

South Carolina Commission on Higher Education

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CHE
5/5/2016
Agenda Item 9.02.A.1-7

May 5, 2016

MEMORANDUM

To: Chairman Tim Hofferth and Members, SC Commission on Higher Education

From: Chair Terrye Seckinger and Members, Committee on Academic Affairs and Licensing

Analyses of New Program Proposals

Attached are the executive summaries and proposals for new academic degree programs for consideration at the May 5, 2016, meeting of the S.C. Commission on Higher Education.

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

Enclosures

**New Program Proposal
 Bachelor of Science in Nursing
 The Citadel**

Summary

The Citadel requests approval to offer a program leading to the Bachelor of Science in Nursing (generic) to be implemented in January 2017. 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 and support documents are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	1/15/16	Not Applicable
ACAP Consideration	2/18/16	<p>The Citadel's representative discussed the need for the proposed program, especially in providing nurses for the military, and explained that the program will offered as a traditional program for cadets as well as a 2+2 evening program through an articulation agreement with Trident Technical College. The representative also addressed concerns raised by MUSC about clinical placements and stated that they are adding new clinical sites such as the Naval Health Clinic to avoid displacing programs utilizing other local clinical sites.</p> <p>Staff and ACAP members also discussed the competing trends of greater demand but fewer available clinical placements for students in nursing and other healthcare programs, and best means to secure placements for their students. The members agreed that this issue merits discussion at a policy level and recommended a statewide study of access to clinical placements.</p> <p>Staff stated that a request for revisions to the proposal would be forthcoming.</p> <p>ACAP members voted to approve the program proposal.</p>
Comments and suggestions from CHE staff sent to the institution	2/26/16	<p>Staff requested the following proposal revisions:</p> <ul style="list-style-type: none"> • Clarify that the 2+2 option is not an RN to BSN completion program (it is an AS to BSN, not an ADN to BSN) as well as explain why that option was pursued instead of an ADN to BSN option, particularly since Trident Technical College offers the ADN. • Clarify that the Board of Nursing approval was for the feasibility study for establishing the program.

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> • Include details about how the program will prepare more nurses for the military in particular as discussed at the ACAP meeting. • Describe the plan for clinical placements and state whether there are any formal arrangements in place for clinicals as well as explain how clinical experiences were chosen so as to not impact existing programs offered in the area, as discussed at the ACAP meeting. • Include letters for clinical support, if available. • Discuss how this proposed program may potentially impact The Citadel's recruitment into its Corps of Cadets. • Provide more information about the evening division and the students who will be enrolled in the program through this division. • Consider raising the GPA requirements because the SC Board of Nursing does not review favorably GPA requirements less than 2.75 for admission. • Include the total credit hours for the evening division • Provide two curriculum charts: one for the traditional program and one for the AS to BSN program. • Explain the plan and timeline to develop and implement these new courses as well as how the development of the new courses affects faculty load. • Identify the new faculty hires expected and when they will be hired. • Review the amounts and totals listed in the cost chart for accuracy as well as update the amount provided for equipment to include the simulation lab. • Provide more detail about the sources of financing as well as more information about the total costs, especially for equipment, facilities, and new faculty. • Explain how the program assessment information will be used to make changes, if needed. Also, state whether the program be assessed using feedback from the Board of Nursing and accrediting body. • Provide citations for all data sources included. <p>Staff also recommend a review of the curricula of comparable programs and requested a copy of the final, signed articulation agreement with Trident Technical College when it becomes available.</p>
Revised Program Proposal Received	3/10/16	The revised proposal satisfactorily addressed the requested revisions. Staff received a draft of the articulation agreement and were assured that the final,

Stages of Consideration	Date	Comments
		<p>signed agreement would be available at the CAAL meeting on April 7, 2016.</p> <p>Staff received the signed articulation agreement on April 6, 2016.</p>
CAAL Consideration	4/7/16	<p>Commissioners asked for clarification about the following topics:</p> <ul style="list-style-type: none"> • the clinical experiences needed to support the program; and • the discussion references in the materials about the competing trends of greater demand but fewer available clinical placements for students in nursing and other healthcare programs. <p>Representatives from The Citadel provided the following responses:</p> <ul style="list-style-type: none"> • that clinical agreements are in place to ensure sufficient experiential learning opportunities for students; • that the need for the program is substantial and the financial support is available; • in addition, institutions are becoming more enterprising in that they now have to generate revenue to support programs and The Citadel's representative then described. <p>Commissioners commended The Citadel for its evaluation plan and The Citadel's representative agreed to share evaluation information with the Commission as it becomes available.</p> <p>Commissioners also encouraged staff to consider how best to conduct a statewide study of access to clinical placements.</p>

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Bachelor of Science in Nursing (generic) to be implemented in January 2017 provided that the program receives State Board of Nursing approval prior to the matriculation of students into the program.

NEW PROGRAM PROPOSAL

Name of Institution
The Citadel

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

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 2017

CIP Code
51.3801

Delivery Site(s)

Courses offered on-site, with clinical rotations at hospitals/clinics

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)

Dr. Lok C. Lew Yan Voon
Dean of Science and Mathematics
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Institutional Approvals and Dates of Approval

Institutional Approval: January 14, 2016
Academic Board: December 15, 2015
Department of Health, Exercise, and Sports Science: December 1, 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)

This proposal is for a traditional four-year Bachelors in Nursing Science (BSN) program at a public institution in Charleston. No such program currently exists. In addition to a daytime program with the Corps of Cadets, an evening program will be established offering a 2+2 program for students who have completed the general education requirements and wish to pursue a Bachelor's Degree in Nursing. The Citadel, as South Carolina's senior military college and one of only seven in the nation, have a distinctive mission to provide qualified officers to our military branches. All military branches are experiencing a shortage of ROTC nurses largely due to the competing demands of educating nurses that result in an extended timeline of 5-years to graduation (see sections on Assessment of Needs and Employment Opportunities and U.S. Army Letter of Support dated August 12, 2015). The Citadel's four year ROTC based proposed nursing program will be a highly sought after offering with guaranteed employment for the ROTC graduate within the armed services nursing corps. Additionally, as the veteran population returns to civilian life, there is a strong desire that nursing education be provided with transition to the Veterans Administration healthcare system. Veterans typically enter the workforce upon return to civilian life and the evening 2+2 program proposed will be a critical opportunity that allows them to work during the day and extend school part-time as they transition to a lifelong career in nursing. Our feasibility study has received unanimous approval for further development from the SC Board of Nursing.

The daytime program will benefit from the strong core curriculum at The Citadel. The BSN will be offered within the SC Corps of Cadets (SCCC), ROTC students, officer candidates, and Veteran students. Supporting the Nurse Corps would be an important component of this program as the federal service academies do not offer nursing. The evening program would serve several populations: Veterans working during the day, civilian Charleston area residents who have a daytime job and/or students with an Associate's in Science degree from Trident Technical College (TTC) and other community college graduates seeking a BSN. We had pursued both the ADN to BSN and AS to BSN ideas with TTC and it was their decision to propose developing the AS to BSN route first. The first reason is that there is currently no local option for their AS students to get into an evening nursing program. Second, an ADN to BSN route would be a very different academic program since the ADN students would already have had many nursing courses. Third, these ADN students could easily be licensed as RN and pursue an RN to BSN program. There are a handful of online RN to BSN programs available, and three physically based in the area (Charleston Southern University, MUSC College of Nursing, and Francis Marion along with for-profit programs). While each of these programs are experiencing waiting lists, the Citadel does not believe a duplicative additional RN-BSN program is needed in the market. However, a BSN degree to support the military focused undergraduate, as well as an evening 2+2 BSN for veterans and civilians is clearly a need in the Lowcountry area.

Since the Institute of Medicine's (IOM) 2010 report on the Future of Nursing, emphasizing a highly educated nursing workforce, there has been progress made with BSN programs partnering with nursing programs at technical colleges. Currently in South Carolina, only Coastal Carolina and Horry-Georgetown Technical College have developed such a program. The Citadel has articulated an agreement with Trident Tech should the CHE and SC Board of Nursing approve our submitted proposals.

NEW PROGRAM PROPOSAL

The BSN program will also build upon The Citadel's strategic plan, Leadership Excellence and Academic Distinction (LEAD) 2018 Objective 2 (academic programs of distinction), and Objective 8 (provide outreach to the region and serve as a resource in its economic development) and will increase our partnerships with the community. The new BSN program will also increase our ability to gender diversify the South Carolina Corps of Cadets, currently at about 8% female, and as a result the armed forces.. The program will be attractive to Veterans and this will benefit from our strong interaction with the VA Medical Center in Charleston. Finally, together with the proposed evening program, the BSN will keep our curriculum relevant and financially solvent.

List the program objectives. (2000 characters)

The program has the following objectives:

1. Offer state supported traditional and completion BSN programs for our armed forces, veterans returning to civilian careers and SC residents in the Charleston area;
2. Increase the number of BSN prepared nurses in the Charleston area consistent with the Institute of Medicine recommendations from the 2010 Future of Nursing study;
3. Emphasis the leadership role that nurses will play in healthcare in the 21st century;
4. Increase the diversity of the South Carolina Corps of Cadets and stage a relevant curriculum for service and employment.

Assessment of Need

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

An assessment of the need for a BSN for the military has recently been conducted (*National Surveys of Military Personnel, Nursing Students and the Public: Drivers of Military Nursing Careers*, K. Donelan et al., *Mil Med* 179, 565 (2014) since the "National Defense Authorization Act (NDAA) for 2010 requested a plan to address the need to have a sufficient number of prepared nurses who could serve as members of the armed forces." They found that the Nurse Corp Chiefs of the Army, Navy and Air Force supported partnerships with "civilian schools of nursing ... as a means of recruiting new nurse graduates, who would accept an undergraduate education in return for a commission and service obligation as an officer in the Armed Forces." In the survey conducted by the authors, 59% of respondents said that the number of military nurses was less than needed. It was found that, among nursing students within a 50 miles radius of a major military base, 7% are paying tuition through an ROTC or other military program. Indications are that this number is currently lower in Charleston; they also found that 74% of military personnel "have strongly or somewhat considered a career as a registered nurse." Hence, the potential to attract more of these nursing students with a program at The Citadel is significant.

The SC Office of Healthcare Workforce Analysis and Planning (<http://officeforhealthcareworkforce.org>) predicts a nurse shortage of at least at 6400 Registered Nurses in the state starting in the next few years. The forecast for RNs in SC produced by the Board of Labor Statistics estimates a total increase of 26% to be employed between 2010 and 2020 (www.bls.gov).

NEW PROGRAM PROPOSAL

Our BSN program would assist in fulfilling this workforce need with the added advantage of increasing the supply of nurses with a baccalaureate education. Our evening degree completion program would be unique in the region and take advantage of little used clinical rotations in the evening and on weekends. The evening program offers an opportunity for those who are interested in a career in nursing but are unable to attend a traditional daytime program. The SC Nurse Supply Fact Sheet (2011) reports 32% of RN in SC currently hold a BSN (www.sc.edu/.../2011nursefactsheet.pdf).

The Enrollment and Graduate Programs in Nursing Report by the American Association of Collegiate Nursing (AACN) (<http://www.aacn.nche.edu/media-relations/FacultyShortageFS.pdf>) reports that nursing schools turned away 68,938 qualified applicants from nursing programs in 2014. Exact numbers for SC and Charleston are not available. Only Charleston Southern University (CSU), a private school, has a traditional BSN program. While students enroll in this program, tuition costs can make it prohibitive. Alternatively, students apply to TTC's Associate Degree in Nursing (ADN) program which is over capacity at 2000 applicants per year, with a waitlist for entry. An ADN does not meet the goal established by the Institute of Medicine (IOM) for a highly educated nursing workforce to meet the complexity of the health care environment. IOM recommends that 80% of the nursing workforce be prepared at the BSN or higher by 2020 (<http://iom.nationalacademies.org/Reports/2010/The-Future-of-Nursing-Leading-Change-Advancing-Health.aspx>).

The Citadel has the capacity to add a nursing program to address the above issues, with a cumulative total enrollment of 128 students (restricted by availability of clinical sites). A nursing program will substantially increase gender diversity at the Citadel. It is expected that The Citadel would be provided with a military mission by the Nurse Corps, which would increase the commissioning rates. Currently, any individual in our region interested in ROTC and nursing have had to turn to either the program at CSU or at MUSC (if they qualify) for their nursing program and to The Citadel for their ROTC component. There is an occasional such student each year. However, our ROTC recruiters tell us that, each year, ROTC scholars choose not to attend The Citadel because we do not have a nursing program. An informal survey of our current students reveals that a number of our biology and exercise science majors would switch to nursing if such a program were available. Nationally, the majority of ROTC nursing scholarships are being allocated to Norwich University, a private senior military college in rural Vermont; we believe The Citadel would be a much more attractive option, not just for the students but also due to the lower cost, at a public institution, to the military. Our ROTC programs, and the military services contacted (please see attached letters of support), are supportive of this program and its ability to meet nursing demands in the military.

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
Registered nurse	526,800	By 2022	Bureau of Labor Statistics' Employment Projections 2012-2022
Registered nurse	6,400 (SC)*	By 2028	SC Office of Healthcare Workforce Analysis and Planning
Registered nurse	7000+	annually	U.S. military sources

* Expected deficit in workforce based on current supply.

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

A study conducted in 2015 of Chief Nursing Officers (CNO) in hospitals in the state of South Carolina demonstrated that 95% had hired newly graduated nurses and felt that the demand for registered nurses was greater than the supply, particularly for experienced nurses. CNOs reported that approximately 36% of their current work force was prepared at the baccalaureate level or higher, far short of the IOM recommended goal of 80% BSN or higher by 2020. Sixty percent of hospitals in the Charleston area reported a requirement for nurses to complete their BSN within a specific time frame to maintain employment.

According to a recent study published in *Military Medicine*, "While military nursing services recently have been able to meet their nursing recruitment quotas in the short term, national nursing studies have predicted a long term nursing shortage as the economy recovers. This shortage may affect future recruitment for the Nurse Corps of the three military services." (K. Donelan et al., *Mil Med* 179, 565 (2014)).

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

NEW PROGRAM PROPOSAL

If yes, explain. (500 characters)

Each year The Citadel loses qualified students to other military colleges (all operating out of state) because we do not offer the BSN degree. Of the seven military colleges, four are offering nursing and only one guarantees the ability to graduate in four years. Graduation in four years is a built in requirement to a ROTC scholarship. The ROTC programs provide several hundred scholarships to nursing students each year. Through the addition of nursing, The Citadel, will be able to be able to recruit students with these scholarships and provide a military ready, well qualified nurse to our nation's military branches. Additionally, every other year The Citadel participates in the Admitted Survey Questionnaire (ASQ+) on why admitted students did not eventually attend The Citadel. This data finds that one of the primary reasons students choose not to attend The Citadel is the lack of a specific degree program and when drilling down, nursing is identified as one of the missing majors. Several of our alumni who graduate in Biology and Exercise Science go on to a BSN completion program after graduating from The Citadel. Many ROTC nursing scholarships are awarded to women, so we anticipate The Citadel will be more attractive to women and improve our institution's gender diversity.

We also anticipate that both the daytime and evening program will be attractive to Veterans, particularly those who have served during Operation Enduring Freedom/Operation Iraqi Freedom as medics and corpsmen. The Citadel will offer them the opportunity to further their medical skills and knowledge. The evening program will be particularly attractive to Veterans who have returned to the workforce but wish to pursue further education.

The proposed program will add additional students to the evening division and provide an opportunity for members of the community to pursue a nursing degree in a non-traditional approach in the evening. This offering should be particularly attractive to working students and would be the only program in the Charleston area that is offered in the evening. In conversations with area health agencies regarding clinical experiences for students, the response was very positive (letters of support attached). For adult health courses, a large number of patients are admitted on the evening shift, providing strong opportunities for the student to develop patient assessment skills. In addition, patients return from the operating room in the afternoon, offering the students experience in the care of the immediate postoperative patient. For mental health, the Recovery program, a national program for veterans, will provide the students with experience in participating in and eventually leading nurse managed groups. Hence, the Evening Undergraduate program will grow.

The nursing program will impact other departments. Additional students will be added to the Anatomy and Physiology courses (BIOL 317,318) currently offered, but this increase volume can be accommodated as it is expected to be no more than one additional section per semester. The Biology department will develop two additional courses, pathophysiology and pharmacology, which will be available to other students, such as biology and health majors, along with nursing. This will promote interprofessional education as well as enhancing our pre-med program, with professional schools being the largest career choice of the biology majors. Already, medical school acceptance rate by first-time applicants averages over 80% (national average being in the 40% range). The College has the capacity to make these adjustments to additional enrollment.

NEW PROGRAM PROPOSAL

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
BSN	Charleston Southern University (CSU)	Academically a similar program.	Cost: CSU is private. Our program is residential and incorporates leadership training. The missions of the institutions are different.
Accelerated BSN	MUSC	Leads to a BSN.	80% of the MUSC students already have a bachelor's degree in another area (MUSC website). Our daytime program would be for new college students. Our degree completion program will only be offered in the evening and benefit from small class size; it will also benefit from a 2+2 articulation with Trident Technical College. The MUSC program is 16 months long; ours would be 4 years and residential.
BSN	USC Columbia, Beaufort, Aiken, Upstate and Lancaster	Academically similar programs	Location is outside of the Charleston area. Traditional daytime program
BSN	Clemson, Lander, Francis Marion, Newberry and Coastal Carolina	Academically similar programs	Location is outside of the Charleston area. Traditional daytime program.

NEW PROGRAM PROPOSAL
Description of the Program

Projected Enrollment – Corp of Cadets						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2017-18	12	216	12	204		
2018-19	24	440	24	416		
2019-20	40	748	40	684		
2020-21	56	1040	56	940		
2021-22	64	1188	64	1064		

Projected Enrollment – Evening Division						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-17			16	128		
2017-18	16	224	16	176	16	128
2018-19	32	448	32	336	16	128
2019-20	32	448	32	336	16	128
2020-21	32	448	32	336	16	128
2021-22	32	448	32	336	16	128

We anticipate the ability to grow the evening division beyond a total enrollment of 32 students. Currently, demand for evening clinical rotations at area health care facilities is low. If this availability persists over time, then The Citadel will be able to increase admission to the evening division. In addition, The Citadel will offer both full and part time options for students in the evening division with a goal of 60 students by 2022.

Most of the students currently in the Citadel’s Evening Undergraduate program are from the Charleston area, work during the daytime, and transferred from Trident Tech. A number are veteran students (74 currently). Hence, we expect a very similar demographics for the evening nursing program. The evening program will offer flexibility to students who may have other life obligations, such as a job or family. While the articulation agreement with TTC will assist their graduates with a fairly seamless transition to a baccalaureate program, the evening program will also be attractive to Veterans who have completed general education requirements and other individuals with the appropriate coursework.

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

- Yes
 No

NEW PROGRAM PROPOSAL

If yes, explain. (1000 characters)

As a health care profession, very stringent success requirements are imposed on academic programs by the SC Board of Nursing and accreditation bodies (e.g., pass rate on the licensing (NCLEX) exam and retention rate).

Admission criteria for the SCCC will apply for the daytime students. An overall GPA of 3.0 with a C grade in science and mathematics courses taken to date will be required for the cadet to progress to nursing courses.

Students accepted into the evening division must have an overall 3.0 GPA for admission to The Citadel and a minimum of a C grade in science and mathematics courses taken prior to admission.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

A transfer articulation agreement has been drafted and is currently being routed for institutional approval. We will have it available for the April 7 CAAL meeting. While students from any public, accredited institution who have the necessary coursework and GPA requirements could be admitted, we are developing a special articulation agreement with Trident Technical College (TTC) for their students with an Associate in Science degree and the appropriate coursework. We have attached a letter of intent for developing such an articulation with TTC.

NEW PROGRAM PROPOSAL

Daytime program

Curriculum by Category*					
Core Curriculum		Other Requirements		Nursing and Additional Biology	
ENGL 101 Composition and Literature	3	LDRS 101 Intro to Citadel Experience	1	NUR 200 Introduction to Nursing	2
ENGL 102 Composition and Literature	3	LDRS 111 Ethics Fitness Seminar	0	NUR 201 Fundamentals of Nursing	4
ENGL 201 Major British Writers	3	LDRS 201 Sophomore Seminar in Principled Leadership	1	NURS 203 Health Assessment	4
ENGL 202 Choose From: Major British Writers II/215 Masterpieces of American Literature/218 Masterpieces of World Literature I/219 Masterpieces of World Literature II	3	LDRS 211 Sophomore Seminar Service Learning Lab	0		
Foreign Language 101	3	LDRS 311 Junior Ethics Enrichment Experience	0	NUR 301 Adult Health I	3
Foreign Language 102	3	LDRS 411 Senior Leadership Integration Seminar	0	NUR 311 Adult Health Clinical I	2
Foreign Language 201	3	RPED 250 Contemporary Health Foundations	2	NUR 302 Adult Health II	3
Foreign Language 202	3	RPED 251 Foundations of Physical Fitness and Exercise	2	NUR 312 Adult Health Clinical II	2
HIST 103/104 Western Civilization	3	RPED 100 Level Activity Course	0	NUR 401 Maternal Child Health	5
HIST 105/106 World Civilization	3	RPED 100 Level Activity Course	0	NUR 402 Mental/Community Health	5
				NUR 403 Evidence-based Practice	3
SOCI 101 Introduction to Sociology	3	PSYC 201 General Psychology	3	NUR 404 Leadership	3
MAT 104 Elementary Mathematical Modeling	3	PSYC 203 Research Design in Psychology	3	NUR 405 Capstone	2
MAT 105 Finite Mathematics	3	BIOL 310 Microbiology	3	BIOL 4xx Pharmacology	3
CHM 103 Introduction to Chemistry I	4	AERO 101 ROTC Training	1	BIOL 4xx Pathology	3
CHM 104 Introduction to Chemistry II	4	AERO 102 ROTC Training	1		
BIOL 130 Introduction to Biology I	4	AERO 201 ROTC Training	2		

NEW PROGRAM PROPOSAL

BIOL 317 Anatomy & Physiology I	4	AERO 202 ROTC Training	2	HLED 401 Nutrition	3
BIOL 318 Anatomy & Physiology II	4	AERO 301 ROTC Training	3		
		AERO 302 ROTC Training	2		
		AERO 401 ROTC Training	3		
		AERO 401 ROTC Training	2		
	59		31		47

* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)
 Total Credit Hours Required: 137 (daytime)

Evening program

<i>Courses Taken prior to admission to The Citadel evening program: 60 hours</i>	
English Requirement ENG 101 English Composition I ENG 102 English Composition II	6 hours 3 3
Core Mathematics MAT 120 Probability and Statistics	3 hours 3
Social Science PSY 201 General Psychology	3 hours 3
Oral Communication SPC 205 or SPC 209	3 hours 3
Computing Course CPT 101 or CPT 102	3 hours 3
Second Mathematics MAT 110 College Algebra	3 hours 3
Lab Science CHM 110 College Chemistry I	4 hours 4
Math/Science Electives CHM 111 College Chemistry II BIO 210 Anatomy and Physiology I BIO 211 Anatomy and Physiology II BIO 225 Microbiology	16 hours 4 4 4 4
Humanities PHI 110 Ethics	3 hours 3

NEW PROGRAM PROPOSAL

Humanities/Social Sciences/ Languages	6 hours
SOC 101 Introduction to Sociology	3
HIS XXX	3
General Electives	10 hours
PSY 203 Human Growth and Development	3
HIS XXX	3
Electives	4
<i>Courses taken at The Citadel (60 hours)</i>	
Introduction to The Citadel Experience	1 hour
Required Major Courses	9 hours
BIOL Pathophysiology	3
BIOL Pharmacology	3
HESS Nutrition	3
Required Nursing Courses	40 hours
NURS 200 Introduction to Nursing	2
NURS 201 Fundamentals of Nursing	4
NURS 203 Health Assessment	4
NURS 301 Adult Health I	3
NURS 311 Adult Health I Clinical	2
NURS 302 Adult Health II	3
NURS 312 Adult Health II Clinical	2
NURS 401 Maternal Child Health	5
NURS 402 Community and Mental Health	5
NURS 403 Evidence Based Practice	3
NURS 404 Leadership	3
NURS 405 Capstone	2
Electives	12 hours

Total Credit Hours Required: 120 (evening)

NEW PROGRAM PROPOSAL

The science and nursing courses were developed using best practices in nursing education from other BSN programs including, but not limited to: Medical University of South Carolina; Francis Marion; University of South Carolina; and Charleston Southern University. Med-Surg courses are titled “Adult Health” and are designed to synchronize with the pathophysiology and pharmacology courses. Lower level courses, such as NURS 201 and Anatomy and Physiology are designed to give the student an understanding of wellness and normal body system functions. The student then builds on this knowledge through gaining and understanding of the pathology of specific organ systems, disease associated with the pathology, the nursing science that addresses care of these individuals, and pharmacotherapies designed to assist with disease management. Care of the older adult will be incorporated throughout the curriculum and will not be offered as a separate course. There is an opportunity for electives for the evening student.

New faculty (full-time and part-time, 3.75 total) will be hired for all nursing courses. A timeline is further explained under the faculty section. Nursing faculty will meet Board of Nursing requirements: hold an active, unrestricted nursing license in South Carolina, have education and experience consistent with course requirement. Additionally, full time faculty will be prepared at the doctoral level (PhD or DNP). Clinical instructors may hold a Master’s in Nursing degree, consistent with Board of Nursing requirements.

Timeline for new courses:

Fall 2016 – NURS 200, 201 and 203 will be completely developed to be available for offering in the Spring 2017 for our undergraduate evening students.

Spring 2017 – NURS 301, 311 and BIOL Pharmacology and Pathophysiology will be completely developed to be offered in the Fall, 2017.

Fall 2017 – NURS 302,313 will be completely developed to be offered in the Spring 2018.

Spring 2018 – NURS 401, 402 and 403 will be completely developed to be offered in the Fall 2018.

Fall 2018 – NURS 404 and 405 will be completely developed to be offered in the Spring 2019.

Course Descriptions for New Courses

Course Name	Description
Fundamentals of Nursing	Introduces students to the methods of the assessment of the healthy adult, which includes obtaining the health history, physical examination skills, health promotion strategies and clinical assessment tools while incorporating communication skills. This course introduces the student to the nursing process, concept of critical thinking, evidence-based practice, and fundamental skills necessary for the provision of safe and effective nursing care. Professional behaviors are learned and practiced.

NEW PROGRAM PROPOSAL

Introduction to Nursing	Introduces the student to the nursing profession. This course provides an overview of Nursing Science to the student. The history of nursing is explored as well as theoretical frameworks that establish nursing as an independent discipline. Students are exposed to trends in healthcare that transforms the role and responsibilities of the nurse in population health.
Health Assessment	Introduces students to the methods of the assessment of the healthy adult, which includes obtaining the health history, physical examination skills, health promotion strategies, and clinical assessment tools while incorporating communication skills. Professional behaviors are learned and practiced.
Adult Health I	The first of two courses that will focus on critical thinking and the nursing process that addresses the specific needs of the hospitalized adult with medical and/or surgical disorder. The roles and responsibilities of the professional nurse will be explored The student will apply knowledge gained through the fundamentals course and the pathophysiology/pharmacology course to the care of inpatients that promotes maintenance, promotion and restoration of physiological/psychosocial function. The student will use an interprofessional approach to care incorporating principles of caring.
Adult Health II	The second course designed to expand the knowledge of the student in the care of the hospitalized patient. Students apply critical thinking skills to the care of complex patients including patient and family teaching and planning across the continuum of care. The student again uses knowledge gained in previous course and continues to build a professional knowledge base using evidence and analytical decision-making.
Care of Special Populations: Behavioral Health and Communities	This is an integrated course that allows the student to understand population health as well as focus on behavioral issues. Students will focus on the dynamics of the client with behavioral issues within the larger population and the special needs associated with these clients. The student will employ a biopsychosocial approach to care. The student will also work with interprofessional groups on general population health and healthy communities and focus on assessing needs and promoting health of vulnerable individuals, groups, and communities. Family and community assessments will be performed utilizing public health concepts and principles.
Care of Special Populations II: Maternal and Child Health	A second integrated course designed to assist the student in caring for families rather than individuals. This course covers the Application of the nursing process with women and families in the childbearing phase of development in hospital and community settings is emphasized. Care will focus on the health needs related to the normal and abnormal prenatal, intrapartal and postpartal physiological changes and psychosocial needs related to new family structure and dynamics. Emphasis will be on health promotion and maintenance.

NEW PROGRAM PROPOSAL

Pathophysiology/Pharmacology	A course that examines the basic pathophysiological concepts and commonly occurring acute and chronic health problems utilizing a body systems approach. There will be focus on selected diseases, disorders, and treatment processes with the emphasis on coping and adaptation. The pharmacology component will focus on major drug classification and pharmacological concepts, which includes the therapeutic actions, indications, pharmacokinetics, contraindications, significant adverse reactions and important drug-to-drug interaction associated with selected diseases and disorders.
Evidence-based Practice	Students are exposed to the use of evidence in daily practice. Research and performance improvement activities are learned. Students identify a problem statement and search the literature for supporting evidence. Basic data analysis skills are developed with the emphasis on the review and critique of published research with consideration of the application of research finding in the healthcare.
Leadership	Students are exposed to effective leadership and management skills both within the health care profession as well as the community at large. Although bioethics is emphasized in each individual course, organizational ethics are presented to the student where the impact of legal, social, political and economic forces impact the profession of nursing, the healthcare systems and society as a whole.
Capstone	An independent practicum for students to gain experience in preparation for assuming a novice nurse role in the work setting.

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)	Timeline for hiring
Director	FT	Fall: NUR403 Evidence Based Practice (3) Spring: NUR 404 Leadership (3)	PhD	One course per semester (daytime only) for Director given their administrative duties to include managing and leading the program, including oversight of the clinical rotations.	Advertise Summer 2016 Hire – January 2017
Assistant Professor	FT	Fall: NUR 301 Adult Health I (3) NUR 201 Fundamentals of Nursing (4) Spring: NUR 302 Adult Health II (3) NUR 200 Introduction to Nursing Science (3)	PhD or DNP	Both daytime and evening sections	Adjunct will be hired for Spring 2017 to teach NURS 201 FT: Advertise Fall 2016 Hire for Fall semester 2017
Assistant Professor	FT	Fall: NUR 402 Community and Mental Health (5) NUR 403 Evidence Based Practice (3) Spring: NUR 402 Community and Mental Health (5) NUR 404 Leadership (3)	PhD or DNP	Community and Mental Health would be day in Fall and evening in Spring. The other two courses will both be evening ones. Total contact hours is estimated at 14 hours per semester but the Community and Mental Health would have half the standard enrollment.	Advertise Fall 2017 Hire for Fall semester 2018

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Instructor	PT	Fall: NUR 401 Maternal Child Health (5) Spring: NUR 401 Maternal Child Health (5)	PhD or DNP	Fall is daytime and Spring is evening only. Contact hours is estimated at 11 hours each semester.	Advertise Fall 2017 Hire for Fall semester 2018
Clinical instructor #1	PT	Fall: NUR 311 Adult Health I clinical (2) Spring: NUR 312 Adult Health II clinical (2)	MSN	Clinical: 8 students twice per week for 6 hours Daytime	Establish MOU with clinical agencies – Spring 2017
Clinical instructor #1	PT	Fall: NUR 311 Adult Health I clinical (2) Spring NUR 312 Adult Health II clinical (2)	MSN	Clinical: 8 students twice per week for 6 hours Evening	Establish MOU with clinical agencies – Spring 2017

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	Staff	Administration
3.75	2.0	1.0

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)

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)

Library acquisitions are based largely on faculty and student requests, and teaching faculty occasionally participate in weeding projects. Each information services librarian (MLS qualified) is a liaison to a discipline or disciplines. For nursing, the library liaison will be the same as for science in general. A faculty liaison will be chosen from one of the full-time nursing faculty to work with the librarian. During the planning process, both the nurse administrator and nurse faculty will work with the librarian to finalize the initial collections and periodicals. When the program is active, the students will automatically interact with the librarian during the First-Year Experience course.

The Daniel Library at The Citadel already has some collections in its base budget. Budget allocation is largely according to departments. In this case of a new program, the School of Science and Mathematics and the library director will work together to secure separate funding for nursing. The Citadel's library already has access to the 2014 top 10 ranked journals according to SCImago Journal & Country Rank (2007, retrieved August 27, 2015, from <http://www.scimagojr.com>). The Citadel's library also has access to the *CINAHL Plus with Full Text* nursing database, 50+ journals from Mary Ann Liebert Publishing, Gale's *Nursing and Allied Health Collection*, and 16 *Lippincott Premier Nursing Journals*. We purchase the complete Wiley electronic package annually which includes nursing books. The Citadel's library subscribes to a streaming video service called *Films on Demand*. The interdisciplinary package includes 100 titles related to nursing. Regarding print materials, the library has 585 books with subject headings containing the word "nursing"; 126 of these are physical books or documents on microfilm. Online resources are available on and off-campus 24/7.

The library is part of the Partnership Among South Carolina Academic Libraries (PASCAL) consortium, which has a joint catalog of over 12 million items. Students and faculty may request materials from other libraries directly, for delivery to the Citadel within a few days. The Citadel's library also offers traditional interlibrary loan (ILL) services for articles, books, and media not available locally.

We will plan for an increase in the library budget by \$5000 annually to account for ebooks and journals beyond what is currently available.

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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's student support programs, services, and activities promote student learning and enhance the total growth and development of students by emphasizing the college's core values – honor, duty, and respect. Specifically, they are unified and governed by The Citadel's Philosophy of Student Support Programs, Services, and Activities, an overarching statement of purpose that commits them "to encourage the development and integration of personal values and habits that will remain with the individual for life," published in both The Citadel's *Undergraduate Catalog* and The Citadel's Student Support Services Brochure. This is their common goal.

The Citadel's numerous student support programs, services, and activities are categorized and listed in the Student Support Services Inventory. The comprehensiveness of this list highlights their appropriateness and consistency with the college's Philosophy of student Support Programs, Services, and Activities. However, for illustrative purposes, the outline below demonstrates how selected programs, services, and activities are consistent with specific elements of the statement of philosophy.

The Citadel's Philosophy of the Student Support Programs, Services, and Activities specifies seven ways in which student support programs, services, and activities may promote student growth and development in accordance with its mission statement. In the outline below, a handful of the college's many programs and activities are used to illustrate how, as a group, they integrate within that philosophy.

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Philosophy of Student Support Programs, Services and Activities	Examples of College Services and Activities
<p>Student support programs, services, and activities offered by The Citadel complement and support students' academic development by:</p>	
<ul style="list-style-type: none"> ○ Promoting discipline, responsibility, character development, and self confidence 	<ul style="list-style-type: none"> ○ The Corps of Cadets (Every cadet is challenged to accept significant responsibility within the Corps) ○ Military Interest Clubs ○ Intramural Athletics ○ Religious Activities ○ The Regimental Band ○ Commandant's Programs: Cadet Leadership Seminar, Athletic and full Cadre Training Program, Sophomore NCO training, Junior advanced NCO training, Senior cadet advanced leadership training ○ Krause Center for Leadership and Ethics: Academic Leadership/Character/Ethics Programs (LDRS 111, LDRS 201/211, Sophomore Leadership/Service Learning; LDRS 311, Junior Ethics Enrichment Experience; LDRS 411, Senior Leadership Seminar
<ul style="list-style-type: none"> ○ Equipping students with skills necessary for academic success 	<ul style="list-style-type: none"> ○ Citadel Academic Support Center (Learning Strategies Program, Services for Students with Disabilities, Subject Area Tutoring, Supplemental Instruction, Writing Lab, and Corps Squad Program) ○ LDRS 101: Freshmen Transition Course ○ Counseling Center ○ Oral Communications Lab
<ul style="list-style-type: none"> ○ Developing leadership skills 	<ul style="list-style-type: none"> ○ The Corps of Cadets (The Corps is operated as a leadership laboratory) ○ Degree Requirements (Every cadet is required to take one ROTC course each semester for four years and participate in academic leadership courses LDRS 111, LDRS 201, LDRS 211, LDRS 311, and LDRS 411) ○ Krause Center for Leadership and Ethics

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<ul style="list-style-type: none"> ○ Enhancing moral and spiritual development 	<ul style="list-style-type: none"> ○ The Corps of Cadets (The Corps administers its own honor system, and the regiment and each battalion have a Religious Affairs Officer) ○ Religious Activities (15 religious organizations)
<ul style="list-style-type: none"> ○ Increasing cultural awareness and the appreciation of diversity 	<ul style="list-style-type: none"> ○ Office of Multicultural Student Services and International Studies ○ National Coalition Building Team ○ Citadel Inter-Religious Council ○ Fine Arts Series administered by Office of Cadet Activities
<ul style="list-style-type: none"> ○ Encouraging students to become responsible professionals in their chosen fields 	<ul style="list-style-type: none"> ○ Office of Career Services ○ M.B.A. Association and Mentor Program ○ Graduate School Counseling Association ○ Inn of Court (Pre-law society) ○ American Society of Civil Engineers ○ Psi Chi
<ul style="list-style-type: none"> ○ Providing activities that promote personal health and physical fitness 	<ul style="list-style-type: none"> ○ The Corps of Cadets (prescribed physical fitness standards are maintained, and each company fields a number of intramural athletics teams) ○ Sports and Recreational Clubs (over 21 clubs) ○ Counseling Center ○ Degree Requirements (Every cadet is required to take two two-credit courses on the fundamentals of health and physical fitness, plus two noncredit activity courses)
<p>The intent of student support programs is to encourage development and integration of personal values and habits that will remain with one for life.</p>	

Student support services are also annually assessed to ensure they are fully supporting the institutional mission and attaining high student satisfaction ratings.

The Citadel also provides a robust array of academic support services.

A. The Citadel Academic Support Center's mission is to aid students in their transition to college life and to help them achieve individual academic success culminating in graduation. To further this mission, the Center provides support to Citadel students through the following programs:

- Corps Squad Program (Athletic Academic Services)
- Learning Strategies Programs

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- Mathematics Lab
- Reading Strategies Program
- Subject-Area Tutorial Program
- Supplemental Instruction Program
- Writing Lab

B. The Office of Multicultural Student Services and International Studies promotes an appreciation for diversity among students, faculty, and staff and provides students with information on a variety of study abroad opportunities.

C. The Citadel places a great deal of emphasis on providing its students with general instruction in the use of the library, and encourages faculty across disciplines to schedule instructional sessions in the library. Librarians present a two-hour block of focused instruction within 30 sections of LDRS 101 Freshmen Transition Course every year, which focuses on use of the library and its resources.

D. Two offices are dedicated to supporting students with academic projects or assignments that require the use of technology or training in oral presentations. Multimedia Services helps students with such things as video and audio production, web page design, and graphics production. The Oral Communications Lab offers support services for students who wish to improve their presentation skills.

Physical Resources

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

The primary new instructional equipment needed would be a skills and simulation lab. They would be fitted with a total of six beds, two low fidelity mannequins and two high fidelity ones; storage space will be designed into the laboratory space. We plan on the simulation lab to have patient rooms, a home health area, and a control room.

The construction and equipping of the simulation lab will be supported through private donor funds.

Clinical placements:

Adult Health Courses: Ralph H. Johnson VA Medical Center.

SCCC: two clinical days per week. Currently clinical space is available on Monday and Tuesdays. Saturday is also available.

Evening students: two clinical evenings per week. Currently there are no students on the evening shifts at RHJ VAMC.

An affiliation agreement is currently under development between The Citadel and RHJ VAMC. A letter of agreement has already been signed.

Maternal Child Health (MCH): Roper St Francis Mt Pleasant; East Cooper Medical Center; Joint Base Charleston

To facilitate clinical placements, The Citadel is teaching this course in the fall and spring semesters to that there are only 8 day students and 8 evening students in each semester

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that will require clinical placement.

SCCC: four students will experience inpatient services (labor and delivery, post partum) at RSF Mt. Pleasant or East Cooper Medical Center. Both facilities indicated that they can accommodate 4 day students per semester. The other four students will focus on well woman and child care at the Women's Clinic and Pediatric Clinic at Joint Base Charleston. Currently, no school of nursing uses this facility. Students will change sites mid-semester so that all students experience the entire continuum of Maternal Child Health.

Evening students: evening students will follow a similar pattern to the SCCC except using evening clinical time in the hospital setting. Students will have to arrange to come to the day time hours for their clinicals at Joint Base Charleston.

An affiliation agreement is currently under development between The Citadel and Joint Base Charleston. A letter of agreement is already signed.

Community and Mental Health (CMH): RHJ VA Medical Center and community experiences Similar to MCH, CMH will be taught in the fall and spring semester so that there will only be 8 day students and 8 evening students each semester.

SCCC: For inpatient mental health care, the students will go to RHJ VAMC. One day per week is needed for this affiliation and RHJ VAMC has confirmed that Monday and Tuesday are open for students. A variety of different veteran centric community services affiliated with the VA will be used for community experiences.

Evening students: For inpatient mental health care, the students will go to RHJ VAMC. Currently there are no evening students at the facility. A variety of different veteran centric community services affiliated with the VA will be used for community experiences. Some of these experiences may require the students to work some day time hours.

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)

Adequate space is available for the nursing program until enrollment reaches 100. Each full-time faculty and the administrative assistant will have their own office. Adjuncts and part-time faculty typically share office space. Nursing courses will be taught in regular classrooms. At least one currently unused lab with over 1800 sf in an academic building has been identified and could be renovated to house the simulation and skills lab.

During the initial year(s) of the program, designated space for the nursing program will not be available and offices and class room space will be across the campus. However, with approval from accrediting and certifying bodies, and initial success from early student cohorts, private donor funds will be available to construct a new building for Nursing with a state of the art simulation laboratory.

