evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)	and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)	or evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)	the principal.
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Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 2.3	Coach a principal, leadership team in a school to build the instructional leadership capacity in the school.	Candidate demonstrates superior ability to develop and supervise the instructional and leadership capacity across the district. (2.3)	Candidate demonstrates adequate ability to develop and supervise the instructional and leadership capacity across the district. (2.3)	Candidate demonstrates little or no ability to develop or supervise the instructional and leadership capacity across the district. (2.3)	Coaching journal; materials from coaching sessions

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 2.4	Meet with district personnel to assess the effectiveness and appropriateness of district technologies supporting teaching and learning. Prioritize the needs found. Lead a discussion with a team of principals to strategize technology initiatives to move the district forward.	Candidate demonstrates superior ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)	Candidate demonstrates adequate ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)	Candidate demonstrates limited or no ability to promote the most effective or appropriate district technologies to support teaching and learning within the district. (2.4)	Assessment findings; prioritized needs, summary of discussion with principals

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 3.1	The candidate will develop S.M.A.R.T. goals for their home district's strategic plan. If no plan exists the candidate will analyze the districts processes and operations developing them into a strategic plan.	Candidate demonstrates a superior understanding of and is able to monitor and evaluate district management and operational	Candidate demonstrates an adequate understanding of and is able to monitor and evaluate district management	Candidate demonstrates little or no understanding and is not able to monitor and evaluate district management and operational	S.M.A.R.T. goals for the district's strategic plan and/or the development of a strategic plan that addresses the

		systems. (3.1)	and operational systems. (3.1)	systems. (3.1)	district's current processes and operations.
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Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 3.2	The candidate will work with the Supt/designee in developing multi-year fiscal plan and annual budget aligned to the district's priorities and goals;	Candidate demonstrates a superior understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)	Candidate demonstrates an adequate understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)	Candidate demonstrates little or no understanding of and cannot efficiently use human, fiscal, and technological resources within the district. (3.2)	Fiscal plan that covers multiple years.

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 3.3	The candidate will acquire their home district's school emergency response plan and update as appropriate to current state and national safety standards.	Candidate demonstrates a superior understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)	Candidate demonstrates an adequate understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)	Candidate demonstrates little or no understanding of and cannot promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)	Revised and updated district safety plan.

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 3.4	The candidate will develop a district chain of command that emphasis leadership capabilities at various levels within the district. The chain of command should address how the administration involves personnel in the decision making process.	Candidate demonstrates a superior understanding of and can develop district capacity for distributed leadership. (3.4)	Candidate demonstrates an adequate understanding of and can develop district capacity for distributed leadership. (3.4)	Candidate demonstrates little or no understanding of and cannot develop district capacity for distributed leadership. (3.4)	District Chain of Command document.

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 3.5	The candidate will work with the Supt/designee in the development of the school calendar.	Candidate demonstrates a superior understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)	Candidate demonstrates an adequate understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)	Candidate demonstrates little or no understanding of and cannot ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)	School Calendar

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 4.1	The candidate will use current, available data to identify one of the district's educational areas for improvement. The candidate will present the need to committees of both faculty and community members, providing details, sharing previous efforts for improvement, barriers, and a compelling case for community support. The candidate will conduct a work session where ideas are brainstormed and analyzed to determine vital behaviors that will make a positive impact.	Candidate demonstrates a superior understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)	Candidate demonstrates an adequate understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)	Candidate demonstrates little or no understanding of and is not able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)	Justification of need based on data, presentation, work session notes and work products

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 4.2	The candidate will identify and promote community resources that can be mobilized to make a positive impact working with the schools to support student learning. The community's diverse cultural, social, and intellectual resources will be promoted.	Candidate demonstrates a superior understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural,	Candidate demonstrates an adequate understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse	Candidate demonstrates little or no understanding of and is not able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural,	List of community resources; promotion strategies and tools for involvement across the district

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
		social, and intellectual resources throughout the district. (4.2)	cultural, social, and intellectual resources throughout the district. (4.2)	social, and intellectual resources throughout the district. (4.2)	

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 4.3	The candidate will work with the superintendent to identify a controversial community issue affecting the school district's relationships with families and caregivers. Action steps will be identified to resolve the issue by involving parents in improvement efforts. The candidate will implement and evaluate the impact of these action steps.	Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)	Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)	Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)	Description of controversial community issue; action steps to resolve issues; impact and evaluation of actions to resolve issue

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 4.4	The candidate will attend community meetings (chamber meetings, business partners, faith interests, political constituents) with the superintendent. Follow-up work will be led by the candidate in order to strengthen productive relationships with community partners.	Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)	Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)	Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)	Minutes/notes from community meetings; follow-up projects designed and implemented

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Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 5.1	The candidate will evaluate school board policy as it relates to practices that insure student academic and social success.	Candidate demonstrates a superior understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)	Candidate demonstrates an adequate understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)	Candidate demonstrates little or no understanding of and is not able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)	Report on school district policy as it relates to practices that insure student academic and social success.

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 5.2	The candidate working with the Supt./Designee will develop a public statement that addresses the ethical and moral leadership platform of which the school district functions.	Candidate demonstrates a superior understanding of and is able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)	Candidate demonstrates an adequate understanding of and is able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)	Candidate demonstrates little or no understanding of and is not able to model principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)	Leadership platform

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 5.3	The candidate, working	Candidate	Candidate	Candidate	Board Policy

	with the Supt. /Designee will examine, review and amend district employment policies as it relates to equity, democracy, and diversity. Specifically as it relates to the employment of minorities and other under-represented populations.	demonstrates a superior understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)	demonstrates an adequate understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)	demonstrates little or no understanding of and is not able to safeguard the values of democracy, equity, and diversity within the district. (5.3)	that relates to employment practices of minority and under-represented populations.
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Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 5.4	The candidate working with the Supt/Designee will evaluate or in some cases develop a district grievance procedure that is in place to handle educational dilemmas in an ethical, moral and legal manner.	Candidate demonstrates a superior understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)	Candidate demonstrates an adequate understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)	Candidate demonstrates little or no understanding of and is not able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)	District grievance procedure.

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 5.5	The candidate working with the Supt/Designee will examine, revise or develop school board policies that ensure student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the district;	Candidate demonstrates a superior understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)	Candidate demonstrates an adequate understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)	Candidate demonstrates little or no understanding of and is not able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)	Examples of school board policies that ensure student needs inform all aspects of schooling, including social justice, equity, confidentiality, acceptance, and respect between and among students and faculty within the district;

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 6.1	The candidate will attend a series of school board meetings with the superintendent. The candidate will assist the	Candidate demonstrates a superior understanding of and can advocate	Candidate demonstrates an adequate understanding of and can	Candidate demonstrates little or no understanding of and cannot	Notes from board meetings; Planning session minutes;

	superintendent in planning for these meetings and conducting follow-up tasks to advocate for the students and families in the district.	for district students, families, and caregivers. (6.1)	advocate for district students, families, and caregivers. (6.1)	advocate for district students, families, and caregivers. (6.1)	follow-up tasks conducted by intern.
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Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 6.2	The candidate will carefully monitor actions at the local district, state, and national decisions and their impact on the school district. Accompany the superintendent to events where these issues are addressed. Prepare documents, presentations, and/or press releases to inform the public of these decisions.	Candidate demonstrates little or no understanding of and cannot advocate for district students, families, and caregivers. (6.1)	Candidate demonstrates little or no understanding of and cannot advocate for district students, families, and caregivers. (6.1)	Candidate demonstrates little or no understanding of and cannot act to influence local, district, state, or national decisions affecting student learning in a district environment. (6.2)	Notes from meetings; documents, presentations, and/or press releases to inform the public

Standard Addressed	Activity	Target	Adequate	Not Acceptable	Artifact
ELCC 6.3	The candidate will anticipate and assess emerging trends and initiatives affecting the district. Working with district personnel and school administrators, the candidate will provide a work session where the issue is explored and strategies for addressing the trends can be collected and evaluated.	Candidate demonstrates a superior understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)	Candidate demonstrates an adequate understanding of and can anticipate and assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)	Candidate demonstrates little or no understanding of and cannot anticipate or assess emerging trends and initiatives in order to adapt district-level leadership strategies. (6.3)	Emerging issues and trends; notes from work session; products designed to address needs.

Assessment #5 – Impact Evaluation
EDLD 702 Instructional Leadership, Supervision, and Program Evaluation

Assignment:

Each student will gather data from an area school district where they are NOT employed. The candidate will make arrangements to meet with the Superintendent or designee to discuss program evaluation and impact. The candidate will acquire all necessary data to determine program effectiveness. The data will include but not be limited to Resource Data, Perception Data, Student Achievement Data, and Demographic Data. After analysis of this data the candidate will develop a Program Evaluation Plan for their current school district. This plan should include but not be limited to Culture and Best Practices (ELCC 2), Community Involvement and Collaboration (ELCC 4), and methodology that emphasize transparency, attention to diversity and cultural differences, and ethical communication with all stakeholders. (ELCC 5)

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
2	<p>Candidate demonstrates superior ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates superior ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates superior ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates superior ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p>	<p>Candidate demonstrates adequate ability to understand and can advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates adequate ability to create and evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates adequate ability to develop and supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates adequate ability to promote the most effective and appropriate district technologies to support teaching and learning within the district. (2.4)</p>	<p>Candidate demonstrates minimal or no understanding and cannot advocate, nurture, and sustain a district culture and instructional program conducive to student learning through collaboration, trust, and a personalized learning environment with high expectations for students. (2.1)</p> <p>Candidate demonstrates minimal or no ability to create or evaluate a comprehensive, rigorous, and coherent curricular and instructional district program. (2.2)</p> <p>Candidate demonstrates little or no ability to develop or supervise the instructional and leadership capacity across the district. (2.3)</p> <p>Candidate demonstrates limited or no ability to promote the most effective or appropriate district technologies to support teaching and learning within the district. (2.4)</p>

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
4	<p>Candidate demonstrates a superior understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates a superior understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p>	<p>Candidate demonstrates an adequate understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p>	<p>Candidate demonstrates little or no understanding of and is not able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p>

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
5	<p>Candidate demonstrates a superior understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)</p> <p>Candidate demonstrates a superior understanding of and is able to model</p>	<p>Candidate demonstrates an adequate understanding of and is able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to model</p>	<p>Candidate demonstrates little or no understanding of and is not able to act with integrity and fairness to ensure a district system of accountability for every student's academic and social success. (5.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to model principles</p>

	<p>principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates a superior understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates a superior understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates a superior understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p>	<p>principles of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates an adequate understanding of and is able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p>	<p>of self-awareness, reflective practice, transparency, and ethical behavior as related to their roles within the district. (5.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to safeguard the values of democracy, equity, and diversity within the district. (5.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to evaluate the potential moral and legal consequences of decision making in the district. (5.4)</p> <p>Candidate demonstrates little or no understanding of and is not able to promote social justice within the district to ensure individual student needs inform all aspects of schooling. (5.5)</p>
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**Assessment #6 – Facilities Plan
EDLD 712 Facilities Planning**

Assignment:

The candidate will be provided with a hypothetical school district and charged with the developed of district wide building plan. The candidate will include the following information in their plan. Data collection, population and growth data, student to teacher ratio, land acquisition, construction costs, community involvement, leadership delegation and responsibility, school board involvement, financing, long term and short term debt service, DOE involvement and regulation, and campaign strategies. In addition, the candidate will develop a contingency plan for the school district if the building plan is not accepted or is defeated by the voters. (ELCC Standards 3 & 4)

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
3	Candidate demonstrates a	Candidate demonstrates an	Candidate demonstrates little

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
	<p>superior understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates a superior understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates a superior understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates a superior understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates a superior understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p>	<p>adequate understanding of and is able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates an adequate understanding of and can efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates an adequate understanding of and can promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates an adequate understanding of and can develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates an adequate understanding of and can ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p>	<p>or no understanding and is not able to monitor and evaluate district management and operational systems. (3.1)</p> <p>Candidate demonstrates little or no understanding of and cannot efficiently use human, fiscal, and technological resources within the district. (3.2)</p> <p>Candidate demonstrates little or no understanding of and cannot promote district-level policies and procedures that protect the welfare and safety of students and staff across the district. (3.3)</p> <p>Candidate demonstrates little or no understanding of and cannot develop district capacity for distributed leadership. (3.4)</p> <p>Candidate demonstrates little or no understanding of and cannot ensure that district time focuses on supporting high-quality school instruction and student learning. (3.5)</p>

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
4	<p>Candidate demonstrates a superior understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates a superior understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse</p>	<p>Candidate demonstrates an adequate understanding of and is able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates an adequate understanding of and is able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse</p>	<p>Candidate demonstrates little or no understanding of and is not able to collaborate with faculty and community members by collecting and analyzing information pertinent to the improvement of the district's educational environment. (4.1)</p> <p>Candidate demonstrates little or no understanding of and is not able to mobilize community resources by promoting understanding, appreciation, and use of the community's diverse</p>

ELCC Standard Addressed	Target	Acceptable	Not Acceptable
	<p>cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates a superior understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p>	<p>cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates an adequate understanding of and is able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p>	<p>cultural, social, and intellectual resources throughout the district. (4.2)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining positive district relationships with families and caregivers. (4.3)</p> <p>Candidate demonstrates little or no understanding of and is not able to respond to community interests and needs by building and sustaining productive district relationships with community partners. (4.4)</p>

Assessment #7 – Exit Survey
Within Three Months of Program Completion

Assignment/Assessment:

The assessment will be administered to each candidate within 3 months of successful completion of the program. Data collected from this Exit Survey will be used to evaluate ELCC Standard 7, as well as provide specific feedback for program improvement and rigor. The following survey will be administered:

Winthrop University EDLD ED.S. Exit Survey

1. EDLD ED.S. EXIT INTERVIEW

Please fill in the following information. The responses will be kept confidential. We are interested in your input so that we can continue to offer quality Educational Leadership Programs at Winthrop University.

1. Your Name: (Optional)

2. Your Address (Optional)

Street Address

City

State

Zip Code

3. Your E-Mail Address:(Optional)

*4. What is your gender?

Male

Female

*5. To which racial or ethnic group(s) do you most identify?

American Indian or
Alaskan Native

Asian or Pacific
Islander

Hispanic or Mexican
American

Black or African
American (Non-Hispanic)

White (Non-Hispanic)

*6. Have any of your family members attended Winthrop University?

Yes

No

*7. What is your residency status?

In State

Out of State

International

*8. Were you employed while you were working on your ED.S. degree in Educational Leadership?

Yes

No

Winthrop University EDLD ED.S. Exit Survey

2. Page Two - EDLD ED.S. Exit Survey

Please indicate how much you agree or disagree with the following statements.

***9. I was treated with respect during my time in the Winthrop ED. S. Educational Leadership Program.**

Strongly Agree Agree Disagree Strongly Disagree

***10. Being in the ED.S. Program has increased my self-confidence.**

Strongly Agree Agree Disagree Strongly Disagree

***11. The Winthrop ED.S. Program has clear goals for its students.**

Strongly Agree Agree Disagree Strongly Disagree

***12. The Winthrop ED.S. Program has clear expectations for its students.**

Strongly Agree Agree Disagree Strongly Disagree

***13. Sufficient individual attention is paid to students in the ED.S. Program.**

Strongly Agree Agree Disagree Strongly Disagree

***14. Winthrop University's Educational Leadership Faculty provide high quality instruction.**

Strongly Agree Agree Disagree Strongly Disagree

***15. I was well informed about degree requirements early in my academic program.**

Strongly Agree Agree Disagree Strongly Disagree

***16. I was satisfied with the academic advice provided by my academic advisor.**

Strongly Agree Agree Disagree Strongly Disagree

***17. I believe that I have been fairly treated by the Winthrop University Educational Leadership Faculty.**

Strongly Agree Agree Disagree Strongly Disagree

***18. My grades reflect the amount of effort I put into my class work.**

Strongly Agree Agree Disagree Strongly Disagree

Winthrop University EDLD ED.S. Exit Survey

***19. Winthrop University has adequately prepared me to compete in the job market.**

Strongly Agree Agree Disagree Strongly Disagree

***20. I was prepared to use technology in my leadership role.**

Strongly Agree Agree Disagree Strongly Disagree

***21. Ethics and integrity were integrated into all of my ED.S. Classes.**

Strongly Agree Agree Disagree Strongly Disagree

***22. My presentation skills improved during the ED.S. program.**

Strongly Agree Agree Disagree Strongly Disagree

***23. I feel good about job opportunities in the field of Educational Leadership.**

Strongly Agree Agree Disagree Strongly Disagree

***24. Will you have a job upon graduation?**

Yes No

***25. What position best describes your job at the BEGINNING of the ED.S. program.**

Classroom Teacher Assistant Principal Administrative Assistant for the Principal Central Office Personnel Counselor Private Business Outside of Education Athletic Director Lead Teacher

***26. Which best describes the position you will most likely have within a year upon completion of the program?**

Superintendent Associate Superintendent Assistant Superintendent District Administrator Principal Assistant Principal Curriculum Coordinator Athletic Director

Winthrop University EDLD ED.S. Exit Survey

3. The Courses

For the following questions please check your level of satisfaction with each of the following courses in the program.