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Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	\$180,000	\$180,000	\$180,000	\$180,000	\$180,000	\$900,000
Faculty and Staff Salaries	\$245,000	\$495,000	\$495,000	\$495,000	\$495,000	\$2,225,000
Graduate Assistants						
Equipment (simulation center)	\$350,000					\$350,000
Facilities (simulation center)	\$250,000					\$250,000
Supplies and Materials	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Library Resources	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Other*						
Total	\$1,035,000	\$685,000	\$685,000	\$685,000	\$685,000	\$3,775,000
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	\$190,000	\$465,000	\$1,700,000	\$2,200,000	\$2,500,000	\$7,055,000
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*	\$50,000	\$42,000	\$42,000	\$42,000	\$42,000	\$218,000
Federal Funding*						
Other Funding*	\$800,000	\$185,000	\$185,000	\$65,000	\$65,000	\$1,300,000
Total	\$1,040,000	\$692,000	\$1,927,000	\$2,307,000	\$2,607,000	\$8,573,000
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$5,000	\$7,000	\$1,242,000	\$1,622,000	\$1,922,000	\$4,798,000

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

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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.

An alumnus has pledged to cover some of the start-up costs of the program. Year 1 commitment would be for \$800,000 to cover the cost of the simulation/skills lab needed and for funding staff positions (fully) and the administrative position (partly). Years 2-4 would be further one-time funds for the staff and administrative positions. Subsequently, they will be establishing an endowment to partially fund the administrator position. Total signed pledge is for \$4,000,000 in Years 1-5 which include, in addition to the expenses in the Table, funds for two endowments: one for the director position and another for scholarships (\$2,700,000 total).

Actual construction costs to renovate the space for the sim lab are currently being calculated and are not available as this proposal is being submitted. An estimate for the cost of the simulation equipment (manikins, computers, cameras, etc) has been received and is approximately \$300,000. Additional supplies, durable medical equipment (medication cart, IV poles and pumps), and room décor (beds, curtains, linens) is expected to be less than \$50,000. The \$600,000 designated by the donor for the simulation lab should adequately cover all of these expenses but additional donor funds (e.g., Fullerton Foundation) would be sought if needed.

Projected equipment costs for the simulation lab:

Item	Accessories, Warranty, Training	Cost
SimMan Essential Bleeding Manikin and Ac (1)		\$46,870.00
	Tablet-PC Instructor - Pat.Monitor	\$2,210.00
	Patient Monitor LLEAP Instructor	\$3,155.00
	Intro SimMan Essential Bleeding 2 Con Day training	\$4,540.00
	Teaching w Scenarios SimMan Essent Bleed	\$2,375.00
	Refresher Course SimMan Essential Bleed	\$2,375.00
	SimMan Essential Bleeding ValuePlus Plat (installation, warranty, etc.)	\$23,670.00
SimJunior Simulator Manikin Only (1)		\$14,590.00
	Laptop LLeap Instructor	\$2,000.00
	Patient Monitor LLEAP Instructor	\$3,155.00
	SimPad Link Box	\$552.00
	LLEAP Software License	\$5,255.00
	Network Switch (US)	\$210.00
	Lithium-Ion Battery	\$295.00
	Manikin Strap (Attaches Link Box and battery)	\$35.80
	Headset + Mic USB Connector	\$79.00
	Intro SimJunior LLEAP 2 Cons Days training	\$4,540.00
	SimJunior Advanced ValuePlus Platinum 5 (installation, warrant, etc.)	\$17,595.00

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Nursing Anne (2) (SimPad Capable)		\$10,090.00
	SimPad System (US and Canada)	\$7,950.00
	SimPad Protection Plan - 2 Year	\$1,824.00
	Patient Monitor LLEAP Instructor	\$6,310.00
	Nursing Anne Extended Warranty 1 Yr	\$1,066.00
	Breast Exam Module	\$1,440.00
	Mastectomy Module	\$1,036.00
	Nursing Anne Prev Maint Customer Site	\$3,400.00
	Nursing Anne Installation	\$2,910.00
Nursing Kelly (2) (SimPad Capable)		\$9,940.00
	SimPad System (US and Canada)	\$7,950.00
	SimPad Protection Plan - 2 Year	\$1,824.00
	Patient Monitor LLEAP Instructor	\$6,310.00
	Introduction to Nursing and MegaCode Using SimPad Platform 1 Day Training	\$2,375.00
	Nursing Kelly Prev Maint Customer Site	\$3,400.00
	Nursing Kelly Extended Warranty 1 YR	\$1,066.00
	Nursing Kelly Installation	\$2,910.00
	Refresher Course to Nursing and MegaCode Using SimPad Platform 1 Day Training	\$2,375.00
	Teaching w Scenarios SimPad 1 Day Training	\$2,375.00
Video Capabilities	SimStore Points	\$10,000.00
	SimView Server PC- Digital Only- US Version	\$16,185.00
	SimView Fixed Camera (4)	\$4,896.00
	SimView IP PTZ Cam	\$3,570.00
	SimView General Area Microphone	\$578.00
	SimView Advanced Set Up	\$2,635.00
ITEM TOTAL		\$247,916.80
ESTIMATED TAX		\$17,305.42
SHIPPING & HANDLING		\$340.92
TOTAL		\$265,563.14

The simulation center will also offer specific trainers to assist the student in learning task specific activities, such as airway management, fundus assessment, catheterization and IV and IO skills. The estimated cost for these items is \$30,315.12.

The additional recurring costs of library subscriptions, faculty and staff salary, and operating budget for the nursing program will come from the tuition revenue. Cohorts of 16 students in the evening (i.e., enrollment of 32) would bring in a tuition of over \$400,000 at current tuition charge; this does not include additional lab fees revenue. Cohorts of 16 for the daytime program are estimated to bring in a tuition revenue of over \$2,100,000 a year.

Additional funding through the reallocation of funds will be through funding associated with the strategic plan (LEAD) funds.

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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 College received reaccreditation in 2015 with no concerns. The 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. In accordance with The Citadel's faculty manual, each degree program is required to submit an annual assessment report within the Taskstream Accountability Management system that communicates specific examples of how the faculty and program leadership have used assessment data and feedback from professional boards (in this case, SC Board of Nursing) and/or accrediting agencies (SACS and CCNE) to make continuous improvements within the curriculum.

General Education Learning Outcomes:

- *Written Communication:* Student can effectively communicate ideas in a logical sequence, demonstrating control of syntax and mechanics and the ability to integrate credible and relevant sources.
- *Quantitative Reasoning:* Student can use quantitative-reasoning skills to successfully make calculations, interpret data, communicate results, and evaluate an issue or solve a problem.
- *Critical Thinking:* Student can analyze complex issues that have varying positions and assumptions using information from credible sources. Student has the ability to state positions, create new positions, and acknowledge other positions including implications and consequences.
- *Ethical Reasoning:* Student can recognize ethical issues when presented in a complex, multilayered (gray) context, analyze cross-relationships among the issues, and evaluate ethical perspectives and concepts, including his or her own.

In addition to standardized tests like the CLA and national survey instruments, The Citadel's General Education program is assessed through assignments embedded in its required E-Leadership Portfolio. The Citadel was awarded the 2014 Council of Higher Education Accreditation (CHEA) Award for assessment of the general education program.

For the overall nursing program evaluation, an Advisory Board (to include the program director and a nurse faculty) will be established that will have oversight for assuring that the Program meets all credentialing and certifying standards. The Advisory Board, at least annually, will

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review all feedback from involved stakeholders. In addition, faculty will formally evaluate the Program annually using the same feedback. The program will be evaluated in a number of ways:

1. Student evaluation: will occur at the conclusion of each nursing course and findings will be trended and used to make adjustments to specific courses. Students will also be asked to evaluate the program as a whole prior to graduation. Again, findings will be trended and used to make adjustments to the overall program.
2. Alumni evaluation: graduates will be asked to evaluate the program one year and five years post-graduation, with specific emphasis on the ability of the program to adequately prepare them for the role of the novice nurse, new to practice.
3. Faculty evaluation: faculty will evaluate the program annually using student findings and other outcome data and make evidence based changes to the program, as indicated.
4. Clinical site evaluations: Staff nurses and managers at the sites where the students conduct their clinical education will be asked to evaluate the effectiveness with which the students were prepared to care for patients as well as the support of the clinical faculty member(s). These findings will be used to make adjustments to the program as needed.
5. Employer evaluations: Annually, employers of graduates from the program will be surveyed for their opinions on the quality of the graduate and ability to easily assimilate into the work environment in a safe and quality manner.
6. Other sources: program retention rates, graduation rates, first-time test taker NCLEX pass rates, SC Board of Nursing feedback, and CCNE reviews will be used to make programmatic changes as indicated.

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Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
<p>The student will apply the principles of liberal education to nursing practice</p>	<p>Student will be able to analyze knowledge built from the theoretical foundations of the liberal education in order to provide comprehensive nursing care. Courses specific to this learning outcome are: SOCI 101; PSYC 201; PSYC 203. Assessment will occur by formative and summative evaluations in all nursing courses according to the specified learner's outcome of each course. Method of assessment may include testing, clinical reflective journals, plan of care, case studies, lab practicums, and simulation. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to assess this learning outcome.</p>
<p>The student should demonstrate a basic understanding of the leadership role of the nurse in patient quality and safety</p>	<p>Student will demonstrate personal commitment and leadership accountability for the delivery and monitoring of care processes that improve quality and safety of diverse systems. Assessment occurs by formative and summative evaluation directed by learner outcomes in NURS 404 and all clinical nursing courses. LDRS 101 also supports the role of the nurse as a leader. Method of assessment may include testing, reflective journals case studies, oral presentations, and written papers. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to assess this learning outcome.</p>
<p>Student will demonstrate scholarship in applying scientific evidence to clinical practice.</p>	<p>Student will translate current evidence along with clinical expertise and patient/family values to provide the best clinical practice. The student will examine evidence and explore strategies for altering systems to improve quality and safety. This will be assessed in all clinical nursing courses and NURS 403 by formative and summative evaluation of the learner's outcomes of these courses. Also supporting this learning outcome is MAT 104, MAT 105 and PSYC 203. Methods of assessment may include testing, written assignments, research projects, online collaboration, case studies, clinical reflective journals, and plan of care. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to assess this learning outcome.</p>

NEW PROGRAM PROPOSAL

<p>The student will use information and technology to facilitate the care of the patient.</p>	<p>Student will utilize technology to manage and allocate resources, communicate, education; manage knowledge, decrease error, and support decision-making in the delivery of safe and quality care. This will be assessed throughout all clinical nursing courses directed by learner outcomes of each individual course. Methods of assessment may include plan of care, care mapping, and clinical evaluation tools. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to assess this learning outcome.</p>
<p>The student will have a understanding of health care policy, finance and regulatory policies and the effect on nursing practice and the impact on the health of the individual, families, and communities</p>	<p>Student will be able to analyze effectiveness of multiple nursing roles, financial, and regulatory health care policies and appreciate the continuous processes, and collaborative nature of designing, testing and evaluating methods to improve quality and safety required to meet the changing health care needs of a complex society as well as culturally diverse. This will be assessed in NURS 404 directed by learner outcomes as well as all nursing didactic and clinical courses. Method of assessment may include testing, case studies, oral presentation, written papers, and reflective journals. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to assess this learning outcome.</p>
<p>The student will use interprofessional communication and collaboration to improve patient health outcomes</p>	<p>Student will demonstrate interprofessional communication and collaborative partnerships with clients and other health care professionals, recognizing the value of every team member and partnerships with clients and other health care professionals and participating in systems solutions that support a safe and quality outcome are based on current evidence-based nursing knowledge. Assessment will occur in all nursing NURS 404 and all clinical courses directed by learner outcomes in each course. The student will also learn to work in an interprofessional environment through courses that are shared with students in other health-related courses including: BIOL pathophysiology I and II; BIOL pharmacology I and II. Method of assessment may include testing, case studies, oral presentation, written papers, plan of care, care mapping, and reflective journals. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to assess this learning outcome.</p>
<p>The student will understand and apply principles of clinical prevention and population health</p>	<p>The student will analyze and promote health and prevent disease through the use of the nursing process with culturally diverse individuals, groups, families and society experiencing multiple and complex health stressors. Assessment will occur in all nursing didactic and clinical courses with an emphasis in NUR 402 and NUR 404. Method of assessment may include testing, case studies, written papers, plan of care, care mapping, and reflective journals. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to assess this learning outcome.</p>

NEW PROGRAM PROPOSAL

<p>The students will demonstrate professionalism and the integration of professional values into nursing practice</p>	<p>The student will characterize professional values of altruism, autonomy, human dignity, integrity, and social justice within the legal ethical boundaries to minimize risk of harm to patients and systems and value own role in preventing hazards and errors. This will be assessed in NURS 404 directed by learner outcomes as well as all nursing didactic and clinical courses. Method of assessment may include testing, case studies, oral presentation, written papers, and reflective journals. Successful completion of the nursing licensing exam (NCLEX) assures that the learning outcome is met. Graduate, alumni and employer surveys will also be used to asses this learning outcome.</p>
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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 program will seek accreditation from the American Association of Collegiate Nursing (AACN). The Commission on the Collegiate Education (CCNE) is the certifying body within AACN who will conduct the certification review based on the Essentials of Baccalaureate Nursing Education. The Citadel will apply for accreditation by January, 2017 with the expectation that CCNE will evaluate the program immediately after the first class graduates.

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)

Students will take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). NCLEX-RN material and question types will be incorporated into all class work and tests to familiarize the student with test questions that require application of subject matter and decision making. The nursing program will enter into a contract with a commercial study program, such as Kaplan or ATI, and materials for the program will be incorporated throughout the curriculum and will include periodic testing using NCLEX type questions. A final review course will be offered at the end of the senior year. Results from this course will be reviewed with the student prior to certifying that the student is ready for NCLEX testing.

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.

EAST COOPER MEDICAL CENTER

Embracing your health. Embracing your life.

September 2, 2015

South Carolina Board of Nursing
110 Centerview Drive #202
Columbia, SC 29210

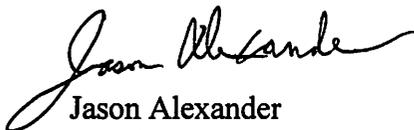
To Whom in May Concern,

I am pleased to write a letter of support for the proposed baccalaureate in nursing (BSN) program at The Citadel, both the traditional four-year program as well as the evening two-plus-two program, with a planned start in 2017. These programs will add to the supply of BSN-prepared nurses for the Charleston area, in keeping with the recommendations by the Institute of Medicine.

East Cooper Medical Center will be able to provide clinical experiences for students in the areas of (maternal-child health, medical-surgical nursing, mental health, community). We anticipate the ability to provide space for at least one cohort of students with 8 students per cohort. We will work collaboratively with The Citadel to assure that the students will have the hands-on experience in patient care that is required, understanding that for some specific experiences subsets of the cohorts will be assigned during different weeks.

Please feel free to contact me if there are further questions.

Sincerely,



Jason Alexander
Chief Executive Officer



Terri Harris
Chief Nursing Officer



DEPARTMENT OF VETERANS AFFAIRS
Ralph H. Johnson Department of
Veterans Affairs Medical Center
109 Bee Street
Charleston, SC 29401-5799

July 9, 2015

In Reply Refer To: 534/002

South Carolina Board of Nursing
110 Centerview Drive #202
Columbia, SC 29210

To Whom It May Concern:

I am pleased to write a letter of support for the proposed baccalaureate nursing program at the Citadel. Education of students is one of the missions of the Ralph H. Johnson VA Medical Center, and we have a rich tradition of providing quality clinical experiences for nursing students. In reviewing our current commitments with area schools of nursing, we have the capacity to add additional students. We will be able to provide clinical support to the Citadel for experiences in Adult Health, Mental Health and Community Health courses. With creative scheduling, we will also be able to provide precepted practicums for students during the capstone course.

If you have additional questions, please feel free to contact me at 843-789-7411.

Sincerely,

A handwritten signature in cursive script that reads "Mary C. Fraggos".

Mary C. Fraggos, MSN, RN, NEA-BC
Associate Director, Nursing and
Patient Care Services



DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 628TH AIR BASE WING (AMC)
JOINT BASE CHARLESTON, SC

26 Aug 15

MEMORANDUM FOR STATE BOARD OF NURSING FOR SOUTH CAROLINA

FROM: 628 MDG/SGN
204 West Hill Blvd
Joint Base Charleston SC 29404-4704

SUBJECT: Letter of Support for proposed nursing program at The Citadel

1. I am pleased to write a letter of support for the proposed baccalaureate nursing program at The Citadel. Advancing nursing practice, developing nursing leaders and promoting health for all we serve is the mission of the Total Nursing Force. We have a rich history of providing quality training experiences to advance safe quality nursing practice.
2. It would be our pleasure to provide support for The Citadel nursing program depending on our mission capabilities at the time of the request. In reviewing our current commitments, we have the capacity to support nursing students. We are able to provide The Citadel nursing students clinical rotation opportunities in our outpatient Family Health, Pediatric Clinic and Flight Medicine Clinic.
3. If you have any additional questions, please feel free to contact me at 843-963-6602.

LAURA C. LIEN, Lt Col, USAF, NC
Chief Nurse

1st Ind, 628 MDG/CC

27 Aug 15

MEMORANDUM FOR STATE BOARD OF NURSING FOR SOUTH CAROLINA

I concur with letter of support for the proposed nursing program at The Citadel.

MARGRET M. JONES, Colonel, USAF, NC
Commander

4 September 2015

South Carolina Board of Nursing
110 Centerview Drive #202
Columbia, SC 29210

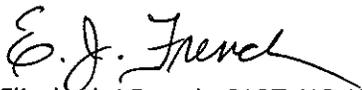
To Whom in May Concern,

I am pleased to write a letter of support for the proposed baccalaureate in nursing (BSN) program at The Citadel, both the traditional four-year program as well as the evening two-plus-two program, with a planned start in 2017. As the average age of nurses continues to increase and approach retirement, these programs will add to the supply of BSN-prepared nurses for the Charleston area, in keeping with the recommendations by the Institute of Medicine and the American Association of Colleges of Nursing.

Memorandums of Agreement and Training agreements require higher authority for approval than this office. Our interest in supporting this program is sincere. If Naval Health Clinic Charleston participates, we would provide clinical experiences for students in the areas of Community and Pediatric nursing in an ambulatory clinic setting. We anticipate space for two cohorts of students with 3 to 4 students per cohort. We will work collaboratively with The Citadel to assure the students have a high quality hands-on experience, understanding that for some specific experiences subsets of the cohorts will be assigned during different weeks.

Please feel free to contact me if you have any further questions at elizabeth.j.french4.mil@mail.mil or (843)794-6663.

Sincerely,



Elizabeth J French, CAPT, NC, USN
Senior Nurse Executive
Naval Health Clinic Charleston



8/29/2015

To: South Carolina Board of Nursing
110 Centerview Drive #202
Columbia, SC 29210

From: Tavia Buck, RN, MSN, MHA, CNO – Interim CEO
Vice President Nursing
Mount Pleasant Hospital

To Whom in May Concern,

I am pleased to write a letter of support for the proposed baccalaureate in nursing (BSN) program at The Citadel, both the traditional four-year program as well as the two-plus-two program. These programs will add to the supply of BSN-prepared nurses for the Charleston area, in keeping with the recommendations by the Institute of Medicine.

Mount Pleasant Hospital will be able to provide clinical experiences for students in the areas of maternal-child health and medical-surgical nursing. We anticipate the ability to provide space for 1 cohort of 8 students. We will work collaboratively with The Citadel to assure that the students have the hands-on experience in patient care that is required, understanding that for some specific experiences subsets of the cohorts will be assigned during different weeks, different shifts and potentially at our sister hospitals, Bon Secours St Francis or Roper hospitals.

Please feel free to contact me if there are further questions.

Tavia Buck

A handwritten signature in blue ink that reads "T. Buck".

RSF Mount Pleasant Hospital



DEPARTMENT OF THE ARMY
HEADQUARTERS, U.S. ARMY MEDICAL DEPARTMENT CENTER AND SCHOOL
U.S. ARMY HEALTH READINESS CENTER OF EXCELLENCE
3630 STANLEY ROAD
JBSA FORT SAM HOUSTON, TEXAS 78234-6100

August 12, 2015

SUBJECT:

Dr. Lok C. Lew Yan Voon
Dean, School of Science and Mathematics
The Citadel

Dear Dr. Lok C. Lew Yan Voon:

Thank you for your interest in Army Nursing and your pursuit in developing a School of Nursing (SoN) at the Citadel, one of only six Senior Military Colleges recognized by Congress.

Quality nursing programs that help to alleviate the nation-wide nursing shortage while also serving as another portal for well-educated and trained Army Nurses are welcomed. Moreover, an accredited nursing program at the Citadel supports the Army's "Soldier for Life" concept, which facilitates educational opportunities throughout a Soldier's career and into civilian life.

If you or other decision makers involved in this process have any questions please feel free to contact me at (614) 260-1228, or via e-mail at denise.l.hopkinschadwick.mail.mil.

Sincerely,

A handwritten signature in black ink, appearing to read "De [unclear]".

Denise L. Hopkins-Chadwick, RN, Ph.D.
Colonel, U.S. Army
Vice President and Director of Training and
Academic Affairs; Army Nurse Corps
Consultant for Nurse Education and Enlisted
Training

**AGREEMENT BETWEEN
THE CITADEL GRADUATE COLLEGE
AND
TRIDENT TECHNICAL COLLEGE**

Leading to a Bachelor of Science Degree in Nursing

I-INTRODUCTION

This agreement establishes a formal academic transfer mechanism between Trident Technical College and The Citadel. Its purpose is to promote and facilitate the transfer of academic credit for specified courses taken by students while enrolled at Trident Technical College in the Associate in Science program, who desire to enter into the baccalaureate degree program in Nursing offered by The Citadel through its Evening Undergraduate Studies program.

II-TERMS OF THE AGREEMENT

Under the terms of this agreement, Trident Technical College agrees to join with The Citadel in a mutual effort to provide for enhanced educational opportunities for their students. This agreement will enable academically qualified students to pursue a Bachelor of Science degree in Nursing subsequent to the completion of their studies at Trident Technical College. For its part, Trident Technical College agrees to offer courses that are academically equivalent to the lower division requirements (i.e. freshman and sophomore levels) of The Citadel's general education requirements and selected courses for Evening Undergraduate Studies students. The offering of courses is subject to the proviso that such offerings can be economically justified through sufficient student enrollment at each respective institution.

The Citadel's Nursing program agrees that whenever any of the courses listed on the enclosed attachment are taught at Trident Technical College by suitably qualified faculty members, such courses shall be adjudged as academically equivalent to the corresponding component courses contained in the Nursing degree.

Pending CHE and Board of Nursing approval, this agreement shall become effective on the first day of Spring semester 2017. It shall be jointly reviewed annually by representatives of each institution, prior to the anniversary date of the agreement. Internally, the review shall be conducted by the Associate Provost and Dean of The Citadel Graduate College to assess the overall range of courses (both in the major and for general education credit) and the Dean of The Citadel's School of Science and Mathematics, or designee, to ensure continuity within the major.

III-DUTIES AND RESPONSIBILITIES

Trident Technical College agrees that faculty teaching general education courses which are part of this transfer agreement will have completed at least eighteen graduate semester hours in the respective discipline and hold at least a master's degree.

Students from Trident Technical College who wish to continue their studies in Nursing must make a formal application for admission to The Citadel through The Citadel Graduate College prior to their official acceptance into that program. This involves a completed application, including an official copy of their transcripts from Trident Technical College. A student will be eligible to be admitted into the Nursing program upon receipt and evaluation of these transcripts by The Citadel Graduate College's Evening Undergraduate Studies Program, provided they are

in good standing at Trident Technical College, have at least a 3.0 overall GPA and a minimum of a C grade in science and mathematics courses, and as long as they are not otherwise ineligible to attend The Citadel for disciplinary or behavioral reasons.

The Citadel will accept the application and official transcripts and will grant transfer credit for those courses shown on the enclosed Attachment. If the student has credits for courses which are not part of this agreement, but for which the student wishes to be granted transfer credit, an application for transfer credit for those courses must be completed, along with a copy of official transcripts from the institutions at which the courses were originally taken.

Students who have not completed all the courses outlined in this agreement may make an individual application to The Citadel. In these cases, the application will be evaluated and transfer credit granted, based on the transcript(s) from the institutions at which courses were originally taken and according to transfer credit policies in effect at the time.

Upon successful completion of the approved curriculum at The Citadel, Trident Technical College transfer students shall be awarded a Bachelor of Science in Nursing from The Citadel.

Trident Technical College shall designate appropriate members of their faculty as student advisors to counsel and assist students enrolled in the program for eventual transfer to The Citadel's Evening Undergraduate Studies program. The Director of the Nursing program, or other designee, at The Citadel shall assist and cooperate in the advisement process as required to ensure close liaison with Trident Technical College.

IV- TERMINATION

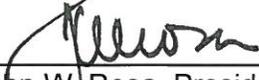
Either institution may terminate its participation in this agreement by submitting written notification to the other institution at least three months prior to termination, but subject to the proviso that such termination shall not become effective until the end of the current academic semester at the terminating member's institution. Students currently enrolled will be given up to four academic years to complete their program of study.

V-AMENDMENTS TO THIS AGREEMENT

The Citadel and Trident Technical College agree that this agreement constitutes the sole, full, and complete agreement between these institutions. No amendments, changes, additions, deletions, or modifications to or of this agreement shall be valid unless reduced to writing, signed by each institution's representative, and attached to this document.

APPROVED

For The Citadel

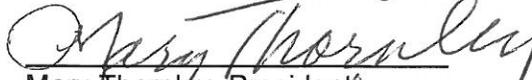


John W. Rosa, President

6 APR 16

Date

For Trident Technical College



Mary Thornley, President

3/11/16

Date

ACKNOWLEDGED

For The Citadel



Provost/Dean of the College



Associate Provost/Dean of the
Graduate College

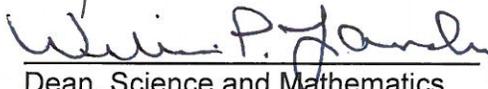


Dean, School of Science and Mathematics

For Trident Technical College



Vice President for Academic Affairs



Dean, Science and Mathematics

Attachment
Trident-Citadel 2 Plus 2 Program
Nursing Major
Total Hours for the Baccalaureate Degree is 120 hours

Courses Taken at Trident Technical College: 60 hours

English Requirement	6 hours	BIO 210 Anatomy and Physiology I	4
ENG 101 English Composition I	3	BIO 211 Anatomy and Physiology II	4
ENG 102 English Composition II	3	BIO 225 Microbiology	4
Core Mathematics	3 hours	Humanities	3 hours
MAT 120 Probability and Statistics	3	PHI 110 Ethics	3
Social Science	3 hours	Humanities/Social Sciences/ Languages	6 hours
PSY 201 General Psychology	3	SOC 101 Introduction to Sociology	3
Oral Communication	3 hours	History*	3
SPC 205 or SPC 209	3	General Electives	10 hours
Computing Course	3 hours	PSY 203 Human Growth and Development	3
CPT 101 or CPT 102	3	History*	3
Second Mathematics	3 hours	Electives	4
MAT 110 College Algebra	3		
Lab Science	4 hours	*Choose from the following:	
CHM 110 College Chemistry I	4	HIS 101 or 102 Western Civilization	
		HIS 104 or 105 World History	
Math/Science Electives	16 hours	HIS 201 or 202 American History	
CHM 111 College Chemistry II	4		

Courses Taken at The Citadel: 60 Hours

Introduction to The Citadel Experience	1 hour	Required Nursing Courses	35 hours
Required Major Courses	15 hours	NURS 200 Introduction to Nursing	3
Pathophysiology	6	NURS 201 Fundamentals of Nursing	4
Pharmacology	6	NURS 301 Adult Health I	3
Nutrition	3	NURS 311 Adult Health Clinical I	2
		NURS 302 Adult Health II	3
		NURS 312 Adult Health Clinical II	2
		NURS 401 Maternity/Pediatrics	5
		NURS 402 Mental/Community Health	5
		NURS 403 Evidence-based Practice	3
		NURS 404 Leadership	3
		NURS 405 Capstone	2
		Electives	9 hours

**New Program Proposal
 Master of Education in Instructional Technology
 Coastal Carolina**

Summary

Coastal Carolina requests approval to offer a program leading to the Masters in Education in Instructional Technology to be implemented Fall 2016. The proposed program is to be offered 100% online. Coastal Carolina currently has a M.Ed. in Learning and Teaching with a concentration in Instructional Technology which will teach-out and close by 2017 if the proposed M.Ed. in Instructional Technology is approved. The following chart outlines the stages of review for the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. Committee questions, institutional responses, and the program proposal are enclosed.

Stages of Consideration	Date	Comments
Program Proposal Received	1/15/16	Not Applicable
ACAP Consideration	2/18/16	<p>The representative from Coastal Carolina discussed the need for the proposed program, the history of its development, and the intended service population.</p> <p>Representatives from USC Columbia and USC Aiken expressed concern about duplication with their current joint M.Ed. in Educational Technology and the potential for competition for the same students since the proposed program is 100% online like the USC-USCA program. The joint delivery of the USC-USCA program was suggested and approved by CHE in order to make best use of resources within the state and reduce duplication. Representatives from USC Columbia expressed concern about the lack of research-specific coursework in the Coastal proposal.</p> <p>Representatives from Coastal Carolina stated that Coastal faculty chose to approach research across the curriculum instead of via a specific course or courses.</p> <p>Staff stated that a request for revisions to the proposal would be forthcoming.</p> <p>ACAP members voted to approve the program proposal.</p>
Comments and suggestions from CHE staff sent to the institution	2/26/16	<p>Staff requested that the proposal be revised to address the following topics:</p> <ol style="list-style-type: none"> 1. Program duplication and the intended regional focus of a 100% online program. 2. Potential discussions with USC-USCA about collaborations for course offerings. 3. A timeline for developing and implementing new courses. 4. Inclusion of the response to the USC concern about research coursework.

Stages of Consideration	Date	Comments
		5. The financial support chart to reflect new costs, including an explanation about funds for graduate assistant. 6. Details about pursuing national recognition from the International Society for Technology as part of CAEP accreditation.
Revised Program Proposal Received	3/10/16	The revised proposal satisfactorily addressed the requested revisions with further explanation of recruitment, online delivery, collaborative efforts, development of research-specific coursework, funding for graduate assistants, and professional standards
CAAL Consideration	4/7/16	CAAL members requested clarification about the following topics: <ul style="list-style-type: none"> • Duplication between the proposed program at Coastal Carolina and the current joint program at USC/USCA. The state has already approved a similar joint program at USC/USCA with very similar characteristics. Is approval of both programs in the State's best interest? • Plans to offer this program to and or recruit from among out-of-state students? If not, how would it be prevented? Response from Coastal Carolina University <ul style="list-style-type: none"> • Coastal Carolina currently has three tracks under the existing M.Ed. in Teaching and Learning; Instructional Technology is one of the tracks. This degree program was approved in 2009. Each of the concentrations are being moved to degree programs. The Instructional Technology track has had strong enrollment with 85% coming from the five local SC counties serviced primarily by Coastal Carolina. Even though the new program is proposed for online delivery, the institution will be actively involved in the local districts. Coastal Carolina stressed this is not a new degree program; that it has been in existence at the same time as the joint program at USC/USCA for the last seven years. • The current program (concentration) is primarily designed to meet the need of the local districts (Attachment 2c was included in the agenda) and is supported by their involvement in the local districts. Admission requirements, including a minimum undergraduate GPA of 3.0 or appropriate scores on standardized tests (GRE, Miller's Analogies, etc.), two letters of recommendation, a written statement of educational and career goals related to this specific degree, and related items will allow only qualified individuals into the program. Coastal

Stages of Consideration	Date	Comments
		will give priority for admittance to students in the local school districts. The current concentration is listed in Coastal Carolina's Office for Online Learning.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Master of Education degree in Instructional Technology, to be implemented Fall 2016.

Name of Institution: **Coastal Carolina University**

Name of Program: **M.Ed. in Instructional Technology**

Program Designation

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

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

- Yes
 No

Proposed Date of Implementation

CIP Code

Fall 2016

13.0501

Delivery Site(s)

Coastal Carolina University, Conway, S.C. (main campus)

Delivery Mode

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

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

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

Institutional Approvals and Dates of Approval

College Department	9/15/2015
College Curriculum Committee	9/16/2015
College Dean	9/21/2015
University Board of Trustees	10/02/2015
University Graduate Council	10/12/2015
University Faculty Senate	11/05/2015
University Provost	11/13/2015
University President	11/16/2015

Background Information

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

The proposed *M.Ed. in Instructional Technology* is a three-course expansion of the successful *M.Ed. in Learning and Teaching* with an Instructional Technology concentration that is currently offered at the institution. The current program with the concentration has a history of strong enrollments from teachers employed in Coastal's regional partner school districts and has graduated 165 completers since 2012. The goal of the proposed *M.Ed. in Instructional Technology* is to continue to provide regional K-12 teachers and other educational professionals advanced training in the utilization and integration of technology to improve teaching practice, learner performance and professional productivity.

This goal aligns with the approved mission of Coastal Carolina University, which reads:

Coastal Carolina commits its resources to building undergraduate and graduate degree programs of national and/or regional significance in the arts and sciences, business, humanities, education, and health and human services.

Program candidates will complete an intensive curriculum derived from the National Educational Technology Standards for Teachers (NETS-T) published by the International Society for Technology in Education (ISTE) and endorsed by the Council for the Accreditation of Educational Programs (CAEP). The curriculum places significant emphasis on the localized needs of Coastal's partnership school districts, particularly the Horry County Schools' (HCS) model for Blended and Personalized Digital Learning, a model which has received national acclaim. Like the current program, the proposed M.Ed. in Instructional Technology will continue to recruit students primarily from Coastal's partner districts. At the present, partner districts account for approximately 85% of current M.Ed. enrollment, and this ratio is expected to persist in the new program.

List the program objectives. (2000 characters)

The following program objectives for the proposed *M.Ed. in Instructional Technology* are derived from the National Educational Technology Standards for Teachers (NETS-T) published by the International Society for Technology in Education (ISTE).

The proposed program will:

- 1) Provide students with varied and comprehensive opportunities to develop and demonstrate understanding of instructional technology tools, systems, and operations that improve classroom, blended and online instruction.
- 2) Challenge students to evaluate historical and emerging practices to plan, design, develop, implement and manage innovative digital learning materials, experiences and environments.
- 3) Engage students in the analysis and selection of instructional strategies that leverage technology to facilitate effective assessment and evaluation practices for varied instructional contexts.
- 4) Explore social, ethical and legal issues relevant to instructional technology, and develop student abilities to apply that knowledge to improve instructional design.
- 5) Prepare students to demonstrate instructional technology leadership and collaboration skills to serve professional audiences with real-world learning needs.

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 *M.Ed. in Instructional Technology* is a three-course expansion of a successful *M.Ed. in Learning and Teaching* with an Instructional Technology concentration that has been offered at the institution for the past five years. The generic core-plus-concentration design of the existing M.Ed. program has allowed it to serve as an incubator to assess viability of specific concentration areas. The enrollment data overwhelmingly support further cultivation of the Instructional Technology concentration into its own degree. Since inception in 2010, the existing program with an Instructional Technology concentration has grown annually at an average rate of 158% to a total of 378 admitted students. The number of annual program completers in the IT concentration has increased from 13 in 2012 to 98 candidates in 2015, making it the largest current graduate program at the university.

The Spadoni College of Education at Coastal Carolina University serves the northeast region of South Carolina and is located in Horry County, which supports the third largest school district in the state. Horry County Schools employs nearly 3,000 teachers and educational professionals and has invested heavily in instructional technology for blended and personalized learning initiatives that shape the centerpiece of their educational vision. Approximately 85% of current M.Ed. IT concentration students work within the institution's five regional partner school districts in Horry, Georgetown, Marion, Florence and Williamsburg counties. College faculty collaborate closely with district technology leaders to continually update Instructional Technology offerings at the university. For example, data collected from exit surveys and interviews in the concluding seminars for 2013-15 indicate that candidates strongly support redesigning the curriculum to remove the three generic education core classes and to replace them with specialized IT courses, as well as to rename the degree *M.Ed. in Instructional Technology*.

Like the current program, the proposed M.Ed. will have potential appeal statewide. According to the 2015 Supply and Demand report published by the Center for Educator Recruitment, Retention, and Advancement (CERRA), there are over 51,000 teachers employed in over 100 K-12 school districts in the state of South Carolina. Although 85% of current program students are employed in the university's partner school districts, teachers across the state may find the proposed program appealing to advance classroom performance, to qualify for higher (M+30) pay bands, and to pursue eligibility for additional employment opportunities (see below).

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."

Occupation	Expected New Jobs	Employment Projection	Data Source
Instructional (Technology) Coordinators	+ 18,500 (National 10yrs) + 197 (SC 2016) + 40 (SC 2016)	+ 13% / 10yrs (National) + 24% / 2yrs (SC) + 13% / 10yrs (SC)	www.bls.gov www.cerra.org www.onetonline.org
Instructional (Technology) Coaches	+ 18,500 (National 10yrs) + 197 (SC 2016)	+ 13% / 10yrs (National) + 24% / 2yrs (SC)	www.bls.gov www.cerra.org
Instructional Materials Director	+ 18,500 (National 10yrs)	+ 13% / 10yrs (National)	www.bls.gov
Instructional Designer	+ 31,100 (National 10yrs) + 40 (SC 2016)	+ 14% / 10yrs (National) + 13% / 10yrs (SC)	www.onetonline.org www.onetonline.org
Training and Development Specialist	+ 35,400 (National 10yrs)	+ 13% / 10yrs (National)	www.bls.org
Distance Learning Coordinator	+ 12,200 (National 10yrs) + 30 (SC 2016)	+ 9% / 10yrs (National) + 12% / 10yrs (SC)	www.onetonline.org www.onetonline.org

Exit survey data collected in the concluding seminar for the current M.Ed. program indicate that 85% of completers work as regional classroom teachers. Of these, the majority (68%) indicate an intent to stay in the classroom and utilize their graduate degree for professional development and advanced teacher pay. Another 22% indicate their intent to leverage the degree to qualify for K12 district-level positions such as technology coaches and specialists, collectively termed "instructional coordinators" by the U.S. Bureau of Labor Statistics, and earning median pay levels over \$60,000 in 147,700 jobs in 2012 with a positive (+13%) growth outlook through 2022. The outlook for these types of district level jobs specifically in South Carolina is even brighter. Data published by the Center for Educator Recruitment, Retention and Advancement (CERRA) demonstrate an annual growth rate of 24% and a projection of 197 new instructional technology specialist/coaching jobs by 2016.

As evidenced in the table above, additional employment opportunities for graduates exist *outside* K12 education in nationally trending and well-salaried (\$60-75K median, according to PayScale.com) positions as trainers, instructional designers, support specialists, project managers and multimedia producers working in business, industry, government, healthcare and higher education. Organizations in each of these fields value employee skillsets that leverage technology to improve performance, and graduates of the proposed program will be well prepared for entry-level jobs advertised in the following IT-specific job databases:

Organizations hosting Instructional Technology job databases	IT job ads December, 2015
Association for the Advancement of Computing in Education	2503 National / 52 SC
Association for Educational Communications and Technology	1343 National / 188 SC
American Society for Training and Development	90 National
International Society for Performance Improvement	170 National
HigherEdJobs.com	208 National
Chronicle of Higher Ed	90 National

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 existing *M.Ed. in Learning and Teaching* degree was originally developed with four concentrations—Early and Elementary Education, Instructional Technology, Literacy, and Special Education. The Early and Elementary Education concentration was closed in 2013 due to non-viable enrollments. The Special Education concentration will teach-out and close by 2016 due to expanding into a standalone M.Ed. (approved by CHE September, 2015). The Instructional Technology concentration will teach-out and close by 2017 if its proposed standalone M.Ed. is approved. A proposal is forthcoming to expand the final remaining concentration, Literacy, into a standalone degree as well. If that is also approved during 2016, the *M.Ed. in Learning and Teaching* program will then close by 2017 after the final Literacy concentration students teach-out. Standalone online programs specializing in Instructional Technology are common nationally. In the southeast region alone, every state has multiple institutions offering programs comparable to the proposed M.Ed. (Table below).

INSTITUTION	STATE	MASTER'S PROGRAM	ONLINE
Florida State	(FL)	Instructional Systems	YES
Central Florida	(FL)	Instructional Technology	YES
West Florida	(FL)	Instructional Technology	YES
South Florida	(FL)	Instructional Technology	YES
Georgia Southern	(GA)	Instructional Technology	YES
Georgia	(GA)	Learning Design & Technology	YES
NC State	(NC)	Instructional Technology	YES
East Carolina	(NC)	Instructional Technology	YES
Appalachian State	(NC)	Educational Media	YES
UNC Wilmington	(NC)	Instructional Technology	YES
James Madison	(VA)	Educational Technology	YES
Old Dominion	(VA)	Instructional Design & Technology	YES
George Mason	(VA)	Online Learning in Schools	YES

List of Similar Programs in South Carolina

Program Name	Institution	Similarities of Both Programs	Differences in the Proposed M.Ed. Program
M.Ed. Educational Technology	USC Columbia/Aiken	<p>Online modality</p> <p>Emphasis on instructional design and technology integration</p> <p>Requires field-based experiences</p> <p>Curriculum aligned to national standards published by the Association for Educational Communications and Technology (AECT) and the International Society for Technology in Education (ISTE).</p> <p>It is important to note that the standards promoted by the organizations above result in <i>national</i> curricular consistencies across M.Ed. Instructional Technology programs. Duplication is an unavoidable strength of aligning to these standards and is a national trend among institutions that offer the degree. An analysis of the M.Ed. curricula at the universities listed on page 6 will confirm that content duplication is not limited to Coastal and USC.</p>	<p>Regionally driven: Curriculum designed with and for regional partner districts, with emphasis on the Horry County Schools' Personalized Digital Learning (PDL) initiative.</p> <p>Regional Teacher-Practitioner focused: A localized approach towards research, assessment and curricular topics within the context of technology-rich best practices for classrooms and online education, aligned to the specific needs of CCU partner districts.</p> <p>Educational research and learning theory topics integrated into specialized instructional technology courses instead of general education core courses. The decision to integrate these disciplines across the curriculum rather than inside standalone core courses was driven by comprehensive data gathered during exit interviews of every completer (n=165) in the current M.Ed. program.</p>
M.Ed. Curriculum & Instruction (Educational Technology Specialization)	Winthrop University	<p>Target audience is public school teachers. Technology coursework is offered online. Practitioner focused.</p>	<p>Only 12 credits of technology coursework at Winthrop. Not 100% online degree at Winthrop. Core courses offered traditionally. CCU M.Ed. has an integrated approach towards research, assessment and curricular topics within the context of technology-rich best practices for classrooms and online education. CCU M.Ed. has educational research and learning theory topics integrated into specialized instructional technology courses instead of a general education core.</p>

Description of the Program

The following enrollment projections are based on real data from the current M.Ed. program (IT concentration). The total actual headcount in the current program per semester for the 2014-15 academic year was 185 students enrolled during fall 2014 and 111 enrolled during spring 2015. During the same period, the average incoming cohort size was 43 new students per semester. Cohorts in the proposed program will be scheduled to complete all coursework in three semesters, taking six credits each semester and 12 credits over two summer sessions. Based on these historical enrollments, the tables below project headcounts for total and new students.