***27. EDLD 701 - Advanced School District Leadership**

Very Satisfied Satisfied Unsatisfied Very dissatisfied Did Not Take

***28. EDLD 702 - Instructional Leadership, Supervision, and Program Evaluation**

Very Satisfied Satisfied Unsatisfied Very dissatisfied Did Not Take

***29. EDLD 703 - Politics, Policy and Community Relations in Education**

Very Satisfied Satisfied Unsatisfied Very dissatisfied Did Not Take

***30. EDLD 704 - Executive Leadership**

Very Satisfied Satisfied Unsatisfied Very dissatisfied Did Not Take

***31. EDLD 710 - School District Finance**

Very Satisfied Satisfied Unsatisfied Very dissatisfied Did Not Take

***32. EDLD 711 - Advanced School Law**

Very Satisfied Satisfied Unsatisfied Very dissatisfied Did Not Take

***33. EDLD 712 - Facilities Planning**

Very Satisfied Satisfied Unsatisfied Very dissatisfied Did Not Take

***34. EDLD 721 - District Level Practicum 1**

Very Satisfied Satisfied Unsatisfied Very dissatisfied Did Not Take

***35. EDLD 722 - District Level Practicum 2**

Very Satisfied Satisfied Unsatisfied Very dissatisfied Did Not Take

***36. EDLD 723 - District Level Practicum 3**

Very Satisfied Satisfied Unsatisfied Very dissatisfied Did Not Take

***37. EDLD 740 - Advanced Educational Research/Statistics 1**

Very Satisfied Satisfied Unsatisfied Very dissatisfied Did Not Take

Winthrop University EDLD ED.S. Exit Survey

***38. EDLD 741 - Advanced Educational Research/Statistics 2**

Very Satisfied

Satisfied

Unsatisfied

Very dissatisfied

Did Not Take

Winthrop University EDLD ED.S. Exit Survey

4. The Internship

***39. Were the number of activities required in the practicums appropriate?**

Yes

No

***40. The practicum activities that you completed will be helpful to you when you become and educational leader.**

Strongly Agree

Agree

Disagree

Strongly Disagree

***41. I received adequate support from my Superintendent* mentor.**

Strongly Agree

Agree

Disagree

Strongly Disagree

***42. I received adequate support from my University Supervisor.**

Strongly Agree

Agree

Disagree

Strongly Disagree

***43. What suggestions would you make to improve the Internship experience?**

***44. The program provided significant field experiences and clinical internship practice for candidates within a district environment to synthesize and apply the content knowledge and develop professional skills identified in the other Educational Leadership District-Level Program Standards through authentic, district-based leadership experiences. 7.1**

Strongly Agree

Agree

Disagree

Strongly Disagree

***45. Candidates are provided at least six-month concentrated (9–12 hours per week) internship that includes field experiences within a district environment. 7.2**

Strong Agree

Agree

Disagree

Strongly Disagree

Winthrop University EDLD ED.S. Exit Survey

***46. An on-site district mentor who has demonstrated successful experience as an educational leader at the district level and is selected collaboratively by the intern and program faculty with training by the supervising institution. 7.3**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

***47. My mentors were provided information and support to guide me during the intern experience. (7.5.2)**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

***48. I was able to apply skills and knowledge articulated in the ELCC standards as well as state and local standards for educational leaders.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

***49. The practicum experiences were designed to accommodate my individual needs.**

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Winthrop University EDLD ED.S. Exit Survey

5. Conclusion

***50. I believe that the ED.S. courses were rigorous.**

Strongly Agree

Agree

Disagree

Strongly Disagree

51. Are there any curriculum changes you would recommend?

***52. Would you recommend the Winthrop ED.S. program to your colleagues?**

Yes

No

***53. Would you be willing to serve on an ED.S. Advisory Council?**

Yes

No

54. If you could make any change in the ED.S. Program at Winthrop University, what would it be?



South Carolina Commission on Higher Education

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Interim Executive Director

CHE
11/5/2015
Agenda Item 7.02.B

November 5, 2015

MEMORANDUM

TO: Chairman Tim Hofferth and Members, Commission on Higher Education
FROM: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing

Consideration of Request for Initial License to Offer On-ground Courses in Aiken County; M.Ed., Curriculum and Instruction Augusta University, Augusta, GA

Summary

Augusta University (formerly Georgia Regents University) (www.gru.edu) requests approval for an initial license to offer courses in Aiken County, as part of its program leading to the Master of Education degree with a concentration in Curriculum and Instruction (www.gru.edu/colleges/education), to be implemented in January 2016. The program is delivered in traditional, distance, and hybrid formats; the proposal is for the University to conduct classes on the campus of Aiken Elementary School, Aiken, SC.

Founded in 1828, Augusta University is one of four public comprehensive research institutions in Georgia. In 2012, Augusta State University merged with Georgia Health Sciences University, and took the name Georgia Regents University (GRU). In September 2015, the University System of Georgia Board of Regents voted to change the name to Augusta University. The University includes nine colleges and schools with nearly 9,000 students, approximately 1,000 full-time faculty, and nearly 7,000 staff. It houses the nation's ninth-largest, thirteenth oldest medical school, and the state's sole dental college. The Commission on Colleges of the Southern Association of Colleges and Schools accredits Augusta University to offer associate's, bachelor's, master's, education specialist, and doctoral degrees. The National Council for Accreditation of Teacher Education (transitioning to the Council on Accreditation of Educator Preparation (CAEP)) accredits baccalaureate and graduate programs at the University. The Georgia Professional Standards Commission also approves the proposed program.

The following information from the U.S. Department of Education (USDE) shows student loan three-year cohort default rates (CDR) at Augusta University.

Augusta University			
Cohort Default Rates	2011	2010	2009
Default Rate %	6.8%	10%	12.4%
No. in Default	163	195	150
No. in Repay	2,378	1,948	1,207

Beginning in 2015, schools will be subject to loss of Title IV eligibility based on a school's CDR. Schools are subject to loss of eligibility if they have a CDR greater than thirty percent (30%) for three years or if they have a CDR greater than forty percent (40%) for one year.

If a school's FY 2012 official CDR is equal to or greater than thirty percent when the official CDR is published in late September 2015, the school will be required to establish a Default Prevention Task Force and develop a default prevention plan. The plan must be submitted to the USDE. In developing the plan, a school will be required to fulfill the following:

1. Identify the factors causing the default rate to exceed the threshold;
2. Establish measureable objectives and the steps the school will take to improve its cohort default rate; and
3. Specify the actions the school will take to improve student loan repayment, including counseling students on repayment options.

Students enrolled in programs at Augusta University have access to the two Augusta University libraries, Reese Library on the Summerville campus and Greenblatt Library on the Health Sciences campus in Augusta. Augusta University Libraries provide books, e-books, government publications, journals, audiovisuals, databases, historical collections, and more, in support of student and faculty research. Augusta University Libraries provide research assistance in person and electronically and also provide tours and instruction classes for undergraduate, graduate and professional students. Students can request appointments with librarians for more in-depth research needs. Thousands of research journals are available electronically – in person and remotely - through research databases held in GALILEO and elsewhere, with many available full text.

The attached Program Proposal addresses assessment, student borrowing, admissions policies, facilities, classification, purpose, justification, admission criteria, projected enrollment, curriculum, assessment, faculty and staff, equipment, library resources, accreditation, tuition, and teacher education information.

In addition to the proposal, the institution responded to questions from CAAL members regarding the following: academic common market; the need for the program; institutional offerings in South Carolina or other states; student enrollment; curriculum; faculty; course experience for Aiken students; course transferability; and the requirements for use of the degree as prescribed by the SC Department of Education, Office of Educator Services. The questions and responses are attached.

Recommendation

The Committee on Academic Affairs and Licensing recommends favorably to the Commission initial licensure to Augusta University to offer a program leading to the Master of Education degree in Curriculum and Instruction, in Aiken County schools, to be implemented in January 2016.

PROGRAM PROPOSAL

PROPOSING INSTITUTION: Augusta University

PROPOSED PROGRAMS: Master of Education

CONCENTRATION: Curriculum and Instruction

DATE OF SUBMISSION: September 20, 2015

INSTITUTION OFFICIAL: Dr. Zach Kelehear
Dean
College of Education
2500 Walton Way
Augusta, Georgia 30904
zach.kelehear@gru.edu
706-737-1499

PROGRAM SITE LOCATION: Aiken Elementary School
2050 Pine Log Road
Aiken, South Carolina 29803
803-641-2740

Institutional Profile (One Per Institution)

2. Assessment

- A. A brief explanation of the assessments of student learning outcomes that will be used other than normal grading and testing

<p>The M.Ed. in Curriculum and Instruction assessment of student learning outcomes is through (1) key assessments specific to the program of study and aligned to the Georgia Professional Standards Commission Curriculum and Instruction Standards (Rule 505-3.63 Curriculum and Instruction) and (2) artifacts from coursework and/or classroom teaching.</p> <ul style="list-style-type: none"> • A comprehensive electronic portfolio that includes all key assessments addressing field-specific Curriculum and Instruction Standards. • A minimum of 9 artifacts from coursework and/or classroom teaching are required. These 9 artifacts must align with the College of Education's (COE) Conceptual Framework (Prepared, Able, Responsive) and demonstrate the candidate's knowledge and skills in these areas. • A dispositions assessment of the COE's conceptual framework completed in EDTD 6110 Curriculum in Theory and Practice, EDTD 6491 Advanced Instructional Management, and EDTD 6410 Applied Research in Curriculum and Instruction) • Personal Model of Classroom Management Plan (EDTD 6491 Advanced Instructional Management) • Diversity Equity Case Study (EDTD 6432) Multicultural Education • Advanced Impacting Student Learning Project (EDTD 6410 Applied Research in Curriculum and Instruction)