Table 1: Projected Total Headcount				
Year	Fall		Spring	
	Headcount	Credit Hours	Headcount	Credit Hours
2016 – 17	35	210	66	395
2017 – 18	89	534	87	522
2018 – 19	80	481	79	476
2019 – 20	74	442	74	442
2020 – 21	69	415	70	418

Table 2: Projected New Headcount				
Year	Fall		Spring	
	Headcount	Credit Hours	Headcount	Credit Hours
2016 – 17	35	210	35	420
2017 – 18	35	210	35	420
2018 – 19	35	210	35	420
2019 – 20	35	210	35	420
2020 – 21	35	210	35	420

NOTE 1: Based on enrollment of 35 new students each fall and 35 new students each spring.

NOTE 2: Credit hours based on 6 hours per semester

NOTE 3: First year total headcount based on 88% returning fall to spring and 82% 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)

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

1. Submit a written statement of educational and career goals explaining how the M.Ed. Instructional Technology degree will be leveraged to achieve those goals.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

CCU is interested in developing cooperative relationships with other institutions that would like to collaborate in the advanced study of instructional technology. In fact, over the past year during the development of the proposed program, Coastal IT faculty reached out to individual IT faculty at both USC and Clemson to inquire about the possibility of collaborating, specifically about Coastal M.Ed. students tracking into their doctoral programs, but no interest was indicated. The faculty member at Clemson never replied and the faculty member at USC indicated that a partnership with Coastal would not benefit their doctoral program because their surplus of applicants was already more than double their program admissions.

Curriculum

Curriculum by Category			
Prefix and Number	Title	Required/Elective	Credits
EDIT 604	Teaching with Technology	Required	3
EDIT 610	Instructional Design and Technology Integration	Required	3
EDIT 630	Development of Instructional Multimedia	Required	3
EDIT 640	Instructional Video Production	Required	3
EDIT 650	Teaching and Learning Online	Required	3
EDIT 660	Advanced Online Teaching	Required	3
EDIT 670	Educational Games and Simulations	Required	3
EDIT 677	Assessment Technology and Learning Analytics	Required	3
EDIT 680	Special Topics in Instructional Technology	Required	3
EDIT 690	Seminar in Instructional Technology	Required	3

Total Credit Hours Required: 30

Course Descriptions for New Courses

Course Name	Description
EDIT 604 - Teaching with Technology	A standards-based investigation of instructional technologies and their potential to improve teaching practice, professional productivity, and student performance.
EDIT 610 - Instructional Design and Technology Integration	Design and evaluation of technology-supported teaching and learning. Emphasis on research-based practices in technology integration.
EDIT 630 - Development of Instructional Multimedia	Application of design theories and development techniques to the production of multimedia learning objects using advanced authoring tools.
EDIT 640 - Instructional Video Production	Systematic planning, development and deployment of video programming for school-based applications. Production emphasis on the communication of instructional messages relevant to the needs of student, teacher, parent, or administrator audiences.
EDIT 650 - Teaching and Learning Online	Theory and best practices in the design, development, and implementation of online instruction for blended and distance-based applications.
EDIT 660 - Advanced Online Teaching	Advanced theory and best practices in the design, development, and implementation of online instruction for blended and distance-based applications. Focus on online design and development of course structures within a virtual environment.
EDIT 670 - Educational Games and Simulations	Course explores the theory and implementation of educational games, simulations, and virtual environments for improved instructional engagement. It includes evaluation methods and socio-cultural implications.
EDIT 677 - Assessment Technology and Learning Analytics	Best practices in the utilization of technologies to assess learner performance as well as the analysis and application of assessment data to improve instructional design.
EDIT 680 - Special Topics in Instructional Technology	Current and emerging trends, issues, theories, practices and technologies shaping the field of instructional technology. Students will identify and review developing technologies, issues and trends which inform modern practice of instructional technology in school and training settings, as well as analyze different technological curricula.
EDIT 690 - Seminar in Instructional Technology	Capstone experience in the design, development, implementation, evaluation and management of instructional technologies and their potential to improve teaching practice, student performance, and professional productivity. Emphasis on the Instructional Technology Portfolio.

NOTE – Only three new courses will be developed (670, 677, 680). The other seven have been offered in the current M.Ed. program for five years. Educational research and learning theory topics will be integrated across the curriculum instead of in general education core courses. The decision to integrate these disciplines was driven by comprehensive data gathered during exit interviews of every completer (n=165) in the current M.Ed. program. Students expressed significant dissatisfaction with the core model and indicated strong preferences for a more contextualized approach to applying research, assessment and other foundational educational tenets.

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)
Full Professor	Full	EDIT 604 Teaching with Technology SU (3) EDIT 610 Instructional Design and Technology Integration F,SU (3) EDIT 680 Special Topics in Instructional Technology F,SP (3) EDIT 690 Seminar in Instructional Technology F,SP (3)	Ed.D. Technology Education Training & Development	Graduate Faculty and IT Programs Coordinator
Full Professor	Full	EDIT 640 Instructional Video Production F, SP (3) EDIT 630 Development of Instructional Multimedia SP (3) EDIT 677 Assessment Technology and Learning Analytics FA (3)	Ph.D. Curriculum and Instruction (Instructional Technology)	Graduate Faculty and University Director of Online Learning
Associate Professor	Full	EDIT 604 Teaching with Technology F,SU (3) EDIT 650 Teaching and Learning Online SU (3) EDIT 660 Advanced Online Teaching SU (3) EDIT 670 Educational Games and Simulations FA (3)	Ph.D. Curriculum and Instruction (Instructional Technology)	Graduate Faculty
Lecturer	Full	EDIT 604 Teaching with Technology F,SP (3)	M.Ed. Learning & Teaching (Instructional Technology concentration) Ed.S. Instructional Technology (expected 2016)	Lecturer currently teaches undergraduate Instructional Technology courses but will be assigned M.Ed. teaching duties by Y2 after Ed.S. confers December 2016 (expected).

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

Faculty	Staff	Administration
1.71	0.50	0.20

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 proposed program is not actually all new. The primary change is the name (from Learning and Teaching to Instructional Technology). According to CHE guidelines, this type of change to a freestanding degree requires a full proposal review even though the similar current program has been offered at the university for five years. The scale of enrollment for the proposed program will remain the same, with anticipated cohort sizes remaining under the current level of 35 students. Therefore, no new faculty will be required. A current full professor and graduate faculty member within the Spadoni College of Education will continue to coordinate the existing M.Ed. until it teaches out. To maintain continuity and manage the curricular transition, this full professor will also coordinate the new M.Ed. Another full professor who currently serves in a university administrative position with a reduced graduate teaching load (1-1) will return to faculty status in May to resume full-time teaching duties (4-3).

Library and Learning Resources

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

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

Student Support Services

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

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

Physical Resources

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

The proposed online program will replace an existing online program that has successfully operated for five years. No new instructional equipment will be needed. The university's Division of Information Technology Services (ITS) maintains the campus learning management system, *Moodle*, and licenses enterprise versions of core software platforms used in the program, including *Echo 360*, *Adobe Creative Cloud*, *Adobe Connect*, and of course *Microsoft Office*. ITS also funds routine computer refreshment cycles to ensure faculty have adequate technology in their offices to support instructional resource development.

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

Yes

No

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

Given that all courses in the proposed program will be taught online, the need for classroom space will not impact the university's existing physical plant. The Spadoni College of Education, with support from the university's Division of Information Technology Services (ITS), recently (August 2015) installed two high-end distance learning facilities to support current and future online programs: **1)** a multi-purpose "blended learning" technology classroom that can also originate live streamed instructional events, and **2)** a multimedia production studio for recording and editing videos, podcasts and other instructional resources. Both facilities are already operational and managed internally by a full-time college technology specialist and a staff of trained graduate assistants. No new physical facilities will be needed to support the proposed program.

Financial Support

Estimated Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration (1)	\$18,573	\$18,944	\$19,323	\$19,710	\$20,104	\$96,654
Faculty and Staff Salaries (2)	\$176,051	\$179,572	\$183,163	\$186,826	\$190,563	\$916,175
Graduate Assistants	\$26,000	\$26,000	\$26,000	\$26,000	\$26,000	\$130,000
Equipment	\$0	\$0	\$0	\$0	\$0	\$0
Facilities	\$0	\$0	\$0	\$0	\$0	\$0
Supplies and Materials	\$0	\$0	\$0	\$0	\$0	\$0
Library Resources	\$0	\$0	\$0	\$0	\$0	\$0
Other*	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$220,624	\$224,516	\$228,486	\$232,536	\$236,667	\$1,142,829
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	\$244,152	\$433,357	\$398,982	\$375,136	\$359,039	\$1,810,666
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	\$244,152	\$433,357	\$398,982	\$357,136	\$359,039	\$1,810,666
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$23,528	\$208,841	\$170,496	\$142,600	\$122,372	\$667,837

NOTE 1: Program administration based on .20 of Director's salary plus 28% fringe for year one. Years 2-5 are based on a 2% increase

NOTE 2: 28% Fringe Benefits included with faculty and staff salaries. 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)

The proposed program is not actually all new. The program has been operational for five years as the M.Ed. in Learning and Teaching with the Instructional Technology concentration. The proposed name change to a freestanding M.Ed. in Instructional Technology triggers the CHE requirement for full proposal review. Given that the proposed program will replace the existing similar program and continue to operate at the same scale of enrollment with anticipated cohort sizes remaining under the current level of 35 students, no new costs are expected.

NOTE: Requested funds for graduate assistants reflect current allocations in the existing program. Given that the proposed program will replace the existing program, these amounts are not truly new expenses for the program but simply carry over, much in the same way that faculty salaries represent a continued, but not new expense. However, we wanted to show all costs involved.

Evaluation and Assessment

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

Per university policy, the proposed program will engage in continuous quality improvement through an annual evaluation process managed by the Office of the Provost and reviewed by a university assessment committee using an in-house web-based assessment portal called TEAL-Online. This system will provide longitudinal tracking of the following measures as well as archive the progression of the program's ability to meet elected outcome benchmarks verified by the following data:

1) Assessment during the program

- a) Each semester, course evaluations will be administered to all enrolled students. These data will be collated by the Office of Institutional Research and made available to faculty, coordinators and program chairs for individual and collaborative review.
- b) Each semester, data collected from key SLO assessments will be archived in the college online assessment platform (LiveText). The program coordinator will analyze these data annually to ensure that SLOs are being met for each program candidate, and will submit a summary report to the institutional assessment portal, TEAL-Online.
- c) Each semester, the program coordinator will analyze current enrollments and submit to the department chair as well as to the program faculty a report identifying historical trends as well as future projections to facilitate scheduling upcoming sessions.
- d) Each semester, academic advisors will identify program students who either earned a grade less than a B in any course, or did not complete a course. Advisors will communicate with these students to offer support and determine what can be done to improve future performance and retention. Data from these communications will be analyzed by program faculty to generate a summary report for the program coordinator.

2) Assessment at graduation

- a) Matriculation rates will be tracked for every program completer by their academic advisor and submitted to the program coordinator for annual review and reporting. These data will be crucial to inform decision-making about improvements to course and cohort scheduling.
- b) Program completers will complete a comprehensive exit survey assessing their satisfaction with the program as well as their future career and continued education plans. These data will be analyzed by the program coordinator and reviewed annually with program faculty to identify potential ideas for quality improvement.

3) Assessment after graduation

- a) An annual alumni survey will be administered to determine where alumni are working and how well the program prepared them for employment. The program coordinator will compare and analyze these data with the exit survey data of current graduates, and will present a summary report to program faculty for annual review and discuss recommendations for potential programmatic changes.
- b) Select employer surveys, primarily to the institution's regional partner school districts, will be administered to assess satisfaction with program preparation of graduates for instructional

technology job performance. Data from these surveys will be analyzed by the program coordinator and reported to program faculty for review and discussion of potential programmatic changes.

Program Revision

Program faculty will meet monthly and annually to review the above data and associated reports prepared by the coordinator, as well as any other relevant information gathered. In these formal meetings, any decisions having the potential to impact the program for continuous quality improvement will be documented in official meeting minutes and summarized in the annual report submitted to the TEAL-Online portal by the program coordinator. Any substantive actionable changes recommended by the program faculty will be proposed and reviewed through the institution's established graduate academic approval process, from academic department to college curriculum committee, university graduate council, faculty senate, Board of Trustees, Provost and President.

Program Review

Both the International Society for Technology in Education (ISTE) and the Association for Educational Communications and Technology (AECT) publish professional standards to which the proposed M.Ed. curriculum is aligned. Neither organization presently has a formal review relationship with the Council for the Accreditation of Education Programs (CAEP). Per communications with the State Department of Education (SDE) documented November 13, 2014, the college's next accreditation visit in 2018 will require a "SPA-like report" submitted to SDE for non-licensure programs such as the proposed M.Ed. The report will be similar to what other education programs complete for review by their respective specialty associations (SPAs).

Student Learning Assessment

Key Assessment	Description
1) Technology Inventory Exam	This assessment is administered in EDIT 604. EDIT 604 is an introductory course for this M.Ed. program. Typically, students are taking this course in their first semester of study. This course explores a variety of instructional technologies and their potential to improve teaching practice, professional productivity, and student performance. By the conclusion of the semester, students will take this technology knowledge inventory exam as the final. This exam gauges students' knowledge and skills covered in EDIT 604.
2) Instructional Design Project	This assessment is administered in EDIT 700. Students redesign an existing lesson plan and identify areas for technology, diversity and digital citizenship integration. Students show the original lesson and reflect on the ways in which they improved it using technology, diversity and digital citizenship tools and techniques. This includes a description of the target audience, the instructional objectives, the instructional content, the methods and materials for instructional delivery, the assessment techniques, and supporting rationales.
3) Instructional Multimedia Project	This assessment is administered in EDIT 630 and requires students to develop a complete digital multimedia learning object designed to engage students in independent study of targeted content for either an online or blended learning need. The project must be developed using a judicious combination of screen capture, video, audio, narration and animation, submitted as a single file with an accompanying narrative analysis of the instructional design context.
4) Instructional Video Project	This assessment is administered in EDIT 640 and requires students to develop a complete instructional video using a specific production framework to engage students in independent study of targeted content for either an online or blended learning need. The project must be submitted as a single video file with an accompanying narrative analysis of the instructional design context.
5) Online Course Development	This assessment is administered in EDIT 650. This assignment requires students to design and develop a fully online course by using ADDIE (Analysis, Design, Development, Implementation, and Evaluation) instructional design model. Throughout the course, students will be provided guidance and instructions on how to complete each phase of ADDIE. At the conclusion of the course, students have their fully online courses developed.
6) Digital Assessment Project	This assessment is administered in EDIT 677. Students will design, develop and administer a custom digital assessment to measure learner performance on targeted instructional content. Students will analyze the data using techniques studied in the course and generate a personalized digital learning plan for a selected learner. Detailed directions and grading criteria are posted in the course Moodle site.

<p>7) Comprehensive Exam</p>	<p>This assessment is administered in the capstone course (EDIT 690) as a cumulative exam covering all skills and concepts covered in all program courses. The exam includes objective and essay questions.</p>
<p>8) Professional Portfolio</p>	<p>This assessment is administered in the capstone course (EDIT 690), which will require students to develop an online portfolio that publishes selected artifacts demonstrating evidence of attaining all student learning outcomes for the program. An exit survey and a post-graduation career survey will also be used for all graduates.</p>

<p>Student Learning Outcomes</p>	<p>Key Assessments</p>	<p>ISTE Standards Alignment</p>
<p>1) Demonstrate understanding of instructional technology tools, systems, and operations.</p>	<p>Technology Knowledge Inventory Exam Instructional Multimedia Project Instructional Video Project Online Course Development Professional Portfolio</p>	<p>NETS-T 1.b-c NETS-T 2.a NETS-T 3.a-c</p>
<p>2) Plan, design, develop, implement and manage innovative digital learning materials, experiences and environments to improve student performance.</p>	<p>Instructional Design Project Instructional Multimedia Project Instructional Video Project Online Course Development</p>	<p>NETS-T 1.a-d NETS-T 2.a-d NETS-T 3.d</p>
<p>3) Leverage technology to facilitate effective assessment and evaluation practices.</p>	<p>Digital Assessment Project Instructional Design Project Online Course Development</p>	<p>NETS-T 1.c NETS-T 2.b-d</p>

4) Understand social, ethical, and legal issues relevant to the use of instructional technology.	Technology Knowledge Inventory Exam Comprehensive Exam Instructional Design Project	NETS-T 4.a-d
5) Demonstrate instructional technology leadership and collaboration in professional learning communities.	Professional Portfolio	NETS-T 1.d NETS-T 3.a-c NETS-T 5.a-d

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)

NOTE: The vast majority of candidates admitted to the proposed program will already hold South Carolina teaching licensure and, upon completion, will then qualify to apply for the official state add-on endorsement credential in Online Teaching. The courses listed below are part of the required curriculum for the proposed M.Ed. in Instructional Technology and have been approved by the South Carolina State Department of Education (SCSDE) in a formal MOU to qualify licensed SC teachers for the Online Teaching endorsement credential. This embedded curriculum design will enable program completers (who are SC teachers) to be eligible for two credential upgrades upon completion, an M-level teaching license and the add-on endorsement in Online Teaching.

Online Teaching Endorsement curriculum (Approved by SCSDE)

REQUIRED COURSES (6 credits)

EDIT 604 Teaching with Technology (3)
EDIT 650 Teaching and Learning Online (3)
EDIT 660 Advanced Online Teaching (3)

ELECTIVE COURSES (select one - 3 credits):

EDIT 610 Instructional Design and Tech. Integration (3)
EDIT 630 Development of Instructional Multimedia (3)

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

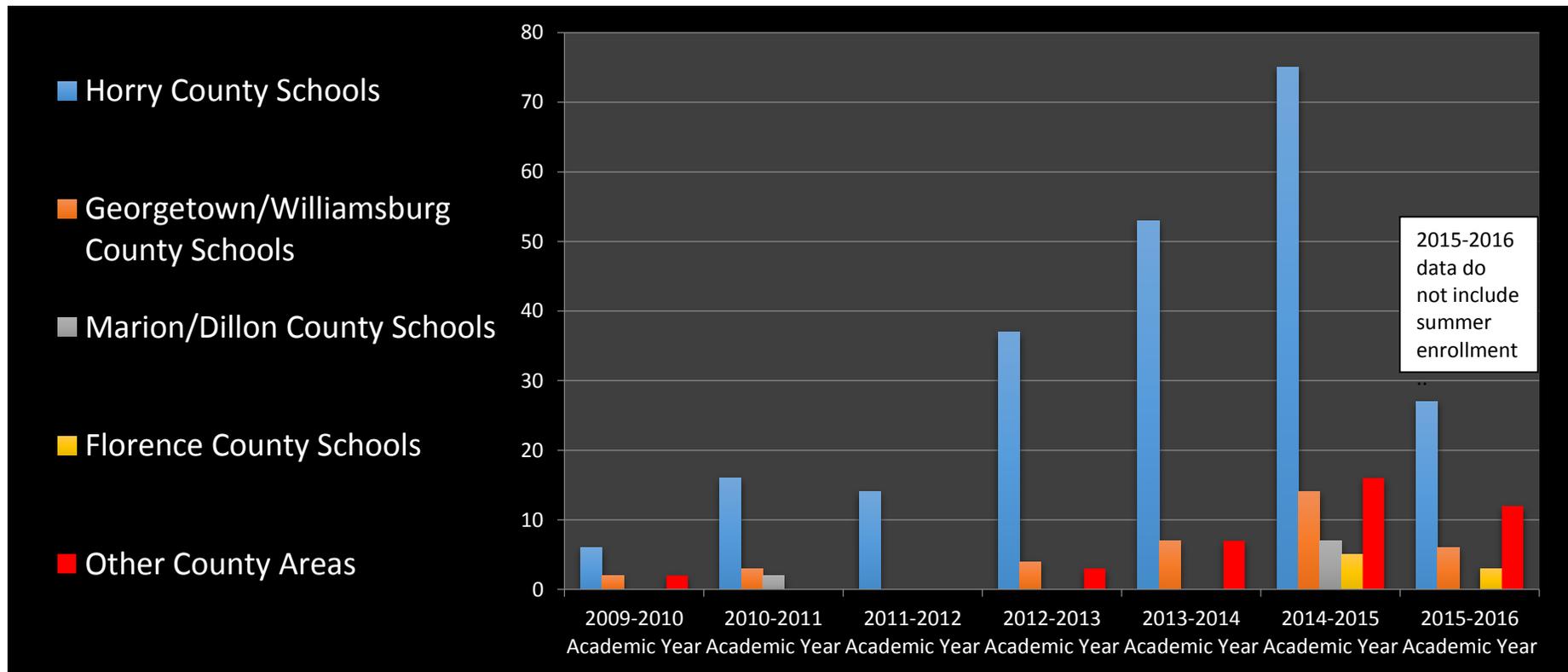
Please attach a document addressing the South Carolina Department of Education Requirements and SPA or Other National Specialized and/or Professional Association Standards.

N/A

Student Enrollment Data (2009-2016)

M.Ed. Learning & Teaching - Instructional Technology-Admitted Students

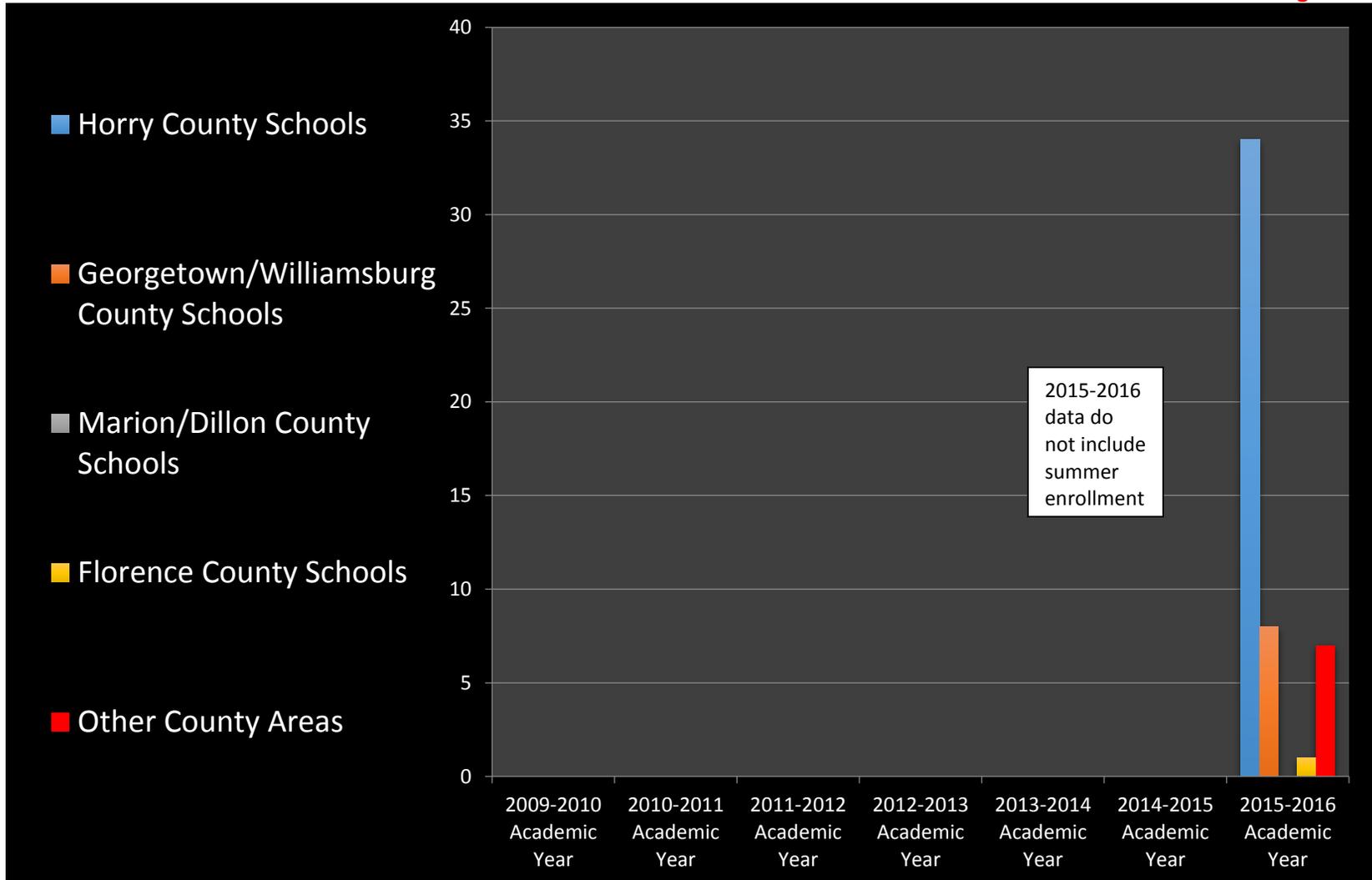
	2009-2010 Academic Year	2010-2011 Academic Year	2011-2012 Academic Year	2012-2013 Academic Year	2013-2014 Academic Year	2014-2015 Academic Year	2015-2016 Academic Year*
Horry County Schools	6	16	14	37	53	75	27
Georgetown/Williamsburg County Schools	2	3	0	4	7	14	6
Marion/Dillon County Schools	0	2	0	0	0	7	0
Florence County Schools	0	0	0	0	0	5	3
Other County Areas	2	0	0	3	7	16	12
							Summer Pending



Thirteen of our currently enrolled IT students are not in a school district. Seven of these students went directly from their undergraduate B.A. degree into the program, four are current CCU employees, and two are local police officers.

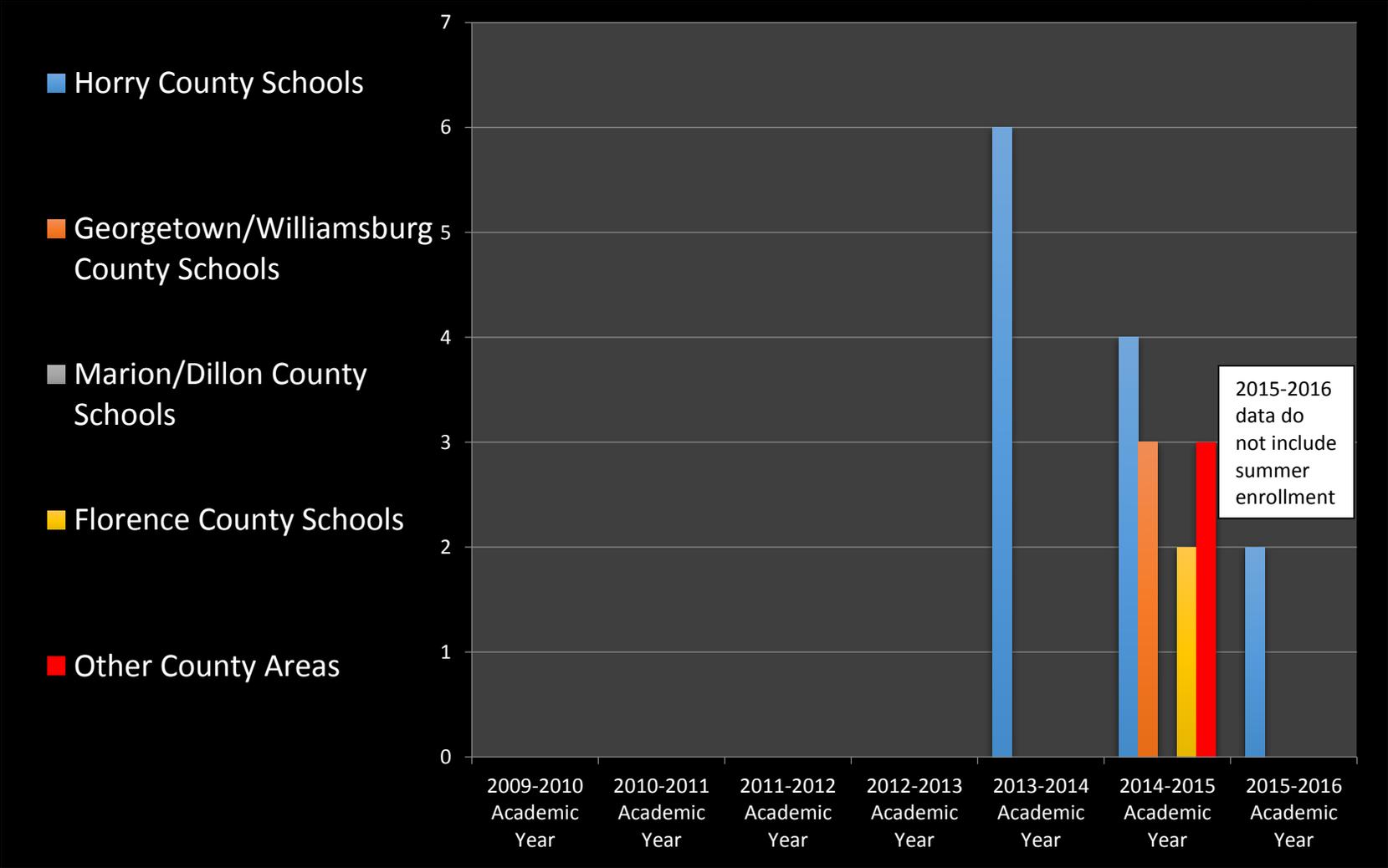
Ed.S. Instructional Technology-Admitted Students

	2012-2013 Academic Year	2013-2014 Academic Year	2014-2015 Academic Year	2015-2016 Academic Year
Horry County Schools				34
Georgetown/Williamsburg County Schools				8
Marion/Dillon County Schools				0
Florence County Schools				1
Other County Areas				7
				Summer Pending



Certificate Online Teaching - Admitted Students

	2012-2013 Academic Year	2013-2014 Academic Year	2014-2015 Academic Year	2015-2016 Academic Year
Horry County Schools	0	6	4	2
Georgetown/Williamsburg County Schools	0	0	3	
Marion/Dillon County Schools	0	0	0	
Florence County Schools	0	0	2	
Other County Areas	0	0	3	
				Summer Pending



**New Program Proposal
 Bachelor of Arts / Artium Baccalaureatus in Meteorology
 With a Concentration in Operational Meteorology
 College of Charleston**

Summary

The College of Charleston requests approval to offer a program leading to the Bachelor of Arts and Artium Baccalaureatus (B.A. and A.B.) in Meteorology with a Concentration in Operational Meteorology to be implemented in Fall 2017. 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	1/15/16	Not Applicable
Conference Call	2/11/16	<p>CHE staff asked for an explanation for the designation of the proposed new program as a B.A. in meteorology and not a B.S., given the extensive math and science curriculum requirements. College representatives stated the B.A was preferred because of the mission and history of the College of Charleston as a liberal arts institution.</p> <p>Staff then asked about the designation of the proposed new concentration in Atmospheric Physics under the extant B.S./A.B. in Physics (see Proposal Modification: B.S. Physics, add Atmospheric Physics) given that Atmospheric Physics is a branch of Meteorology as noted in the original Atmospheric Physics modification proposal submitted. College representatives stated that the reason for not adding the Atmospheric Physics concentration to the proposed Meteorology program proposal was because of the large number of Physics courses required for this concentration.</p>
ACAP Consideration	2/18/16	<p>Due to concurrent submissions and curricular similarities for the B.A. in Meteorology proposal and the Atmospheric Physics modification proposal, CHE staff invited ACAP to discuss the proposals jointly, though advising ACAP to consider the proposals for vote separately.</p> <p>The College of Charleston representative discussed the need for the proposed program and explained the rationale for offering it as a B.A. program instead of a B.S.</p> <p>The University of South Carolina representative noted USC considered offering Meteorology in the past but was concerned about retaining qualified faculty. USC invited the College to consider offering the Meteorology degree jointly. In addition, USC also noted the Meteorology curriculum appeared to be more as a B.S. than B.A.</p>

Stages of Consideration	Date	Comments
		<p>Representatives from the College of Charleston thanked USC for the offer to collaborate, but confirmed it will pursue the degree independently.</p> <p>After summarizing the conference call, staff cited one catalog of Meteorology programs offered in the US and Canada that showed programs were predominantly offered as B.S./M.S. degrees instead of B.A./M.A. degrees. In response, representatives noted that there may be as many as 10 Meteorology degrees offered as B.A. instead of B.S. degrees. Staff requested this supporting documentation, and stated a request for revisions to the proposal would be forthcoming.</p> <p>ACAP members voted to approve the program proposal.</p>
<p>Comments and suggestions from CHE staff sent to the institution</p>	<p>2/26/16</p>	<p>Staff requested revisions to the proposal to:</p> <ul style="list-style-type: none"> • Explain the relationship of the proposed Meteorology program to the proposed Atmospheric Physics concentration and both proposals to the Physics program as well as more detail about program delivery, specifically faculty course load responsibilities and qualifications. • Discuss how the Meteorology concentration was formerly a part of the Physics program and the effect on the Physics program for moving Meteorology to a stand-alone degree program. • Explain the rationale for offering the proposed program as a B.A. instead of a B.S. degree as discussed during the conference call and ACAP meeting. • Confirm the Board of Trustees approval date. • State whether the program meets the stringent curricular requirements of the American Meteorological Society (AMS), or those required by the Federal Civil Service for meteorologist positions within the National Weather Service (NWS). • Explain how “environmental science, insurance, shipping, regulation, science journalism, and secondary science education” are Meteorology-related jobs and how they relate to the positions listed on p. 4. • Explain how the different lists of employment opportunities provided in the proposal are related as well as how the proposed program prepares graduates for the positions listed. • Provide state, regional, and/or local employment data. • Include data about demand and graduation rates from peer institutions. • Explain the gap in graduates and expected employment (the proposal states that only seven graduates are needed each year but 10 are expected; will the other three pursue graduate studies in meteorology or a related field or will they find employment in a related field?). • Provide more information about articulation and whether there have been deliberations about pursuing an agreement with the technical colleges.

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> • Identify some of the related and unrelated fields “graduates of the proposed program could potentially seek graduate study in” at Clemson and USC. • Explain the reasoning for the enrollment projections provided and the ratio of headcount to credit hours. • Provide total credit hours and all course titles and explain how the courses mentioned in the budget justification section will be modified. • Review the new costs identified to verify feasibility to deliver the program. Include faculty and staff salaries according to the total FTE for the proposed program. • Verify the figure shown for tuition funding. • Explain how the program will be assessed using external surveys, accreditation reports and recommendations, and pass rates on the American Meteorological Society certificates, as well as describe how the data will be used. • Identify how many additional courses beyond the program are required for the American Meteorological Society certifications and explain the rationale for excluding those courses for students interested in pursuing positions that require such certifications.
Revised Program Proposal Received	3/10/16	<p>The revised proposal addressed many of the requested revisions, except for providing a catalog of comparable B.A. programs as discussed at the ACAP meeting. Upon review, CHE staff believes the proposed Meteorology curriculum has merit, though clarity is sought how the science and math emphasis in the curriculum supports program objective #2 (p.2): enabling students “to connect concepts in meteorology to broader societal, environmental, political, business or ecological issues.”</p> <p>Staff compared the curricula for the proposed Meteorology degree and the proposed Atmospheric Physics concentration under the B.S. in Physics. Though the number of Physics courses required was cited as the reason to offer the Atmospheric Physics concentration as part of the B.S. Physics degree and not the proposed Meteorology program, the curricula for the proposed Atmospheric Physics concentration and for the proposed Meteorology degree appear to include 12 of the same physics courses, in addition to four of the same math courses, and similar general education requirements (see comparison chart). As a result, there appears to be substantial duplication in the coursework between Meteorology and Atmospheric Physics. In addition, the Meteorology curriculum continues to suggest alternative consideration as a Bachelor of Science degree.</p>
CAAL Consideration	4/7/16	Commissioners agreed to discuss the Meteorology proposal and the modification proposal to add Atmospheric Physics to the Physics program jointly due to curricular similarities.

Stages of Consideration	Date	Comments
		<p>Commissioners requested clarification on the following topics:</p> <ul style="list-style-type: none"> • Offering the Meteorology program as a B.S. program due to the curriculum and because of concerns about employers' possible perceptions of the B.A. versus the B.S. • Potential collaboration with USC and other institutions • The reason(s) why the Atmospheric Physics concentration was not combined with the Meteorology program • Class sizes • Accreditation <p>The College's representative provided the following responses:</p> <ul style="list-style-type: none"> • The rationale for offering the program as a B.A. includes the degree's career trajectory, student recruitment, and institutional tradition at the College to designate certain programs as Bachelor of Arts, and that students should not be disadvantaged with the program offered as a B.A. degree. • Collaboration with other institutions was not possible at this time because most of the College's collaborations with other institutions are through distance education and the curriculum is not designed for distance education delivery. • Regarding the reasons why Atmospheric Physics was not combined with the proposed Meteorology program, there are competing opinions about what is the master field and subfield and that the faculty wanted to keep the most research oriented subfield in the Physics program. • Regarding program delivery, the proposed structure added only marginal costs and the faculty expect about 20 students per class. • Though the American Meteorological Society does not accredit programs, AMS does certify whether the program meets its standards. <p>Commissioners re-stated their concerns about the workforce perspective of offering the program as a B.A. The College's representative agreed to consider revising the program to make it a B.S. in the future should the College learn that students were disadvantaged or excluded from employment opportunities by possessing the B.A. instead of the B.S.</p>

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the Bachelor of Arts program in Meteorology with a Concentration in Operational Meteorology to be implemented in Fall 2017. However, the Committee on Academic Affairs and Licensing requests that the College continue to assess the program to determine whether it would be more advantageous to offer it as a Bachelor of Science program.

Background Information

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

No full degree program in meteorology exists in South Carolina, and no programs meet the stringent curricular requirements of the American Meteorological Society (AMS), or those required by the Federal Civil Service for meteorologist positions within the National Weather Service (NWS). This new B.A. degree is intended for students interested in double majors outside the sciences, and for students desiring one of many meteorology-related jobs such as meteorological consulting for private and public sector industries (such as aviation, shipping and sea fishing, public policy, and insurance), broadcast meteorology (which includes science journalism), environmental science technical work, and secondary science education. The concentration in operational meteorology, combined with the B.A., is intended to prepare students for careers in operational meteorology (which includes forecasting and numerical weather prediction). The BA with this concentration is specifically designed to meet the stringent curricular requirements of the AMS and NWS. The curriculum was designed in consultation with AMS staff. Atmospheric physics is an interdisciplinary area between meteorology and physics. Given the high number of required physics courses, an atmospheric physics concentration is most effectively mated to the BS in physics, not the BA in meteorology.

Students in this major will take 16 hours of physics and math courses during their first year, will go on to take 17 additional hours of meteorology courses, and will choose electives from astronomy, chemistry, biology, geology, math, environmental studies, English, and communications. The optional operational meteorology concentration requires an additional 34 hours of meteorology, physics, math and elective courses for students interested in forecasting. This multidisciplinary approach meets the curricular requirements of the AMS and is compatible with the liberal arts mission of the College. The cost of these programs is minimal as most courses already exist and no new faculty or facilities are needed.

List the program objectives. (2000 characters)

South Carolina has no full undergraduate degree program devoted to the study of meteorology. Therefore, the primary goal of this program is to provide a strong background in meteorology that will prepare students for many possible meteorology-related careers. When students complete the BA degree, they will be able to

- 1) Demonstrate an understanding of the fundamental principles of meteorology, which includes climate and either synoptic meteorology or air pollution;
- 2) Demonstrate an ability to connect concepts in meteorology to broader societal, environmental, political, business, or ecological issues;
- 3) Demonstrate proficiency in designing, conducting, and reporting results from experiments relative to topics in meteorology;
- 4) Synthesize core knowledge and analytical tools to design a research project relevant to meteorology;
- 5) Demonstrate the ability to communicate meteorological information effectively in written and oral form.

An Operational Meteorology concentration is also proposed for students who are specifically interested in pursuing forecasting and operational meteorology as a career. The operational meteorology concentration is specifically designed to meet the requirements for future employment in the NWS or in broadcast meteorology. In addition to the program objectives for the BA degree, students who complete the Operational Meteorology concentration will be able to

- 1) Explain the physical laws governing the structure and evolution of atmospheric phenomena spanning a broad range of spatial and temporal scales.
- 2) Demonstrate proficiency in interpreting various meteorological diagrams and synthesize information from various meteorological sources to diagnose synoptic and mesoscale weather phenomena.
- 3) Demonstrate proficiency in using computer based weather visualization and analysis packages.

- 4) Demonstrate skill in developing, evaluating, and disseminating short-to-medium term forecasts of synoptic and mesoscale weather phenomena.

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. Bureau of Labor Statistics (BLS) estimates that the U.S. employs a total of 11,100 atmospheric scientists/meteorologists. If South Carolina contributes a representative fraction (about 1.5% of the U.S. population), this suggests between 150-200 people working as atmospheric scientists/meteorologists in the state right now, all of whom had to be trained in other states. The proposed program also trains graduates for other types of careers such as meteorology research, national defense (particularly air force), insurance, airlines, sailing, shipping, farming, Wall street, government policy and regulation, law, environmental assessment, and satellite remote sensing.

According to the BLS, atmospheric scientist employment will increase about 10% from 2012 to 2022, with the largest expected changes in computer systems design and related services (34.7% increase) and scientific and technical consulting services (40.8% increase). Another common path for our students would be environmental science work. According to BLS, environmental scientist employment will increase approximately 15% from 2012 to 2022, with the largest expected change in scientific and technical consulting services (40.8% increase).