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

Standard	Description	Means of Assessments
Standard 1: Knowledge of Curriculum	Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning.	Diversity Equity Case Study Personal Model of Classroom Management Plan Electronic Portfolio Candidate Artifacts
Standard 2: Knowledge of Instruction	Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning.	Diversity Equity Case Study Personal Model of Classroom Management Plan Dispositions Assessments Electronic Portfolio Candidate Artifacts
Standard 3: Knowledge of Content	Program completers will demonstrate advanced depth and breadth of knowledge and skills in the academic discipline and pedagogy.	Advanced Impacting Student Learning Project Standardized classroom test data Diversity Equity Case Study Electronic Portfolio

Standard 4: Knowledge of Students	Program completers will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.	Diversity Equity Case Study Personal Model of Classroom Management Plan Electronic Portfolio Dispositions Assessments Field Experience Documentation
Standard 5: Knowledge of Research	Program completers will demonstrate ability to use research to promote student learning and to contribute to the teaching profession.	Advanced Impacting Student Learning Project Personal Model of Classroom Management Plan Electronic Portfolio NOTE: The program also tracks data on candidate publications and candidate conference presentations
Standard 6: Knowledge of Assessment	Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.	Electronic Portfolio Advanced Impacting Student Learning Project Dispositions Assessments
Standard 7: Professional Practices	Program completers will demonstrate high standards for professional practice.	Diversity Equity Case Study Field Experience Documentation Dispositions Assessments NOTE: The program also collects candidate employment data and uses exit surveys, and employer surveys.

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

Data from candidate performances on key assessments are summarized, analyzed, and reported at the end of each semester. The program conducts an annual data review to evaluate candidate performance and program effectiveness. A formal report is prepared that addresses data in the areas of (1) content knowledge, (2) professional and pedagogical knowledge, skills, and dispositions, and (3) impacting student learning. Observations from these data as well as data from exit and follow-up surveys guide recommendations for changes in program goals and learning outcomes.

The data and the annual data report are reviewed by the Department Chair of Teacher Education and by the Associate Dean for Graduate Studies.

3. Student Borrowing

A. Institution's most recent three-year cohort default rate:

6.6%

B. Average student loan debt:

\$17,673.48 (based on 2014-2015 loans disbursed)

4. Institution Admissions Policy

A. An outline of the institution's base admissions requirements

Standard Admissions Requirements

Completed Online Application

Application Fee: \$50

GPA: Minimum 2.5 cumulative GPA at the Baccalaureate level.

Minimum Degree Requirement: Minimum of a Bachelor's degree from an accredited program and an accredited college or university. To be used to satisfy degree requirements, evaluation of foreign educational transcripts must show degree earned that is the U.S. equivalency of degree required by the program.

Official Transcripts: Official transcripts are required from all universities and colleges ever attended. Only in the case of transcripts from international colleges/universities will an official course-by-course transcript evaluation be accepted in lieu of an official transcript. Official transcripts should be sent to the Augusta University Office of Academic Admissions. To remain official, all transcripts must remain in the original, unopened, sealed and stamped/signed envelope from the Registrar's office of the issuing institution. Alternatively, Augusta University will accept official electronic transcripts from the registrar's office at your prior institution. Electronic transcripts should be directed to admissions@gru.edu.

Transcript/Credential Evaluation of Foreign Transcripts: An official, professional course-by-course evaluation based on official transcripts and documents is required for all foreign educational transcripts and documents from one of the following three credentials evaluation services: Josef Silny & Associates, Inc., World Education Services (WES), Educational Credential Evaluators, Inc. (ECE). Silny and WES are recommended. Official transcript evaluations based on unofficial transcripts, documents or copies will not fulfill this requirement.

References: Recommendations (which include a reference form and letter of recommendation) from three individuals are required. Referees should be professionals qualified to critically assess the applicant's prior academic (usually college professors), employment, research and/or clinical experience (clinical or

research supervisor/ manager) and qualifications (as applicable) as well as the applicant's potential as a graduate student in the field/program selected.

Graduate reference forms and letters of recommendation can be submitted online only. As part of the online application process, applicants provide the names and current email addresses for three individuals they have asked to serve as their referees. Once the online application is submitted, each referee will receive an email notification directing him/ her to the online site where he/she can complete the reference form and submit his/her letter of recommendation. To change a referee after the application has been submitted, the applicant is instructed to log into his/her CollegeNet account and update the name and current email address for the referee. Status updates of your referees' submissions will be provided to you directly from CollegeNet.

Standardized Tests:

- **GRE Requirement:** N/A
- **TOEFL Exam Scores:** Official Test of English as a Foreign Language (TOEFL) test scores are required for applicants whose first language is not English.
 - **Minimum score:** 550 paper-based, 213 computer-based, or 79 internet-based.
 - The institution code for submission of TOEFL scores to GRU is 5406. Please do not select a department code.
 - Exemption from the TOEFL requirement is allowed for graduate students who submit proof of earning a baccalaureate degree from a regionally accredited U.S. college/university where English is the language of instruction. For more information, please visit <http://gru.edu/admissions/international.php>

Proof of Lawful Presence: In accordance with Board of Regents Policy 4.1.6, all applicants for admission to Augusta University are required to provide validation of lawful presence in the United States. Acceptance to Augusta University is conditional until lawful presence is verified. ALL applicants who are U.S. Citizens must submit documentation that verifies his/her lawful presence in the United States at time of application to admissions@gru.edu.

NOTE: While every effort is made to maintain this information as current, it may be subject to change. Please check with the Augusta University Office of Academic Admission for recent updates.

NOTE: Substitutions and/or waivers of minimum requirements must first be supported and approved at the program level and then formally approved by the Dean of The Graduate School.

NOTE: Applications deferred to another semester are subject to all admission requirements and program requirements in effect for the semester to which they are deferred.

Curriculum and Instruction Admissions Requirements

- A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate.
- **Background Check:** A clear or expunged criminal background record.
 - Per the Augusta University University **Criminal Background Check Policy** (Policy 4.1.7), final admission and enrollment for all graduate nursing and education programs are conditional on the completion of a criminal background check with results deemed acceptable to the applicable college/program's professional standards.
 - Failure to complete the required background check, provide information necessary to conduct the background check, or provide false or misleading information, may disqualify applicants from final admission and matriculation into the program and University.
 - Instructions for completing criminal background checks will be provided to applicants upon acceptance into these programs. For further information on the policy including the policy statement, reason for the policy, authorization process, process/procedures, and review process, please refer to the **Applicant Criminal Background Check Policy**.
- Liability Insurance

5. Facilities

- A. A description of facilities that will support the proposed programs and an explanation of whether or to what extent the existing physical plant will be adequate to provide space for the proposed program for at least the first three years for associate degree programs or five years for all other degree programs

Aiken Elementary School (Aiken, SC) will host traditional class meetings for the cohort. The school principal is providing instruction space in the school's Media Center. This space will provide appropriate workspace, seating, and technology for the cohort.

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

No additional physical plant requirements or modifications to existing facilities will be required.

FORMAT FOR NEW PROGRAM PROPOSALS (ONE PER PROPOSED PROGRAM)

1. Classification

A.	Program title, level of degree, and total number of credit hours	Master of Education in Curriculum and Instruction; M.Ed. 36 credit hours
B.	Concentrations, options, and tracks	There are no specific concentrations or tracks in the program.
C.	CIP code from the current U.S. Department of Education's Classification of Instructional Programs	13030100
D.	Proposed date of implementation	January 11, 2016
E.	Site	Aiken Elementary School
F.	Delivery mode (traditional, distance education, and/or blended)	Traditional, online, and blended
G.	Area of certification for programs that prepare teachers and other school professionals	Curriculum and Instruction relevant for advanced certification at the elementary, middle, and secondary levels
H.	Steps of institution approvals (e.g., faculty committees, institutional governing board, presidents or chief executive officer) and dates of each approval	M.Ed. in Curriculum and Instruction is an approved program in the College of Education. The program was reviewed during the College's most recent NACTE (2011-2012) re-accreditation review. Curriculum modifications were made to the program in May 2012 to align the coursework with standards for Curriculum and Instruction. The Georgia Professional Standards Commission approved the program in 2013.
I.	Program director contact information.	Dr. Rebecca Harper Phone 706-729-2455 E-mail rharper7@gru.edu

2. Purpose

- A. A statement of the purpose and objectives of the program

The purpose of the M.Ed. in Curriculum and Instruction program is to improve P12 teaching and learning by providing educators with deeper and broader knowledge of curriculum, pedagogy, and assessment. The program prepares curriculum and instruction professionals to positively impact learning for every student and to advocate for and contribute to the field of education.

3. Justification

- A. A discussion of the need for the program in the state and an explanation of how graduates will contribute to the economic development of the state. Include student demand or interest, anticipated employment opportunities for graduates supported by the most current U.S. Bureau of Labor Statistics, state, and regional employment data; local or regional employment opportunities as advertised in newspapers, the Department of Education and Workforce, or other sources; or demand for graduates supported by community and business surveys. This data must be quantified to the maximum extent possible, cover a reasonable period in the future beyond the anticipated date of graduation of the first classes, and must include sources of the data. Programs that prepare teachers and other school professionals must cite the most recent data published by the Center for Educator Recruitment, Retention, and Advancement (CERRA).