Based on demand from our students and graduation rates from peer institutions nationwide that have meteorology programs (Historical averages: UNC-Asheville, 12/year, Kean, 6/year, Lyndon State College, 13/year, Plymouth State, 8/year, Northland College, 11/year, Metro. St. College Denver, 8/year), we anticipate ten graduates from our program per year, which should cover most of the need for meteorologists in S.C. Our program could actually be more productive considering that our degree programs are more broad based, and that there is no competing program within the state (unlike some of the peers listed above). Indeed, the southeastern U.S. has few meteorology programs, which will enhance our recruiting. About 600 bachelors degrees in meteorology from full-fledged meteorology programs were awarded annually nationwide on average over the past decade. Prorating for population, this again suggests about ten graduates for the state of South Carolina, if a full-fledged program existed. Almost three students per year have graduated from the College with a concentration in meteorology and another two to three students per year have graduated with the minor in meteorology since they were approved in 2000. Surveys taken of meteorology concentrations and minors indicate most would pursue the proposed BA degree were one to exist. In addition, high school students who regularly inquire about a meteorology program can now be told that we have one that will meet AMS and federal civil service requirements. Many other students don't even bother to request information, as they already know our program does not meet these requirements.

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
Atmospheric scientists/meteorologists	11,100	10% from 2012 to 2022	Bureau of Labor statistics
Environmental scientists and specialists	90,000	15% from 2012 to 2022	Bureau of Labor statistics
Environmental science and protection technicians	32,800	19% from 2012 to 2022	Bureau of Labor statistics
Atmospheric Science postsecondary teachers	10,930	10% from 2012 to 2022	Bureau of Labor Statistics

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

Since there are no programs for operational meteorology (OM) in S.C., it is expected that successful students in OM will have greater opportunities for employment within S.C. Currently, 57 OMs are currently employed at NWS offices within S.C., 64 are currently employed at TV and radio stations within S.C., 28 OMs are currently employed at the state climatology office and the Savannah River Site, and 23 OMs are currently employed at S.C. airports and air force bases. These numbers come either from conversations with staff at these stations or agencies, or were gleaned from their websites. Furthermore, dozens more are currently employed by S.C. industrial concerns and businesses. Currently, S.C. residents who desire any of these jobs must receive their education outside of S.C. In summary, there are over 200 OMs employed in the state today. Assuming a career lifetime of about 30 years would mean that about 7 OMs retire on average each year and would be replaced by 7 graduates from our program each year. It is expected that the remaining 3 per year will pursue graduate studies in meteorology or find employment in a related field.

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 new courses created may serve as allowable electives within several existing programs at the institution (Physics B.S., Physics B.A., Energy Production Concentration, Astronomy B.A., Minors in Astronomy and Environmental Studies, and the Physics Cognate of the Data Science Degree). There also will be some (modest) impact on enrollment in existing courses, due to the fact that this newly served student population will be required to take existing courses to complete the degree program.

The Meteorology BA is designed for both future forecasters/meteorologists and the more diverse liberal arts student base that may be double majoring with another (potentially non-quantitative) field. The extra concentration in operational meteorology is specifically designed for those meteorology students who desire to obtain sufficient quantitative training to compete for federal civil servant-level forecasting jobs or desire to pursue advanced study in Meteorology or Atmospheric Science.

Conversely, the Atmospheric Physics concentration attached to the Physics BS degree is designed for very strong, quantitatively aligned students who seek a full Physics degree with a targeted elective sequence for specialization within the atmospheric sciences. This student population is more likely to go on to graduate school in Physics (including Atmospheric Physics), Atmospheric Science, Climate Science, Atmospheric Chemistry, or other related fields.

The faculty teaching the courses within the Meteorology BA degree program will be predominantly from the Meteorology and Atmospheric Physics group in the College of Charleston's Physics department (Lindner, Larsen, Williams and Rumsey). All have relevant training and research interests to serve both audiences (degrees in both areas, research interests in both areas).

Confusion on these programs partially stems from the fact that the Physics department is retiring their concentration in Meteorology that was linked to the B.S. degree. This old "Meteorology Concentration" attached to the Physics BS was poorly named; the nature of the retired concentration was much closer to the newly proposed Atmospheric Physics concentration than to the new Meteorology BA, despite the same name.

The students served by the newly proposed BA program here previously did not have an appropriate avenue to obtain sufficient training for a job in forecasting and, consequently, were often leaving the state. Also, many liberal arts students had difficulty with the additional math and physics requirements for the BA in physics with concentration in meteorology, and would thus be better suited to the BA in meteorology.

There should be an overall positive effect on the physics program by creating this standalone meteorology program. Upper-level physics courses are typically underpopulated, and by allowing these classes to serve both the physics and meteorology audiences will enhance enrollment. This will also create additional interdisciplinary curriculum opportunities for physics majors. All programs will be housed in the physics and astronomy department.

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
No full meteorology programs exist in SC, but some related programs offer a few of the courses			
Applied Physics Major with Concentration in Environmental Physics	Coastal Carolina University	Involves coursework associated with the quantitative physical sciences related to fluids, remote sensing, and atmospheric physics. Includes some of the same introductory/intermediate coursework.	Isn't designed as a meteorology program; doesn't meet AMS or NWS requirements; doesn't include forecasting, synoptic, dynamic, or climate courses; requires more physics than this program. Designed for very different population.
Environmental Science B.S.	University of South Carolina	Involves some coursework associated with introductory physics coupled with natural science coursework in the environmental sciences.	Not aimed at students seeking careers in meteorology. This is a much broader program that still will not meet the minimal AMS or NWS requirements for programs in meteorology.
Geography B.S.	University of South Carolina	Offers some courses in meteorology and climatology and a meteorology/climatology emphasis within the degree program	Strong in climatology, but lacking physical and dynamical meteorology and many other courses needed to meet the minimal AMS or NWS requirements for programs in meteorology. Program is also broader than traditional meteorology degree program.
Geology B.S. with Environmental Science Concentration	Clemson University	Closest program at Clemson to what is proposed here; involves study of Earth system as a whole, includes some environmental science classes, which may include some elements of atmospheric science.	Much more pronounced focus on Earth history and standard Geological topics. No required coursework in atmospheric science. No path through the program that meets NWS or AMS requirements for programs in Meteorology.
Environmental Studies Major	Wofford College	Program includes some elements of Natural Science investigation to elements of Earth science.	Program not targeted to atmospheric science. Designed to be a blend of Social Science, Humanities, and Science courses within the Environmental designation. Doesn't meet NWS or AMS requirements for Meteorology.

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-2017	10	150	15	225	2	6
2017-2018	25	375	27	405	5	15
2018-2019	37	555	38	570	7	21
2019-2020	45	675	46	690	8	24
2020-2021	50	750	50	750	9	27

Three separate methods of estimating demand (detailed below) all lead to a conclusion that by the fourth year the proposed program will graduate approximately ten students per year. The physics and astronomy department currently graduates approximately fifteen students per year, making it one of the most successful undergraduate-only departments in the nation (<http://www.aip.org/statistics/trends/highlite/ed/table6.htm>). This new degree is very different from what we currently offer and thus will not poach from existing majors but instead attract totally new students. Thus, this new degree program will significantly increase the productivity of an already productive department.

1) Approximately ten graduates per year could be expected if our program is as productive as many of our peer institutions that have meteorology programs (Historical averages: UNC-Asheville, 12/year, Kean, 6/year, Lyndon State College, 13/year, Plymouth State, 8/year, Northland College, 11/year, Metro. St. College Denver, 8/year). Our program could actually be more productive considering that our degree programs are more broad based, and that there is no competing program within the state (unlike some of the peers listed above). Indeed, the southeastern U.S. has few meteorology programs, which will enhance our recruiting.

2) About 600 bachelors degrees in meteorology from full-fledged meteorology programs were awarded annually nationwide on average over the past decade. Prorating for population, this again suggests about ten graduates for the state of South Carolina, if a full-fledged program existed.

3) Almost three students per year have graduated from the College with a concentration in meteorology and another two to three students per year have graduated with the minor in meteorology since they were approved in 2000. Surveys taken of meteorology concentrations and minors indicate most would pursue the proposed BA degree were one to exist. However, for every ten high school students who request information about our program, less than one actually enrolls. A much higher percentage of these high school inquiries will likely enroll in a full degree program that meets AMS and federal civil service requirements. Many other students don't even bother to request information, as they already know our program does not meet these requirements. It is hard to estimate, but it seems reasonable to assume that there would have been ten graduates if those requirements were met.

Although it may appear logistically daunting at first, it is actually not difficult to recruit a couple dozen prospective meteorology students from the five hundred high schools in SC. Currently, prospective meteorology students determine which university to attend by perusing the AMS curriculum guide (a compendium of all the meteorology programs in the country), using Internet search engines to gather information, or getting advice from staff at the local NWS offices, from local TV broadcast meteorologists, or from guidance counselors. Primarily because the college does not have a program that meets federal civil service requirements, none of these sources currently cast a favorable light on our program, instead encouraging students to attend out of state schools. Once our proposed program is approved, we intend to quickly change the information prospective students receive. The AMS curriculum guide will be updated. We will personally contact all NWS staff and all TV broadcast meteorologists within the state, showing them the robustness of our new program. Announcements of the new program will be sent to all guidance counselors, and advertisements will be sent with college admissions representatives as they travel throughout the state. Finally, we will design a detailed web page, using the latest search engine optimization routines to draw the attention of prospective students. The sum of all these recruiting strategies should pull in the required prospective students to meet our expectation for graduation rates.

Using the above estimate of ten graduates per year, and assuming a conservative attrition rate, we estimate the program will have approximately 50 students in residence once fully operational (and that it would take five years to ramp up to that number). All students are assumed to be enrolled in 15 hours during fall and spring, and 3 hours during the summer.

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)

Students from two-year institutions could take the one year of calculus and one year of basic physics courses required for this proposed degree as well as some of the elective courses at their institution (most two year institutions offer all these courses). Upon transferring to the College of Charleston, those students could take the remaining core courses, and conceivably graduate in four years. Also, graduates of the proposed program could potentially seek graduate study in related or unrelated fields at Clemson or USC.

Transferring into the program from a technical college would not be difficult. If the appropriate courses were taken in a technical college, a four year graduation with a BA in meteorology is quite feasible. Articulation agreements with technical colleges have not been pursued but are possible.

Based on the nature of the curricula in the listed programs, as well as the training that students in the proposed BA Meteorology with Operational Meteorology Concentration will receive, we believe the following in-state graduate programs may be a good fit for our future graduates:

Clemson:

Civil Engineering (MS, Ph.D., and Cert)
Environmental Engineering and Science (MS and PhD)
Hydrogeology (MS)
Secondary Education Math Science (MAT)
Physics (MS, PhD) (esp. Atmospheric and Space Physics Group)
Policy Studies (PhD)

USC:

Civil Engineering (ME, MS, and PhD)
Earth and Environmental Resources Management (MS)
Environmental Health Sciences (MPH, MS, and PhD)
Geography (MA, MS, and PhD)
Geological Sciences (MS and PhD)
Sciences (MAT)

Curriculum

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

Curriculum by Year (B.A. Meteorology)					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
MATH 120 (Calc I)	4	MATH 220 (Calc II)	4		
PHYS 111 (General Physics I)	3	PHYS 112 (General Physics I)	3		
PHYS 111L (General Physics I Lab)	1	PHYS 112L (General Physics II Lab)	1		
ENGL 110 (Freshman Composition)	4	PHYS 105 (Intro to Meteor)	3		
FYSM (First Year Seminar)	3	HIST 101/103	3		
		Language I	3		
Total Semester Hours	15	Total Semester Hours	17	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
PHYS 210 (Intro to Air Pollution) or PHYS 215 (Synoptic Meteor)	3	Free Elective	3		
PHYS 225 (Climate)	3	Free Elective	3		
HIST 102/104	3	Free Elective	4		
Language II	3	Language III	3		
Hum/SS I	3	Hum/SS II	3		
Total Semester Hours	15	Total Semester Hours	16	Total Semester Hours	
Year 3					
Fall		Spring		Summer	
PHYS 370 (Experimental Physics)	4	Free Elective	3		
Free Elective	3	Free Elective	3		
Free Elective	3	Free Elective	3		
Language IV	3	Free Elective	3		
Hum/SS III	3	Hum/SS IV	3		
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	
Year 4					
Fall		Spring		Summer	

Curriculum by Year (B.A. Meteorology)					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
PHYS 419 (Research Seminar)	1				
Meteorology Elective	3	PHYS 420 (Senior Research)	3		
Free Elective	3	Meteorology Elective	3		
Free Elective	3	Free Elective	3		
Hum/SS V	3	Free Elective	3		
Hum/SS VI	3				
Total Semester Hours	15	Total Semester Hours	12	Total Semester Hours	
Year 5					
Fall		Spring		Summer	
Total Semester Hours		Total Semester Hours		Total Semester Hours	

Curriculum by Year (B.A. Meteorology w/ operational meteorology concentration)					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
MATH 120 (Calc I)	4	MATH 220 (Calc II)	4		
PHYS 111 (General Physics I)	3	PHYS 112 (General Physics I)	3		
PHYS 111L (General Physics I Lab)	1	PHYS 112L (General Physics II Lab)	1		
ENGL 110 (Freshman Composition)	4	PHYS 105 (Intro to Meteor)	3		
FYSM (First Year Seminar)	3	HIST 101/103	3		
		Language I	3		
Total Semester Hours	15	Total Semester Hours	17	Total Semester Hours	
Year 2					
Fall		Spring		Summer	

Curriculum by Year (B.A. Meteorology w/ operational meteorology concentration)					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
MATH 221 (Calc III)	4	MATH 323 (Differential Equations)	3		
PHYS 215 (Synoptic Meteor)	3	PHYS 230 (Modern Physics I)	3		
PHYS 225 (Climate)	3	Free Elective	4		
HIST 102/104	3	Language III	3		
Language II	3	Hum/SS I	3		
Total Semester Hours	16	Total Semester Hours	15	Total Semester Hours	
Year 3					
Fall		Spring		Summer	
PHYS 370 (Experimental Physics)	4	PHYS 301 (Classical Mechanics I) (3)	3		
PHYS 459 (Cloud and Precipitation Physics)	3	PHYS 405 (Thermodynamics) (3)	3		
Language IV	3	PHYS 415 (Fluid Mechanics) (3)	3		
Hum/SS III	3	PHYS 425 Mesoscale Meteorology (3)	3		
Hum/SS III	3	Hum/SS IV	3		
Total Semester Hours	16	Total Semester Hours	15	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
PHYS 419 (Research Seminar)	1	PHYS 420 (Senior Research)	3		
Elective (off concentration list)	3	Meteorology Elective	3		
Free Elective	3	Free Elective	3		
Free Elective	3	Free Elective	3		
Hum/SS V	3				
Hum/SS VI	3				
Total Semester Hours	15	Total Semester Hours	12	Total Semester Hours	
Year 5					
Fall		Spring		Summer	

Curriculum by Year (B.A. Meteorology w/ operational meteorology concentration)					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Total Semester Hours		Total Semester Hours		Total Semester Hours	

Curriculum by Category*							
B.A. in Meteorology Required Courses	17+ hours	Required Math	8+ hours	Electives (Cont'd).	5+ hours	Concentration Elective Courses	6 hours
*****	*****	MATH 120 (Introductory Calc)	4	PHYS 298 (Special Topics)	1-3	PHYS 409 (Electricity and Magnetism)	3
Base Experience	3 or 9 hours	AND 1 OF EITHER		PHYS 301 (Classical Mechanics)	3	PHYS 340 (Photonics)	3
PHYS 105 (Intro to Meteorology)	3	MATH 220 (Calc II)	4	PHYS 320 (Electronics)	3	BIOL 342 (Oceanography)	3
OR 3 of the Following		OR		PHYS 340 (Photonics)	3	CHEM 111/111L (Principles of Chemistry)	4
GEOL 438 (Hydrogeology)	3	MATH 229 (Vector Calc w/ Chemical Applications)	4	PHYS 350 (Energy Production)	4	CSCI 220/220L (Computer Programming)	4
PHYS 405 (Thermal Physics)	3	*****	*****	PHYS 381 (Internship)	1-3	GEOL 438 (Hydrogeology)	3
PHYS 415 (Fluid Mechanics)	3	Electives	5+ hours	PHYS 390 (Research)	1-3	MATH 250 (Statistical Methods)	3
PHYS 459 (Cloud and Precipitation Physics)	3	ASTR 129/129L (Intro to Astronomy)	4	PHYS 394/394L (Digital Signal and Image Processing w/ Biomedical Applications)	4		
*****	*****	ASTR 306 (Planetary Astronomy)	3	PHYS 399 (tutorial)	3		
Emphasis Experience	3 hours	BIOL 204 (Man and the Environment)	3	PHYS 405 (Thermal Physics)	3		
PHYS 210 (Intro. to Air Pollution)	3	BIOL 342 (Oceanography)	3	PHYS 409 (Electricity and Magnetism)	3		
OR		CHEM 101/101L (General Chemistry)	4	PHYS 410 (Electricity and Magnetism II)	3		

PHYS 215 (Synoptic Meteor.)	3	CHEM 111/111L (Principles of Chemistry)	4	PHYS 412 (Special Topics)	1-3		
*****	*****	CHEM 112/112L (Principles of Chemistry)	4	PHYS 415 (Fluid Mechanics)	3		
PHYS 225 (Climate)	3	COMM 104 (Public Speaking)	3	PHYS 425 (Mesoscale Meteorology)	3		
PHYS 370 (Experimental Physics)	4	CSCI 220/220L (Computer Programming)	4	PHYS 457 (Satellite Meteorology)	3		
PHYS 419 (Research Seminar)	1	ENGL 334 (Technical Writing)	3	PHYS 459 (Cloud and Precipitation Physics)	3		
*****	*****	ENVT 200 (Introduction to Environmental Studies)	3	*****	*****		
Capstone Experience	<i>3 or 6 hours</i>	ENVT 395 (Seminar)	1	Concentration required courses	28 hours		
PHYS 420 (Senior Research)	3	GEOL 213 (Natural Hazards)	3	PHYS 215 (Synoptic Meteor.)	3		
OR		GEOL 288 (Global Change)	3	PHYS 230 (Modern Physics)	3		
PHYS 499 (Bachelor's Essay)	6	GEOL291 (Water Resources)	3	PHYS 301 (Classical Mechanics)	3		
*****	*****	GEOL 438 (Hydrogeology)	3	PHYS 405 (Thermal Physics)	3		
Introductory Physics	<i>8 hours</i>	GEOL 442 (Remote Sensing)	4	PHYS 415 (Fluid Mechanics)	3		
PHYS 111/111L/112/112L (General Physics)	8	HONS 390 (Special Topics)	3-6	PHYS 425 (Mesoscale Meteorology)	3		
OR		MATH 250 (Statistical Methods)	3	PHYS 459 (Cloud and Precipitation Physics)	3		
HONS 157/157L/158/158L (Honors Physics)	8	PHYS 106L (Exercises in Weather and Climate)	2	MATH 221 (Calc III)	4		
OR		PHYS 210 (Intro to Air Pollution) or PHYS 215 (Synoptic Meteor.)	3	MATH 323 (Differential Equations) or PHYS272 (Methods of Applied Physics)	3		

PHYS 101/101L/102/102L (Introductory Physics) (grade req of C- or better in each course)	8	PHYS 230 (Modern Physics)	3				
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* Add category titles to the table (e.g., major, core, general education, concentration, electives, etc.)

Total Credit Hours Required: 122 with 38+ for BA; 61+ for BA and concentration in operational meteorology, plus additional credit hours for general education coursework and miscellaneous electives to total 122.

Course Descriptions for New Courses

Course Name	Description
PHYS 106L (Exercises in Weather and Climate)	Exercises for important topics in meteorology, including clouds, forecasting, thunderstorms, tornadoes, hurricanes and climate change. Concepts will be learned primarily in group-based exercises, supplemented with recorded lecture to provide needed background. Course is intended to be taught in an online format.
PHYS 210 (Introduction to Air Pollution)**	Sources of air pollution, and the influence of anthropogenic and natural processes on air quality. Topics include the atmosphere's chemical composition, atmospheric chemical reactions, greenhouse gases, global warming and the roles of government in air pollution control.
PHYS 215 (Synoptic Meteorology)	Application of physical principles to synoptic-scale weather analysis and forecasting. Topics include weather observing techniques and weather map analysis; analysis of cyclones, fronts, and jets; temperature and precipitation forecasting techniques; and analysis of soundings and thermodynamic diagrams.
PHYS 225 (Climate)**	This course serves as an introduction to the study of Earth's climate. Topics may include global energy balance, atmospheric radiative transfer, the hydrologic cycle, environmental energy transport, climate sensitivity, and feedback mechanisms. Lecture three hours per week.
PHYS 425 (Mesoscale Meteorology)	Applications of dynamics and forecasting techniques in diagnosing the organization of mesoscale and convective phenomena. Topics include mesoscale instabilities; boundary layer dynamics; air mass boundaries; convective initiation; convective storms; mesoscale convective systems; tornadoes; flash flooding; and various orographic mesoscale phenomena.
PHYS 459 (Cloud and Precipitation Physics)**	Essential elements of the physics associated with the study of clouds and precipitation. Lectures three hours per week.
**Note: PHYS 210, 225 and 459 replace existing courses PHYS 456, 458 and 308, respectively	

Faculty

The department of Physics and Astronomy already includes 4 faculty members (Drs. Lindner, Larsen, Rumsey, and Williams) who have an educational background in various subfields within Meteorology and Atmospheric Physics. These faculty already exist in the department (i) because the department offers a concentration in meteorology which contained many of the courses included in this proposal, and (ii) because the department has participated in the Masters in Environmental Studies Program since its inception in 1994.

Some concerns have been raised about whether 4 faculty specifically trained in atmospheric science are sufficient to meet the instructional needs of this program. We believe that these 4 faculty are sufficient to staff the programs for the following reasons:

1. Because of the design of this program, much of the core and elective instruction can and will be done by faculty that do not have specific Meteorological training. General/Introductory Physics and upper level physics fulfill required elements of federal civil service jobs and the proposed curricula, yet are frequently taught by non-Atmospheric faculty. As such, the department is able to leverage the existence of non-Atmospheric faculty that are capable of teaching within this program, without adding to their current instructional load. We already teach these courses to our Physics majors, quite frequently without utilizing the contact hours available among the 4 Atmospheric faculty.
2. We are not the only program that would be attempting to run a program like this with 5 or fewer faculty. As evidence, we checked the UCAR affiliate list for Meteorology programs. UCAR (the University Corporation for Atmospheric Research) has 109 current members (including the College of Charleston since 1993), and requires a clear demonstration of programmatic relevance to Atmospheric Science. This consortium's membership list is widely respected and comprises many of the top Atmospheric Science and Meteorology Program in the country.

Listed among UCAR's members are the following programs that run full undergraduate Meteorology programs with 5 or fewer Atmospheric faculty (sometimes without the advantages that we list under bullet item (1) above):

- Central Michigan University (3 faculty)
- Metropolitan State University of Denver (3 faculty)
- University of Northern Colorado (3 faculty)
- Western Illinois (3 faculty)
- SUNY-Oswego (4 faculty)
- St. Cloud State (4 faculty)
- University of North Carolina at Asheville (4 faculty)
- SUNY-Brockport (5 faculty)
- Millersville (5 faculty)

Due to both of these considerations – and combined with the fact that we have been running a successful concentration in a closely related topic area for decades already -- we feel confident that we have the necessary personnel resources in place to offer an excellent program.

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)
B. Lee Lindner Associate Professor	Full time	PHYS 105, Introduction to meteorology, 3, spring PHYS 106L, Exercises in weather and climate, 2, summer PHYS 457, Satellite Meteorology, 3, biennial	Ph.D., Astrophysical, Atmospheric and Planetary Sciences, Univ. Colorado, Dissertation "Aeronomy and Radiative Transfer of the Atmosphere"	Primary program contact; no change in assignments; has taught 105 and 457 six times each already and 106L twice as a special topics course
Gabriel Williams Assistant Professor	Full time	PHYS 215, Synoptic meteorology, 3, biennial PHYS 425, Mesoscale meteorology, 3, biennial PHYS 405, Thermal Physics, 3, fall	Ph.D., Atmospheric Science, Colorado State Univ., Dissertation "Effects of environmental flow on internal dynamics of tropical cyclones"	Primary operational meteorology contact; has taught 405; has also taught 215 as a special topics course; 425 will cause a small change in assignment
Mike Larsen Associate Professor	Full time	PHYS 225, Climate, 3, biennial PHYS 415, Fluid Dynamics, 3, biennial PHYS 459, Cloud and Precipitation Physics, 3, biennial	Ph.D., Physics, Michigan Tech. Univ., Dissertation "Studies of discrete fluctuations in atmospheric phenomena"	Primary atmospheric physics contact; has taught 459 in its previous form as 308
Ian Rumsey Assistant Professor	Full time	PHYS 210, Introduction to Air Pollution, 3, biennial	Ph.D., Atmospheric Science, North Carolina State Univ., Dissertation "Sulfur emissions from swine feeding"	Primary environmental/air pollution contact; has taught 210 as a special topics course
Jeff Wragg Instructor	Full time	PHYS 370, Experimental Physics, 4, every term	Ph.D., Physics, Univ. of Missouri	Has taught 370 every year for a decade
All 18 faculty members of the department	Full time	PHYS419, Research Seminar, 1, every term PHYS420, Senior Research, 3, every term PHYS499, Bachelors Essay, 6, every term PHYS101/102/111/112, intro physics, 4, every term	Ph.D., Physics or Astrophysics or Atmospheric Physics	All courses are currently taught and have been taught for 20 years; 419/420/499 are all specific to the research of the faculty member

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

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

Faculty	Staff	Administration
0.8	0.1	0.04

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)

No new faculty will be required as the department currently has four tenure-track meteorologists. There are 6 new courses proposed for this program, totaling 15 hours, plus 2 hours in summer. 3 existing courses are discontinued, totaling 11 hours. Thus, only 4 hours are added, on a biennial basis (1 hour per semester). This will require one roster faculty member to teach one course every 3 semesters. Existing courses will easily absorb the additional meteorology students as all physics classes underutilize classroom space (thus no new sections are needed).

The department chair will assume the minor administrative duties. The only support personnel needed are lab managers; two already exist within the department and would assume the minor items needed for these courses. Additional clerical needs associated with the program are provided by student assistants, therefore there is a small expense for additional hours for the student assistant.

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 library resources are anticipated for this program. The only resources required are access to the scientific journals listed below, notably those of the American Geophysical Union (AGU) and American Meteorological Society (AMS). All of the required resources are currently available in the library; thus no new expense.

AGU: Geochem.Geophys.Geosyst., Geophys.Res.Lett., J.Adv.Model.Earth Sy., J.Geophys.Res., Rev.Geophys., Water Resour.Res., Nonlinear Proc.Geoph.,

AMS: Earth Interact., Bull.Am.Meteorol.Soc., J.Applied Meteorol.Climatol., J.Atmos.Oceanic Tech., J.Climate, J.Hydrometeorol., J.Phys.Oceanogr., J.Atmos.Sci., Mon.Weather Rev., Weather Forecast., Weather Clim.Soc.

Additional Journals (Various Publishers): Aerosol Sci.Tech., J.Aerosol Sci., J.Quant.Spectrosc.Ra., Q.J.Roy.Meteorol.Soc., J.Phys.Chem., Atmos.Res., Environ.Poll., Atmos.Chem.Phys., Environ.Res.Lett., J.Hydrol., J.Opt.Soc.Am., J.FluidMech., App.Opt., IEEE T.Geosci.Remote , Atmos.Environ., Environ.Sci.Tech.

Student Support Services

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

No graduate assistants are needed for the proposed program. Minor additional clerical support is needed to handle the paperwork associated with the program, which requires additional hours for student assistants. The estimated costs associated with the support are \$900 over 5 years. The program would also utilize existing college academic support services such as the college skills lab, advising, counseling, snap, academic experience, etc., but no new resources would be required.

Physical Resources

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

There is no new instructional equipment needed for the proposed program. The physics and astronomy department currently has all the instructional equipment that would be required for the courses in the proposed program.

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 classroom or lab space is required for this program. All normally utilized Physics classrooms should be suitable for all new courses in this major. Some of the courses in the program (e.g. Climate, Experimental Physics, Synoptic Meteorology) are best taught in classrooms with lab or computational equipment, but our standard Physics classrooms have those facilities already.

The only formal lab space that will be required for this program is the upper division undergraduate lab class space (e.g. the space utilized for PHYS 370/Experimental Physics – which already exists) and faculty research labs, which already exist.

No extra modifications of existing facilities should be necessary.

Financial Support

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

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	0	0	0	0	0	0
Faculty and Staff Salaries*	7821	7821	7821	7821	7821	39105
Graduate Assistants	0	0	0	0	0	0
Equipment	50	150	200	200	200	800
Facilities	0	0	0	0	0	0
Supplies and Materials	100	100	100	100	100	500
Library Resources	0	0	0	0	0	0
Other	200	300	300	300	300	1400
Total	8171	8371	8421	8421	8421	41805
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding**	98064	439926	632876	764082	841262	2776210
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	98064	439926	632876	764082	841262	2776210
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	88827	430489	623389	754595	831775	2729075

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*Faculty/Staff salaries are based on \$71,100 (the average salary of program faculty) + 32% fringe. Since the program nets only one new course every 3 semesters, the figure reflects 1/12 of the average salary of a program faculty member.

**Calculation of Estimated FTE Revenue (\$454 per credit hour for in-state students is used to calculate revenue from students taking courses in the major. Calculations are based on this table:)

	Headcount	Core Hours That Need to Be Taught	Student Credit Hours Generated
2016-2017	27	8	216
2017-2018	57	17	969
2018-2019	82	17	1394
2019-2020	99	17	1683
2020-2021	109	17	1853

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.

Most of the courses in the proposed program would utilize many existing physics courses that will be modified slightly to serve both the physics students and the meteorology students (as there is significant overlap in many concepts). The course descriptions to PHYS 370 (Experimental Physics), PHYS 405 (Thermal Physics), and PHYS 415 (Fluid Mechanics) will be modified slightly so that they are better aligned with the published requirements for meteorologists in the federal civil service. These revisions do not constitute a substantial change to the nature or content of these courses (90%+ of each of the courses remain unchanged, and all usual instructors of these courses have approved the minor necessary changes). These courses must be taught for the physics audience, regardless of whether the B.A. in Meteorology exists. We only expect ten B.A. in Meteorology graduates per year, and this number of students can join the existing classes as they rarely get close to the room size; no new sections are needed. Also, three new meteorology courses replace three existing meteorology courses; thus no cost associated with those. Finally, the remaining new courses are taught biennially, minimalizing cost. Thus, the net increase is only one contact hour per semester, resulting in the small expense shown. Equipment/supplies are minimal as the physics department has most everything already. The "other" new costs are associated with additional teaching aid and computing costs. While many concepts in meteorology can utilize teaching aids and computing costs already purchased by physics, additional demonstrations and computer software are required. Prices for these are similar to that for existing physics versions, which forms the basis for this cost estimate.

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)

There will be six modes of assessment: program assessment exams, course final exams, evaluation of written capstone reports, evaluation of research oral presentations, exit survey/interviews, and alumni surveys.

The first assessment exam will be given at the end of the term in the normal entry-level course, 105, and will assess students when they are being introduced to ideas and skills. The second assessment exam will be given in 225, which is normally halfway through the major. This exam will assess students when core ideas and skills are being reinforced and applied to more complex atmospheric phenomena. The third assessment exam will be given in 419/420/499, which is the capstone project for the major. This exam will assess students when they should be proficient in the core ideas and skills that were developed throughout the program.

Randomly selected final exams in 105, 106L, 210 and 225 will be assessed for understanding of the fundamental principles of meteorology and for student ability to connect concepts in meteorology to broader societal, environmental, political, business or ecological issues. One laboratory assignment and laboratory report from three random meteorology majors in 370, and the final report in either 420 or 499 for all meteorology majors, will be assessed for ability to demonstrate a basic level of proficiency in designing, conducting, and reporting results from experiments relevant to topics in meteorology.

Because technical writing and oral communication are an integral part of any scientific degree, the assessment checks that all sections of the written portion of the capstone project are thoroughly and

insightfully completed. Furthermore, all narratives, profiles, and relevant sections are factually accurate and documented to support the claims. Finally, a superior level of analytical reasoning and critical thinking based on the student's analysis is demonstrated.

The program will also assess the oral portion of the capstone project. For a successful completion of the oral presentation, the student strives for a high standard of professionalism. This is determined by examining body language (i.e. the student appears poised and comfortable and uses appropriate gestures to emphasize points), vocal presentation (i.e. the student exhibits excellent vocal tone, volume, and pace), eye contact, word choice and tone, use of visual aids, organization (i.e. the student presents information in an organized, logical fashion), and content (i.e. the student uses multiple forms of evidence to support key points).

Finally, in order to track future employment of majors, the program will perform an exit survey/interview in order to count students considering graduate school, teaching, operational meteorology, and other related fields. Furthermore, the program will use alumni surveys conducted by the Office of Institutional Effectiveness to determine the employment success of our students. In order to assess the Operational Meteorology Concentration, the program will use external surveys from regional employers of operational forecasters (such as the local National Weather Service stations and the Savannah River Site Atmospheric Technologies Group), These external surveys will be used to alter the proposed curriculum if necessary. Additionally, reports and recommendations from the accreditation process will also be used to assess the program, as will data from the AMS on certificate awards.

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
1. Demonstrate an understanding of the fundamental principles of meteorology, which includes climate and either synoptic meteorology or introduction to air pollution.	Three final exams in PHYS225 and either 210 or 215; also program assessment exams for all majors (offered in 105, 225 and either 419 or 420); 80% proficiency
2. Demonstrate an ability to connect concepts in meteorology to broader societal, environmental, political, business or ecological issues.	Three final exams in PHYS105, 106L and 210; also program assessment exams for all majors (offered in 105, 225 and either 419 or 420); 80% proficiency
3. Successful student will be able to demonstrate a basic level of proficiency in designing, conducting, and reporting results from experiments relevant to topics in meteorology.	One laboratory assignment and laboratory report from three meteorology majors in PHYS370, and the final report in either 420 or 499 for all meteorology majors; 80% proficiency
4. Successful students will be able to synthesize core knowledge and analytical tools to design a research project relevant to meteorology.	Research project in PHYS 419/420/499 for all meteorology majors; passing grade
5. Successful students will be able to demonstrate the ability to communicate weather information effectively in written and oral form.	Program assessment exams for all meteorology majors (offered in 105, 225 and either 419 or 420); see rubrics below; 80% proficiency

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 AMS and Federal Civil Service do not conduct on-site accreditation, but rather review the curriculum of each program to ensure their stringent standards are met. We have already contacted their staff with our proposed curriculum and they have stated it would meet their requirements. Furthermore, the AMS requires four faculty members have the appropriate credentials, which they have confirmed we possess. Thus, accreditation with the AMS and Federal Civil Service should be instantaneous.

Will the proposed program lead to licensure or certification?

Yes

No

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

The American Meteorological Society offers two certificates: in Consulting Meteorology and in Broadcast Meteorology. These require taking a few courses beyond the BA degree and/or operational meteorology concentration. The College offers all the additional required coursework, and interested students will be advised of these requirements. However, most students will not pursue these certificates, as only a small fraction of meteorology jobs require them (notably TV weathermen).

The Consulting Meteorology certificate requires 11 credit hours beyond the BA. The Broadcast Meteorology certificate requires 14 hours beyond the BA and operational meteorology concentration. Creating additional concentrations for these options was considered excessive given the low expected demand for them (students will be informed of the curriculum needed to receive these AMS certificates through advising instead).

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.

Curriculum Map – B.S. Physics with Atmospheric Physics Concentration

Freshman Fall (15 credits)	Freshman Spring (17 credits)
MATH 120 (Calc I) (4)	MATH 220 (Calc II) (4)
PHYS 111 (General Physics I) (3)	PHYS 112 (General Physics I) (3)
PHYS 111L (General Physics I Lab) (1)	PHYS 112L (General Physics II Lab) (1)
ENGL 110 (Freshman Composition) (4)	HIST 101/103 (3)
FYSM (First Year Seminar) (3)	Language I (3)
	Free Elective (3)

Sophomore Fall (16)	Sophomore Spring (16)
PHYS 230 (Modern Physics I) (3)	PHYS 370 (Experimental Physics) (4)
MATH 221 (Calc III) (4)	MATH 323 (Differential Equations) (3)
MATH 203 (Linear Algebra) (3)	Elective (off concentration list) (3)
Language II (3)	Language III (3)
HIST 102/104 (3)	Hum/SS I (3)

Junior Fall (15)	Junior Spring (15)
PHYS 409 (Electricity and Magnetism) (3)	PHYS 301 (Classical Mechanics) (3)
PHYS 459 (Cloud and Precipitation Physics) (3)	PHYS 405 (Thermodynamics) (3)
Hum/SS II (3)	PHYS 415 (Fluid Mechanics) (3)
Hum/SS III (3)	Elective (off concentration list) (3)
Language IV (3)	Hum/SS IV (3)

Senior Fall (16)	Senior Spring (12)
PHYS 403 (Quantum Mechanics I) (3)	PHYS 420 (Senior Research) (3)
PHYS 419 (Research Seminar) (1)	PHYS Elective (3)
Elective (off concentration list) (3)	PHYS Elective (3)
Hum/SS V (3)	Free Elective (3)
Hum/SS VI (3)	
Free Elective (3)	

Total Credit Hours: 122

General Education credit hours shared between the two programs: 43/43 (100%)

Core credit hours (Math and Physics Courses) shared between the two programs: 46/55 (84%)

Elective credit hours shared between the two programs: 15/24 (62.5%)

* Note: The Atmospheric Physics curriculum includes six credit hours of Physics electives (see senior year Spring semester) which could be satisfied with the Physics courses required for Meteorology that are not currently required for Atmospheric Physics (PHY 105, 215, 225, and 425). In addition, the Atmospheric Physics curriculum includes nine credit hours of electives from a concentration course list, which includes some of the Physics courses required for Meteorology that are not currently required for Atmospheric Physics (PHY 215, 225, and 425); there are also eight additional courses that appear on both lists of elective courses for the two programs. As a result, it is possible for 24/24 credit hours of the electives to be shared by the two programs.

Total Shared Credit Hours: 104/122 (85%)

** Total shared credit hours using Meteorology courses for the Physics electives for Atmospheric Physics and concentration electives that appear on the list of courses for both programs is 113/122 (93%)

*** If comparing the Atmospheric Physics to the general Meteorology program (i.e., without the Operational Meteorology concentration) as shown on page 14 of the proposal, it is evident that the courses required for Atmospheric Physics could easily fit the curriculum due to the number of free and meteorology electives included in that curriculum.

Curriculum Map – B.A. Meteorology with Operational Meteorology Concentration

Freshman Fall (15 credits)	Freshman Spring (17 credits)
MATH 120 (Calc I) (4)	MATH 220 (Calc II) (4)
PHYS 111 (General Physics I) (3)	PHYS 112 (General Physics I) (3)
PHYS 111L (General Physics I Lab) (1)	PHYS 112L (General Physics II Lab) (1)
ENGL 110 (Freshman Composition) (4)	PHYS 105 (Introduction to Meteorology) (3)
FYSM (First Year Seminar) (3)	HIST 101/103 (3)
	Language I (3)

Sophomore Fall (16)	Sophomore Spring (15)
MATH 221 (Calc III) (4)	MATH 323 (Differential Equations) (3)
PHYS 215 (Synoptic Meteor) (3)	PHYS 230 (Modern Physics I) (3)
PHYS 225 (Climate) (3)	Free Elective (3)
HIST 102/104 (3)	Language III (3)
Language II (3)	Hum/SS I (3)

Junior Fall (16)	Junior Spring (15)
PHYS 370 (Experimental Physics) (4)	PHYS 301 (Classical Mechanics I) (3)
PHYS 459 (Cloud and Precipitation Physics) (3)	PHYS 405 (Thermodynamics) (3)
Language IV (3)	PHYS 415 (Fluid Mechanics) (3)
Hum/SS II (3)	PHYS 425 Mesoscale Meteorology (3)
Hum/SS III (3)	Hum/SS IV (3)

Senior Fall (16)	Senior Spring (12)
PHYS 419 (Research Seminar) (1)	PHYS 420 (Senior Research) (3)
Elective (off concentration list) (3)	Elective (off concentration list) (3)
Free Elective (3)	Free Elective (3)
Free Elective (3)	Free Elective (3)
Hum/SS V (3)	
Hum/SS VI (3)	
Hum/SS VI (3)	

Total Credit Hours: 122

College of Charleston Artium Baccalaureatus (A.B.)

The Artium Baccalaureatus (A.B.) degree is the traditional bachelor's degree conferred by the College of Charleston when the study of Classics formed the core curriculum for all students. Currently, the A.B. is awarded to students who follow this tradition and include significant coursework in Classics in their undergraduate studies. Students in any major may elect to work towards the A.B. instead of a Bachelor of Arts or Bachelor of Science degree by including Ancient Greek or Latin language and humanities courses exploring Classical civilization in their general education coursework. All students at the College of Charleston must satisfy General Education requirements in foreign languages and humanities so by careful course selection, earning the A.B. need not add any additional requirements.

According to the *College of Charleston Undergraduate Catalog*, in order to graduate with an A.B. degree, the student must: **(1) complete all required courses in any major; (2) achieve advanced proficiency in either Latin or Ancient Greek, demonstrated by the completion of two courses in one of these languages at the 300 level or above (LATN 301, 305, 321, 322, 323, 371, 372, 373, 390, 490 or two courses from GREK 321, 322, 323, 324, 325, 326, 371, 372, 390, 490)*; and (3) complete two in classical civilization (see listing below).**

*Note: The Classics A.B. major requires both Greek and Latin languages.