NOTE: Student demand or interest may be cited in this section but, unsupported, does not constitute evidence of need. If student demand survey data is included, a copy of the survey (and basic survey methodology) must be provided.

According to the Center for Educator Recruitment, Retention, and Advancement (CERRA) Teacher/Administrator Supply and Demand report, the number of teaching positions in South Carolina has been on the rise since 2009. In addition, the number of vacancies that remained unfilled in the state increased since the year 2011. According to the South Carolina Higher Education Statistical Abstract (2013), the number of master's degrees awarded from South Carolina institutions increased from 2008-2012. Although there were numerous South Carolina institutions listed that awarded said degrees, only one research institution, the University of South Carolina-Aiken (USCA), is located in a neighboring geographic area. The only master's degree offered at USCA is in Educational Technology.

- B. A discussion of the relationship of the proposed program to other related programs within the institution.

The M.Ed. in Curriculum and Instruction is one of six master's programs offered in the College of Education at Augusta University. In addition, Augusta University also offers an Educational Specialist degree in Curriculum and Instruction.

- C. If the program is offered at other campuses, provide graduation and placement rates for the program for each site.

N/A

- D. A comprehensive list of similar programs in the state (not required for institutions applying for licensure to recruit in the State for out-of-state courses)

N/A

4. Admission Criteria

- A. A description of the admission criteria specific to the program

- | |
|---|
| <ul style="list-style-type: none"> • A valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate. • Background Check: A clear or expunged criminal background record. <ul style="list-style-type: none"> ○ Per the Augusta University Criminal Background Check Policy (Policy 4.1.7), final admission and enrollment for all graduate nursing and education programs are conditional on the completion of a criminal background check with results deemed acceptable to the applicable college/program's professional standards. ○ Failure to complete the required background check, provide information necessary to conduct the background check, or provide false or misleading information, may disqualify applicants from final admission and matriculation into the program and University. ○ Instructions for completing criminal background checks will be provided to applicants upon acceptance into these programs. For further information on the policy including the policy statement, reason for the policy, authorization process, process/procedures, and review process, please refer to the Applicant Criminal Background Check Policy. • Liability Insurance |
|---|

5. Enrollment

- A. Projected Total Enrollment (Table A) showing projected total student enrollment in each term for at least the first three years for associate degree programs or five years for all other degree programs; for institutions recruiting SC residents to out-of-state institutions, provide the number of SC residents the institution anticipates enrolling into the program.

Table A – Projected Total Enrollment

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-2016			10	6	10	6
2016-2017	10	6	20	6	20	6
2017-2017	20	6	30	6	30	6
2018-2019	30	6	30	6	30	6
2019-2020	30	6	30	6	30	6

6. Curriculum

- A. A curriculum outline that lists the course numbers, titles, and credit hours

EDTD 6110 Curriculum and Theory in Practice (3 credit hours)
EDTD 6432 Multicultural Education (3 credit hours)
EDUC 6021 Introduction to Research (3 credit hours)
EDTD 6491 Advanced Instructional Management (3 credit hours)
EDTD 6381 Assessment and Data Driven Instruction (3 credit hours)
EDTD 6410 Applied Research in Curriculum and Instruction (3 credit hours)
EDTD 6100 Research in Content Area Instruction (3 credit hours)
EDTD 6224 Literacy in the Content Area (3 credit hours)
Electives (12 semester hours in an area of specialization. These may include ESOL, gifted, reading, writing, or content area coursework.)

7. Faculty and Staff

- A. The minimum educational and teaching qualifications for instructors

All instructors have terminal degrees from accredited universities and meet the Southern Association of Colleges and Schools Commission on Colleges Comprehensive Standard 3.7.1 and the SACSCOC Faculty Credential Guidelines.

- B. Confirmation that at least one full-time faculty member will be employed for the program

Dr. Rebecca G. Harper will serve as the coordinator for the Aiken cohort. Dr. Rebecca G. Harper holds a Bachelors degree in Elementary Education, a master's degree in Educational Technology, and a Doctor of Philosophy in Language and Literacy.

- C. A description of the oversight for the program; provide the organizational structure of program and of the program's relation to the institution's organizational structure

The M.Ed. in Curriculum and Instruction resides in the Department of Teacher Education in the College of Education at Augusta University. The Department Chair has immediate responsibility for the program and engages a faculty member to serve as Program Coordinator. The Associate Dean for Research and Graduate Programs in the College of Education works directly with the Department Chair and the Program Coordinator. In addition to reporting to the Dean of the College of Education, the Associate Dean for Research and Graduate Programs works directly with The Graduate School at Augusta University, as the M.Ed. in Curriculum and Instruction is part of The Graduate School.

D. A description of additional student support services for the program

Additional student support services include, but are not limited to,

- Student Technology Helpdesk is available to students 24 x 7 x 365 at 706-721-4000 or by submitting a request through our web portal support.ucern.com
- Library Learning resources are provided at Augusta University by the University Libraries (Reese Library and Greenblatt Library), the Educational and Collaborative Technology Center (ECTC), and the College of Education's Instructional Resource Center. The University's learning management system, Desire2Learn, is a primary delivery method for organizing and providing access to learning resources for students. For the M.Ed. in Curriculum and Instruction, students will have access to all library resources (physical and electronic). Reese Library provides full-text access to over 91,000 print or online journals through journal packages and databases. Of these, about 5,000 are related to education. In addition to these titles, Reese Library currently subscribes to 85 print and electronic journals specifically requested by the College of Education to support their pedagogical goals. Noteworthy for educators and for students of education are ERIC in various forms, EBSCO's Education Full Text (formerly H.W. Wilson), ProQuest, JSTOR, and EBSCO's Professional Development Collection.
- Augusta University abides by the Americans with Disabilities Act (equal and timely access) and Section 504 of the Rehabilitation Act of 1973 (non-discrimination on the basis of disability). Testing and Disability Services is located in Galloway Hall; 706-737-1469; <http://www.gru.edu/admin/tds/>
- Student Health Services provides quality basic health and preventive services to the students of Augusta University. Through a wide range of services, Student Health can assist students in maintaining their maximum physical and emotional health, so that all students realize to their fullest the educational opportunities afforded by the university. Contact Student Health Services at 1465 Laney-Walker Blvd, AF-1040. Telephone (706) 721-3448 or e-mail at studenthealth@gru.edu.

8. Equipment

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

In order for the program to be successful, the instructors will need:

- A laptop computer for course content
- A projector to display presentations
- A document camera to display student work samples

The College of Education provides this equipment for faculty use when teaching offsite.

9. Library Resources

- A. Information that the institution will provide to enrolled students showing library resources, including local libraries, designating in some recognizable way those libraries with which the institution has a current formal agreement. The document should also include resources that are available to the students through the institution's main-campus and in-state libraries and the process for using those resources. (Not required for institutions applying for licensure to recruit in the State for out-of-state courses.)

Reese Library, which is the primary library for Education students, is physically accessible for a total of 85.5 hours per week. The Information Desk is also staffed 85.5 hours per week with experienced paraprofessionals and library faculty members. The Library's online services are accessible to Augusta University faculty, students, and staff at any time via any computer connected to the Internet. Faculty also utilize Desire2Learn, the university's learning management system, to provide access to the content of information resources provided by the libraries.

The Library provides a website, social media, flyers, and brochures to help library users navigate the building and library services.

The Library's online catalog, GILFind, provides bibliographic access to the library's collections and contains links to various online resources. Full text products, bibliographic databases, and other links provided by Augusta University are merged into GALILEO, the University System of Georgia's virtual library, for a more seamless access to resources.

Reese Library supports the information and research needs of both graduate and undergraduate students in their various majors, including counseling, music, art, mathematics, history, language arts, social sciences, physical sciences, and instructional technology. The Library also has current holdings in disciplines such as anthropology, business, economics, psychology, and sociology. The university has curricular offerings in all these disciplines and learning resources to support each one.

All physical materials available in Reese Library, including books, journals, media, and other learning resources, are accessible through our online catalog, GILFind. Access to materials in the other University System of Georgia (USG) libraries is available through the GILFind Universal Catalog and an interlibrary lending/borrowing system called GIL Express. For items not available through GIL Express, Reese Library provides ILLiad, an electronic request/delivery system for books and journal articles. Access to the full text of thousands of journal articles and other digital information is available via GALILEO.

- **Books (or monographs):**

Reese Library's collection presently comprises over 480,000 volumes that support the information and research needs of students and faculty. Within the College of Education, the Library currently provides over 15,300 books in the Education (L) Library of Congress classification range with many more education materials classified under the subject specialties. Between 2007 and the present time, there have been 13,010 circulations of books within this Education classification.

As the College of Education moves to provide more classes and the option to achieve full degrees in a completely online setting, Reese Library has recognized the importance of providing electronic materials that are accessible to students who are not on the physical campus. Thus, the library has begun investing in electronic

books. Presently there are over 2,800 e-books available through E-books on EBSCOHost in the Education (L) Library of Congress classification range. An additional 1,100 education titles are available through Springer. The Library also provides subscription access to an Ebrary subject collection in Education consisting of an additional 3,700 titles.