ARTH 214 Ancient Greek Art	CLAS 254 Tragedy
ARTH 215 Ancient Roman Art	CLAS 255 Comedy
CLAS 101 Greek Civilization	CLAS 256 Ancient Satire
CLAS 102 Roman Civilization	CLAS 270 The Classics in Cinema
CLAS 103 Classical Mythology	CLAS 301 Topics in Ancient Greek Literature
CLAS 104 Introduction to Classical Archaeology	CLAS 302 Topics in Latin Literature
CLAS 105 History of the Classical World	CLAS 303 Topics in Classical Civilization
CLAS 121 Classical Greece (travel course)	CLAS 320 State Formation in the Greco-Roman World
CLAS 122 Bronze Age Greece (travel course)	CLAS 322 Mediterranean Landscapes
CLAS 203 Special Topics	CLAS 324 Ancient Mediterranean Economies
CLAS 221 Field Methods in Classical Archaeology I	CLAS 343 Luxury and Status in Ancient Rome
CLAS 222 Field Methods in Classical Archaeology II	CLAS 345 Love, Beauty, and Sexuality in the Greco-Roman World
CLAS 223 Aegean Prehistory	CLAS 356 Ancient Roman Letters
CLAS 225 The Archaeology of Athens	HIST 230 Ancient Egypt and Mesopotamia
CLAS 226 The Archaeology of Rome	HIST 231 Ancient Greece
CLAS 242 Images of Women in Classical Antiquity	HIST 232 Ancient Rome
CLAS 253 Ancient Epic	PHIL 201 History of Ancient Philosophy

Sources

1. Artium Baccalaureatus. *College of Charleston Undergraduate Catalog 2015-16*. <http://catalogs.cofc.edu/undergraduate/artium-baccalaureatus-ab.htm>
2. Artium Baccalaureatus. College of Charleston Department of Classics. <http://classics.cofc.edu/documents/ab-degree.pdf>

**New Program Proposal
 Bachelor of Science in Chemistry, Add Concentration in Secondary Education
 Lander University**

Summary

Lander University requests approval to offer a program leading to the Bachelor of Science in Chemistry with a concentration in Secondary Education to be implemented in Spring 2017. 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. Committee questions, institutional responses, and the program proposal are enclosed.

Stages of Consideration	Date	Comments
Program Proposal Received	8/1/15	Staff sent an email to Lander on August 3, 2015, stating that the sections required for consideration by the S.C. Department of Education would need to be submitted by August 12 for the proposal to be considered at the ACAP meeting on September 10, 2015, since these sections were not included in the proposal. The institution requested that ACAP consideration be postponed to allow more time to complete the required S.C. Department of Education sections.
Completed Program Proposal Received	10/22/15	The proposal with the completed S.C. Department of Education required sections was received.
Program Proposal Withdrawn	11/13/15	After a discussion between CHE staff and the Chief Academic Officer about staff concerns, the institution withdrew the proposal to allow more time to review staff feedback and to complete forthcoming requested revisions.
Comments and suggestions from CHE staff sent to the institution	11/24/15	Staff requested revisions to the proposal to: <ul style="list-style-type: none"> • Clarify the program name (B.S. in Chemical Education or B.S. in Chemistry with a concentration in Teacher Education) • Revise the proposed date of implementation given that the program needs to be reviewed by the S.C. Department of Education for Certification Authority • Provide the date of board approval. • Explain the reasoning for the creation of the degree program in more detail. • Provide more detail about the assessment of need. • Include current data from CERRA for local and state employment needs in K-12 schools. • Provide data to show Chemistry is a high need area. • Explain how current courses in science and education are in place for the Chemical Education program when this is a new program (i.e., Lander has secondary education programs in English and Math, so will students enrolled in

Stages of Consideration	Date	Comments
		<p>the proposed program take the same? courses that these students take?).</p> <ul style="list-style-type: none"> • Provide information about employment opportunities in SC. Provide evidence of an example search with date of search and number of job postings listed either in the region or the state to support the statement that such a search would “yield hundreds of job opportunities...” • Updated the list of similar programs to include all institutions with a teacher preparation program for chemistry as the focus. • Provide a justification for the projected enrollment, especially since there are small numbers of graduates from programs offered by other institutions. • Provide a reason for the difference in credit hours from Fall 2016 to Spring 2017 given that the headcount remains unchanged. • Describe the admissions requirements for education majors. • Include course titles and identify any new courses needed. • Identify the education faculty that will teach in the proposed program. • Provide total FTE needed to support the program. • Address staff concerns about courses being taught as overload when new education courses require much more than a lecture due to CAEP and NSTA standards and the requirements for clinical experiences and student teaching. • Present evidence of plans for secondary education faculty teaching in the proposed program and for the development and teaching of any new courses prior to implementing the program. • Explain why no new library resources are needed since Lander does not have a science secondary education program. Describe all new resources needed to implement the program. • Identify support services for education majors. • Discuss any equipment that will be needed for the secondary education methods course. • Review the costs presented for accuracy; since this is a new education program, staff expect to see more in new costs. • Address CAEP and NSTA requirements • Explain the process of the annual review of collected data. • Explain how employment data or employer surveys will be used to evaluate the program. • Describe the process this program will go through to receive national recognition and accreditation.

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> Explain the process teacher education candidates will go through to prepare them for certification.
Program Proposal Received	1/15/16	Not applicable
ACAP Consideration	2/18/16	<p>Lander's representative discussed the need for the program. Representatives from Clemson and Winthrop discussed the similar programs offered by their institutions. ACAP members asked about faculty dedicated to the program and asked that the proposal be revised to identify faculty accordingly. ACAP members questioned the enrollment projections given the small enrollment of similar programs and because Lander previously offered a M.A.T. program that was terminated due to low enrollment. Lander's representative and ACAP members then discussed recruitment strategies to meet the projected enrollment.</p> <p>Staff stated a request for revisions to the proposal would be forthcoming.</p> <p>ACAP members voted to approve the program proposal.</p>
Comments and suggestions from CHE staff sent to the institution	2/26/16	<p>Staff requested revisions to the proposal to:</p> <ul style="list-style-type: none"> Use the CIP Code for Chemistry (400501) since the concentration is being added to an existing program. Clarify the proposed date of implementation given staff concerns about the timelines for required approval by CHE and the S.C. Department of Education. Confirm Board of Trustees approval. State the program objectives in list format and include specific objectives. Explain why Chemistry is considered a shortage area, citing the most recent data from CERRA (the Supply and Demand report was released in January 2016) Address the SC Department of Education's new requirements for chemistry and general science. Provide the GPA requirement and the passing score for the Praxis exams for students to be admitted into the program. Explain the admission and disposition screenings performed by the Department of Teacher Education in more detail. Explain why upper level chemistry courses required by many similar programs are only offered as electives for the proposed program. Add comparable M.A.T. programs to the list of similar programs as discussed at the ACAP meeting since they also prepare students for initial certification. Describe strategies that will be used to recruit students into the program as discussed at the ACAP meeting.

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> • Explain why this program will be successful when the MAT previously offered was terminated due to low enrollment as discussed at the ACAP meeting. • Explain changes to or additions in faculty assignment as a result of the new program and address requirements for advisement, clinicals, and student teaching. • Revise the FTE figures provided for faculty so that the figure shows just the FTE dedicated to the program as was requested at the ACAP meeting. • Explain how students will participate in existing clinical experiences. • Provide more information about how the program will be evaluated and how student skills will be assessed.
Revised Program Proposal Received	3/9/16	<p>The revised proposal addressed the requested revisions. However, the institution should prepare to explain the following:</p> <ol style="list-style-type: none"> 1. Faculty overload for instruction and advisement 2. The proposed date of implementation given the timelines for required approval by the CHE and S.C. Department of Education and the time necessary for recruitment of students into the program. <p>Chemistry is a critical need area for teacher recruitment in S.C., and the proposed program demonstrates potential merit to help respond to the teacher shortage.</p>
CAAL Consideration	4/7/16	<p>CAAL members requested clarification about the following topics:</p> <ul style="list-style-type: none"> • The cost of program administration for projected program completers: three annually. • The number of similar programs statewide (appx. 20). Would statewide efficiency be improved by serving students through an existing program, or would this so adversely affect the three potential graduates per year? • The need for significant recruitment to help ensure program success. Is this a cost the school should absorb? What is the motivation to continue this effort over the long term period? • Recommendation that students must pass all core content subject with a 3.0 GPA. <p>Response from Lander University</p> <ul style="list-style-type: none"> • Chemistry teachers are a critical need for SC schools. • Lander terminated the M.A.T. because of competition with the “for-profit” institutions. • The new expense for the program is one new course. • The Council for the Accreditation of Educator Preparation (CAEP) is requiring institutions to move toward a 3.0 GPA.

CHE
5/5/2016
Agenda Item 9.02.A.4

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Bachelor of Science in Chemistry with a concentration in Secondary Education, to be implemented Spring 2017.

NEW PROGRAM PROPOSAL

Name of Institution

Lander University

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

Chemistry with Secondary Education concentration

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

Spring 2017

CIP Code

400501

Delivery Site(s)

Lander University Main Campus (Site Code: 50401)

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. Ralph C. Layland, Chair of the Department of Physical Sciences, Professor of Chemistry, 864.388.8407, rlayland@lander.edu.
- Dr. David A. Slimmer, Dean of the College of Science and Mathematics, Professor of Physics, 864.388.8381, dslimmer@lander.edu.

Institutional Approvals and Dates of Approval

- Dr. Ralph C. Layland, Chair of the Department of Physical Sciences: December 1, 2014
- Dr. David A. Slimmer, Dean of the College of Science and Mathematics: December 9, 2014
- Dr. S. David Mash, Provost and Vice President for Academic Affairs: December 11, 2014
- Dr. Richard E. Cosentino, President: July 30, 2015
- Board of Trustees: March 22, 2016

NEW PROGRAM PROPOSAL

Background Information

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

This major is designed for those interested in teaching chemistry at the secondary level; this is not a program for individuals who want to work as chemists. While we have offered a solid chemistry program for a number of years, our graduates have not been properly prepared for teaching chemistry as they took no education or science methods courses. The objective is to allow those students interested in developing a strong understanding of both chemical principles and teaching pedagogy to prepare for teaching when they complete the program. This program will yield teachers with a practitioner's understanding of the material, not lab technicians who dabble in teaching on the side.

List the program objectives. (2000 characters)

Students will demonstrate:

- **A strong scientific foundation**

Students will receive a strong, scientific foundation in a variety of courses. While the focus is on chemistry, students will be able to thrive when they begin to introduce other fields of study into their classroom, or when they begin to extend their own horizons and skills over the course of their career. Science becomes more engaging when the subject matter is current and integrated with previous knowledge and experiences. By completing coursework in Chemistry, Physics, and Biology, our students will be able to incorporate these areas into their teaching, as well as help students to synthesize what they are learning with what they already know about the natural world.

- **Mastery of chemical principles**

This program will combine our strength in chemistry content education with classical education courses. This program will uniquely prepare our students by allowing them to learn chemical principles from practitioners - namely, the scientists on the Lander Faculty. This is not another program where practitioners of one field attempt to teach the basics of another. The Chemical Education major allows students to flourish in the interdisciplinary nature of the program.

Students will learn chemical principles as well as classroom management. This will prepare our students to successfully gain certification in secondary chemical education.

- **Classroom and laboratory management techniques**

Students will learn education principles from Lander University's College of Education faculty who are leaders in their field. Our students will gain experience using data to plan engaging lessons, as well as utilizing modern techniques to manage the individuals in the class effectively. Additionally, laboratory instruction will be coordinated by a Chemical Education expert who knows how to use hands-on experiences and modern technology in the classroom in a way that both encourages learning and safety.

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)

STEM education is essential as science and technology continue to develop. Chemistry is considered a shortage area for two reasons:

- The Greenwood 50 school district currently employs a number of science teachers, only one of which actually has a science degree. The majority are secondary education certified and have only taken one or two science classes. Greenwood 50 has just added additional science courses and plans to hire at least one new instructor in District 50. In December 2015, the Department of Teacher Education received four requests for middle school science teachers in Greenwood County schools
- There are many vacant Chemistry Teacher positions available in South Carolina. In December, a www.monster.com search for "Chemistry Teacher" positions yielded over 50 viable positions (as many as 62 were identified, but not all were relevant to the proposed major).

South Carolina has also affirmed that this is a shortage area. The state's loan forgiveness program allows teachers in shortage subjects to participate; Chemistry is one of these subjects identified by the South Carolina Department of Education.

Presently, Lander University has the science and the education courses necessary for teacher certification in Chemistry, but no track for students to actually pursue that certification. The necessary coursework is in place for certification programs in Math and History; we hope to expand the reach of those courses to include secondary education in Chemistry. This program is intended for students interested in pursuing science teaching careers, not laboratory positions. Therefore, it is structured not that students can become excellent teachers with a practitioner's understanding of the material; these students will not be trained such that they can pursue lab technician positions (in contrast to the Chemistry degree).

This program will train teachers that can not only explain but also incorporate inquiry activities into the six core areas for chemistry: atomic structure and nuclear processes; bonding and chemical formulas; states of matter; solutions, acids, and bases; chemical reactions; and thermochemistry and chemical kinetics. Similar to the education standards for teachers, our program will allow for at least 30% of hands-on and laboratory experiences to help our students learn how to use the same techniques with secondary students.

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
High School Teachers	+52,900	+6%	Bureau of Labor Statistics
Education, Training, and Library Occupations	+96,983	+11%	Bureau of Labor Statistics
Science Teachers in SC, Middle School	1390.57		Center for Educator Recruitment, Retention, and Advancement
Science Teacher in SC, High School	1635.8		Center for Educator Recruitment, Retention, and Advancement

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

Job search engines (monster.com, indeed.com) yield hundreds of job opportunities for high school chemistry teachers, further supporting the claim that the need for chemistry teachers is present in the job market today. A monster.com search for "Chemistry Teacher" positions on December 13, 2015 yielded over 50 viable positions (as many as 62 were identified, but not all were relevant to the proposed major). The Center for Educator Recruitment, Retention, and Advancement (CERRA) reports that of the 3026.37 teaching positions budgeted for in secondary science in South Carolina, 27.5 were vacant at the start of the 2014-2015 academic year; 17.5 of those were at the middle school level. Only 434.3 FTEs were filled by newly hired teachers that same year. The situation for the 2015-2016 academic year saw an increase in secondary science teaching positions (3069.98), and over 30 were vacant at the start of the year. Secondary science represents one of the largest hiring areas in South Carolina schools in both academic years. Vacancies in positions has increased dramatically over the past two years, with overall vacancies up 66% since the 2013-2014 academic year. It is also true that in-state hires have decreased by 3.3%; whereas, out-of-state hires have increased by 14%. CERRA has interpreted these data to mean that districts are beginning to increase out-of-state searches. If state universities hope to reverse this trend, we need to ensure that it is evident our teacher education programs are preparing students for the rigors of the classroom and with a deep understanding of the subject area content. Our Chemical Education major intends to do just that.

STEM areas continue to be high-need areas in South Carolina. Lander has received four requests for Middle School science teachers in Greenwood Country in December 2015 alone. This means that there is a demonstrated need not only for STEM teachers in South Carolina, but directly in the county Lander University serves and from which Lander sources the majority of its students. Additionally, there is a new rural teacher recruiting initiative by the SC Department of Education. Lander University students often come from rural counties. This program may find that our graduates are prepared for the unique cultural and geographic needs in rural districts.

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

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

NEW PROGRAM PROPOSAL

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

Yes

No

If yes, explain. (500 characters)

Since all but one course in the new program are current Lander University courses, there would be an increase in enrollment in those course sections. Likewise, since this would be a new opportunity for students at Lander, there is expectation that some students would now enroll at Lander University who would have otherwise gone to another institution. This will also provide new opportunities to students that cannot travel outside of the Greenwood area to pursue certification.

NEW PROGRAM PROPOSAL

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
B.A. in Chemistry with Teaching Specialization	The Citadel	Strong foundation in introductory chemistry classes (general, organic, inorganic, biological, analytical, physical)	<ul style="list-style-type: none"> • Requires biochemistry, physical chemistry II, and research I & II; these are elective options in our proposed program as the content of these courses are rarely covered in middle and high school classrooms (i.e. quantum mechanics in physical chemistry II) • Citadel requires two biology courses, Lander would require one
Science Teaching	Clemson University	Strong foundation in introductory chemistry classes (general, organic, inorganic, biological, analytical, physical)	<ul style="list-style-type: none"> • The same major can be tailored for either biology or chemistry teachers • Calculus-based Physics requirement at Clemson; Algebra-based Physics requirement at Lander. High school chemistry classrooms are algebra based. • Astrophysics requirement at Clemson • Laboratory Teaching techniques course in addition to a lecture-based methods course at Lander
Chemistry Education	Coker College	Strong foundation in introductory chemistry classes (general, organic, inorganic, biological, analytical, physical)	<ul style="list-style-type: none"> • Requires organic chemistry II, biochemistry, research, physical chemistry II, advanced inorganic chemistry; these are elective options in our proposed program as the content of these courses are rarely covered in middle and high school classrooms • Coker requires 126 credit hours, we would require only 122
Secondary Education with Chemistry	College of Charleston	Strong foundation in introductory chemistry classes (general, organic, inorganic, biological, analytical, physical)	<ul style="list-style-type: none"> • Only part of the Education Department, not the Chemistry department, at College of Charleston

NEW PROGRAM PROPOSAL

B.A. in Chemistry, Minor in Education	Converse College	Strong foundation in introductory chemistry classes (general, organic, inorganic, biological, analytical, physical)	<ul style="list-style-type: none"> Requires organic chemistry II, junior and senior seminar in chemistry; these are elective options in our proposed program as the content of these courses are rarely covered in middle and high school classrooms Converse has no geology, biology, or physical science requirements; Lander would require one biology course and offer geology and physical science electives Converse requires 30hr of education courses; the proposed program will require 37 hours in education coursework.
Chemistry major, Education minor	Erskine College	Strong foundation in introductory chemistry classes (general, organic, inorganic, biological, analytical, physical)	<ul style="list-style-type: none"> Requires service learning, quantum physics, electronics, new/old testament courses, and calculus III & IV; these would not be required in the proposed program as the content of these courses are rarely covered in middle and high school classrooms Requires biochemistry, inorganic chemistry, physical chemistry II; these are elective options in the proposed program
Chemistry major, plus completion of Secondary Certification in Chemistry program	Furman University	Strong foundation in introductory chemistry classes (general, organic, inorganic, biological, analytical, physical)	<ul style="list-style-type: none"> Requires completion of the chemistry major, and then additional graduate coursework to complete secondary certification program; Furman does not offer a single comprehensive major as is proposed for Lander University Teaching internship required after graduation from Furman; this would be completed as part of the senior year coursework at Lander
Chemistry with Secondary Certification concentration	Newberry College	Strong foundation in introductory chemistry classes (general, organic, inorganic, biological, analytical, physical)	<ul style="list-style-type: none"> Requires biochemistry, environmental chemistry, inorganic chemistry at Newberry; these are elective options in the proposed program as the content of these courses are rarely covered in middle and high school classrooms Requires an inquiry course (Investigative Chemistry); Lander offers undergraduate

NEW PROGRAM PROPOSAL

			research as an elective
Middle Level Education – Science Track	South Carolina State University	Students prepare for teacher certification	<ul style="list-style-type: none"> Students choose to focus on sciences (biology, physics, and earth sciences – NOT chemistry) in addition to one other area of study. This program prepares middle school teachers and tutors
Secondary Education -- Chemistry	USC – Aiken	Strong foundation in introductory chemistry classes (general, organic, inorganic, biological, analytical, physical)	<ul style="list-style-type: none"> Program is housed in the Education Department; the proposed program would reside in the Physical Sciences department Requires biochemistry, organic chemistry II, inorganic chemistry, physics II, a research chemistry course and a research experience. These courses would be offered as electives in the proposed program as the content of these courses are rarely covered in middle and high school classrooms Lander offers an environmental chemistry elective; this is not an option at USC-Aiken USC-Aiken requires 142-144 hours, this program requires 122 hours
B.S. in Secondary Education – Chemistry	USC – Upstate	Strong foundation in introductory chemistry classes (general, organic, inorganic, biological, analytical, physical)	<ul style="list-style-type: none"> USC-Upstate requires calculus II & III, Intro to Computer Technology; these are not required in the proposed program Lander requires students take an instrumental analysis course in addition to an analytical course, as well as at least two of the following: biochemistry, inorganic chemistry, environmental chemistry, organic II, physical chemistry II, geology, physical science USC-Upstate also offers a certification only track (non-degree granting)

NEW PROGRAM PROPOSAL

B.S. in Chemistry, certification only with completed Teacher Education Track	Wofford College	Admission to the teacher education portion is similar at both schools, involving disposition interviews, completion of application to the program, and at least a "C" average in the program to remain active.	<ul style="list-style-type: none"> • Certification track is offered in addition to a degree in chemistry; it is not a stand-alone degree granting program, but rather, the track only offers certification. Completing the track alone will not result in either a degree or enough coursework for certification; it must be coupled with the Chemistry major. The teacher education portion is completely separate from the Chemistry department.
M.A.T. in Secondary Science	Clemson University	Students prepare for teacher certification	<ul style="list-style-type: none"> • Intended for students that already possess a bachelor's degree • Prepares only for 9-12 teaching • Requires 42 credit hours for completion: 18 pedagogical, 9 content area, 15 teaching practicum
M.A.T. in Middle Level Education	Clemson University	Students prepare for teacher certification	<ul style="list-style-type: none"> • Intended for students that already possess a bachelor's degree • Prepares only for 5-8 teaching • Requires 36 credit hours for completion: 12 content area, 24 pedagogical
M.A.T. in Middle Level Science	Converse College	Students prepare for teacher certification	<ul style="list-style-type: none"> • Intended for students that already possess a bachelor's degree • Prepares only for 5-8 teaching • Requires 36 credit hours for completion: 9 content area, 27 pedagogical
M.A.T. in Teaching	North Greenville University	Students prepare for teacher certification	<ul style="list-style-type: none"> • Intended for students that already possess a bachelor's degree • Prepares only for 9-12 teaching • Not discipline specific • Requires 42 credit hours for completion
M.T. in Secondary Education	USC - Columbia	Students prepare for teacher certification	<ul style="list-style-type: none"> • Intended for students that already possess a bachelor's degree from USC • Prepares only for 9-12 teaching • Requires minimum of 39 credit hours for completion: 15 content area, 15-24 pedagogical

NEW PROGRAM PROPOSAL
Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours*	Headcount	Credit Hours*	Headcount	Credit Hours
2016	3	51	3	49.5	0	0
2017	5	76	5	85.5	0	0
2018	7	110	7	110	0	0
2019	9	133	9	135	0	0
2020	9	137	9	138.5	0	0

*Credit hours calculated by multiplying projected headcount by credit hours for appropriate semester from curriculum table and summing together.

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)

Two to three new students are anticipated to enter into the program annually. The numbers in the table above indicate the project students in the program, not the projected graduates for each year. These numbers reflect the number of inquiries we have annually from students interested in teaching science at the high school level, but who quickly find Lander does not yet have a path to certification for them.

In the past, an MAT program was housed in the department, but was later disbanded. This was due largely to changes in the education requirements that made it easier to pursue the necessary credits elsewhere. This program has a different target demographic (teacher candidates, not those presently working in the field), so it should not experience the same challenges that lead to the disbanding of the previous program.

Initiatives to increase enrollment in this program includes visiting high schools in the region. We have already begun this process to see if there was interest in the program among students who attend the schools Lander commonly draws from; initial inquiries indicate that this would be a welcome addition, especially for students that are looking to apply to universities with an accrediting program. We will also circulate information about the program at university orientation days where students that are considered "undeclared" can meet with faculty to discuss opportunities for each major. Addition of Chemical Education materials at Open House events and additional distribution by Lander University admissions counselors will also help to create interest and draw students into the program.

Participants in the Chemical Education major must pass the admission and disposition screenings performed by the Department of Teacher Education. This is in line with the other secondary education programs at Lander University (English and Math). The admission screening includes a GPA requirement (2.75/4.00) and a passing score on the relevant PRAXIS exams (math =150, reading = 156, writing = 162, or students may substitute an ACT score of 24 or an SAT score of 1650). The disposition screenings prevent students from investing time and capital into a program when their ability to successfully gain employment is questionable, and ensures that those who go on to complete the program will have the necessary skills and demeanor necessary

NEW PROGRAM PROPOSAL

for success in the classroom. The disposition screening assesses soft skills such as punctuality, ethics, and communication skills with respect to students, families, staff, and faculty. Disposition screening also checks that students use developmentally appropriate practices, as well as data-based planning and execution of needs-based opportunities in the classroom that will engage all learners.

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

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
FALL		SPRING		SUMMER	
CHEM 111 General Chemistry I	4	CHEM 112 General Chemistry II	4		
MATH 123 Calculus I	3	MATH 211 Statistics I	3		
ENGL 101 Writing and Inquiry I	3	ENGL 102 Writing and Inquiry II	3		
UNI 101 University 101	1	General Education Course	3		
General Education Course	3	General Education Course	3		
General Education Course	3				
Total Semester Hours	17	Total Semester Hours	16	Total Semester Hours	
Year 2					
CHEM 221 Organic Chemistry I	4	BIOL 101 General Biology	4		
PHYS 201 Introductory Physics I	4	PHYS 202 Introductory Physics II	4		
General Education Course	3	EDUC 203 Field Experience I	0.5		
EDUC 204 Instructional Technology for Teachers	3	CHEM 341 Inorganic Chemistry OR 420 Environmental Chemistry OR 301 Biochemistry	3-4		
		HUMA 330 Issues in Education	3		
Total Semester Hours	14	Total Semester Hours	14.5-15.5	Total Semester Hours	
Year 3					
SPED 223 Diverse Learners	3	GEOL 111 / PSCI 112 Physical Science	4		
EDUC 321 Foundations of Reading	3	CHEM 331 Instrumental Analysis	4		
EDUC 240 Child Growth and the Educational Process	3	EDUC 223 General Pedagogy	3		
CHEM 401 Physical Chemistry	4	EDUC 329 Field Experience II	0.5		
General Education Course	3	EDUC 320 Teaching Reading in the Context Area	3		
		General Education Course	3		
Total Semester Hours	16	Total Semester Hours	17.5	Total Semester Hours	
Year 4					
EDUC 429 Field Experience III	1	EDUC 461 Clinical Practice	11		
PSCI 451* Science Pedagogy	3	EDUC 499 Teacher Education Seminar	1		
General Education Course / Elective	3	FALS 101 Fine Arts Lectureship Series	1		
General Education Course / Elective	3				
Elective	3				
Total Semester Hours	13	Total Semester Hours	13	Total Semester Hours	

NEW PROGRAM PROPOSAL

*New course to be developed

Total Credit Hours Required

Course Descriptions for New Courses

Course Name	Description
PSCI 451	Science Pedagogy – An exploration of problem based teaching methods such as laboratory techniques, demonstrations, and teaching resources. Special emphasis is placed on instructional implementations of the NSTA Standards (Content knowledge, content pedagogy, learning environments, safety, impact on student learning, professional knowledge and skills). Prerequisite: formal admission to Teacher Education Program. Note: must concurrently enroll in the associated integrated arts course and field experience.

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)
Chair and Professor R. Layland	Full	CHEM 341	Chemistry Ph.D., University of South Carolina	No changes in assignment
Associate Professor K.L. Brodhacker	Full	CHEM 221, 222	Chemistry Ph.D., University of South Carolina	No changes in assignment
Associate Professor J. Colbert	Full	CHEM 111,301	Biochemistry Ph.D., Georgia Institute of Technology	No changes in assignment
Assistant Professor D. Delach	Full	CHEM 111, 112, 420	Environmental Toxicology Ph.D., Clemson University	No changes in assignment
Assistant Professor A. Dukes	Full	CHEM 111, 112, 330, 331	Chemistry Ph.D., Vanderbilt University	No changes in assignment
Professor D. Gardner	Full	PSCI 451*, CHEM 111, 112, 401, and 402	Chemical Education Ph.D., Purdue University	*Development of PSCI 451 (Science Pedagogy) Remainder of assignment unchanged
Professor P. Ouzts	Full	PHYS 201, 202	Physics Ph.D., University of Alabama	No changes in assignment
Professor D. Pardieck	Full	GEOL 111	Geology Ph.D., University of Arizona	No changes in assignment
Instructor D. Red	Full	PSCI 112	Physics M.S., University of Florida	No changes in assignment

NEW PROGRAM PROPOSAL

Dean and Professor J. Neufeld	Full	EDUC 223, 240, 320	Education Ph.D., Arizona State University	No changes in assignment
Assistant Professor and Chair C. Gardner	Full	EDUC 102, 223, 429, 461	Education Ed.D., University of South Carolina	No changes in assignment
Instructor M. Gobble	Part	EDUC 329, 351	English M.A., University of South Carolina	No changes in assignment
Instructor R. Fernandez	Full	EDUC 106, 210, 204, 223, 290, 461, 499	Education M.Ed., Lesley College	No changes in assignment
Assistant Professor S. Fernandez	Full	EDUC 106, 329	Educational Leadership Ed.D, Union Institute and University	No changes in assignment
Associate Professor T. Garrett	Full	EDUC 320	Education Ed.D., Walden University	No changes in assignment
Assistant Professor C. Lee	Full	SPED 223	Special Education Ph.D., University of Oregon	No changes in assignment
Associate Professor M. Murphy	Full	EDUC 240, 429	Ed.D. and Ed.S., Marshall University	No changes in assignment
Associate Professor L. Vartanian	Full	EDUC 204	Ph.D., Old Dominion University	No changes in assignment

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	3.25	Staff	0.25	Administration	0.25
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Faculty /Administrative Personnel Changes

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

Dr. David Gardner may be tasked to develop and teach a Science Pedagogy and Methods course as an "overload." His background (Ph.D. in Chemical Education) makes him well suited for the position. No additional hires are required for this proposed major. The majority of the faculty FTE required for the program is already in use to provide Chemistry and other Education track coursework.

There will be additional responsibilities on existing staff to advertise the program and advise for the program. Dr. Diana Delach will be the primary advisor for Chemical Education majors. She is chair of the Department of Physical Science's Secondary Certification committee, and already serves on the university-wide Teacher Preparation Accreditation and Accountability Committee and the University Teacher Preparation Executive Council in anticipation of Lander offering a path for chemistry accreditation. She is also presently working with the Secondary Education Coordinators group that brings together faculty from music, English, Exercise Science, History, and Math to ensure that the secondary programs are adequately preparing students. This will not negatively impact her present advising responsibilities, since as a somewhat-new faculty member she represents an added advisor to the present pool since she is adding new advisees to her responsibilities each year.

There are no faculty changes for clinical experiences, since the individuals that teach EDUC 203 and 329, and 429 already manage those responsibilities. The Department of Teacher Education is already preparing for increased enrollment in these courses as a result of being named one of the signature programs of the university. These programs anticipate additional recruitment and enrollment as a result of activities coordinated by the Undergraduate Admission Counselors at Lander University, which the Presidents has already dedicated additional funding over the next few years. The same can be said for the student teaching experiences (EDUC 461).

Existing program administrators will assume responsibility for this program within the College of Science and Math.

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)

Library resources already reflect the needs of existing Chemistry and Teacher Education coursework. For example, all student have access to Discus (scdiscus.org) and Gale database resources. These same holdings are available to all primary and secondary students across South Carolina. Both Science and Education have the same library liaison, who intends to contribute to the support of this program by expanding her instruction to include how to teach primary and secondary students to use the library resources. New resources specific to science pedagogy can be procured over time to supplement the current holdings from the present College of Science and Math budget. The Physical Sciences department may seek subscriptions to the *Journal of Chemical Education*, *Chemistry Education Research and Practice*, *Journal of College Science Teaching*, and other texts.

NEW PROGRAM PROPOSAL

Student Support Services

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

Students will benefit from the existing benchmarks system that is established under the Department of Teacher Education. They conduct disposition screening, PRAXIS test preparation, field experiences, and clinical practices. Students that fail to pass these benchmarks will utilize the support services already in place to help them get back on track: a combination of enhanced advising and remediation. There are no additional costs required for student participation in the existing programs, or associated with any of the support services.

Physical Resources

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

There is no need for new instructional equipment. The university already owns the materials necessary for the existing Chemistry and Education courses, and Dr. David Gardner already possesses the necessary materials for the new Science Pedagogy course he will develop.

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)

There are no new facilities or modifications required at this time. Use of classrooms in the Science Center and Learning Center will be required. These rooms already exist and are outfitted for the needs of the classes outlined herein.

NEW PROGRAM PROPOSAL
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	0
Faculty and Staff Salaries	\$21,000	\$21,000	\$22,000	\$22,000	\$23,000	\$109,000
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	0	0	0	0	0	0
Library Resources	\$1000	\$800	\$600	\$600	\$600	\$3600
Other*	0	0	0	0	0	0
Total	\$22,000	\$21800	\$22,600	\$22,600	\$23,600	\$112,600
Sources of Financing						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Tuition Funding	\$32,256	\$53,760	\$75,264	\$96,768	\$96,768	\$354,816
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	0	0	0	0	0	0
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$10,256	\$31,960	\$52,664	\$74,168	\$73,168	\$242,216

*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.

Income from tuition was determined by multiplying the number of students per year by the present annual tuition (\$10,752/yr).

The new costs associated with the program covers the cost to teach one new lecture course, once per academic year, and to cover the partial salaries for the administration of the program. Currently, an overload course for Lander University faculty is \$2,400 per course, and this is how the course will be covered. Two students taking the course at the present cost of \$448 per credit will cover the full expense of this overload. Faculty in the Department of Physical Sciences routinely take on overload courses; in the event that the individual teaching the new science pedagogy course does not want to take on an overload in the fall (when PSCI 451 is scheduled to be offered), another faculty member or an adjunct could take on an extra CHEM 111 lab in order to allow enough time for the course to be taught by the qualified faculty. The additional cost due to salary is attributed to the FTE for staff and administration.

The library funding represents money already allocated to procuring resources for the Chemistry department. At this time, we have the funding available to obtain the three journals noted in the "Library Resources" section earlier in this document.

Students will participate in existing clinical experiences and student teaching programs at Lander, so additional budgeting is not anticipated at this time. Students will enroll in existing clinical (EDUC 203, 329, and 429) and student teaching courses (EDUC 461) so additional funding is not necessary. Materials required for the Science Pedagogy (CHEM 451) course are already present at Lander, as they are also used in courses already being taught. New materials specific to the CHEM 451 coursework (i.e. kits and models) are already owned by the projected instructor (Dr. D. Gardner).

Expansion of library holdings has already been allotted into the annual budgets; procurement of Science Education resources will come from the College of Science and Math portion of the annual Lander University library budget.

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 Teacher Preparation Advising Committee at Lander University consists of education professionals across the university that review requirements for admission and clinical practice. The group meets four times each year to ensure that the current and future instruction and experiences for students meets all criteria and standards, as well as to review employment data. They propose and implement changes to the curriculum when necessary and on a timely basis to ensure that students will be well prepared and have the best opportunities possible for employment.

The Department of Teacher Education student teaching and clinical practice experiences are designed to have all students meet the certification criteria and standards. All teacher candidates complete a Teacher Work Sample as part of their coursework that is not only clearly defined in a rubric provided to the students, but that is also aligned clearly with the ADEPT standards. The Work Sample will be completed using TaskStream software, which allows users to attach the relevant standards directly to the lesson plans and rubrics alongside the associated materials to use and distribute as part of the lesson. Student will be able to alignment their work with ADEPT, South Carolina Department of Education, and NSTA standards.

These assessments will be completed by the Teacher Education department as they already collect and analyze this type of data from participants in Education courses. The success rate of the PRAXIS I and II exams will be tracked and analyzed. Additionally, information about how students perform in their observations and student teaching experiences will be collected in the School of Education courses. This presently consists of rubrics completed by the Cooperating Teachers during observations and student teaching experience that speak to the preparation and performance of students, as well as completion of the Teacher Work Sample. Part of the annual assessment of teacher preparation programs by the Department of Teacher Education includes employer and alumni survey data. Additionally, as our new President Cosentino develops an Employment Center on campus, we anticipate collaborating with the staff there to determine where Lander Chemical Education graduates go on to employment and graduate schools, as well as their preparedness for those programs. This, too, will be accomplished through employer and alumni survey data. An annual review of collected data will be performed each summer (in keeping with the present data collection, analysis, and reporting to the state), and a short letter shall be submitted before the start of the fall semester regarding any suggestions or changes to the program. Presently, the individuals that complete the ADEPT and CAEP assessments have course releases that allow for ample time to be dedicated to this work. This assessment will be expanded to include NSTA standards; Chemistry and Teacher Education faculty will work together to complete this assessment.

NEW PROGRAM PROPOSAL
Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Demonstrate understanding of chemical principles at the introductory level	Content examination for the Chemistry Department OR successful completion of the PRAXIS II Chemistry Content Area exam.
Demonstrate appropriate classroom management practices and techniques	Part of student teaching assessment by cooperating teachers and Lander's School of Education.
Demonstrate skills necessary to manage safely and appropriately the collection, analysis, and interpretation of data in laboratory instructional setting	Assessed as part of Science Pedagogy course, as well as in other laboratory courses. This will be done through course examinations, lab reports, and practicals.
Demonstrate appropriate scientific communication skills required to prepare and present an effective instructional lesson	Assessed as part of Science Pedagogy courses. This will be done through course examinations and practicals.

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 program will seek national recognition from NSTA and to meet accreditation standards from CAEP. The Department of Teacher Education will ensure that the CAEP standards are met, and the Chemistry faculty will work to seek NSTA recognition. It is projected that after the science pedagogy course is developed, the NSTA recognition will be attained. This may be completed within a year of program approval.

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)

Students will be advised to take the required PRAXIS I exam as freshmen, and may elect to take the courses already offered at Lander University to prepare to sit for the exam. Students will prepare to take the PRAXIS II Chemistry Content exam as part of their PSCI 451 course. Additional fingerprinting and certification requirements such as observation hours and student teaching will be coordinated as part of the education coursework. Teacher candidates will complete a Teacher Work Sample that indicates their effectiveness in the classroom. This assignment will be evaluated by Teacher Education faculty, as well as by Chemistry faculty, on the Teacher Preparation And Accreditation Committee. The present Work Sample is designed to align with ADEPT standards; this will be expanded to meet NSTA standards.

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
Chemistry

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

Section III: South Carolina Department of Education Requirements

Assurances and Alignment with Standards

A. ADEPT Standards

APS 1 Long-Range Planning: An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instruction, assessment, and management strategies necessary to help all student progress toward meeting these goals

Students will discuss lesson planning, long-range planning in EDUC 351 – *General Pedagogy for Middle and High School* in their junior year. This course is taught by Department of Teacher Education faculty, most of whom have terminal degrees in their field and all have at least a Masters degree in the field. Additionally, students will develop Unit Plans as part of EDUC 223 – *General Pedagogy* using TaskStream Software. The unit plans will include not only the content that is to be covered, but also the NSTA standards that each lesson meets. This will be assessed both in that class and as part of the overall portfolio at the end of the program. Metrics will be run by Kym Kirby annually on the TaskStream submissions to ensure that students are meeting the ADEPT standards.

TaskStream portfolios will be reviewed by Chemical Education faculty to be sure that students are on schedule and indicating progress on the ADEPT standards. Students that are not on track to meet the standards successfully upon graduation will be identified through this policy, and will need to meet with their advisor to discuss how to remedy the problem. If trends are identified (i.e. one particular standard that all students are struggling to meet), then the Chemical Education faculty can meet together with the Department of Teacher Education faculty to determine what can be done to help our students achieve success. This will be performed for all ADEPT standards. Additionally, there is a Teacher Preparation Advisory Committee that consists of Lander University faculty that meets quarterly to ensure that the requirements of the teacher education programs are met. This same group will institute any changes necessary to remain in compliance and up-to-date with any changes that are instituted.

APS 2 Short Range Planning of Instruction: An effective teacher facilitates student achievement by planning appropriate learning.

APS 3 Planning Assessments and Using Data: An effective teacher facilitates student achievement by assessing and analyzing student performance and using this information to measure student progress and guide instructional planning.

Students will be introduced to lesson planning in EDUC 203 – *Field Experience I*, and then delve deeper by generating their own lesson plans in EDUC 223 - *General Pedagogy* and EDUC 240 – *Child Growth and the Educational Process*. Using the TaskStream templates will ensure that all Chemical Education teacher candidates are writing lessons that take into account the materials necessary, the content to be covered, any safety concerns, and the standards to be met by each lesson; as well as including rubrics for evaluation of student work. Use of TaskStream allows for data collection and analysis. The second and third standards will be assessed both in that class and as part of the overall portfolio at the end of the program.

APS 4 Establishing and Maintaining High Expectations: An effective teacher establishes, clearly communicates, and maintains appropriate expectations for student learning, participation, and responsibility.

Teacher candidates will learn about how to receive high caliber work from their students from their experiences at Lander University. Namely, our high expectations for teacher candidates will help them to expect the same from their students.

APS 5 Using Instructional Strategies to facilitate student learning: An effective teacher promotes student learning through the effective use of appropriate instructional strategies

Students learn about instructional strategies in a number of courses: EDUC 204 – *Instructional Technology for Teachers*, EDUC 210 – *Communication in Diverse Classrooms*, EDUC 223 – *General Pedagogy*, and EDUC 290 – *Experiential Learning in Community and School Settings*. They will have the opportunity to practice these strategies in class, as well as put them to use during the Field Experiences (EDUC 203, 329, and 429). These will be assessed as part of the assignments in class, as the final portfolios submitted before graduation, and as part of the field experiences.

APS 6 Providing Content for Learners

An effective teacher possesses a thorough knowledge and understanding of the discipline so that he or she is able to provide the appropriate content for the learners.

Teacher Candidates will delve into science during the first three years of their work at Lander University. Teacher Candidates are required to take CHEM 111/112 - *General Chemistry I and II*, CHEM 221 - *Organic Chemistry I*, CHEM 331 - *Instrumental Analysis*, and CHEM 401 - *Physical Chemistry I*. They are also required to take an additional two electives that should serve to enhance either the breadth or depth of their chemical knowledge. This is achieved by taking the second half of the organic or physical chemistry courses, or heading in a new direction and learning about biochemistry, environmental chemistry, or inorganic chemistry. Additionally, teacher candidates are required to take two semesters of physics. Department of Physical Sciences faculty hold at least a masters in Physical Science fields; the majority hold terminal degrees in their field.

Student mastery in these fields will be assessed by GPA – teacher candidates are required to receive a “C” or better in all science courses. Annual portfolio and GPA reviews will be conducted by the Chemical Education faculty. Any students that do not meet the appropriate benchmarks will be asked to meet with their advisor to come up with a plan to address the concerns. They will also be placed on probation for one semester. If substantial progress is not made during the probationary semester, the student will no longer be able to participate in the program. These standards will be incorporated into the Lander University Course Catalogue, and thus made available to all students upon enrollment.

APS 7 Monitoring, Assessing, and Enhancing Learning: An effective teacher maintains a constant awareness of student performance throughout the lesson in order to guide instruction and provide adequate feedback to students.

Students will learn how to assess student work in courses such as EDUC 240 – *Child Growth and the Educational Process*, EDUC 223 – *General Pedagogy*, and EDUC 351 – *General Pedagogy for Middle and High School*. TaskStream assignments will include aspects of assessment from development of worksheets and assignments to generation of rubrics for student assessment. These will be reviewed as part of the TaskStream data collection and reporting, and will guide the program as we aim to continually improve.

APS 8 Maintaining an environment that promotes learning: An effective teacher creates and maintains a classroom environment that encourages and supports student learning.

APS 9 Managing the Classroom: An effective teacher maximizes instructional time by efficiently managing student behavior, instructional routines and materials, and essential non-instructional tasks.

Students will learn about standards 8 and 9 in courses such as EDUC 240 – *Child Growth and the Educational Process*, EDUC 223 – *General Pedagogy*, and EDUC 351 – *General Pedagogy for Middle and High School*, as well as having the opportunity to put these skills to use in their Field Experiences (EDUC 203, 329, and 429). Classroom management is an important aspect of these classes, which should give students experience working with the techniques before applying them in the field experiences. Students will be evaluated in class and especially in the Field Experiences using the current Department of Teacher Education frameworks such that they will have ample time to learn from their mistakes and improve before applying for certification.

APS 10 Professional Responsibilities: An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession.

Ethics are discussed throughout the course of teacher candidate studies at Lander University; this begins during the first semester and continues through to their last semester. Ethics are discussed in all education coursework. Additionally, PSCI 451 – *Science Pedagogy* will address the responsibilities scientists have to the individual, to fellow scientists, and to society. This will help them to understand both their role as teachers, as well as the role their students may potentially play in society. The disposition assessments evaluated by the Teacher Preparation Assessment Sub-Committee should identify any individuals for whom ethics should be reinforced, as well as in the classroom. Lander has a strict Student Behavior policy in the Student Handbook issued to all newly enrolled students. Our University 101 courses thoroughly cover what the expectations are, and all students are required to take this course in order to graduate. Any students that are guilty of policy infractions will be addressed by the instructor, and potentially by the Dean and/or Academic Affairs and Student Affairs Honor Council.

B. PADEPP Standards

The proposed program is not an Educational Leadership program. As such, these standards are not pertinent to the proposed program.

C. Education Economic Development Act (EEDA)

Lander University's Chemical Education program will reach out to high schools across South Carolina, in hopes that students whose personal interests, skills, and talents would be a good fit for our program will be able to apply and enroll at Lander University. In time, the Department of Physical Sciences could serve as a Regional Education Center in the state, offering professional development workshops and coursework that aligns with the standards set forth by the state.

D. South Carolina Standards of Conduct

Applicants to the program will need to pass a background check before enrolling in the program. These background checks will be coordinated through the Department of Teacher Education with the other applicants to the teacher education programs at Lander. A screening of applicants will take place during the semester the application to the program is received; screenings will be administered by faculty in the Department of Teacher Education at Lander University. Instructors from the education courses that students take in their freshmen and sophomore years will submit their opinions of their students; an interview with Department of Teacher Education faculty will take place if there are any questions as to the suitability of a teacher candidate. Students that are ultimately found not to possess the appropriate disposition will meet with the coordinator of the program and directed into other majors at Lander University. Additional checks on disposition and ability will take place during the observation and student teaching experiences by the cooperating teachers and Department of Teacher

Education faculty. This screening process is intended to identify students that may not find success in the program early on, such that they can pursue other paths.

E. South Carolina Safe School Climate Act

Teacher candidates will be educated about how to recognize and address instances of bullying in their coursework; specifically, EDUC 202- *Education in America*, EDUC 203 – *Field Experience I*, and EDUC 240 – *Child Growth and the Educational Process* address these issues. Teacher candidates will also have the opportunity to develop their skills in this area during their student teaching experience.

F. PreK-12 Academic Standards

Teacher candidates will learn how to develop Student Learning Objectives (SLOs) in the required course EDUC 429 – *Field Experience III*, where they will design and implement lessons from the science curriculum that include strategies for meeting the needs of diverse learners. The required course SPED 240 – *Characteristics of Diverse Learners* will help the teacher candidates to recognize where students need extra help or extra challenges. More in depth understanding of the standards students should meet are explained in EDUC 351 – *General Pedagogy for Middle and High School*. Additionally, student will have experience using TaskStream in a variety of courses; each lesson plan will have the applicable state standards identified and attached to the lessons.

G. Admission Requirements – Initial and Advanced (Assurance of Compliance)

The IHE agrees to integrate the applicable ADEPT Performance Standards throughout each candidate’s coursework, field experiences, and clinical practice so that candidates understand and are able to apply these standards.

H. Eligibility for Initial Certification (Assurance of Compliance)

The IHE agrees to integrate the applicable ADEPT Performance Standards throughout each candidate’s coursework, field experiences, and clinical practice so that candidates understand and are able to apply these standards. Candidates for secondary education have completed at least 30 semester hours in Chemistry.

The eligibility requirements for Chemical Education align with those of the Lander University School of Education:

Students must take the PRAXIS core exam during their freshman year or during the semester enrolled in their first education course. Students can provide evidence of a composite score of 24 on the ACT or a combined score of 1650 (or 1100 on the combined math/reading scores) on the SAT in lieu of PRAXIS Core. It is the responsibility of the student to provide official documentation from ACT or ETS if used in place of PRAXIS Core.

Students will be admitted to teacher education programs at Lander University provided the following criteria are met:

1. The student has submitted an application to the Department of Teacher Education for admission into the teacher education program. Applications should be submitted when enrolled in EDUC 202 or HUMA 330. Failure to submit an application in a timely manner will likely delay a student’s completion of the teacher education program
 - a. Transfer and second-degree students: applications for admission into the teacher education program should be submitted during the first semester at Lander University.
2. Student has achieved a minimum cumulative grade point average of 2.75 on a 4.0 scale after completing at least 45 credit hours towards their degree program.
 - a. This also applies to traditional, transfer, and second-degree seeking students.
3. The student has earned a grade of “C” or better in English 102 and EDUC 202. The student must have also earned a grade of “B” or better in EDUC 203.

4. The student has successfully completed the PRAXIS Core, and/or other state mandated examinations. (ACT composite score of 24, or SAT combined scores of 1650 (1100 for math reading) may be submitted in lieu of PRAXIS Core)
5. The student has completed at least 45 semester hours of coursework that will apply to degree requirements of the university.
 - a. Transfer and second-degree seeking students have a requirement of 12 hours of coursework taken at Lander University which will apply to the teacher education program.
6. The student has completed the requirements of the Teacher Education Screening Committee. In order to schedule a screening interview, the student must:
 - a. Successfully meet requirements 1-5 above
 - b. Complete the screening interview application packet by the date specified prior to a scheduled interview.
7. The student must pass written and oral components of the screening process. If a student fails to pass the failed component, that student will not be allowed to take additional 300- and 400-level education courses.
8. The student is approved by the Teacher Preparation Assessment Sub-Committee.

Students who are admitted to the program will be subject to ongoing evaluation. To continue in good standing in the program, students must meet the following standards:

1. Maintain a cumulative GPA of at least 2.75;
2. Maintain a grade point ratio of at least 3.00 in all professional education courses (300- and 400-level);
3. Achieve a grade of "B" or better in each field experience;
4. Achieve a grade of "C" or better in all EDUC, CHEM, and SPED prefix courses; and
5. Display professional dispositions and behaviors.

A student who has been admitted to teacher education but fails to maintain any one of the above standards will be given one probationary semester to reestablish compliance with the standard(s) before being withdrawn from the program. However, students completing a clinical experience will not automatically be permitted to repeat the experience.

Failure to reestablish the five standards will require the student to reapply for admission to the teacher education program after that student has met all requirements for admission. A student whose dispositions and/or behaviors no longer meet professional standards will not be allowed to continue in the program. The Chair of the Department of Teacher Education, the Chair of the Department of Physical Sciences, and the Dean of the College of Education will determine necessary remedial action(s) to address the dispositional concerns. If sufficient action is taken, a reapplication for admission to the program may be permitted.

I. Field and Clinical Experiences Requirements

Students are required to meet the requirements and to complete the field and clinical experiences already required by the Lander University School of Education.

Criteria Governing Admission to Clinical Practice (Student Teaching)

To be admitted to the clinical practice, a student must:

1. Submit an application for Educator Certificate and required documentation to the State Department of Education six (6) months prior to scheduled student teaching semester. **For Spring clinical practice, these applications are due to the Department of Teacher Education by April 1st. For Fall clinical practice, applications are due January 15th. Late applications cannot be accepted.** In addition, a separate Clinical Practice Request Form must be submitted to the Department of Teacher Education by February 1st for fall and October 1st for spring.
2. Be admitted into the teacher education program at least one semester prior to the clinical practice experience.

3. Complete most general education courses. IF more than two general education courses have not been complete, approval by the Dean of the College of Education and the Dean of the College of Science and Mathematics is required.
4. Complete all professional education courses and all major courses.
5. Meet Teacher Education assessment requirements demonstrating an acceptable level of competence in all learner outcomes of the Professional Educator.
6. Be approved by Unit Faculty.

Student who fail to meet these criteria and are not granted admission to clinical practice will have the right to request an appeal through the Teacher Preparation Assessment Sub-Committee. Such requests will be directed to the Sub-Committee through the Dean of the College of Education.

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

Annual reports will be generated using TaskStream software and cooperating with the Lander University Department of Teacher Education Field Experiences Coordinator. All students in the program will submit their work using this software, and the moderators will be able to generate reports using the standards students tag in their assignments. This allows for collection of qualitative and quantitative data and metric assessment.

K. Commitment to Diversity Assurance

It is the policy of Lander University to prohibit discrimination on the basis of age, color, disability, gender, national origin, race, pregnancy, religion, sex, veteran's status, and genetic information in regard to the administration of all campus programs, services and activities including intercollegiate athletics, the admission of students, employment actions, or other sponsored activities and programs as included in Title VII and Title IX.

L. Professional Development Courses

The Department of Physical Sciences may offer professional development courses in the future. These courses would be closely aligned with the National Staff Development Council's standards for Staff Development, as well as National Science Teacher Association standards.

M. Advanced Programs for the Preparation of Teachers Alignment with NBPTS

The IHE will comply with the standards put forth by the National Board of Professional Teaching Standards:

1. Build a continuum of experiences that supports teachers in their growth and development.
2. Strengthen entry into the teaching profession;
3. Improve professional learning and growth systems, including strong pathways for board certification. The required coursework is both aligned with professional standards, as well as designed to help teacher candidates develop confidence in their abilities. They will build upon small successes before they are asked to take on greater responsibilities. Additionally, the criteria before engaging in field experiences is structured such that students who will have success should easily be placed in a classroom where they can succeed. Those that may falter should be identified through the Teacher Preparation Assessment Sub-Committee interviews and screening processes.
4. Create opportunities for teacher leadership so that teachers, like other professionals, take primary responsibility for their profession

The proposed schedule of coursework (Section II) is structured such that teacher candidates have increasing control over both the process and content of their lessons, as guided by state and national standards. They will have a series of field experiences that allows them to begin as observers in the classroom, transition into teaching

individual lessons, and grow into spending entire days in the classroom and being responsible for lesson planning. Likewise, the scientific component of the curriculum is structured such that students will be able to draw from their foundational knowledge of chemistry and apply it to real life situations and laboratory settings. They will have hands-on experience with industry standard instrumentation, as well as experience working with various modelling software. Chemical Education teacher candidates will learn how to both ask a question and seek out the answers for themselves, encouraging professional growth and development. The GPA criteria of a C or better in all coursework will also ensure that they have a strong knowledge base to draw from. This satisfies Standard 1.

The pedagogy courses should instill an understanding of how the process of teaching is integral to student understanding. In taking these courses, the teacher candidates will come to see how their choices will dictate their success – not only in the academic setting, but in the classroom as well. The field experience series will help to develop this responsibility in our students. Our campus also has innovative ways to develop leadership in teacher candidates, including the Call Me MISTER program. Opportunities exist within the Department of Physical Sciences, too; students may choose to participate in the American Chemical Society or Environmental Science Student Organizations, which have small student-run businesses that manufacture products such as soap and biodiesel that are used for various purposes on campus. Both organizations also have service components that include outreach to local schools. Chemical Education teacher candidates could contribute greatly to these initiatives, as well as develop their own leadership skills before entering their own classrooms. This satisfies Standards 2, 3, and 4.

N. Experimental or Innovative Programs Policy (Assurance of Compliance)

The IHE will comply with the SCDE policy for Experimental or Innovative Programs where applicable.

O. International Society for Technology in Education (ISTE) Standards Alignment

1. Facilitate and inspire student learning and creativity
2. Design and develop digital age learning experiences and assessments
3. Model digital age work and learning
4. Promote and model digital citizenship and responsibility
5. Engage in professional growth and leadership

Lander students will accomplish this through creative lessons and lab experiences, where students will have the ability to have hands-on interaction with scientific concepts. These may include using state of the art laboratory equipment, lab kits, or digital models and experiences. This will be completed in the EDUC 223 – *General Pedagogy* and PSCI 451 – *Science Pedagogy* courses, and satisfies Standard 1.

Lander students will use technology such as PowerPoint, Prezi, and Weebly to create interactive presentations. Teacher candidates will incorporate SmartBoard technology into their work. All technology will be used in a fashion such that IEPs and different learning styles are accommodated. This will be completed in EDUC 223 – *General Pedagogy*, and satisfies Standards 2 and 3.

Lander students will be expected to appropriately cite and use digital resources, as well as to maintain a professional presence on the internet. The experiences they have in the Lander classrooms will transfer seamlessly when they hold their students to the expectations of professionalism and honesty. Appropriate use of and citations for resources will be addressed in the required courses CHEM 221 – *Organic Chemistry I*, CHEM 331 – *Instrumental Chemistry*, CHEM 341 – *Inorganic Chemistry*, CHEM 499 – *Senior Seminar*, and other chemistry elective courses, and satisfies Standard 4.

Lander students will have the opportunity to participate in classes and workshops that integrate up-to-date technology. In particular, the Chemical Education program will incorporate instrumentation and models that help scientists around the world to better understand how matter behaves. These experiences will enhance the teacher candidates' understanding of chemistry, as well as create opportunities for them to collaborate with Lander faculty in the future for field trips and even collaborative experiments between secondary and post-secondary cohorts. This will be accomplished in CHEM 331- *Instrumental Chemistry*, CHEM 451 – *Science Pedagogy*, and satisfies Standard 5.

Section IV:

SPA or Other National Specialized and/or Professional Association Standards

National Science Teacher Association Standards for Science Teacher Preparation

NSTA Standard 1: Content Knowledge

Effective teachers of science understand and articulate the knowledge and practices of contemporary science. They interrelate and interpret important concepts, ideas, and applications in their fields of licensure.

Below are the elements of the standard.

Pre-service teachers will:

- 1a) Understand the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association.
- 1b) Understand the central concepts of the supporting disciplines and the supporting role of science-specific technology.
- 1c) Show an understanding of state and national curriculum standards and their impact on the content knowledge necessary for teaching P-12 students.

Assessment:

This Standard is usually met using Assessments 1-state licensure exam and Assessment 2 - comprehensive content exams or science courses' GPA and content analysis form.

NSTA Standard 2: Content Pedagogy

Effective teachers of science understand how students learn and develop scientific knowledge. Preservice teachers use scientific inquiry to develop this knowledge for all students. Below are the elements of the standard.

Pre-service teachers will:

- 2a) Plan multiple lessons using a variety of inquiry approaches that demonstrate their knowledge and understanding of how all students learn science.
- 2b) Include active inquiry lessons where students collect and interpret data in order to develop and communicate concepts and understand scientific processes, relationships and natural patterns from empirical experiences. Applications of science-specific technology are included in the lessons when appropriate.
- 2c) Design instruction and assessment strategies that confront and address naïve concepts/preconceptions.

Assessment:

This Standard is usually met using Assessment 3 -Unit Plan.

NSTA Standard 3: Learning Environments

Effective teachers of science are able to plan for engaging all students in science learning by setting appropriate goals that are consistent with knowledge of how students learn science and are aligned with state and national standards. The plans reflect the nature and social context of science, inquiry, and appropriate safety considerations. Candidates design and select learning activities, instructional settings, and resources -- including science-specific technology, to achieve those goals; and they plan fair and equitable assessment strategies to evaluate if the learning goals are met. Below are the elements of the standard.

Pre-service teachers will:

3a) Use a variety of strategies that demonstrate the candidates' knowledge and understanding of how to select the appropriate teaching and learning activities – including laboratory or field settings and applicable instruments and/or technology - to allow access so that all students learn. These strategies are inclusive and motivating for all students.

3b) Develop lesson plans that include active inquiry lessons where students collect and interpret data using applicable science -specific technology in order to develop concepts, understand scientific processes, relationships and natural patterns from empirical experiences. These plans provide for equitable achievement of science literacy for all students.

3c) Plan fair and equitable assessment strategies to analyze student learning and to evaluate if the learning goals are met. Assessment strategies are designed to continuously evaluate preconceptions and ideas that students hold and the understandings that students have formulated.

3d) Plan a learning environment and learning experiences for all students that demonstrate chemical safety, safety procedures, and the ethical treatment of living organisms within their licensure area.

Assessment: This Standard is usually met using Assessment 3 - Unit Plan.

NSTA Standard 4: Safety

Effective teachers of science can, in a P-12 classroom setting, demonstrate and maintain chemical safety, safety procedures, and the ethical treatment of living organisms needed in the P-12 science classroom appropriate to their area of licensure. Below are the elements of the standard.

Pre-service teachers will:

4a) Design activities in a P-12 classroom that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used within their subject area science instruction.

4b) Design and demonstrate activities in a P-12 classroom that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines. Candidates ensure safe science activities appropriate for the abilities of all students.

4c) Design and demonstrate activities in a P-12 classroom that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

Assessment: This Standard is usually met using Assessments 3 -Unit Plan and Assessment 4-Student Teaching Observation Form

NSTA Standard 5: Impact on Student Learning

Effective teachers of science provide evidence to show that P-12 students' understanding of major science concepts, principles, theories, and laws have changed as a result of instruction by the candidate and that student knowledge is at a level of understanding beyond memorization. Candidates provide evidence for the diversity of students they teach. Below are the elements of the standard.

Pre-service teachers will:

5a) Collect, organize, analyze, and reflect on diagnostic, formative and summative evidence of a change in mental functioning demonstrating that scientific knowledge is gained and/or corrected.

5b) Provide data to show that P-12 students are able to distinguish science from non-science, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science.

5c) Engage students in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Assessment: This Standard is usually met using Assessment 5 –Evidence of P-12 student learning.

Standard 6: Professional Knowledge and Skills

Effective teachers of science strive continuously to improve their knowledge and understanding of the ever changing knowledge base of both content, and science pedagogy, including approaches for addressing inequities and inclusion for all students in science. They identify with and conduct themselves as part of the science education community.

Below are the elements of the standard.

Pre-service teachers will:

6a) Engage in professional development opportunities in their content field such as talks, symposiums, research opportunities, or projects within their community.

6b) Engage in professional development opportunities such as conferences, research opportunities, or projects within their community.

Assessment: This Standard is usually met using Assessment 6 –Evidence of Professional Knowledge and Skills

How Lander University's Chemical Education Program will assess these Standards:

Assessment 1–Science content knowledge - Licensure tests. Information must be given as to the name of all licensure tests required by candidates. There must be a description between the licensure test content and the NSTA standards. If the test is a science content Praxis II test, the alignment is not required. This matches 2012 NSTA Standard 1.

Lander University Chemical Education teacher candidates will take the PRAXIS I and II exams to fulfill this standard. The PRAXIS I exam covers basic knowledge, the PRAXIS II exam is content specific. This protocol is identical to those used in the secondary education programs across the university.

Assessment 2 – Science content knowledge – General content knowledge of candidates can be shown using content grade point averages, portfolio requirements, or comprehensive examinations that match 2012 NSTA Standard 1.

Lander University Chemical Education teacher candidates will need to maintain a C or better average (2.0 out of 4.0) in their Chemistry courses. This will be checked biannually by the faculty advisor for Chemical Education, and students that fall below the requirement will be placed on probation for one semester. If after that probationary period there is no progress, the student will not be able to continue in the program.

Assessment 3 – Pedagogical and professional knowledge and skills – Planning instruction and assessment. These skills are shown in a Unit Plan.

Lander University Chemical Education teacher candidates will complete a Unit Plan as part of their coursework in *PSCI 451 – Science Pedagogy*. The unit plan will not only map out the topics to be addressed, but also indicate which standards are met in each lesson. This will be submitted as part of the TaskStream portfolio. Additionally, these skills will be assessed in the Teacher Work Sample that all teacher candidates must submit to the Teacher Education Department before graduation. This Work Sample is presently aligned with ADEPT Standards, and will be expanded to meet NSTA standards.

Assessment 4 – Pedagogical and professional knowledge and skills - Student Teaching Assessment with Legal/Safety/Ethical Issues. This instrument could be a formative or summative instrument that focuses on each element and used in a clinical or practicum setting.

Lander University School of Education protocols for student teaching experiences will be adopted for this assessment. Students will be observed numerous times during their student teaching, and their cooperating teachers will complete a formal assessment of their ability to teach well. This assessment will include questions about the candidate's understanding of legal/safety/ethical issues, as well as provide an opportunity for the cooperating teacher to include feedback on these points.

Assessment 5 – Effects on student learning - Knowledge and skills are exemplified in the candidate's ability to effect learning with secondary students. This type of assessment usually involves the use of pre and post-test results that match the standards and allows the candidate to reflect on their teaching.

Teacher candidates will administer a pre-test to their students at the beginning of their student teaching experience. A post-test will also be administered at the end of the student-teaching experience. The results will be compiled by Lander University faculty, and shared with the teacher candidate. Both assessments, their respective results, and a reflection completed by the teacher candidate will be compiled and entered into their TaskStream portfolio. The Teacher Work Sample will also inform assessment of this standard.

Assessment 6 –Pedagogical and professional knowledge and skills – These are important concepts related to the candidate's science content area and to science education. The instrument is left to the program to decide the best method for collecting data.

Teacher candidates will be expected to maintain a C or better grade point average in their chemistry coursework, as well as compile a comprehensive portfolio of teaching materials throughout their time in the Chemical Education program. Lander University's Secondary Certification in Chemistry Committee will complete annual Teacher Work Sample Reviews for students in the program. They will use the NSTA suggested rubric for Assessment 5 (see Appendix) to score the work samples. TaskStream software will be used for work sample development; this software allows candidates to develop comprehensive lesson plans, rubrics, and other teaching materials over the course of their time at Lander. These work samples can be submitted to other accrediting bodies as deemed appropriate for maintaining the Chemical Education program at Lander University.

Additionally, the Lander University School of Education benchmarks will be adopted by this program. Currently, this entails a disposition assessment during the teacher candidate's sophomore year, and additional checks before, during, and after the student teaching experiences.

**New Program Proposal
 Bachelor of Science in Mass Communications and Media Studies
 Lander University**

Summary

Lander University requests approval to offer a program leading to the Bachelor of Science in Mass Communications and Media Studies to be implemented in Fall 2017. The proposed program is to be offered through traditional instruction. Lander currently offers a B.S. in Mass Communications and Theatre which will teach-out and close by May 2017 as it will be replaced by the proposed program. 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	1/15/16	Not Applicable
ACAP Consideration	2/18/16	<p>Lander's representative discussed the need for the program and explained that the proposed program is a revision and replacement of the Mass Communications and Theatre program, which will teach-out and close by May 2017. Staff processed the Notification of Termination for this program in February 2016.</p> <p>ACAP members discussed similar programs offered by the institutions. CHE staff also noted only one faculty member with a Ph.D. teaching in the program and ACAP members encouraged the institution to confer with SACS about meeting its standards for faculty. Lander's representative explained the terminal degree for the program and assured ACAP members that it had conferred with SACS.</p> <p>Staff stated a request for revisions to the proposal would be forthcoming.</p> <p>ACAP members voted to approve the program proposal.</p>
Comments and suggestions from CHE staff sent to the institution	2/26/16	<p>Staff requested revisions to the proposal to:</p> <ul style="list-style-type: none"> • Provide employment projections and data about available positions for graduates of the proposed program, including data about employment in the state. • Include additional information to justify the need for the program. • Confirm Board of Trustees approval. • Describe the changes between the former program being terminated and the new program in more detail and how the changes modernize the program; explain what will happen to the existing Theatre component. • Provide employment data about graduates of the existing program, if available.

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> • Update the list of similar programs to include applicable programs at USC, Clemson, and the College of Charleston as requested at ACAP. • Provide a justification for the enrollment growth rate and the rationale for the projected headcount and credit hours. • Include course titles for all courses listed and explain the plan and timeline for developing and implementing the new courses. • Address staff and ACAP members' inquiry about the lone faculty member with an earned doctorate for the proposed degree program; provide additional information about the terminal degree for the discipline to explain how the faculty identified will meet SACS requirements for faculty. • Explain why there are no new costs or sources of financing identified in the original proposal. • Describe how the program will be assessed. • Address whether the institution plans to seek ACEJMC accreditation.
Revised Program Proposal Received	3/9/16	The revised proposal satisfactorily addressed the requested revisions.
CAAL Consideration	4/7/16	<p>CAAL members requested clarification about the following topics:</p> <ul style="list-style-type: none"> • Evidence that the level of faculty credentials is acceptable for continued accreditation. • The rationale for inclusion of one basic mathematics course in the proposed curriculum. • The risk to the program and school if the program does not meet the 5% predicted growth. • The reason "theatre" is no longer part of the title. <p>Response from Lander University:</p> <ul style="list-style-type: none"> • The Southern Association of Colleges and Schools (SACS) requires that 25% of the courses in the disciplinary core be taught by faculty with a terminal degree. Lander stated that a terminal degree of faculty in the teaching discipline will be the primary consideration in hiring new faculty. • General Education requires two mathematics courses: 1) Logic & Analytical Thought, and 2) Mathematics. • Regarding predicted growth, at some point program enrollment would level off. Enrollment estimates were based on the growth of the previous program in recent years. The tuition will cover new program costs, even if the 5% predicted growth is not met. • Faculty determined "theatre" was inaccurate as part of the program title because the focus of the new program is not on-stage performance. <p>Committee members noted the value of feedback the institution could collect from program completers about pursuing and securing available employment positions.</p>

CHE
5/5/16
Agenda Item 9.02.A.5

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Bachelor of Science in Mass Communications and Media Studies to be implemented in Fall 2017.

Background Information

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

The proposed program in *Mass Communications and Media Studies* targets students with a desire to become strong communicators, both in person and through media. The proposed program is a revision of the current *Mass Communication and Theatre* major, which is the largest in Lander University's College of Arts and Humanities with an average enrollment of 149.4 (2010-2015) and a high of 178 (2012). All majors begin with common courses designed to establish a strong foundation in visual, verbal and written communication. Other courses in the core help students develop skills in communication through multiple media and give students insights into professional, theoretical, critical and historical aspects of the industry. From there, students have the flexibility to take upper-level courses related to their interests in radio, TV/film, speech and performance communication, digital media, and public relations. Opportunities are available for student participation in performances; in print, online and broadcast journalism; and in radio, video and television productions. All students gain practical professional experience through required internships and practicums.

List the program objectives. (2000 characters)

The Mass Communications and Media Studies program gives students the knowledge and skills needed to become effective professional communicators in their chosen field. The Mass Communications and Media Studies graduate is expected to be able to achieve the following objectives:

1. To demonstrate effective in-person communication.
2. To demonstrate effective communication through multiple media.
3. To demonstrate the ability to analyze and critically evaluate messages produced in different media.
4. To demonstrate the ability to identify and discuss historical, ethical and legal issues related to Mass Communications and Media.
5. To demonstrate potential to work as a professional in the fields of Mass Communications and Media.

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)

Instead of proposing a completely new program, this New Program Proposal is more of a modification of an existing program (Mass Communications and Theatre with Mass Communication emphasis or Theatre emphasis) that has been a strong program at Lander University for more than two decades. The program's core changes little with the exception of adding one television course (MEDA 210: Intro. to Television). We propose deleting the separate emphases. While the Mass Communication emphasis has a healthy 5-year average enrollment of 138 and a high of 152, the Theatre emphasis enrollment has remained low and in 2015 was just 4. When one of the department's two Theatre faculty (Theatre technical faculty) resigned in late summer 2015, we examined the program's expense and chose to re-evaluate. The proposed program focuses on what Speech and Media Performance bring to the total major rather than traditional stage-focused theatre. We will continue to teach speech and performance classes and to develop elective classes (such as THTR 304: Voice Over Acting and THTR 308: On-Camera Acting Techniques) that will benefit all of our Mass Communications and Media Studies majors. For students interested in theatre, Lander also offers a Speech and Performance minor.

The diversity of this program allows our graduates to work in a variety of communication-related fields

including acting, public relations, radio, television, print and broadcast journalism. The program develops skills that employers say they want in graduates (National Association for Colleges and Employers, NACE, Job Outlook 2016 Survey, <http://www.naceweb.org/s12092015/employers-want-business-technical-graduates.aspx>): skills in oral and written communication, problem solving, teamwork, creative thinking and technology.

Employment Opportunities

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

Yes

No

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.

The diversity of this communication-based program allows Lander University graduates to go on to graduate school in communication, law, education, business and public administration. The major develops skills that employers say they want in graduates (National Association for Colleges and Employers, NACE, Job Outlook 2016 Survey, <http://www.naceweb.org/s12092015/employers-want-business-technical-graduates.aspx>): skills in oral and written communication, problem solving, teamwork, creative thinking and technology. Graduates work in acting, public relations, radio, television, film, print and broadcast journalism, and more.

The Bureau of Labor Statistics' Occupational Outlook Handbook (<http://www.bls.gov/ooh/media-and-communication/home.htm>) projects employment in media and communications to grow 4 percent from 2014 to 2024. According to the website "Demand for media and communication occupations should stem from the need to create, edit, translate, and disseminate information through a variety of different platforms."

Examination of the following websites found no employment projections for media and communication in South Carolina: Central SC Alliance (<http://www.centrlsc.org>), Charleston Regional Development Alliance <http://www.crda.org>, Economic Development Partnership <http://www.edpsc.org>, Northeastern Strategic Alliance <http://www.nesasc.org>, Southern Carolina Regional Development Alliance <http://www.southern-carolina.org>, Upstate Alliance <http://www.upstatedevelopment.com>, and SC Dept. of Commerce <http://sccommerce.com>.

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

Yes

No

If yes, explain. (500 characters)

The proposed program will replace the existing B.S. in Mass Communication and Theatre with a Mass Communication emphasis or Theatre emphasis. Existing courses listed in the catalog will remain the same and seven new courses will be added in an effort to both update the curriculum and expand media performance options and upper-level course options (See "Course Descriptions for New Courses" section below). There will be no separate emphases but students will have 12 hours of upper-level electives in order to pursue their areas of interest.

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
B.A., Media Studies	Anderson University	Broad-based core that includes journalism, social media, public relations etc.	Core also includes marketing and sales, education and ministry. Students select from two concentrations: Digital Media or Public Relations. No focus on radio, film, speech or performance.
B.A., Mass Communications	Benedict College	Similar courses: introductions to media, journalism, video production, photography, public relations, media law.	No radio. No focus on speech and performance. Multiple production classes. Service learning requirement.
B.A., Mass Communications	Claflin University	Core includes similar courses: introductions to media, writing for media, sound, TV, law and ethics and media convergence.	32-hour core with 12-hour concentrations in Mass Communication, PR, Journalism and Digital Media. No focus on speech or performance.
B.A., Communication Studies	Clemson University	Similar courses in core. Two of six plans of study are public relations and media/mass communication.	Wider variety of courses plans of study including communications and law, health communications, interpersonal communications, and organizational communications.
B.A., Communications	College of Charleston	Program focuses on integrated communication and encourages internships and study abroad.	Areas of strength include corporate communication, health communication and political communication. Some courses are year-long.
B.A. or B.S., Communication	Columbia International University	Very few similarities in coursework. Internship requirement.	Degree focuses in Christian study, Christian communication and Christian service learning.
B.A., Mass Communications	Francis Marion University	Broad-based core that includes introduction to mass communication, introduction to news writing, introduction to public relations, introduction to broadcast journalism, reporting and media ethics.	Four specialty tracks: broadcast journalism, convergence journalism, public relations, and sports journalism. No film, speech or performance.
B.F.A., Mass Communications	Morris College	Similar requirements: introduction to mass communication, news writing, TV production, public relations, law and ethics, photography and internship.	Broadcast announcing and school publication workshop requirements. No radio, film or performance classes.

Program Name	Institution	Similarities	Differences
B.A., Mass Communications/Media Ministry	North Greenville University	Similar courses offered.	Three distinct majors: broadcasting media, print media and media ministry. Students are in specialized tracks even in core. Program lacks broad-based overview. No emphasis on speech or performance.
B.A., Communications	South Carolina State University	Core includes print, broadcast, online journalism and web-based communication. Emphasis on hands-on practicums and internships.	Concentrations in journalism and broadcasting. Little public relations, no film, scriptwriting, speech or performance.
B.A.J.M.C, Mass Communications	University of South Carolina-Columbia	Nine-hour core includes media and society, writing for mass communication, law and ethics.	Separate majors for journalism, broadcast journalism, mass communication, advertising, public relations and visual communication. No film, digital video or performance.
B.A., Mass Communication/Media Studies	Voorhees College	Core includes newswriting, writing for media, introduction to mass communication, media law and ethics, public relations.	No film, video, scriptwriting, speech or performance.
B.A., Mass Communication	Winthrop University	Core and upper-level courses are similar. Required practicum or internship.	Separate programs in integrated marketing communication, digital mass media and information design. No scriptwriting, film or performance.

Description of the Program

Projected Enrollment*						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-17	157	1890	157	1890	37	220
2017-18	165	1984	165	1984	38	231
2018-19	173	2084	173	2084	41	243
2019-20	182	2188	182	2188	42	255
2020-21	191	2298	191	2298	45	268

*Because this program is a modification of an existing program we have based these estimates on an anticipated 5% annual growth over the next five years. We realize that this is aspirational but it is based on the fact that the program has been recognized by the university's administration as a signature program. We will receive additional support and promotion as part of the university's developing strategic plan.

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)
(Not Applicable)

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)
(Not Applicable)

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	
Behavioral Science	3	Laboratory Science	4		
Foreign Language	3	Foreign Language	3		
ENGL-101	3	ENGL-102	3		
MEDA-101: Intro. to Mass Comm	3	MEDA-200: Media Skills	3		
SPCH-101: Intro. to Speech	3	Logic & Analytical Thought	3		
UNI 101	1				
Total Semester Hours	16	Total Semester Hours	16	Total Semester Hours	
Year 2					
Fall		Spring		Summer	
Mathematics	3	MEDA-302: Intro. to Radio	3		
SPCH-102: Oral Interpretation	3	MEDA-360: Writing for Multiple Media	3		
JOUR-201: Intro. to Journalism	3	Laboratory Science	4		
MEDA-210: Intro. to Television	3	JOUR-302: Desktop Publishing or JOUR-303: Web Design or MEDA-204: Communication Design (visual design)	3		
MEDA-219: Communications Photography	3	MEDA-310: Digital Video Production	3		
Total Semester Hours	15	Total Semester Hours	16	Total Semester Hours	
Year 3					
Fall		Spring		Summer	
Humanities	3	History	3		
MEDA-341: Intro. to Public Relations	3	Humanities/Literature	3		
SPCH-201: Voice and Diction	3	MEDA-290:Media practicum or MEDA-490: Media internship or THTR-490: Theatre internship (practicum or internship)	3		
ENGL-275: Business Writing or	3	MEDA or THTR elective	3		

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
JOUR-375: Magazine/Feature Writing or THTR-360: Scriptwriting (writing requirement)					
Fine Arts	3	MEDA or THTR elective	3		
Total Semester Hours	15	Total Semester Hours	15	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
PEES-175	2	MCOM-499: Capstone	1		
PEES-176	1	MEDA-460: Media Convergence	3		
Political Economy	3	MEDA or THTR elective	3		
MEDA-421: Media Law and Ethics	3	Elective	3		
Elective	3	Global Issues	3		
MEDA or THTR elective	3	FALS-101	1		
Total Semester Hours	15	Total Semester Hours	14	Total Semester Hours	

Total Credit Hours Required: 122

Course Descriptions for New Courses

Course Name	Description
MEDA-210: Introduction to Television	An overview of television including its prehistory (prior to 1947), the Network Era (1948-1975); the Cable Era (1976-1994) to the Digital Era (1995 –present) examining television's growth into a convergent technology, a global industry, a social catalyst, and a legitimate art form. <i>Prerequisite: MEDA 101. Three semester hours.</i>
MEDA-312: Advanced Audio Production	This course is designed to advance the skills of students in the area of audio production, specifically in the hands-on production of commercials, PSAs, radio features, news stories, and specialty programs. Students will be required to actively participate in on-air duties on XLR (the Lander University campus radio station). Students will develop advanced audio production proficiency; develop and “ear” for aesthetically pleasing production, and gain a good working knowledge of long format radio. <i>Prerequisite: MEDA 302. Three semester hours.</i>
MEDA-345: Advertising Strategies and Design	This course will concentrate on brand identity and targeted advertising across multiple media outlets. Students will explore the fundamental principles of branding, placement, and digital solutions. Students will learn how to strategically utilize each medium into a singular campaign that will be presented at the end of the course. <i>Prerequisites: MEDA 204 or MEDA 341. Three semester hours.</i>
MEDA-350: Web Content Distribution	This class will explore and develop fundamental website design principles and protocols for creative content distribution. Students will critically examine historic distribution models and the advent of online distribution. Students will evaluate various sites to design their own. <i>Prerequisite: MEDA 204 or JOUR 303. Three semester hours.</i>
MEDA-351: Social Media	This course will examine today's evolving world of social media and how to target and attract communities and create awareness. Students will explore Search Engine Optimization, Social Media Research, Consumer Behavior, Strategic Planning, and Social Media Campaigns on social platforms like Facebook, Twitter, Foursquare, LinkedIn and Google+. <i>Prerequisites: MEDA 101. Three semester hours.</i>
THTR-304: Voice Over Acting Techniques	Course will focus on basic voice over acting techniques to help students develop the skills they need to effectively become voice over talent for commercials, narrations, and animation. Students will also learn about setting realistic goals, marketing, studio basics, and working with a director/producer. The goal of the course is to have on hand experience working with copy and developing a sample demo. <i>Prerequisite: SPCH 102 or SPCH 201. Three semester hours.</i>
THTR-308: On-Camera Acting Technique	Course will focus on basic skills for an effective performance on video. Emphasis is on practical experience to develop and demonstrate competence in working in front of a camera. <i>Prerequisite: SPCH 102 or THTR 390 or THTR 301. Three semester hours.</i>

Seven new courses are being developed to update and close gaps in the program, five media courses and two theatre courses – required MEDA 210: Intro. to Television, and elective MEDA 312: Advanced Audio Production, MEDA 345: Advertising Strategies and Design, MEDA 350: Web Content Distribution, MEDA 351: Social Media, THTR 304: Voice Over Acting, and THTR 308: On-Camera Acting Techniques.

As a required course for the core, MEDA 210: Introduction to Television, will be taught every fall and spring beginning in fall 2016. It has been taught previously under our Media Special Topics course number (MEDA 301) but in examining our core we believed that this course was needed for all majors. This means that all majors will take MEDA 101: Intro. to Mass Media, MEDA 200: Media Skills, JOUR 201: Intro. to Journalism, MEDA 210: Intro. to Television, MEDA 219: Intro. to Photography, MEDA 302: Intro. to Radio, Media 341: Intro. to Public Relations, MEDA 360: Writing for Multiple Media, and three speech course, SPCH 101: Intro. to Speech, SPCH 102: Oral Interpretation, and SPCH 201: Voice and Diction.

Course number	Course name	History	Timeline
MEDA 210	Introduction to Television	Has been offered as MEDA 301: Special Topics	Core requirement. To be offered every spring and fall semesters beginning in fall 2016.
MEDA 312	Advanced Audio Production	Offered for past two years as MEDA 301: Special topics	Elective. To be offered every spring, beginning in spring 2017
MEDA 345	Advertising Strategies and Design	Advertising content previously included in MEDA 341: Intro. to Public Relations and Advertising	Elective. To be offered as needed, no earlier than fall 2017
MEDA 350	Web Content Distribution		Elective. To be offered as needed, no earlier than fall 2017
MEDA 351	Social Media	Has been offered as a MEDA 301: Special Topics and included in MEDA 341: Intro. To PR	Elective. To be offered as needed, no earlier than summer 2017
THTR 304	Voice Over Acting	New course developed for media students with interest in theatre or in radio.	Elective. To be offered as needed beginning fall 2016.
THTR 308	On-Camera Acting Techniques	Has been offered as a THTR 301: Special Topics	Elective. To be offered as needed, no earlier than spring 2017.