Reese Library provides full-text access to over 91,000 print or online journals through journal packages and databases. Of these, about 5,000 are related to education. In addition to these titles, Reese Library currently subscribes to 85 print and electronic journals specifically requested by the College of Education to support their pedagogical goals.

10. Accreditation, Approval, Licensure, or Certification

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

The program is NCATE accredited and Georgia Professional Standards Commission Program approved

- B. If licensure or certification is required for employment by any public or private agency, a brief description of the licensure or certification eligibility requirements and process and of the ways in which the proposed program will ensure that graduates can reasonably expect to achieve such certification or licensure.

The College of Education Certification Office assists graduates with filing certification upgrades when a candidate completes a program. Graduate programs in the College of Education are recognized by CAEP (formerly NCATE) and the Georgia Professional Standards Commission.

- C. For programs at the graduate level that focus directly on teacher education (not educational leadership, etc.), a concise but complete description of how the proposed program addresses the core propositions of the National Board for Professional Teaching Standards.

The M.Ed. in Curriculum and Instruction addresses the core propositions of the National Board for Professional Teaching Standards by aligning the program (its coursework, content, assessment, and field experiences) to the Georgia Professional Standards Commission Standards for Curriculum and Instruction.

Master’s degree completers possess understandings of curriculum, instruction, assessment, students, and professional practices in the context of a certificate field that will allow the application of the developed understandings to new instructional situations.

Specifically, completers are able to implement and evaluate curriculum along with instructional and assessment approaches that lead to student learning in the context of a certificate field. Completers’ efforts at implementation and evaluation are informed by understandings of culturally and linguistically diverse students, research about how students learn and research in their certificate field. Completers will become informed consumers and/or practitioners of research.

11. Tuition and fees

- A. A statement of tuition costs and fees by credit hour or term and total for program

Aiken County educators will pay in-state tuition (\$215 per credit hour) and university fees (\$845 per semester). Tuition for program of 36 graduate hours is \$7,740 and fees for completion of the degree over six semesters is \$5070. Total projected cost: \$12,810. <http://www.gru.edu/tuition/program.php?id=173>

12. Programs for Teachers and Other School Professionals (only)

- A. Compliance with South Carolina Department of Education requirements

The proposed program does not lead to initial licensure. The SC Department of Education accepts credentials from regionally-accredited institutions for teacher pay advancement.

- B. SPA or other national specialized and/or professional association standards

Programs in the College of Education are CAEP (NCATE) accredited and approved by the Georgia Professional Standards Commission.

MEMORANDUM

TO: South Carolina Commission on Higher Education

FROM: E. Wayne Lord
Associate Dean for Research and Graduate Programs

DATE: October 12, 2015

RE: Georgia Regents University (soon to be Augusta University)
College of Education Program Proposal

This memorandum provides responses to questions received from the South Carolina Commission on Higher Education via e-mail on October 7, 2015. Thank you for the opportunity to respond.

1. Would this be covered by the common market procedures rather than licensure? Georgia Regents University (soon to be Augusta University) is not seeking to make the M.Ed. in Curriculum and Instruction available to students in any Southern Regional Education Board state through the Academic Common Market. The target audience is specific to the Aiken area, which is lacking such a degree. Our request comes from educators in Aiken County who wish to avoid the commute to attend classes on campus in Augusta and also to provide course-scheduling flexibility in regard to day and start/end time of classes.
2. Does Augusta University offer any other programs in South Carolina? Other states outside of Georgia? The College of Education does not offer any other programs in South Carolina or in states outside of Georgia. Our Registrar reports that prior to the consolidation of Augusta State University and Georgia Health Sciences University, the Medical College of Georgia and Georgia Health Sciences University began to offer online classes in South Carolina and deliver other programs outside the state of Georgia.
3. How many students are enrolled in the similar program at Augusta University? For fall 2015 there are 57 students enrolled in the M.Ed. Curriculum and Instruction.

4. Please describe the course experience for the Aiken students.

The program of study is 36 graduate hours. We propose to deliver less than 50% face to face in Aiken (five courses, 15 hours). Aiken students will have the options of completing the remaining hours (seven courses, 21 hours) either in online classes or face to face on the Augusta campus. Students would enroll in 6 graduate hours for six consecutive semesters. The courses will be taught by regular, full-time faculty in the College of Education; the same faculty who teach the classes in Georgia. The typical face-to-face course in Aiken will begin at a time that is convenient to the cohort members. This is likely to be 4:00 or 4:30 PM rather than the 5:00 or 5:30 PM start time in Augusta.

5. Describe the transferability of the courses to USC or other nearby institutions.

The College of Education is accredited by the Council for the Accreditation of Educator Preparation (formerly NCATE) and the Georgia Professional Standards Commission. The transferability of courses to any other institution would depend on the policies of those institutions. The courses in the program of study are graduate level courses, approved at the department, college, and university levels.



E. Wayne Lord, PhD
Associate Dean
College of Education
Georgia Regents University (soon to be Augusta University)
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Proposed Schedule for Masters in Education in Curriculum and Instruction
36 hours
Aiken County Cohort

Classes in Aiken County will be conducted from 4: 00 PM or 4:30 PM to 6:15 PM or 6:45 PM. The members of the cohort will determine a convenient start time. All other classes will be taught online.

Spring 2016 (6 hours)

EDTD 6110 (Curriculum in Theory and Practice) (Aiken site)

EDTD 6416 (Advanced Instructional Technology) or EDTD 6432 (Multicultural Education) (Online)

Summer 2016 (6 hours)

EDTD 6381 (Assessment and Data Driven Instruction) (Online)

Elective (Online)

Fall 2016 (6 hours)

EDTD 6491 (Advanced Instructional Management) (Aiken site)

EDUC 6021 (Introduction to Research) (Online)

Spring 2017 (6 hours)

EDTD 6224 (Literacy in the Content Areas) (Aiken site)

EDTD 6100 (Research in Content Instruction) (Aiken site)

Summer 2017 (6 hours)

Elective (Online)

Elective (Online)

Fall 2017 (6 hours)

EDTD 6410 (Applied Research in C &I) (Aiken site)

Elective (Online)

MEMORANDUM

TO: South Carolina Commission on Higher Education

FROM: E. Wayne Lord
Associate Dean for Research and Graduate Programs

DATE: October 13, 2015

RE: Georgia Regents University (soon to be Augusta University)
College of Education Program Proposal

This memorandum provides responses to questions received from the South Carolina Commission on Higher Education via e-mail on October 13, 2015. Thank you for the opportunity to respond.

1. Was there a needs survey of teachers in Aiken County that warrants the offering of this degree?

Yes. The university has a presence each year at Aiken County District Professional Development Days. Educators who visit with us during that event have asked about our bringing our graduate programs to them. Also, we worked with the district leadership last year to survey teachers in the district. Over 100 teachers expressed interest in the degree and our bringing the M.Ed. in Curriculum and Instruction coursework to the district.

2. The Curriculum indicates there are 12 hours of electives in an area of specialization. Will teachers have 12 hours of electives to choose from or because of the cohort size, will the electives be chosen for them? Will it be an area of concentration, I.e. 12 hours of ESOL or can they take 3 hours of ESOL, 3 hours of Gifted and Talented, 3 hours of writing and 3 hours of reading)?

There will be flexibility for educators in selecting electives. We would encourage them to complete a concentration. Once the cohort is established, we will determine if there is consensus on a concentration or if the members of the cohort want different options. This will allow us to ensure the individual needs of the cohort members are met. Each student will have an advisor to assist them in planning the program of study.

3. How many faculty members will teach in the program and what are their credentials?

The instructors in the program will be fulltime faculty from the Department of Teacher Education who hold terminal degrees and meet Southern Association of Colleges and Schools Commission on Colleges Faculty Credential Guidelines. We anticipate the cohort will have at a minimum five different faculty members as instructors during the program of study.

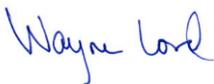
4. Will the certification align with SC standards?

Yes. According to South Carolina State Board of Education Policy R 43-51 Certification Requirements, graduate degrees acceptable for certificate advancement include academic or professional degrees in the field of education.

The M.Ed. in Curriculum and Instruction meets this requirement.

All credit at the graduate level must be earned through the graduate school of an institution that is accredited for general collegiate purposes by a regional accreditation association and that has a regular graduate division that meets regional accreditation requirements.

Georgia Regents University (soon to be Augusta University) is accredited by the South Association of Colleges and Schools Commission on Colleges. The College of Education's graduate programs (Advanced Professional and Other School Professionals) are accredited by the Council for the Accreditation of Educator Preparation (formerly NCATE). The graduate programs are also approved by the Georgia Professional Standards Commission, the accrediting body in Georgia responsible for preparation, certification, and professional conduct of certified personnel.