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)
Laura Hester, Chair and Associate Professor	Full-time	<ul style="list-style-type: none"> • MCOM-499: Critical Issues in Mass Comm (1), fall and spring • MEDA-341: Intro. to Public Relations (3), every term • MEDA-342: PR Communications (3), spring • MEDA-460: Media convergence (3), fall and spring • MEDA-490: Internships (1-6), every term • THTR-490: Internships (1-6), every term 	M.M.C., Journalism and Mass Communication, University of South Carolina	<ul style="list-style-type: none"> • 8 years of professional experience as a newspaper writer and editor. • 10 years of experience in public relations. • Extensive experience as a freelance writer for corporate publications, marketing materials, magazines and online publications. • Extensive continuing education in writing, media convergence and public relations including courses through Poynter Institute for Journalism, USC's IFRA Newsplex and the Public Relations Society of America (PRSA).
Monique Sacay-Bagwell, Professor	Full-time	<ul style="list-style-type: none"> • SPCH-101: Intro. to Speech (3), every term • SPCH-102: Oral Interpretation (3), fall and spring • SPCH-201: Voice and Diction (3), fall and spring • THTR-201: Theatre Appreciation (3), every term • THTR-304: Voice Over Acting Techniques (3), as needed 	<ul style="list-style-type: none"> • M.F.A., The Ohio State University in Performance • B.F.A., Brooklyn College in Performance • A.S., Kingsborough Community College in Speech and Theatre • Post graduate studies in Linklater Voice & Movement Company in NYC 	<ul style="list-style-type: none"> • Teaching students in oral communication, and performance based skills such as speech, acting, and directing for 23 years at Lander University. • Directed and performed in numerous productions in higher education, community theatre, and professional venues. Several of which have earned awards on the state level. • Continuing education includes participation in various master classes, workshops, and webinars with professionals in the field of acting techniques and voice techniques. • Received several awards for teaching, directing, and performing on the local, and state level. • Currently developing a professional Voice Over Demo

		<ul style="list-style-type: none"> • THTR-308: On Camera Acting Technique (3), as needed 		through Edge Studio
Robert Stevenson, Professor	Full-time	<ul style="list-style-type: none"> • JOUR-201: Intro. to Journalism (3), every term • JOUR-302: Desktop Publishing (3), fall • JOUR-375: Feature and Magazine Writing (3), spring and summer • MEDA-290: Newspaper practicum (1-3), fall and spring • MEDA-351: Social Media (3), as needed • MEDA-360: Writing for Multiple Media (3), every term • MEDA-421: Media Law and Ethics (3), every term 	<ul style="list-style-type: none"> • Ph.D., Higher Education Leadership, University of South Carolina • M.A., Journalism, University of South Carolina 	<ul style="list-style-type: none"> • 3 years as reporter for the Index-Journal, Greenwood, and Greenville News • 2 years as program director for WPCC and announcer for WSCZ. • Concurrent to 25 years at Lander he has published in Journals, Newspapers, books, and Trade Press. Stays active professionally as owner/operator of Greenwoodcalendar.com, an interactive, convergent media website covering local news and features through articles, videos and photography.
Cory Carpenter, Assistant Professor	Full-time	<ul style="list-style-type: none"> • MEDA-101: Intro. to Mass Media (3), every term • MEDA-200: Media Skills (3), fall and spring • MEDA-290: Media Practicum, Short Film Production (3), as needed • MEDA-345: Advertising Strategies and Design (3), as needed • MEDA-350: Web Content Distribution (3), as needed • MEDA-410: Advanced Digital Video 	M.F.A., TV and Film, Savannah College of Art and Design	<ul style="list-style-type: none"> • 2 years of advertising design and production. • 8 years of audio video technical teaching experience. • Over 15 years of news, corporate marketing, and short film production experience. • Adobe and ProTools certified.

<p>Thomas Neal, Lecturer</p>	<p>Full-time</p>	<p>Production (3), as needed</p> <ul style="list-style-type: none"> • MEDA-210: Intro. to Television (3), every term • MEDA-301: Special Topics (3), as needed • MEDA-310: Digital Video Production (3), fall and spring • MEDA-450: Advanced Television Production (3), as needed • THTR-390: Scriptwriting (3), every term 	<ul style="list-style-type: none"> • Post-graduate studies (22 hours) in Film and Cinema, The Ohio State University: <ul style="list-style-type: none"> ◦ History of Cinema (3) ◦ Photographic Communications (3) ◦ Cinema Production I (5) ◦ Cinema 1948-present (3) ◦ Cinema Production II (5) ◦ Editorial Process (3) • B.S., The Ohio State University 	<ul style="list-style-type: none"> • U.S. Peace Corps (1984-86): Produced health videos for Seychelles Ministry of Health. • Clemson University Video Production Manager (1989-2010): produced & directed marketing & informational videos for the University; created, produced & directed Expeditions with Patrick McMillan, a nature series that aired nationwide on PBS. • Numerous freelance video productions.
<p>Paul Crutcher, Adjunct</p>	<p>Part-time</p>	<ul style="list-style-type: none"> • MEDA-302: Intro. to Radio (3), fall and spring • MEDA-312: Advanced Audio Production (3), fall and spring 	<p>B.S., Mass Communications, Thomas Edison State College</p>	<ul style="list-style-type: none"> • Currently director of XLR-Lander radio. • 27 years of experience in broadcast radio and television including reporting and anchoring (both mediums), radio host, news direction, production manager, and management. • Extensive voice over work for local, regional, and national clients including Toyota, Michael Kors, U.S. Sprint, Bell Atlantic, etc. • Independent documentary producer/director/writer. • Currently featured in worldwide national broadcast commercial campaign for the Coca-Cola Company.
<p>Fred Galloway, Adjunct</p>	<p>Part-time</p>	<ul style="list-style-type: none"> • MEDA-204: Communications Design (3), fall and spring • MEDA-219: 	<ul style="list-style-type: none"> • M.A., East Carolina University • B.F.A., East Carolina University 	<ul style="list-style-type: none"> • 18 Years in freelance Textile Design Business • 5 Years as Art Director, Graphic Artist, and Print Management, Agency Service and ALM International • 2 Years Video Producer, Flour Daniel • 2 Years Computer Graphic and Training, Viable Systems of Sherborn, MA

		Communications Photography (3), fall and spring		
James Murray, Adjunct	Part-time	<ul style="list-style-type: none"> • MEDA-101: Intro. to Mass Media (3), every term • JOUR-201: Intro. to Journalism (3), every term • MEDA-343: PR Cases and Campaigns (93), spring 	<ul style="list-style-type: none"> • M.A., Communications, USC-Columbia • M.A., Ed. Administration, USC-Columbia 	<ul style="list-style-type: none"> • 24 Years in Major Retail Companies, Corporate Director of Store Communications, Director of Special Projects. • 14 Years as Staff Reporter, Newberry Observer. • 14 Years as Sports announcer WKDK Radio, Newberry College Events. • 8 Years as Public Information Officer/Crime Prevention Officer, Newberry County Sheriff's Office, SC. • 3 Years in Mass Communication Department Faculty, Newberry College, SC

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

We believe we are in line with SACSCOC and ACEJMC requirements regarding faculty credentials. Regarding the SACSCOC requirement, three of five full-time faculty have terminal degrees in the field they teach: Monique Sacay-Bagwell, M.F.A. in performance; Laura Hester, M.M.C. in journalism and mass communication, and Cory Carpenter, M.F.A. in TV and film. The fourth full-time faculty member, Dr. Robert Stevenson, has a M.A. in journalism and a Ph.D. in higher education leadership, and our fifth full-time faculty, Tom Neal, has 22 post-graduate hours in film and cinema studies.

ACEJMC lists no specific requirements for Ph.D.'s within programs but suggests that "The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission."

We have had shifts in faculty recently that have left us without a Ph.D. in the program area. We acknowledge that adding a Ph.D. back into the program would be beneficial and will make this a priority when we are able to hire another faculty.

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

Faculty Staff

Administration

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)
No institutional changes in faculty and/or administrative assignments are needed for proposed 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)
No additional library resources are needed for proposed program.

Student Support Services

Identify academic support services needed for the proposed program and any additional estimated costs associated with these services. (500 characters)
No additional academic support services needed for the proposed program.

Physical Resources

Identify any new instructional equipment needed for the proposed program. (500 characters)
No additional instructional equipment needed for the proposed program.

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)

(Not Applicable)

Financial Support

No additional financial support is needed at this time. The budget allocated for the now-terminated Mass Communication and Theatre program (February 8, 2016) will be reallocated to the Mass Communications and Media Studies program. The department will use the budget previously reserved for theatre performance rights and production costs to purchase equipment needed for new audio and voiceover courses and to aid with Media Center upgrades. Our 5-year strategic plan for the department includes annual equipment and facility upgrades that are within our budget.

Estimated New Costs by Year						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Program Administration	\$8,333	\$8,333	\$8,333	\$8,333	\$8,333	\$41,665
Faculty and Staff Salaries	\$297,314	\$297,314	\$297,314	\$297,314	\$297,314	\$1,486,570
Graduate Assistants	0	0	0	0	0	0
Equipment	\$6,800	\$6,800	\$6,800	\$6,800	\$6,800	\$34,000
Facilities	0	0	0	0	0	0
Supplies and Materials	\$1,505	\$1,505	\$1,505	\$1,505	\$1,505	\$7,525
Library Resources	\$2,600	\$2,600	\$2,600	\$2,600	\$2,600	\$13,000
Other*	0	0	0	0	0	0
Total	\$316,552	\$316,552	\$316,552	\$316,552	\$316,552	\$1,582,760
Sources of Financing						
Category	1 st	2 nd	3 rd	4 th	5 th	Total
Tuition Funding	\$1,792,000	\$1,881,152	\$1,976,128	\$2,074,688	\$2,179,072	\$9,903,040
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	\$1,792,000	\$1,881,152	\$1,976,128	\$2,074,688	\$2,179,072	\$9,903,040
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$1,475,448	\$1,564,600	\$1,659,576	\$1,758,136	\$1,862,520	\$8,320,280

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

Budget Justification

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

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

Not applicable

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 Mass Communications and Media Studies program gives students the knowledge and skills needed to become effective professional communicators in their chosen field. The Mass Communications and Media Studies graduate is expected to be able to achieve the following objectives:

1. To demonstrate effective, in-person communication.
2. To demonstrate effective communication through multiple media.
3. To demonstrate the ability to analyze and critically evaluate messages produced in different media.
4. To demonstrate the ability to identify and discuss historical, ethical and legal issues related to Mass Communications and Media.
5. To demonstrate potential to work as a professional in the field of Mass Communications and Media.

We assess these five student learning outcomes on an annual basis using direct and indirect measures including a senior portfolio, a capstone research project, internship evaluations, and student awards and adjudicator feedback (see below). These measures will continue to be used.

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
To demonstrate effective, in-person communication.	<ul style="list-style-type: none"> • Percent of students who "meet" or "exceed" standard in Mass Communication and Theatre (MCAT) Senior Portfolio, sample 1 subscore (To communicate effectively in person). • Percent of internship and practicum students who rate 4 or 5, "commendable" or "exceptional," in EYE Program Employer Evaluations of Student Performance, communication-related subscores B2-B5 (Communicates ideas and concepts clearly in writing; Demonstrates effective verbal communication skills; Listens effectively in an active and attentive manner; and Effectively participates in meetings or group settings). • Student speech and theatre competitors receive positive feedback and recognition from outside adjudicators.
To demonstrate effective communication through multiple media.	<ul style="list-style-type: none"> • Percent of students who "meet" or "exceed" standard in MCAT Senior Portfolio, sample 2 subscore (To communicate effectively through multiple media). • Percent of students in internships and practicums (radio, television, newspaper, PR and theatre) who rate 4 or 5, "commendable" or "exceptional," in EYE Program Employer Evaluations of Student Performance, overall rating
To demonstrate the ability to analyze and critically evaluate messages produced in different media.	<ul style="list-style-type: none"> • Percent of students who "meet" or "exceed" standard in MCAT Senior Portfolio, sample 3 subscore (To analyze and critically evaluate messages produced in multiple media). • Percent of students who "meet" or "exceed" standard in the MCOM 499 Capstone Research Paper, based on established rubric.
To demonstrate the ability to identify and discuss historical, ethical and legal issues related to Mass Communications and Media.	<ul style="list-style-type: none"> • Percent of students "meet" or "exceeded" standard in MCAT Senior Portfolio, sample 4 subscore (To identify and discuss historical, ethical and legal issues related to the student's chosen emphasis area). • Percent of students who "meet" or "exceed" standard in MCOM 499 Capstone Research Paper, based on established rubric.
To demonstrate potential to work as a professional in the field of Mass Communications and Media.	<ul style="list-style-type: none"> • Percent of students who "meet" or "exceed" standard in MCAT Senior Portfolio, sample 5 subscore (To demonstrate potential to work as a professional in the chosen emphasis area). • Percent of internship and practicum students who rate 4 or 5, "commendable" or "exceptional," in EYE Program Employer Evaluations of Student Performance, overall rating (includes problem solving/inquiry, communication, collaboration, professionalism and industry-specific skills).

Will the proposed program seek program-specific accreditation?

Yes

No

The department has looked into the Accrediting Council on Education in Journalism and Mass Communication (ACEJMC) Accreditation and does not believe that this is a good fit for us due to the council's focus on journalism and mass communication and the strong media performance and film nature of our program. When we looked at other programs in South Carolina, we saw that only two programs (Winthrop and USC) are accredited by ACEJMC, so we did not feel compelled to seek an accreditation that isn't a good fit for us. Both of these programs have a mass communication focus with no focus on media performance or film. We have, however, reviewed ACEJMC's guidelines for self-study and assessment as they apply to our program.

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

(Not Applicable)

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)

(Not Applicable)

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

(Not Applicable)

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

**New Program Proposal
 Bachelor of Science in Healthcare Studies
 With Concentrations in Pre-health Professions and Health Promotion
 Medical University of South Carolina**

Summary

The Medical University of South Carolina requests approval to offer a program leading to the Bachelor of Science in Healthcare Studies with Concentrations in Pre-health Professions and Health Promotion to be implemented in Fall 2016. The proposed program is to be offered through blended 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 and a letter of support are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	1/15/16	Not Applicable
ACAP Consideration	2/18/16	MUSC's representative discussed the need for the proposed program and stated that it was designed to provide access for underrepresented populations. ACAP members and CHE staff discussed the merits of the program and the curricula unique to each concentration. The representative from USC Beaufort requested a correction to the description of its Health Promotion program. Staff noted the overall quality of the proposal and stated that a request for revisions to the proposal would be forthcoming. ACAP members voted to approve the program proposal.
Comments and suggestions from CHE staff sent to the institution	2/26/16	Staff requested the following proposal revisions: <ul style="list-style-type: none"> • Address the concern raised at ACAP about whether the program will satisfy health professions admission requirements given that some programs' pre-requisites are not included. • Correct the description of USC Beaufort's program as requested and add USC Columbia's Public Health program to the list of similar programs. • Explain the plan and timeline for developing and implementing these courses as well as explain how the development of these courses will affect faculty load. • Clarify the differences in coursework for the two concentrations. Staff also requested a copy of the letter of support from the SC Technical College System mentioned at the ACAP meeting.
Revised Program Proposal Received	3/9/16	The revised proposal satisfactorily addressed the requested revisions and includes the requested letter of support from the SC Technical College System.

Stages of Consideration	Date	Comments
CAAL Consideration	4/7/16	<p>Commissioners asked for clarification about the following topics:</p> <ul style="list-style-type: none"> • the ability of the program to enhance student body diversity, as claimed in the proposal; • the comparable cost of the online program to on-campus programs • the ability to provide support to students completing the degree online <p>The University's representatives provided the following explanations:</p> <ul style="list-style-type: none"> • nationally-recognized institutional efforts and the recruitment efforts of this specific program can attract more students from diverse backgrounds to apply and matriculate to MUSC graduate programs. • tuition is the same regardless of the program delivery medium, online or on-campus, but that students would not incur additional costs such as room and board. • MUSC follows best practices and has a 24-hour helpline, online tutorials, and staff who are accessible to respond to student questions in a timely manner. <p>Commissioners and University representatives clarified that diversity as used in this proposal is defined broadly to include race, gender, age, geographic location, etc.</p> <p>Commissioners then suggested ways to market the program and encouraged University representatives to form connections with all of the technical colleges.</p> <p>Commissioners commended MUSC for its evaluation plan and the University's representative agreed to share evaluation information with the Commission as it becomes available.</p>

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Bachelor of Science in Healthcare Studies with Concentrations in Pre-health Professions and Health Promotion to be implemented in Fall 2016.

Name of Institution: **Medical University of South Carolina**

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

Bachelor of Science in Healthcare Studies

Concentration 1: Pre-health professions

Concentration 2: Health promotion

Program Designation

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

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

- Yes
 No (Qualifies for LIFE Scholarship awards only)

Proposed Date of Implementation
Fall 2016

CIP Code
51.0000

Delivery Site(s)

Medical University of South Carolina

Delivery Mode

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

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

Brandi M. White, PhD, MPH
Assistant Professor
College of Health Professions
151B Rutledge Avenue, MSC 962
Charleston, SC 29425
Email: whitbm@musc.edu
Office: (843) 792-8914

Institutional Approvals and Dates of Approval

Tentative timeline for approvals from the internal review bodies at MUSC:

College of Health Professions Leadership Council: September 10, 2015 (approved)
Education Advisory Committee: October 6, 2015 (approved)
Dean's Council: November 16, 2015 (approved)
Senior Leadership Council: November 24, 2015 (approved)
Board of Trustees: December 10, 2015 (approved)

Background Information

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

The proposed BS in Healthcare Studies (BSHS) program will be offered by MUSC's College of Health Professions in collaboration with the SC Technical College System (SCTCS) and will target students who attend one of these colleges. The mission is to provide a foundation in healthcare studies and population health, and prepare students to become informed and engaged health professionals, able to think critically about health-related issues and work as part of a healthcare team to develop innovative solutions that integrate comprehensive determinants of health. This mission aligns with MUSC's mission to *preserve and optimize human life in SC and beyond* by promoting health and educating a diverse healthcare workforce that can meet the needs of our communities.

Students who earn an Associate of Science (AS) degree from a SC technical college are the program's target audience; applicants from outside the SCTCS will be considered on a case-by-case basis. Courses to earn the BSHS will be completed in 2 years at MUSC over 5 semesters. Courses will focus on the core functions of our healthcare system and strategies to promote population health. Students will complete courses online and attend on-campus sessions once a semester.

Two concentrations are available: pre-health professions and health promotion. With these concentrations, there are 2 options for graduates: 1) enter the workforce in a health-related field; or 2) apply to a graduate program, e.g., Occupational Therapy, Physical Therapy, and Physician Assistant Studies, all offered at MUSC. Students interested in the pre-health professions concentration will take the prerequisite courses required for our graduate programs while attending the technical college. Courses taken at the technical college can fulfill the prerequisites for MUSC's graduate programs (all prerequisites are offered through the technical college system, although not at every technical college). Academic advisors at the technical colleges and BSHS faculty will work with students to ensure they take the required courses for a specific graduate program prior to entering the BSHS program.

The program's blended format reduces the financial burden of higher education because students will complete their first two years at a technical college in their community and can continue to live at their current home, as well as work part-time. Some students will be eligible for the Lottery Tuition Assistance Program, the LIFE Scholarship, or federal Pell Grant, thus reducing tuition costs. Because of the diversity of the students in the SCTCS, our partnership has the potential to increase the diversity of our student body, including racial/ethnic minorities and economically disadvantaged students (*Access & Equity* CHE Report).

List the program objectives. (2000 characters)

The overall objective of the proposed BSHS program is to increase access to higher education to students across the state and provide a cost-effective alternative to earning a bachelor's degree that will provide graduates with the skills they need to enter a health-related field. In addition, the program has the potential to increase the number of economically disadvantaged students and underrepresented minorities (URMs; students who identify as Black/African American, Hispanic/Latino, or American Indian or Alaskan Native) at MUSC, as well as increase the number of technical college graduates earning a bachelor's degree. This is especially important in the healthcare field because a more diverse healthcare workforce improves health outcomes for diverse communities, which bear the burden of many of our state's poor health outcomes (CDC's *Healthy People 2020*). Furthermore, the program aligns with our institutional strategic planning initiatives to recruit and retain students from diverse backgrounds.

In addition, specific objectives of the program will allow graduates to be able to:

- develop an understanding of the determinants of health and healthcare delivery;
- develop creative and innovative health interventions for diverse populations;
- understand the strengths and limitations of research to interpret health data; and
- apply ethical and professional standards and values to health professions practice.

These objectives are based on the required skills to obtain employment in a health promotion field or provide BSHS graduates who apply to graduate programs with a broader perspective of the determinants of health and strategies to improve health outcomes. Graduate programs that graduates may be interested in applying to include: Occupational Therapy (OT), Physical Therapy, Physician Assistant Studies, Cardiovascular Perfusion, Public Health, Health Administration, or Health Informatics, all of which are offered at MUSC.

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)

Students will develop strategies to promote patient- and community-level health. This is critical to MUSC's mission to preserve and optimize life, and to increase the number of graduates who have the skills to improve SC health outcomes. South Carolina has some of the highest rates of preventable illnesses, which are projected to increase [1]. This calls for more undergraduate and professional degree holders for health-related fields. With the option to enter the workforce as a qualified health promotion professional or apply to graduate school, this program has the ability to meet SC's current and future needs by training students on our healthcare system, population health, and risk reduction strategies.

There is also a need to make higher education more affordable. In 2013, SC was one of the states with the highest average student loan debt (\$29,092) for graduates of 4-year colleges [2]. The program addresses this concern by relying on the SCTCS for students to earn an AS and utilizing distance education to deliver high-quality and affordable education for students at an academic medical center. In conjunction with the 4 semesters at the technical colleges, our program is more affordable than other 4-year colleges where students may incur room and board costs (respectively, \$47,296 vs. \$74,166).

Additionally, the College of Health Professions has worked extensively with the SCTCS in the development of this program. We received feedback from SCTCS staff in academic affairs, as well as the Vice Presidents of Academic Affairs at all 16 technical colleges. All have expressed great interest in

the program for their students and have emphasized the need for such a program for their graduates interested in health fields.

The program also has the potential to increase the diversity of MUSC's student body. In 2013-2014, URM's made up over 1/3 of the student population at SC technical colleges, increasing the probability that we will recruit and enroll these students, which would increase the diversity of our student body and the overall diversity of SC's college graduates. To address the critical needs of URM's in higher education, the recruitment and retention of these students is integrated in our program evaluation.

In 2013-2014, 44% (n=1,213) of technical college students graduated with an AS, of which 34% (n=411) had a 3.0 GPA and above. In addition, 1,237 students in the SCTCS completed a survey this year to determine their interest in the program. Fifty-one percent (51%) (n=629) stated that they would "definitely" be interested in applying to the program if it is approved and 41% (n=505) said "maybe."

Ref:

1. CDC. Health disparities and inequalities report - US, 2013.
2. The Institute of College Access & Success. *Student Debt and the Class of 2013*. Available at: ticas.org/sites/default/files/legacy/fckfiles/pub/classof2013.pdf

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
SC: Community Health Workers	10 annual openings	2012: 200 2022: 250 (24.5% change)	Economic Development and Employer Planning System (EDEPS) [This data is derived from the U.S. Bureau of Labor Statistics and is organized by state]
SC: Health Educators	30 annual openings	2012: 760 2022: 890 (16.8% change)	EDEPS
SC: Community and Social Service Specialists	10 annual openings	2012: 200 2022: 230 (14.2% change)	EDEPS
SC: Social and Community Service Managers	60 annual openings	2012: 1,460 2022: 1,720 (17.8% change)	EDEPS
SC: Medical Records/Health Information Technicians	90 annual openings	2008: 2,080 2018: 2,559 (23% change)	SC Office for Healthcare Workforce Analysis & Planning (SC AHEC)

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

The employment opportunities listed in the table above reflect only some of the jobs graduates from the program would be qualified for. Conversations with the Chief Operating Officer at MUSC indicate graduates of this program would fill the gap for several positions that require a bachelor's degree. Employment opportunities for graduates of the program include: Community Health Worker or Community Advocate; Health Educator or Health Coach; and Patient Advocate. The following employers have had recent announcements for at least one of these positions: Greenville Health System, Palmetto Health, Molina Healthcare, and McLeod Health. Graduates will also be encouraged to take the Certified Health Education Specialist (CHES) examination, increasing their prospects of getting hired in a health promotion position.

Job openings for healthcare professionals are expected to increase 27% from 2010 to 2020 (~25,000 added jobs), of which about half will require a bachelor's degree [1]. The healthcare industry is one of the fastest growing industries in SC with an anticipated growth rate of 26% from 2012 to 2022 [2]. SC DEW anticipates +2,000 annual job openings in health-related fields through 2022, with an additional 1,000 annual openings for healthcare support occupations [2]. In addition, by 2020, 62% of SC jobs will require post-secondary education [1].

Graduates of our program have the option to apply to one of our well-established health professions programs, as well as others in the state. 95-100% of graduates of MUSC's programs are employed within 6 months of graduating and these occupations have a positive job outlook in SC.

Ref:

1. Recovery: Job growth and education requirements through 2020. Georgetown University Center on Education and the Workforce.
2. SC Dept. Employment & Workforce (DEW) (2015). Community Profile: SC.

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.

Not applicable

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)

Not applicable.

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
BS in Health Promotion	Charleston Southern University (CSU)	Workforce-ready health promotion concentration	CSU does not have a pre-health professions concentration; Limited online course options; Does not target technical college students
BS in Health Promotion	Coastal Carolina University (CCU)	Pre-health professions and workforce-ready health promotion concentrations	CCU program has health communication, exercise science, and health services leadership concentrations; Limited online course options; Does not target all technical college students
BA or BS in Public Health	College of Charleston (C of C)	Workforce-ready health promotion concentration	C of C program offers BA; Does not have a pre-health professions concentration; Limited online course options; Does not target technical college students
BS in Health Science	Clemson University	Pre-health professions and workforce-ready health promotion concentrations	Clemson program has health services administration and cardiovascular imaging leadership concentrations; Limited online course options; Does not target technical college students
BA or BS in Health Sciences	Furman University	Pre-health professions concentration	Furman program has an exercise science focus and offers BA; Does not have a health promotion concentration; Limited online course options; Does not target technical college students
BS in Health Promotion and Wellness	North Greenville University (NGU)	Pre-health professions and workforce-ready health promotion concentrations	NGU program has exercise science and gerontology tracts; Limited online course options; Does not target technical college students
BS in Health Promotion	University of SC, Beaufort (USC-Beaufort)	Graduates will be prepared to enter health promotion workforce; At least 50% of coursework offered online or in hybrid format; Articulation agreements with Technical College of the Lowcountry and Orangeburg-Calhoun Technical College	USC-Beaufort program has a pre-nursing concentration; Does not specifically target technical college students; Articulation agreement is not with SC Technical College System, which would target all technical colleges

Program Name	Institution	Similarities	Differences
BA or BS in Public Health	University of SC, Columbia (USC-Columbia)	Graduates will be prepared for a career in public health or other graduate programs	USC-Columbia program does not specifically target technical college students; BS in Public Health for students interested in natural and environmental public health, and pre-medical students; Limited online course options

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016	30	360	30	360	30	360
2017	60	720	60	720	30	360
2018	90	1080	90	1080	60	720
2019	120	1440	120	1440	60	720
2020	120	1440	120	1440	60	720

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

Yes

No

If yes, explain. (1000 characters)

Applicants must possess an AS and have a strong academic record (min. 3.0 GPA). Applicants will submit 3 reference forms, a 100-word essay on potential career plans, and a résumé. Applicants with an AS from a SC technical college will receive priority. Students who do not have an AS, but have completed all general education requirements and a min. of 60 credit hours, will be reviewed on a case-by-case basis.

There is only one course prerequisite to enter the BSHS program and that is the successful completion of MAT 120 Probability & Statistics at a SC technical college (or similar course). While the course requirements for an AS vary across technical colleges, we have outlined specific courses to complete while at the technical college for students interested in applying to the proposed program and applying to clinical health professions programs (i.e., the pre-health professions concentration). Based on current admissions requirements of MUSC's clinical health professions programs, the following tables show the courses students should complete at the SC technical colleges to meet these requirements:

MUSC's Master of Science in Cardiovascular Perfusion	
Course	Credit Hours
Mathematics:	
College Algebra or above (6 hours recommended)	3
MAT 120: Probability and Statistics	3
Natural Sciences:	
BIO 210: Anatomy & Physiology I (lab)	4
BIO 211: Anatomy & Physiology II (lab)	4
CHM 110: College Chemistry I (lab)	4
CHM 111: College Chemistry II (lab)	4
PHY 201: Physics I (lab)	4
Elective:	
AHS 102: Medical Terminology or AHS 104: Medical Vocabulary/Anatomy	1 (or 3)
TOTAL	27

MUSC's Master of Science in Physician Assistant Studies	
Course	Credit Hours

Mathematics:	
MAT 120: Probability and Statistics or MAT 165: Statistics	3
Natural Sciences:	
BIO 101: Biological Science I (lab)	4
BIO 210: Anatomy & Physiology I (lab)	4
BIO 211: Anatomy & Physiology II (lab)	4
CHM 110: College Chemistry I (lab) or CHM 211: Organic Chemistry I (lab)	4
BIO 225: Microbiology	4
CHM 213: Principles of Biochemistry	3
Social/Behavioral Science:	
PSY 203: Human Growth and Development	3
Elective:	
AHS 102: Medical Terminology or AHS 104: Medical Vocabulary/Anatomy	1 (or 3)
TOTAL	30

MUSC's Master of Science in Occupational Therapy	
Course	Credit Hours
Mathematics:	
MAT 120: Probability and Statistics	3
Natural Sciences:	
BIO 210: Anatomy & Physiology I (lab)	4
BIO 211: Anatomy & Physiology II (lab)	4
Social/Behavioral Science:	
PSY 203: Human Growth and Development	3
PSY 212: Abnormal Psychology	3
ANT 101: General Anthropology or SOC 101: Introduction to Sociology	3
TOTAL	20

MUSC's Doctor of Physical Therapy	
Course	Credit Hours
Mathematics:	
MAT 120: Probability and Statistics	3
Natural Sciences:	
BIO 101: Biological Science I (lab)	4
BIO 102: Biological Science II	3
BIO 210: Anatomy & Physiology I (lab)	4
BIO 211: Anatomy & Physiology II	3
CHM 110: College Chemistry I (lab)	4
CHM 111: College Chemistry II (lab)	4
PHY 201: Physics I (lab)	4
PHY 202: Physics II (lab)	4
Social/Behavioral Science:	
PSY 201: General Psychology	3
PSY 212: Abnormal Psychology	3
TOTAL	39

BSHS faculty/staff will work with academic advisors and students at the technical colleges to ensure students interested in the pre-health professions concentration successfully complete these courses. Students will meet with academic advisors while at a SC technical college to determine his/her career

trajectory and what courses may be needed to meet graduate program requirements. These courses may be taken as elective credit hours, but most also fulfill the requirements for the AS degree.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

We have received a letter of support from the SCTCS. Students will complete prerequisites, including general education requirements, at a technical college. Upon completion of these courses, students may apply to the proposed BS in Healthcare Studies program at MUSC. Students will be degree-seeking while at a technical college and obtain their AS degree.

While we have received a letter of support from the SCTCS, students from other colleges will be allowed to apply. However, the program is targeted and marketed to students in the SCTCS. Therefore, students at the SC technical colleges who are competitive and meet the admission criteria will receive priority over those who do not.

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	
Introduction to Health Behavior and Education	3	Overview of the U.S. Health Care System	3	Introduction to Health Policy	3
Foundations of Public Health	3	Applied Research and Statistics in the Health Sciences	3	Health and Disease across the Lifespan	3
Social Determinants of Health	3	Etiology and Pathophysiology of Chronic Diseases	3	Principles of Epidemiology	3
Career Options for the Health Professions	2	Program Planning and Implementation	3	Evaluation of Health Promotion Programs	3
Ethics: Policy and Practice	1				
Total Semester Hours	12	Total Semester Hours	12	Total Semester Hours	12
Year 2					
Fall		Spring		Summer	
Delivering Culturally Sensitive Care	3	Social Marketing	3		
Health Promotion Methods	3	Global Health	3		
Rural Health	3	Leadership in the Health Professions	3		
Patient Education and Navigation in Health Care or Introduction to Health Informatics	3	Guided Practicum in Health Promotion or Guided Practicum in Health Professions	3		
Total Semester Hours	12	Total Semester Hours	12	Total Semester Hours	
Number of Credits from SCTCS: Minimum of 60 credit hours					

Total Credit Hours Required: 120
 [Total semester hours = 60 from MUSC + 60 from SC technical college for 120 semester hours for B.S. in Healthcare Studies]

Course Descriptions for New Courses

Course Name	Description
Introduction to Health Behavior and Education	This course will explore theoretical models and concepts of health behavior and education using a social-ecological framework, as well as change management models. The use of models in the development of health education interventions will be covered. 3 credits.
Foundations of Public Health	This course will introduce students to the field of public health, including its history and development. Students will review the major disciplines of public health (environmental health, health administration, community health, epidemiology, and biostatistics), as well as its key components. Current public health challenges will be examined worldwide, in the United States, and in South Carolina. Healthy People 2020 will also be explored. 3 credits.
Social Determinants of Health	This course will define health disparities and health equity, and review the social determinants of health. Students will review evidence of disparities in healthcare delivery and health outcomes in the nation and in South Carolina. Potential explanations for disparities will be discussed, and efforts to reduce disparities and promote equity will be discussed. Evidence-based interventions will also be reviewed. 3 credits.
Overview of the U.S. Health Care System	This course will provide an overview of the structure and components of the U.S. health care system, as well as the different professions. Students will review public and private healthcare insurance plans. Topics include Medicare and Medicaid, Indian Health Service, Veteran's Administration, Military Health Systems, and managed care. 3 credits.
Career Options for the Health Professions	This course will expose students to the career options in the health professions and their roles in the U.S. healthcare system. Students will learn the duties and responsibilities of occupations such as health educator, patient navigator, occupational therapist, physical therapist, cardiovascular perfusionist, physician assistant, dietician, and other occupations. Professionalism and interprofessional teamwork will be emphasized. 2 credits.
Ethics: Policy and Practice	This course will introduce ethical thinking and concepts regarding health practice, health policy, and research. The course will prepare students to understand, evaluate and participate in ethical decision making. Students will also complete the CITI research ethics training. 1 credit.
Program Planning and Implementation	This course will provide the techniques for assessing needs, planning, writing objectives, developing logic models and Gantt charts, and implementing health promotion programs in the clinic, workplace, and community. 3 credits.
Applied Research and Statistics in the Health Sciences	This course will provide students with an overview of reading research results and extracting statistical information. Students will assess evidence presented in the health sciences and be able to understand and evaluate evidence for treatment effectiveness and health disparities. (Prerequisite: MAT 120: Probability and Statistics) 3 credits.
Introduction to Health Policy	This course will provide students with a broad understanding of healthcare policy. How social, political, and professional forces shape our health care system will also be discussed. 3 credits.
Etiology and Pathophysiology of Chronic Diseases	This course will provide students with a basic understanding of the etiology and pathophysiology of chronic diseases. 3 credits.

Course Name	Description
Health and Disease across the Lifespan	This course will review the epidemiology, prevention, treatment, and control of diseases across age groups, including infants, children, adolescents, middle age and older adults. Factors unique to each group will be covered, and factors to consider when working with specific age groups will be discussed. Evidence-based interventions for each age group will also be covered. 3 credits.
Evaluation of Health Promotion Programs	This course will provide an overview of theories and methods of program evaluation for assessing the quality of health promotion programs and interventions. 3 credits.
Principles of Epidemiology	This course will provide an overview of epidemiologic concepts and methods used in public health and population management. An emphasis will be placed on its basic principles, measures in epidemiology, and epidemiologic study designs and analysis. 3 credits.
Health Promotion Methods	This course is designed for students to develop competencies necessary for working in community and public health settings. Presentation skills, developing print, computer and web-based materials, engaging community partners, facilitating groups and coalitions, and advocacy are some of the topics that will be covered. 3 credits.
Delivering Culturally Sensitive Care	This course will introduce students to the importance of delivering culturally sensitive education and care to diverse populations. Case studies will be discussed to identify strategies to improve the delivery of education and care. 3 credits.
Patient Education and Navigation in Health Care	This course will explore issues that impact a patient's ability to optimize health outcomes when navigating the healthcare system. Topics include adult education theory, patient-provider communication, modes of education delivery, and evidence-based programs to improve patient education. 3 credits.
Introduction to Health Informatics	This course introduces students to the various ways in which health information technology is being used to manage patient and health data across the continuum of care and to manage population health. Concepts include health data and information, database management, patient privacy and security, clinical workflow and decision support. Key systems covered include electronic health record (EHR) systems, personal health records, computerized provider order entry, e-prescribing, telehealth and administration systems. Current and emerging informatics applications including consumer health informatics are also introduced. 3 credits.
Social Marketing	This course will provide an in-depth understanding of the role of marketing for population health in order to understand the health behavior of different population groups. The scientific base underlying marketing, and an understanding of target markets, market development, market segmentation, pricing, product characteristics, and consumer behavior is necessary to effectively design and implement health and wellness interventions. Students will apply marketing theory to understand the consumer view(s) of: 1) a tangible medical product; 2) a clinical or educational service; 3) a health-related idea or behavior. 3 credits.
Rural Health	This course will provide students with an overview of issues in access to care and the delivery of health care in rural areas, with a focus on SC. Challenges for health professionals will be discussed, as well as current efforts to improve health outcomes. 3 credits.
Global Health	This course will provide an overview of current global health issues. Topics include communicable and non-communicable diseases and demographic patterns of disease. The World Health Organization's Millennium Development Goals will also be explored. 3 credits.

Course Name	Description
Leadership in the Health Professions	This course will focus on promoting and expanding student's leadership skills. Topics will include classic aspects of leadership, motivation, span of control, job satisfaction, and management of change. 3 credits.
Guided Practicum in Health Promotion	This course is a continuation of the Career Options in Health Professions course. In this course, students will explore one a health promotion profession that they plan to pursue upon graduation. Students will volunteer or observe a professional in work independently with a health agency, or hospital or community setting, or clinic and participate in online discussions with other students. Professional may include a community health educator, patient navigator, or worksite wellness coordinator. Graduate students will facilitate discussions. 3 credits.
Guided Practicum in Health Professions	This course is a continuation of the Career Options in Health Professions course. In this course, students will explore one profession that they plan to pursue upon graduation. Students will volunteer or observe a health professional in a healthcare setting for a minimum of 40 hours, and participate work independently with a health agency or clinic and participate in online discussions with other students. Professions may include an occupational therapist, physical therapist, physician assistant, cardiovascular perfusionist, speech language pathologist, or other health profession. Graduate students will facilitate discussions. 3 credits.

Comments: The anticipated start of this program is fall 2016. All new courses must be approved by the college's Curriculum Committee at least one semester prior to its start. Because of this policy, new courses will be developed at least one semester prior to its anticipated start data. Syllabi for courses to be taught fall of year 1 are currently under review. The following timeline will be used for all proposed BSHS courses:

Semester/Year	Submission to College Curriculum Committee	Course Development
Fall/1	1 st week of March 2016	Spring/Summer 2016
Spring/1	1 st week of April 2016	Summer/Fall 2016
Summer/1		Fall/Spring 2016-17
Fall/2	1 st week of August 2016	Spring/Summer 2017
Spring/2		Summer/Fall 2017

In addition, the curriculum is designed to expose students in both concentrations to most of the same course material so that all students have a foundation in population health/public health. However, there are three key differences:

- (1) Previous Coursework: Prospective students who are interested in the Pre-Health Professions Concentration will complete prerequisite coursework for one or more graduate programs while completing their AS at a technical college. Prospective students will be advised as early as possible if they are intending to pursue a graduate program to complete the needed prerequisites.
- (2) Coursework in B.S. Program: Once enrolled in the program, students in the Health Promotion Concentration will complete the course titled, *Patient Education and Navigation in Health Care*, which will provide them with an overview of an evolving career in healthcare that they can pursue upon graduation. Students in the Pre-Health Professions Concentration will complete the course titled, *Introduction to Health Informatics*, which will provide them with an understanding of the use of health information technology in health care, valuable information for future healthcare providers.
- (3) Guided Practicum: Students will be encouraged to complete a practicum relevant to their concentration and future career plans. For example, a student in the Health Promotion Concentration may develop diabetes education pamphlets for patients in a local community-

based clinic. A student in the Pre-Health Professions Concentration may be interested in applying to a M.S. in Occupational Therapy (OT) program; s/he may “shadow” an occupational therapist to gain additional knowledge about the field and maintain a journal about his/her experiences. Subsequently, if the student applies to an OT program, this experience could make him/her a more competitive applicant.

Faculty

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number (not yet assigned) & 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)
Assistant Professor	Full-time	Fall Yr 1: Intro to Health Behavior and Education (3 cr. hrs.) Spring Yr 1: Program Planning and Implementation (3 cr. hrs.) Summer Yr 1: Health and Disease across the Lifespan (3 cr. hrs.)	Medical University of SC – PhD in Health and Rehabilitation Science (Track: Health services); Dissertation: Impact of the economic recession on primary care access for the homeless (2015) University of Minnesota – MPH (Track: Community Health Education) (2009) University of Miami – BA (Majors: Psychology and International studies; Minor: Foreign Languages) (2005)	10 years of experience developing, planning, implementing, and evaluating community health education programs. 8 years of experience conducting research to promote health equity with underserved populations. 3 years live and online teaching experience in higher education.
Assistant Professor*	Full-time	Fall Yr 1: Foundations of Public Health (3 cr. hrs.); Career Options for the Health Professions (2 cr. hrs.); Ethics: Policy and Practice (1 cr. hr.)	Minimum of 3 years research experience; graduate preparation in health policy/ administration and statistics relevant; and	A competitive candidate will have a record of expertise in didactic education, experience in curriculum development, academic scholarship, and professional association involvement. Academic rank will be commensurate with credentials and experience.