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South Carolina Commission on Higher Education

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Ms. Allison Dean Love, Vice Chair
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Mr. Hood Temple
Dr. Evans Whitaker

Mr. Gary S. Glenn
Interim Executive Director

CAAL
11/5/2015
Agenda Item 7.02.C

November 5, 2015

MEMORANDUM

To: Chairman Tim Hofferth and Members, SC Commission on Higher Education Members

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

Annual Report on Licensing Activities for FY 2014-15

Background

This report on licensing activities is for the Committee's information and covers the period from July 1, 2014, through June 30, 2015.

Under South Carolina law, all licenses for higher education institutions operating in the state are program- and site-specific. Thus, an institution must first be approved by the Commission to operate at a given site for the offering of a given program or programs. An institution that is licensed already must apply for an amendment to its license when one of more of the following occurs:

- The institution seeks to add a field or major not previously offered if that field/major constitutes more than 18 semester hours of credit for undergraduate programs or 12 semester hours for graduate programs;
- Cumulative changes equal or exceed 25% of the contact hours, credits, curriculum content, or program length following the initial program approval or last review by the Commission;
- Cumulative changes in the course of a calendar year equal or exceed 25% of the field or major licensed.

Licensing staff in the Division of Academic Affairs and Licensing evaluate requests for initial licensure of new degree-granting institutions, amendments to existing licenses to add degree programs at in-state sites, and amendments to existing licenses to add in-state sites to licensed institutions. Staff then prepares these requests and recommendations for the consideration of the Committee on Academic Affairs and Licensing.

Institutions also request modifications for minor changes that the licensing staff approve. Those modifications include the following:

- Course requirements in an existing program that constitute less than 25% of the program's academic requirements in a year;
- A "concentration" within a program of study that constitutes 18 credit hours or less;
- A name for an existing program of study;
- The mode of delivery for an existing program of study.

Annual Report on Licensing Activities for FY 2014 - 2015

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I. Approval of Initial Licensure and Amendments for Degree-Granting Institutions

The Committee on Academic Affairs and Licensing and the Commission approved no applications for initial licensure in 2014-2015.

MacCormac College, a non-profit institution in Chicago, IL, submitted its application for initial licensure. Following review by the staff and a team of reviewers, based on a negative recommendation from the team, the institution withdrew the application.

The following table lists new programs the Committee on Academic Affairs and Licensing and the Commission approved in 2014-15.

Table 1 Amendments to Add Programs

Amendments to Existing Licenses to Add New Degree Programs 2014-15							
Institution	Major	A ¹	B	M	D	Total	Location
South University	Occupational Therapy Assistant	1				1	Columbia
South University	Physical Therapy Assistant	1				1	Columbia
South University	Doctor of Nurse Practice				1	1	Columbia
		2	0	0	0	3	

¹ A Associate's
 B Bachelor's
 M Master's
 D Doctorate

II. Degree-Granting Institutions

The following table lists all degree-granting, postsecondary institutions that are licensed with sites in South Carolina. In March 2015, the University of Phoenix (Table 2, no. 28) informed the Commission staff of the University's plan to teach-out and close the Columbia campus, expected in 2018. Together with the annual report, the staff will request updates on the status of the campus as the closure proceeds.

Table 2 Degree-Granting Institutions

Degree-Granting Institutions-Licensed Sites in SC							
	Name	Main Campus	Degree level ²	Accreditation	Profit/Non	Location	Enrollment Fall 2014
1.	American College of the Building Arts	Charleston, SC	A, B	None	Non	Charleston	40
2.	Art Institute of Charleston	Atlanta, GA	A, B	SACS	Profit	Charleston	554
3.	Brown Mackie College	Tucson, AZ	A, B	ACICS	Profit	Greenville	708
4.	Centura College	Virginia Beach, VA	A	ACCSC	Profit	Columbia	70
5.	Charleston School of Law	Charleston, SC	JD/LLM	ABA	Profit	Charleston	454
6.	ECPI College of Technology	Virginia Beach, VA	A, B	SACS	Profit	Greenville Charleston Columbia	525 548 263
7.	Embry-Riddle Aeronautical University	Daytona Beach, FL	A, B, M	SACS	Non	Greenville	55
8.	Florida Institute of Technology	Melbourne, FL	M	SACS	Non	Woodruff	14
9.	Forrest College	Anderson, SC	A	ACICS	Profit	Anderson	111
10.	Fortis College	Towson, MD	A	ABHES	Profit	Columbia	529
11.	Gardner-Webb University	Boiling Springs, NC	M	SACS	Non	Spartanburg	7
12.	Golf Academy of America	Birmingham, AL	A	ACICS	Profit	Myrtle Beach	251
13.	ITT Technical Institute	Indianapolis, IN	A, B	ACICS	Profit	Charleston Columbia Greenville Myrtle Beach	270 315 269 152
14.	Keiser University	Ft. Lauderdale, FL	B, M	SACS	Non	Charleston Columbia	N/A

² A Associate's

B Bachelor's

M Master's

Ed.S. Education Specialist

DO Doctor of Osteopathic Medicine

DC Doctor of Chiropractic

Pharm.D. Doctor of Pharmacy

DNP Doctor of Nursing Practice

JD Juris Doctor

LLM Master of Laws

D Doctorate

Degree-Granting Institutions-Licensed Sites in SC							
	Name	Main Campus	Degree level ²	Accreditation	Profit/Non	Location	Enrollment Fall 2014
15.	Lenoir Rhyne University	Hickory, NC	M	SACS	Non	Columbia	92
16.	Lesley University (Several sites)	Cambridge, MA	M, Ed.S.	NEASC	Non	Various	25
17.	Miller-Motte Technical College	Virginia Beach, VA	A	ACICS	Profit	Charleston Conway	635 622
18.	Nova SE University	Fort Lauderdale, FL	D	SACS	Non	Anderson Charleston Columbia Greenwood	0
19.	Professional Golfers Career College	Temecula, CA	A	ACICS	Profit	Bluffton	55
20.	Saint Leo University	Saint Leo, Florida	A, B, M	SACS	Non	Charleston Sumter	225 165
21.	Savannah College of Art & Design	Savannah, GA	B	SACS	Non	Bluffton	49
22.	Sherman College of Straight Chiropractic	Spartanburg, SC	DC	SACS/CCE	Non	Spartanburg	346
23.	South University	Savannah, GA	A, B, M, Pharm.D., DNP	SACS	Profit	Columbia	1,464
24.	Southeastern Institute	Ft. Lauderdale, FL	A	ACCSC	Profit	Charleston Columbia	160 173
25.	Springfield College	Springfield, MA	B, M	NEASC	Non	Charleston	115
26.	Strayer University	Washington, DC	A, B, M	MSA	Profit	Charleston Columbia Greenville	882 1,199 657
27.	Troy University	Troy, AL	B, M	SACS	Non	Charleston Sumter	22 8
28.	University of Phoenix	Phoenix, AZ	B, M	NCA	Profit	Columbia	540
29.	Edward Via College of Osteopathic Medicine (VCOM)	Blacksburg, VA	DO	Commission on Osteopathic Accreditation	Non	Spartanburg	635
30.	Virginia College	Birmingham, AL	A, B	ACICS	Profit	Charleston Columbia Florence Greenville Spartanburg	414 589 414 453 413
31.	Webster University	St. Louis, MO	B, M	NCA	Non	Charleston Columbia Greenville Myr. Beach	268 638 126 423

The following table lists degree-granting, postsecondary institutions only *recruiting* in SC. These institutions do not have any on-ground sites in SC. Westwood College, Atlanta, did not renew its license to recruit SC residents.

Table 3 Degree-granting Institutions Licensed to Recruit

Degree-granting Institutions Licensed to Recruit			
	Institution	Degree Level³	Modality of Program Delivery
1.	Advanced Technology Institute, Virginia Beach, VA	A	On-ground at its site in Virginia Beach, VA
2.	Capella University Minneapolis, MN	B, M, Ed.S., D	On-line
3.	Chamberlain College of Nursing Downers Grove, IL	B, M	On-line
4.	DeVry University Miramar, FL Orlando, FL Alpharetta, GA Decatur, GA Addison, IL Columbus, OH	A, B, M	A.A.S. and B.S. on-ground at sites in other states and on-line
5.	Grand Canyon University Phoenix, AZ	B, M, D	On-line
6.	Harrison College Indianapolis, IN	A, B	On-line and on-ground at The Chef's Academy, Morrisville, NC
7.	Johnson & Wales University Providence, RI	A, B	On-ground at its site in Charlotte, NC
8.	Lincoln Technical Institute (formerly Nashville Auto-Diesel College (NADC)), Nashville, TN	A	On-ground at its site in Tennessee
9.	Northeastern University, Boston, MA	M	On-line
10.	Ohio Technical College, N. Randall, OH	A	On-ground at its site in Ohio
11.	Walden University Minneapolis, MN	B, M, Ed.S., D	On-line

III. Nondegree-Granting Institutions

In addition to licensing of degree-granting institutions, the Commission licenses entities that offer certificate and diploma programs that prepare students for a pre-determined vocation. The Commission has delegated to the staff the authority to review and approve nondegree programs. As of June 30, 2015, CHE licensed 72 schools that offer nondegree programs. During the 2014-15 fiscal year, the staff approved initial licensure of the following schools that offer nondegree programs:

³ A Associate's
B Bachelor's
M Master's
Ed.S. Education Specialist
D Doctorate

Table 4 Nondegree Initial Licenses

Nondegree Initial Licenses 2014-15			
	Institution Name and Location	Location	Programs
1.	Advanced Dental Training Institute, LLC	Summerville	Dental Assisting
2.	American Red Cross	Florence	Nurse Aide
3.	Carolina Dental Assisting School	Greenville	Dental Assisting
4.	Carolina Medical Training Institute, LLC	Columbia	Nurse Aide
5.	Carolina Welding Training Institute	Andrews	Welding
6.	Greenville Montessori Institute	Greenville	Montessori 3-6
7.	Ignite Healthcare Institute	Greenville	Nurse Aide
8.	Legacy	Greenville	Nurse Aide
9.	Palmetto Associates Education Center	Cayce	Nurse Aide
10.	Professional Development and Training Services, LLC	Camden	Nurse Aide
11.	Tulsa Welding School	Jacksonville, FL	Welder , Electro-Mechanical, Refrigeration (Recruiting)
12.	Upstate School of Neuromuscular and Massage Therapy	Lyman	Neuromuscular and Massage Therapy

During the 2014-15 fiscal year, the following nondegree schools closed:

Table 5 Nondegree Institutions Discontinued

Nondegree Licenses Discontinued 2014-15			
	Institution Name and Location	Location	Programs
1.	Academy of Dental Assisting	Surfside Beach	Dental Assisting
2.	AMAN Institute	Aiken	Nurse Aide
3.	Clemson Montessori d/b/a Montessori Teacher Training	Clemson	Childhood and Elementary
4.	Columbia Health Care Services	Columbia	Nurse Aide
5.	Dunes Dental Assisting School	Surfside Beach	Dental Assisting
6.	Health Tech	Greenville	Nurse Aide
7.	L.S. Technical Institute	Greenville	Nurse Aide
8.	Nurse Aide Institute of Excellence	Rock Hill	Nurse Aide
9.	Palmetto Healthcare Training Center	Marion	Nurse Aide and various entry-level allied health programs
10.	Ravenel Medical Center School for Nurse Aides and Phlebotomy	Ravenel	Nurse Aide, Phlebotomy
11.	SE School for Career Development	Greenville	Various entry-level short-term allied health programs
12.	TLC Training for Long-Term Care	Greer	Nurse Aide

The following table shows nondegree-granting institutions operating or soliciting in SC as of June 30, 2015:

Table 6 Nondegree-granting Institutions

Licensed Nondegree-Granting Institutions as of 6/30/2015	
1.	Advanced Dental Training Institute, LLC, Summerville
2.	Air Conditioning Refrigeration (ACR) Training Center , Ladson
3.	Allheart, Columbia and Sumter
4.	American Hospitality Academy, Hilton Head
5.	American Red Cross, Florence
6.	ARC Labs, Piedmont, Columbia, Hanahan
7.	Arrhythmia Technologies, Greenville
8.	Art Instruction School, Minneapolis, MN
9.	At-Home Professionals, Ft. Collins, CO
10.	Avalon School of Massage, Florence and MB
11.	Caring Hands, Inman
12.	Carolina Career Institute, Columbia
13.	Carolina Dental Assisting School, Greenville
14.	Carolina Film Institute, Greenville
15.	Carolina Massage School & Wellness Center, Greenville
16.	Carolina Medical Training Institute, LLC, Columbia
17.	Carolina Nursing Assistant Program Academy (CNAPA), Columbia
18.	Carolina Welding Training Institute, Andrews
19.	Centura College, Charleston
20.	Charleston School of Protocol and Etiquette, Inc.
21.	Construction Training Center, Blair
22.	Court Reporting School of SC, Columbia
23.	DeAbreu Modeling Consulting, LLC, Summerville
24.	Dental Assisting Training School of SC, Mt. Pleasant
25.	East Coast Grooming School, Beaufort
26.	Franklin Home Health Agency, Marion
27.	Grand Strand School of Bartending, Myrtle Beach
28.	Greenville Montessori Institute
29.	Groomadog Academy, Ridgeway, Blythewood
30.	H&R Block
31.	Ignite Healthcare Institute, Greenville
32.	InnoVista Training, Columbia
33.	Institute for Guided Studies, Camden
34.	International Diving Institute, Charleston
35.	International Spa Institute
36.	Jackson Hewitt, various locations
37.	John Casablanca, Charlotte, NC
38.	Lake Wylie Caregivers Academy, Lake Wylie
39.	Legacy, Greenville
40.	Liberty Tax Service, various locations
41.	MedTech, Inc., Spartanburg
42.	MicroStaff IT, Cayce
43.	Millie Lewis Modeling/Finishing, Greenville
44.	Millie Lewis Models and Talent, Charleston
45.	Murrell Construction Institute, Marion
46.	NASCAR Technical Institute, Mooresville, NC
47.	National Cat Groomers School, Greenville
48.	NOC Training Center, Hartsville
49.	Palmetto Associates Education Center, Cayce
50.	Palmetto School of Career Development, N. Charleston
51.	Palmetto Training, Inc., Walterboro
52.	PATCH Training School, Charleston
53.	Pathway Medical Training Service, Sumter
54.	Pee Dee Medical Training Center, Lake City
55.	Pittsburgh Institute of Aeronautics, Myrtle Beach
56.	Plumstead Quality and Training Service, Inc., Greenville
57.	Professional Development and Training Services, LLC, Camden
58.	Professional Medical Training Center, Florence
59.	Remington College, Columbia
60.	SC School of Court Reporting, Columbia
61.	SC School of Dog Grooming, Columbia
62.	SC School of Horseshoeing, Inc., Aiken
63.	SouthWinds of SC, Inc., Camden
64.	Sunrise School of Dental Assisting, Columbia

65.	The Iron Yard Academy, Greenville, Mt. Pleasant, Columbia
66.	Training Concepts LLC, Irmo
67.	Tulsa Welding School, Jacksonville, FL
68.	Universal Technical Institute of Texas
69.	Universal Technical Institute-Motorcycle Mechanics Division, Orlando, FL

70.	Upstate School of Neuromuscular and Massage Therapy, Lyman
71.	USAeroTech Institute, LLC, Greenville
72.	WyoTech, Blairsville, PA and Laramie, Wyoming

IV. Records and Agent Permits

The Commission is the repository for records of schools that have closed. The Commission received 189 requests for records in the 2014-15 fiscal year.

The Commission issues permits to agents who represent licensed institutions. The agents follow-up on leads generated by advertising and soliciting activities. As of June 30, 2015, 283 agents were permitted to recruit in the state.

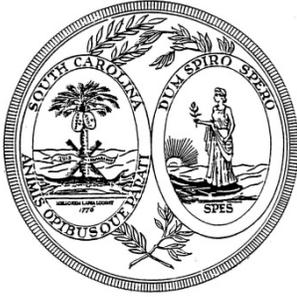
V. Complaints

The licensing regulations require that each institution include a complaint procedure in its catalog. The procedure typically includes a formal process by which a student may approach institution officials and seek resolution through the institution. If the student cannot reach a satisfactory conclusion, he or she may submit a complaint to the Commission. Members of the staff of the Commission refer students to other resources and mediate sharing of information between students and school officials. In cases where students file formal complaints, the staff reviews the complaint, sends it to the school for response, transmits the response to the student, and attempts to negotiate resolution of the complaint. Sometimes complaints result in readdressing policies and procedures at the schools in order to avoid similar problems.

During the year 2014-15 fiscal year, licensing staff received 55 complaints. The following table shows the number of complaints by type of institution and the topics of the complaints.

Table 7 Complaints

2014-2015 Institutional Complaints Summary			
	Formal	Informal	Totals
Institutional Type			
In-State Licensed Degree	1	0	1
In State Licensed Non-Degree	5	3	8
SC Public Exempt	0	16	16
SC Religious Exempt	1	0	1
Out-of-State Degree Branch	5	12	17
Illegally Operating	1	2	3
Miscellaneous	4	5	9
Total	17	38	55
Issue			
Academic	11	16	27
Conduct	0	0	0
Financial	2	10	12
Administration	1	4	5
Miscellaneous	3	8	11
Total	17	38	55



South Carolina Commission on Higher Education

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 Mr. Gary S. Glenn
 Interim Executive Director

CHE
 11/5/2015
 Agenda Item 7.02.D

November 5, 2015

MEMORANDUM

To: Chairman Tim M. Hofferth and Members, S. C. Commission on Higher Education

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

Information Report on Staff-Approved Modifications

The table below shows academic program modifications Commission staff approved from July 1-September 30, 2015.

Institution	Program	Modification
University of South Carolina Columbia	Ed.S., Counselor Education, add concentration in Clinical Mental Health Counseling	Add concentration in Clinical Mental Health Counseling

During this period, staff elevated the following program modification, consistent with its authority as stated in the *Policies and Procedures for New Academic Programs, Program Modifications, Program Notifications, Program Terminations, and New Centers*. The Commission considered and approved the modification.

Institution	Program	Modification
South Carolina State University	B.S., Civil Engineering Technology	Develop into B.S., Civil Engineering