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number (not yet assigned) & 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)
		<p>Spring Yr 1: Overview of the U.S. Health Care System (3 cr. hrs.); Applied Research & Statistics in the Health Sciences (3 cr. hrs.)</p> <p>Summer Yr 1: Intro to Health Policy (3 cr. hrs.)</p>	<p>prior classroom teaching experience, preferably online. The ideal candidate will have completed a doctorate or be in the process of obtaining a terminal degree.</p>	
Instructor*	Part-time	<p>Summer Yr 1: Evaluation of Health Promotion Programs (3 cr. hrs.)</p> <p>Fall Yr 2: Patient Education and Navigation in Health Care</p> <p>Spring Yr 2: Guided Practicum in Health Promotion (3 cr. hrs.); Guided Practicum in Health Professions (3 cr. hrs.)</p>	<p>The ideal candidate will have at a minimum a master's degree.</p>	<p>Minimum of 3 years of experience working in a healthcare and/or community setting delivering health education; experience working with diverse patient populations or communities, and implementing and evaluating health programs.</p>
Instructor	Full-time	<p>Fall Yr 1: Social Determinants of Health (3 cr. hrs.)</p>	<p>Medical University of SC – DHA (2012) and MHA (2000) (Health Administration)</p>	<p>The proposed faculty candidate is an instructor for the Public Information and Community Outreach (PICO) program at MUSC with over 15 years of experience working with communities to improve health outcomes (MUSC Neighborhood Health Program and REACH 2010 [Racial and Ethnic Approaches to Community Health]). She is also the course instructor for <i>IP 710: Transforming Health Care for the Future</i> that teaches students about the healthcare system, cultural competencies, health disparities, and the</p>

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number (not yet assigned) & 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)
				social determinants of health. If unavailable, another candidate with similar qualifications will teach this course.
Assistant Professor	Full-time	Spring Yr 1: Etiology & Pathophysiology of Chronic Diseases (3 cr. hrs.)	The ideal candidate will have a PhD and graduate training in pathophysiology.	A faculty member in the Department of Health Professions that currently teaches a pathophysiology course in one of our graduate programs will teach this course.
Assistant Professor	Full-time	Summer Yr 1: Principles of Epidemiology	The ideal candidate will have a PhD and graduate training in epidemiology.	A faculty member in the Department of Public Health Sciences will most likely teach this course.
Assistant Professor	Full-time	Fall Yr 2: Delivering Culturally Sensitive Care (3 cr. hrs.)	George Washington University – Postdoctoral certificate in Executive Healthcare in Diversity and Inclusion University of SC – PhD in Higher Education	The proposed faculty candidate serves as MUSC’s Chief Diversity Officer (university) and is the campus leader of MUSC’s prejudice reduction training team that provides guidance on delivering culturally sensitive care to patients. If unavailable, another candidate with similar qualifications will teach this course.
Assistant Professor	Full-time	Fall Yr 2: Health Promotion Methods	The ideal candidate will have a PhD.	A faculty member in the Department of Public Health Sciences will most likely teach this course.
Assistant Professor	Full-time	Fall Yr 2: Rural Health (3 cr. hrs)	The ideal candidate will have a PhD.	A faculty member in the Department of Public Health Sciences will most likely teach this course.
Professor	Full-time	Fall Yr 2: Intro to Health Informatics (3 cr. hrs.)	The ideal candidate will have a PhD.	A faculty member in the Department of Healthcare Leadership & Management will most likely teach this course.
Professor	Full-time	Spring Yr 2: Social Marketing (3 cr. hrs.)	The ideal candidate will have a PhD.	A faculty member in the Department of Healthcare Leadership & Management will most likely teach this course.

Faculty and Administrative Personnel				
Rank	Full- or Part-time	Courses Taught or To be Taught, Including Term, Course Number (not yet assigned) & 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	Spring Yr 2: Global Health (3 cr. hrs.)	The ideal candidate will have a PhD.	A faculty member associated with MUSC's Center for Global Health will most likely teach this course.
Professor	Full-time	Spring Yr 2: Leadership in the Health Professions (3 cr. hrs.)	The ideal candidate will have a PhD.	A faculty member in the Department of Healthcare Leadership & Management will most likely teach this course.

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:	2.6 FTE + 10 faculty	Staff	1.03 FTE	Administration	0.05 FTE
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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)

Faculty: 2.6 FTE faculty members (1 existing employee at 1 FTE is the program director and will teach; 1 new full-time faculty member who will primarily teach; in Year 2, will add 1 new part-time faculty member at 0.6 FTE); 10 existing faculty members (or graduate-level students) within the College of Health Professions or another MUSC college will teach the remaining courses (e.g., College of Medicine's Department of Public Health Sciences).

Staff: 1 part-time administrative assistant (existing employee) (0.8 FTE); 1 part-time student services coordinator (existing employee) (0.23 FTE)

Administration: Existing faculty member is Department Chair at 0.05 FTE

The development of these courses will have a minimal impact on faculty load outside of the BSHS program. New courses will be taught primarily by faculty in the program and will be as follows: 1 FTE program director at 11-12 credit hours/academic year; 1 new FTE faculty member at 18 credit hours/academic year; and 1 new 0.6 FTE faculty member at ~13 credit hours/year. This workload is the average for faculty in the college. Faculty or graduate-level students with expertise in specific areas in the college/university will teach the remaining credit hours (3 credit hours in year 1 and ~21 credit hours in year 2 and beyond).

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)

MUSC's library resources are adequate to support the proposed program. The MUSC Library acts as a knowledge center, academic computing support unit, electronic education center, and leader in information planning. Online resources include a full catalog and access to several major biomedical databases such as MEDLINE/PubMed, CINAHL, PsycINFO, SciFinder, and Scopus. In addition to online resources, the Library maintains a comprehensive collection of books and journals, and provides access to 23,044 electronic journals and 333,615 electronic books. The Library has received several awards from National Commission on Libraries and Information Science for excellence in providing health information. Students also have access 24/7 to all digital content in MUSC's library.

Student Support Services

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

No additional academic support services are needed for this proposed program. Students will have access to services all MUSC students access, including the Center for Academic Excellence, which provides supplemental tutoring resources, the Writing Center, and Counseling and Psychological Services. Additional services include student health and wellness, extracurricular student programs, and interprofessional education. There are no additional costs associated with these services.

Physical Resources

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

No new equipment is needed for this proposed program.

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 or modifications to existing facilities are needed for this proposed program. Coursework will be completed primarily online with one on-campus session per semester. This session will occur in existing classrooms that are equipped with SmartBoard technology, projection systems, and audiovisual equipment. Although the majority of the coursework will occur online, students will have access to all classrooms and computer technology available to students who attend classes on-campus. This includes access to the College's Student Life and Recruitment Center during business hours, which has computer stations and printers for students' use.

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	10,924	11,143	11,366	11,593	11,825	56,851
Faculty and Staff Salaries	390,489	491,248	499,502	507,920	516,506	2,405,665
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	44,000	45,320	46,680	48,080	49,522	233,602
Library Resources	0	0	0	0	0	0
Other*	13,000	13,390	13,792	14,205	14,632	69,019
Total	458,413	561,101	571,340	581,798	592,485	2,765,137
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	682,560	1,148,976	1,856,745	2,344,141	2,367,582	8,400,004
Program-Specific Fees	67,500	112,500	180,000	225,000	225,000	810,000
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	750,060	1,261,476	2,036,745	2,569,141	2,592,582	9,210,004
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	291,647	700,375	1,465,405	1,987,343	2,000,097	6,444,867

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

Budget Justification

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

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

The “other” new costs are funds allocated for faculty professional development and other fees associated with student and faculty recruitment. In addition, the net total does not reflect the costs associated for the program to support College and University overhead operational expenses as well as the College and University Strategic Fund. These costs will result in a smaller net total for each year. Current projections demonstrate a possible negative net total in year one and two, with a positive net total year three and beyond. The college will be able to financially support this program when this occurs.

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)

University policy requires that degree programs annually monitor and evaluate program outcomes and student learning outcomes for quality improvement through MUSC's Office of Institutional Effectiveness. Therefore, the program assesses both program outcomes and student learning outcomes as shown below. The information from the assessments will be used for quality improvement.

Program Outcomes (PO)

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

Measure 1: Percent of students who graduate from the program within 3 years (150% of the program length).

Target: 90% (university-wide target)

Source: MUSC OIE (data from Office of Enrollment Management)

Measure 2: Percent of students who enter the workforce who are employed full-time within 6 months of graduating.

Target: 90%

Source: Alumni survey

Measure 3: Percent of program graduates who apply to graduate school and are accepted.

Target: 30%

Source: Alumni survey

Measure 4: Percent of courses that receive a score of 4.0 or higher on course effectiveness.

Target: 85%

Source: MUSC E-value course evaluation

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

Measure 1: Percent of graduating students who rated the quality of their education as good or excellent.

Target: 90%

Source: College exit survey (5-point scale)

Measure 2: Percent of graduating students who agreed that they made the right choice in selecting MUSC for their education.

Target: 90%

Source: College exit survey

Measure 3: Percent of graduating students who agreed that they would recommend the program to other prospective students.

Target: 90%

Source: College exit survey

PO 3: The program recruits and retains a diverse student body.

Measure 1: Percent of enrollees who are underrepresented minorities (URM; students who identify as Black/African American, Hispanic/Latino, American Indian or Alaskan Native, or Native Hawaiians or Other Pacific Islanders).

Target: 15%

Source: Program report

Measure 2: Percent of graduates who are underrepresented minorities (American Indians or Alaska Natives, Blacks or African Americans, Hispanics or Latinos, Native Hawaiians or Other Pacific Islanders) (# URM graduates/# of total graduates).

Target: 15%

Source: Program report

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
<p>Understand and apply theory in the development, implementation, and evaluation of health interventions, programs, and policies</p>	<p>Measure 1: Percent of students rated as “meets expectations” or higher on the final program planning assignment on the rubric. Measure 1 Description: Each student is evaluated by the course instructor of “Program Planning and Implementation” on the final course assignment that demonstrates that s/he has the ability to develop an intervention plan that incorporates a health behavior theory. Target: 90% Source: Evaluation rubric</p> <p>Measure 2: Percent of students who score at least 75% of items correct on a comprehensive examination of knowledge about health program evaluation. Measure 2 Description: Each student will be evaluated by the course instructor of “Evaluation of Health Promotion Programs” using the final examination score that demonstrates that s/he understands the process of the evaluation of health interventions, programs, and policies. Target: 90% Source: Course final examination</p>
<p>Evaluate and interpret results from health-related research and evaluations</p>	<p>Measure 1: Percent of students rated as “meets expectations” or higher on the final article critique. Measure 1 Description: Each student will be evaluated by the course instructor of “Research and Statistics in the Health Sciences” on several research article critiques. The final article critique will be used to assess the student’s ability to interpret the results of studies. Target: 100% Source: Evaluation rubric</p> <p>Measure 2: Percent of students rated as “meets expectations” or higher on the research poster. Measure 2 Description: Each student will be evaluated by the course instructor of “Rural Health” on a research poster that demonstrates that s/he has the ability to develop a research poster with background, methods, results, and discussion sections, and incorporate epidemiologic concepts. Target: 90% Source: Evaluation rubric</p>

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Demonstrate sensitivity towards culturally and socially diverse populations	<p>Measure 1: Percent of students who submit a reflection paper after completion of the Welcoming Diversity Exposure workshop on-campus in semester 1. Measure 1 Description: The Welcoming Diversity Exposure workshop is a part of the first-year student orientation and is designed to introduce participants to various aspects of diversity. Students will complete and submit a reflection paper after completing the workshop via email to the program director. Target: 100% Source: Email submission</p> <p>Measure 2: Percent of students rated as “meets expectations” or higher on the final cultural awareness paper. Measure 2 Description: Each student will be evaluated by the course instructor of “Delivering Culturally Sensitive Care” on a final writing assignment that is an analysis and expansion of the student’s awareness of both the cognitive knowledge and skills necessary to effectively interact with and serve culturally diverse populations. Target: 90% Source: Evaluation rubric</p>
Communicate complex health information	<p>Measure 1: Percent of students rated as “meets expectations” or higher on the tailoring health messages final project. Measure 1 Description: Each student will be evaluated by the course instructor of “Health and Disease across the Lifespan” on a final project that requires them to develop age-appropriate health messages for three age groups. Target: 90% Source: Evaluation rubric</p> <p>Measure 2: Percent of students rated as “meets expectations” or higher on the final social marketing project. Measure 2 Description: Each student will be evaluated by the course instructor of “Social Marketing” on a final project that examines the student’s ability to effectively communicate complex health messages. Target: 90% Source: Evaluation rubric</p>
Apply ethical and professional principles that govern the health professions	<p>Measure 1: Percent of students rated as “meets expectations” or higher on an ethics case analysis. Measure 1 Description: Each student will be evaluated by the course instructor of “Leadership in the Health Professions” on a case study that requires them to identify ethical concerns, explain organizational and legal concepts involved, and propose solutions. Target: 90% Source: Evaluation rubrics</p>

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
	<p>Measure 2: Percent of students who submit a reflection paper after completion of the Handling Controversial Issues workshop on-campus in semester 3. Measure 2 Description: The Handling Controversial Issues workshop is a part of the second-year student visit and is designed to assist individuals within a group setting on handling intergroup conflicts. Students will complete and submit a reflection paper after completing the workshop via email to the program director. Target: 100% Source: Email submission</p> <p>Measure 3: Percent of students rated as “meets expectations” or higher on ethics and professionalism by his/her preceptor for the practicum. Measure 3 Description: Students will complete a guided practicum and be evaluated on their ability to apply ethical codes and professional standards by their preceptor. Target: 90% Source: Practicum rubric</p>

Will the proposed program seek program-specific accreditation?

Yes

No

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

Not applicable

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)

Students who have a concentration in health promotion will be eligible to take the Certified Health Education Specialist (CHES) examination after completing > 25 credit hours in a health promotion-related field.

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

Not applicable.

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

The South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201

September 16, 2015

Dear South Carolina Commission on Higher Education:

It is my privilege and pleasure to write this letter of support for the College of Health Profession's proposed B.S. in Healthcare Studies program as the Chair of MUSC's Department of Public Health Sciences. This program has the potential to serve as a pipeline into our Master of Public Health program in Health Behavior and Health Promotion. With the rigorous and comprehensive curriculum developed by faculty in the B.S. program, there is no doubt that interested graduates from the program would be prepared to handle our program's course of study.

I met with Dr. Brandi White, the director of the proposed program, and was excited to learn of her extensive research experience in population health, and more specifically health promotion. We discussed opportunities for collaboration, including teaching opportunities for my department's doctoral students in the B.S. program and co-sponsoring university-wide public health initiatives. Based on our discussion, my department is committed to collaborating with the program and is in the process of giving Dr. White a joint appointment in our Division of Health Behavior and Health Promotion.

In summary, I offer my highest support of the proposed B.S. in Healthcare Studies program. The opportunities for collaboration are endless. If I can provide any additional information, please do not hesitate to contact me.

Sincerely,



John Vena, PhD
Professor and Founding Chair

November 23, 2015

James C. Williamson
System President

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Dr. David Cole
President, Medical University of South Carolina (MUSC)
Colcock Hall
179 Ashley Ave., MSC 001
Charleston, SC 29425

Dear Dr. Cole,

The South Carolina Technical College System is pleased to support MUSC's proposal for a Bachelor of Science in Healthcare Studies. The objectives of the proposed program align closely with our efforts to increase support for transfer students. Specifically, the program presents an opportunity for our System to work collaboratively with MUSC to increase awareness among our students, faculty, and staff regarding career opportunities available to transfer students.

Data analysis indicates a large pool of qualified students available for program entry. Additionally, survey results demonstrate strong student interest in the proposed program. We will build upon student interest by exploring targeted strategies for disseminating information about the Healthcare Studies program once it is approved. We will also promote our partnership with MUSC through discussions at system-wide meetings for academic advisors, chief academic officers, and chief student services officers.

This proposal presents an exciting opportunity for our students to enter and complete competitive healthcare programs at the baccalaureate and graduate levels. Furthermore, this partnership can only enhance our ability to educate and recruit the most capable workforce in the region. We fully support the efforts of MUSC in this endeavor.

Sincerely,



James C. Williamson, Ph.D.
System President



**New Program Proposal
 Master of Science in Physician Assistant Studies
 University of South Carolina Columbia**

Summary

The University of South Carolina requests approval to offer a program leading to the Master of Science in Physician Assistant Studies to be implemented in January 2017. 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 and letters of support are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	1/15/16	Not Applicable
ACAP Consideration	2/18/16	<p>USC's representative discussed the need for the proposed program and addressed clinical site placements needed to support the program. CHE staff also asked about the facility renovations needed to support the program; the representative described the renovations at the School of Medicine to add the Physician Assistant suite. The representative from Francis Marion University expressed support for the proposed program.</p> <p>Staff stated that a request for revisions to the proposal would be forthcoming.</p> <p>ACAP members voted to approve the program proposal.</p>
Comments and suggestions from CHE staff sent to the institution	2/26/16	<p>Staff requested the proposal be revised to:</p> <ul style="list-style-type: none"> • Identify clearly the SC employment data • Revise the enrollment chart so that it provides the total credit hours per semester. • Explain the plan and timeline for developing and implementing the new courses. • State when the two other PA positions will be filled. • Provide information about the School of Medicine funding the renovations and furnishings to the PA suite, including their cost. • Address clinical training sites in more detail as discussed at the ACAP meeting • Include letters of commitment/support for clinical placements, if available. • Explain the funds needed for facilities. • Provide more information about programmatic assessment and how the data will be used to make changes to the program, if needed.
Revised Program Proposal Received	3/10/16	The revised proposal satisfactorily addressed the requested revisions and includes the letters of support requested.

Stages of Consideration	Date	Comments
CAAL Consideration	4/7/16	<p>Commissioners questioned the need for the program and asked about program duplication.</p> <p>The University's representative explained the need for more primary care providers, especially in the Pee Dee and Midlands areas, and stated that the state currently imports more Physician Assistants than it produces. He also identified the clinical partners for the program and explained that most graduates remain as working professionals in the regions where they attended school, meaning establishing the program can aid in recruitment of professional care in the area. The representative emphasized that the goal of the program is to provide more high quality and cost effective care.</p> <p>Commissioners also asked about program accreditation and the University's representative described the accreditation process and timeline.</p>

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program leading to the Master of Science in Physician Assistant Studies to be implemented in January 2017.

Background Information

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

Physician assistants (PAs) are medical professionals who are nationally certified and state-licensed to practice medicine with physician supervision. PAs obtain medical histories, conduct physical examinations, diagnose, and treat illnesses, prescribe medication, order and interpret lab tests, perform procedures, assist in surgery, provide patient education and counseling, and make rounds in hospitals and nursing homes. In 2014 Forbes magazine ranked the Master of Science in Physician Assistant Studies as the number one best master's degree for a job and projected a 38% employment increase.

The nature and purpose of the proposed program is to produce highly competent, compassionate physician assistants who are committed to lifelong learning and advancing the PA profession. The program will be dedicated to producing physician assistants who deliver high-quality, patient-centered care and excel as members of an interprofessional health care team, while making significant contributions to the health care needs of the citizens of South Carolina.

The target audience is citizens of South Carolina who have completed undergraduate degrees and desire training to become a licensed physician assistant and to deliver quality health care particularly to citizens in underserved and rural areas of the state. This program is in complete alignment with the mission of the School of Medicine to improve the health of the citizens of South Carolina through education, research, and clinical practice.

List the program objectives. (2000 characters)

The specific objective of the proposed program is to produce Physician Assistant graduates who will increase the number of healthcare professionals and provide improved access to primary medical care for the citizens of rural and medically-underserved South Carolina. This objective will be met by:

1. Enrolling diverse and highly qualified students who reflect the dynamic population of South Carolina.
2. Encouraging life-long professional involvement, scholarly activity, leadership and service.
3. Maintaining a level of PANCE (Physician Assistant National Certification Exam) pass rates that meet or exceeds the national average.
4. Maintaining an overall 95% or better graduation rate for entering University of South Carolina Physician Assistant students
5. Maintaining an accredited program with an innovative curriculum that prepares entry-level graduates for the contemporary practice of medicine.
6. Focusing on primary care training in rural and medically-underserved areas.

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)

According to Association of American Medical Colleges (AAMC) estimates, the US faces a shortage of more than 91,500 physicians by 2020 —a number that is expected to grow to more than 130,600 by 2025. In South Carolina, 2012 statistics showed just 77.5 primary care physicians per 100,000 population — compared with 90.1 per 100,000 nationwide — indicating that SC ranks 40th in the number of primary care doctors. This physician shortage in SC most strongly affects the rural areas. These areas are identified as medically underserved by the SC Department of Health and Human Services, which considers the "continuing physician shortage, especially in rural areas," to be a major problem". A recent AAMC survey indicates that while about half of Americans prefer physicians as primary care providers, they are willing to be treated by physician assistants (PAs) for more timely access to a health care provider. Therefore, PAs are needed to address the growing shortage of primary care providers, particularly in rural areas.

According to the SC Health Professions Data Book (2014), there are currently 960 PAs practicing in SC with about half serving in Charleston, Greenville, Horry and Richland counties. Within the Midlands, there are 155 PAs practicing within Calhoun, Fairfield, Kershaw, Lexington, Orangeburg, Richland and Sumter counties. However, Calhoun and Fairfield counties only have one practicing PA each and Saluda does not have any. This region comprises 37% of the population of the state, but contains only 16% of the PAs in the state. Thus, there is a particularly acute shortage of these primary health care providers in the midlands of SC that the new PA program will address. In addition, the affiliation agreement with the Dorn VA Medical Center will help us train PAs for enhancing the care of our Nation's Veterans.

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
Physician Assistant	365 in SC	38% growth in PA numbers between 2012 and 2022 as compared to 11% for all occupations; based on 960 PAs practicing in SC as of 2014	U. S. Bureau of Labor Statistics; SC Health Professions Data Book (2014)

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

The Occupational Outlook Handbook published by the Bureau of Labor and Statistics forecasts growth of 38% in PA numbers between 2012 and 2022 which compares to 11% for all occupations. This is in part due to a shortage of physicians, the growing need for primary care providers, and the expansion in the procedures PAs are certified to do. In addition, the extremely low 1.2% unemployment rate for PA's nationwide has helped gain recognition for the profession which is ranked # 10 by US News and World Report of the 100 best jobs in 2015. We estimate based on 38% growth over the next seven years that there will be 365 new jobs for PAs in South Carolina.

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)

PA students will be joining students from other healthcare disciplines (nursing, pharmacy, law, genetic counseling, social work, and medical students) to participate in an interprofessional education course and will be joining the medical students for a medical interviewing course. PA faculty will assist with facilitation of small group exercises in this course. PA students will join a physiology course used for the Masters in Nurse Anesthesia program. These courses should provide enhanced interprofessional interactions for all health care trainees.

Clinical affiliation agreements have been put in place with Palmetto Health, WJB Dorn VA Medical Center and regional health care providers to meet the needs for additional clinical training sites for students in the PA program.

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
Physician Assistant Program	Medical University of South Carolina	Prepares PA for rural practice; 27 months in length; core curriculum as mandated by the ARC-PA; interprofessional training opportunities; similar training environment within a medical school	Required 4-week orthopedic surgery rotation to prepare primary care PAs to better handle these issues in their patient population; Only PA program in SC that will integrate ultrasound training into the curriculum. Smaller class size (30 vs 60 at MUSC); January start date (May at MUSC), thus graduates will be entering the workforce at different times of the year.
Physician Assistant Program	Francis Marion University	Prepares PA for rural practice; 27 months in length; core curriculum as mandated by the ARC-PA ; class size	Required 4-week orthopedic surgery rotation to prepare primary care PAs to better handle these issues in their patient population; exposure to more students in healthcare professions (Pharmacy, Public Health, Social Work) through the interprofessional education course offered at USC; January start date (August for FMU), thus graduates will be entering the workforce at different times of the year; Only PA program in SC that will integrate ultrasound training into the curriculum.
Physician Assistant Program	North Greenville University (in development)	Class size, core curriculum as mandated by the ARC-PA, primary care focus	Required 4-week orthopedic surgery rotation to prepare primary care PAs to better handle these issues in their patient population. Only PA program in SC that will integrate ultrasound training into the curriculum. Exposure to more students in healthcare professions (Pharmacy, Public Health, and Social Work) through the interprofessional education course offered at USC. NGU program is three months shorter and has an additional four more weeks of a family medicine clinical rotation.

Description of the Program

Projected Enrollment						
Year	Spring		Summer		Fall	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2017	20	300	20	340	20	380
2018	50	790*	50	750*	50	970*
2019	80	1200*	60	1740*	60	2340*
2020	90	1320*	60	1740*	60	2340*
2021	90	1320*	60	1740*	60	2340*

* Credit hours vary depending on which year of the curriculum the student is in.

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)

Education:

A baccalaureate degree from an institution accredited by the Commission on Colleges of a Regional Accrediting Organization is required.

Prerequisite Coursework:

- Prerequisite courses must be completed and reported to CASPA (Central Application Service for Physician Assistants). Applications may not have more than two pending prerequisite courses at time of submission to the program.
- All prerequisite courses must be taken within the last 7 years.
- Applicants are required to have completed the prerequisite classes in the table below.
- We do not accept online lab courses.
- Courses can be taken at any regionally accredited institution, including community colleges. We will give preference to prerequisite courses taken at a 4-year institution.
- All courses must be assigned a letter grade with the exception of medical terminology which can be Pass/Fail.
- Applicants must have at least a 3.0 cumulative and science GPA based on a 4.0 scale.

Prerequisite Courses	Minimum Semester Credit Hours
Human Anatomy and Physiology – Lecture	6
Human Anatomy and Physiology – Lab	2
Genetics	3
General Chemistry - Lecture	6
General Chemistry - Lab	2

Organic Chemistry or Biochemistry – Lecture	4
Organic Chemistry or Biochemistry – Lab	2
Microbiology	3
Introductory Psychology or higher	3
Statistics	3
Medical Terminology	1

Patient Care:

We require that applicants have at least 500 documented healthcare exposure hours. These hours can be obtained through paid, volunteer or shadowing experiences. We prefer that 100 of your clinical hours be direct shadowing of a PA or nurse practitioner.

GRE:

Applicants must take the GRE. A score of 300 or greater is considered competitive.

Citizenship:

Applicants should be citizens of the United States of America or permanent residents.

Immunizations:

1. Measles, Mumps, Rubella (MMR)
2. Hepatitis B
3. Varicella
4. Tetanus/TdaP
5. Polio
6. Tuberculosis Screening
7. Influenza

Preference given to SC residents, USC alumni and veterans.

Are there any special articulation agreements for the proposed program?

Yes

No

If yes, identify. (1000 characters)

Curriculum

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

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Spring		Summer		Fall	
Physiology for Health Sciences	6	PA Clinical Medicine and Therapeutics I	7	PA Clinical Medicine and Therapeutics II	6
Human Anatomy for Health Sciences	6	Physical Diagnosis	6	PA Clinical Medicine and Therapeutics III	6
Medical Interviewing	2	Medical Genetics/Laboratory Diagnostics	2	Behavioral Medicine	2
PA Professional Practice	1	Medical Law and Ethics	2	Advancing Medical Practice through Research	3
				Diagnostic Testing	2
Total Credit Hours/Semester	15	Total Credit Hours/Semester	17	Total Credit Hours/Semester	19
Credit Hours generated (15 x 20 students)	300	Credit Hours generated (17 x 20 students)	340	Credit Hours generated (19 x 20 students)	380
Year 2					
Spring		Summer		Fall	
PA Clinical Medicine and Therapeutics IV	7	Family Medicine Rotation	8	Internal Medicine Rotation	4
Clinical Skills Lab	3	Women's Health Rotation	4	Pediatrics Rotation	4
Surgery/Emergency Medicine	2			Behavioral Health Rotation	4
Clinical Immersion for PAs	2			General Surgery Rotation	4
Interprofessional Seminar	1			Emergency Medicine	4
Clinical Medicine Across the Lifespan	2				
Total Credit Hours/Semester	17	Total Credit Hours/Semester	12	Total Credit Hours/Semester	20
Credit Hours generated (15 x 30 students + 17 x 20 students)	790	Credit Hours generated (17 x 30 students + 12 x 20 students)	750	Credit Hours generated (19 x 30 students + 20 x 20 students)	970
Year 3					
Spring					
Orthopedics Rotation	4				
PA Practicum Elective	4				

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Biomedical Research (Capstone)	2				
Summative Seminar for PAs	2				
Total Credit Hours/Semester	12				
Credit Hours generated (15 x 30 students + 12 x 20 students + 17 x 30 students)	1200				

Total Credit Hours Required for Program: 112

Course Descriptions for New Courses

Course Name	Description
BMSC 740: Human Anatomy for Health Sciences	Normal human anatomy and embryology, as well as pathological variations during disease states, to include advanced anatomical imaging techniques such as radiography and ultrasonography.
BMSC 742 Seminar for PAs (Summative Experience)	Enhancing interpersonal and professional skills.
BMSC 743 Clinical Immersion for PAs	Introduction to the clinical setting, to include HIPAA training, shadowing clinicians, and basic life support training.
BMSC 744 Interprofessional Seminar for Health Professionals	Formal and informal codes of interprofessional conduct for the health science disciplines. Group discussion of implications for interprofessional research, clinical practice, and administration.
BMSC 745 Medical Interviewing	Medical interviewing, medical documentation, patient assessment, and patient management.
BMSC 746 Physical Diagnosis	Developing the techniques necessary to begin the evaluation of patients by ascertaining symptoms and evaluating physical signs of disease.
BMSC 747 Diagnostic Testing	Analysis, utilization and interpretation of diagnostic testing modalities in medicine.
BMSC 748 Surgery and Emergency Medicine	Specialized medical topics in emergency and surgical medicine.
BMSC 749 Clinical Medicine Across the Lifespan	Analysis, utilization and interpretation of diagnostic testing modalities in medicine.
BMSC 751 Behavioral Health	Development of clinical skills and knowledge required to identify the presentation and mechanisms of mental health problems and employ a psychopathology approach to the patient.

Course Name	Description
BMSC 752 Medical Law and Ethics	Ethical issues and legal implications in patient-centered health care delivery systems
BMSC 753 PA Professional Practice	PA professional issues
BMSC 755 Medical Genetics and Laboratory Diagnostics	Fundamental genetics, the role of human genetic factors in clinical medicine, and interpretation of laboratory data
BMSC 756 Advancing Medical Practice through Research	Critical thinking skills and research methods to prepare students to search, interpret and evaluate the medical literature and perform clinical research.
BMSC 757 Family Medicine Practicum	Supervised clinical practicum for physician assistants in Family and Preventative Medicine.
BMSC 758 Internal Medicine Practicum	Supervised clinical practicum for physician assistants in Internal Medicine.
BMSC 759 Women's Health Practicum	Supervised clinical practicum for physician assistants in OB/GYN.
BMSC 760 Pediatrics Practicum	Supervised clinical practicum for physician assistants in Pediatrics
BMSC 761 Behavioral Medicine Practicum	Supervised clinical practicum for physician assistants in Psychiatry and Behavioral Health
BMSC 762 Surgery Practicum	Supervised clinical practicum for physician assistants in General Surgery
BMSC 763 Emergency Medicine Practicum	Supervised clinical practicum for physician assistants in Emergency Medicine
BMSC 764 Orthopedics Practicum	Supervised clinical practicum for physician assistants in Orthopedics

Course Name	Description
BMSC 765 PA Practicum Elective	Supervised clinical practicum for physician assistants in area of student's choice with approval of the Director of Clinical Education. Elective can be in a specialty or core area.
BMSC 766 Clinical Medicine and Therapeutics I	Examines diseases related to different organ systems including review of pathophysiological basis of disease, resulting clinical signs/symptoms and overview of treatment strategies.
BMSC 767 Clinical Medicine and Therapeutics II	Examines diseases related to different organ systems including review of pathophysiological basis of disease, resulting clinical signs/symptoms and overview of treatment strategies.
BMSC 768 Clinical Medicine and Therapeutics III	Examines diseases related to different organ systems including review of pathophysiological basis of disease, resulting clinical signs/symptoms and overview of treatment strategies.
BMSC 769 Clinical Medicine and Therapeutics IV	Examines diseases related to different organ systems including review of pathophysiological basis of disease, resulting clinical signs/symptoms and overview of treatment strategies.
BMSC 770 Clinical Skills Lab	Performing clinical procedures and using technology such as ultrasonography in clinical practice.
BMSC 780 Biomedical Research (Capstone Project)	Research project conducted with mentor focused on advancing medical practice.

All of the courses within the program curriculum have been created and all syllabi have been written. All courses within the Physician Assistant Program curriculum were approved by the Graduate School at USC in November 2015. As faculty are hired, they will be assigned courses to direct based on their areas of expertise with the exception of the basic science and research courses within the curriculum, which will be taught by the USC School of Medicine basic science faculty. The courses will be implemented in the semesters designated in 2017 or 2018.

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 time	BMSC 753 – 1 credit hour, spring I; BMSC 749 – 2 credit hours, spring II; BMSC 744, Spring II – 1 credit hour	PA-C with previous teaching experience in PA programs; Degrees earned: BS – biology from Mars Hill College, BS in PA Studies from East Carolina University, MHS from Duke University and EdS from Lincoln Memorial University	12+ years of clinical experience as a PA in primary care
Assistant Professor*	Full time	BMSC 766, summer – 7 credit hours; BMSC 767/768, fall – 12 credit hours; BMSC 769 spring 2 – 7 credit hours	PA-C; Degrees earned: BS – biology from Chapel Hill University, BS in PA Studies from East Carolina University, MHS from Duke University	12+ years of clinical experience as a PA
Assistant Professor*	Full time	BMSC 757, 759, 758, 760, 761, 762, 763, 764, 765, 780, 742 – Clinical year – 44 credit hours BMSC 743-Spring II, 2 credit hours	PA-C; Degrees earned: BS in Health and Physical Education from Brocton Central School, NY; BS in Physician Assistant Studies from Gannon University; MBA in Healthcare Administration from NYIT-Ellis College in IL	20 years of clinical experience as a PA Hired – to start in May 2017
Assistant Professor*	Full time	BMSC 752 and 755, summer – 4 credit hours; BMSC 751, fall – 2 credit hours; BMSC 754 – 3 credit hours, spring II;	PA-C	To be filled by June 2017
Assistant Professor*	Full time	BMSC 746 – 6 credit hours; summer I; BMSC 747, Fall – 2 credit hours; BMSC 748, Spring II – 2 credit hours	PA-C	To be filled by August 2017

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	Part time	BMSC 756, fall – 3 credit hours	BS Muskingum College, PhD University of Illinois, Postdoctoral at Yale University with experience training medical students and in conducting research and publishing research articles	
Associate Professor	Part time	PHPH 701, spring I – 6 credit hours	Ph.D., Biological Chemistry- University of Michigan; Postdoctoral- Molecular Pharmacology – University of Michigan	Experienced faculty member in the School of Medicine with teaching medical and nurse anesthesia students
Associate Professor	Part time	BMSC 740, spring I– 6 credit hours	Ph.D., Duke University, Graduate School, Department of Biological Anthropology & Anatomy	Experienced faculty member in the School of Medicine with teaching medical students
Asst. Adjunct Professor	Part time	BMSC 745 Medical Interviewing	MD – Wake Forest University	Experienced faculty member in the School of Medicine with teaching medical students
Staff	Full time			Assists with administrative duties for the PA Program
Staff*	Full time			Assists with administrative duties for the PA Program

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: 4

Staff: 2

Administration: 1.2

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)

With implementation of the PA Program, a total of 5 full time Physician Assistants will be hired. One will serve as the Program Director and four will be hired as full time faculty members. As of November 2015 one full time PA has been hired and a second full time PA to oversee the didactic curriculum is expected to start in the next sixty days. The other three PA positions have been approved and will be hired closer to implementation of the program. One additional staff person will be hired to accommodate the needs of the PA Program. Existing faculty will be utilized to teach some of the courses as noted above. An MD already on faculty at USC will become a part time faculty of the PA Program as well, serving as the Medical Director.

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 School of Medicine (SOM) Library collections and services are well positioned to meet the information needs of students and faculty of the PA program.

- **Collection:**

The Library serves as the School of Medicine's information gateway to over 10,000 biomedical electronic journals, over 1,300 electronic textbooks, over 80 biomedical databases, a diagnostic decision support system (DxPLAIN), consumer health information, an online catalog, and PASCAL, South Carolina's state-wide academic electronic library. The Library's print collection consists of more than 68,000 volumes.

- **Electronic Resources:**

The Library's electronic collections provide strong support for SOM educational programs, research, and patient care. Ongoing efforts in engaging in consortial purchase of electronic information resources with University Libraries and other academic libraries in South Carolina have expanded the Library's electronic collections. Library users are able to access electronic resources onsite or remotely if they are affiliated with the School of Medicine. The Medline database can be accessed via PubMed or Ovid. Other databases available via the Library website include: AccessMedicine, ClinicalKey, CINAHL, Cochrane Evidence-Based Medicine, Essential Evidence Plus, Micromedex, PsychiatryOnline, and Web of Science Core Collection. As a result of resource sharing and collaboration with the University Libraries, more than 55,000 e-journals are available via TDNet, the e-journal management system.

- **Study Space:**

The entire Library is accessible to students and faculty 24 hours per day, year round, via the Carolina Card system at the main entrance. Four group study rooms are located on the 2nd floor. Study tables and Individual carrels are placed throughout the Library. These study areas are available to students on a first-come, first-served basis.

- **Information Commons:**

The Library first floor includes an Information Commons which includes ten public workstations, two laser printers, one color printer, one copier, a scanning station, four 40" flat screen televisions which display high definition television channels with closed captioning, comfortable seating, and current medical journals, newspapers, and popular magazines. Students use their laptops to access the library's resources from anywhere in the Library via the wireless network.

- **Reference Services:**

Reference librarians are available during normal operating hours to offer assistance to faculty, staff, students, and local health care practitioners. Reference requests are accepted in-person, by telephone, or online via an "Ask-A-Librarian" form. Librarians also provide literature searching services upon request, via the online "Literature Search Request Form." Additional Reference and Information Services include:

- Answers to factual questions where no interpretation of information is required.
- Assistance in locating materials through the use of the online catalog, the list of print periodicals held by Columbia area health science libraries, and the E-journals web page.
- Assistance in identifying authoritative web sites with quality content.
- Instruction in the use of local databases.
- Computerized bibliographic search services.
- Assistance in verification of citations for bibliographies and for interlibrary loan requests.
- Help in determining availability of translations of foreign language materials.
- Orientation tours for individuals and groups; class presentations.
- Brief manual bibliographic searches.

- **InterLibrary Loan Services:**

*InterLibrary Loan Service is available to library users. Users can request items via ILL Express! by registering for an **ILL Express!** account. ILL Express! is the Interlibrary Loan ordering system for the USC School of Medicine Library.*

- **Educational/Instructional Services:**

The Library offers a series of on-demand classes for faculty and students on Photoshop, Current Awareness Tools, PubMed, Ovid, evidence-based medicine resources, etc. Librarians also offer course-integrated instruction. These sessions are designed to meet the specific needs of the students in order to optimize their research and information literacy skills. Numerous online tutorials are available to provide an overview of an e-resource and can help users improve their searching skills. The Library Liaison Service actively supports the faculty and staff of the School of Medicine, and fosters communication between the Library and School of Medicine departments. Liaison Librarians offer instruction on the use of various library resources and advise on library services and policies. A Computer Classroom with ten workstations and an instructor's workstation is available for instructional purposes.

- **E-Device Checkout:**

The SOM Library offers an e-device checkout program for SOM faculty, staff, and students. The available devices include an iPad, iPad 2, NOOK Color, and Kindle e-reader.

Student Support Services

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

The University of South Carolina currently has an Office of Student Affairs and Academic Support that provides academic enrichment services to students that includes tutoring. The students enrolled in the Physician Assistant Program will have access to these services, so no additional funding is needed.

Physical Resources

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

The PA Program will be housed within the USC School of Medicine-Columbia and will share resources. The PA Program students will have access to a 10 room Observed Structured Clinical Examination (OSCE) suite located at the USC SOM campus that is equipped with rooms set up as basic exam rooms for training. PA students will also have access to the Palmetto Health-USC Simulation Center which houses an extensive list of high fidelity training simulators. PA students will also have access to training models, ultrasound equipment and EKG machines already owned by the School of Medicine. The program will purchase expendable equipment needed for clinical skills training.

The University of South Carolina Physician Assistant Program is partnering with Palmetto Health and the William B. Dorn VA Medical Center as the major clinical training sites for the program. Affiliation agreements with these two organizations are currently in place and are attached for review. The PA Program will also be partnering with our Area Health Education Consortium (AHEC) in placing some of our students in rural rotations in the state.

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)

Space for office and classroom facilities has been identified and is located at 6311 Garners Ferry Road, Columbia, SC on the campus of the USC School of Medicine. The PA Program will be housed on the third floor of Building 101 above the School of Medicine Library.

There will be a dedicated 1224 square foot classroom for PA students and an additional 1,081 dedicated square feet for the PA suite which will house three faculty offices, a copy/file room and a receptionist area. There will be two faculty offices and one staff office located on the same floor but down the hall from the PA suite. There will be a dedicated conference room, faculty break room and student lounge located on the same floor. There are several additional classrooms, a clinical skills area, simulation lab and lab space available that will be shared with the medical school and other graduate programs.

The School of Medicine has budgeted \$450,000 to fund the renovation/furnishing of existing space within the School of Medicine to house the PA program. These renovations have already begun and are expected to be completed by Fall 2016. The School of Medicine has committed funds for renovations and furnishings. The space will include faculty offices, file room, conference room, copy room and a reception area. Office and classroom furnishings are being purchased.

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	230,000	230,000	238,000	238,000	244,830	1,180,830
Faculty and Staff Salaries	570,625	570,625	587,744	587,744	605,377	2,922,115
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	52,000	53,000	54,100	55,200	56,300	270,600
Supplies and Materials	55,000	55,000	55,000	55,000	55,000	275,000
Library Resources	0	0	0	0	0	0
Other-Software Licensing Fees	55,000	55,000	55,000	55,000	55,000	275,000
Other – Fees for Clinical Preceptors		176,000	278,667	278,667	278,667	1,012,001
Total	962,625	1,139,625	1,268,511	1,269,611	1,295,174	5,935,546
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	408,400 ¹	1,225,200 ²	1,939,900 ³	2,144,100 ⁴	2,144,100 ⁴	7,861,700
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*	254,225					254,225
Federal Funding*						
Other Funding-Palmetto Health Foundation	300,000	300,000				600,000
Total	962,625	1,525,200	1,939,900	2,144,100	2,144,100	8,715,925
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	0	385,575	671,389	874,489	848,926	2,780,379

¹Because of a January start date, tuition funding was calculated for the spring and summer semesters only: $\$10,210 \times 2$ semesters $\times 20$ students = $\$408,400$ (Cohort 1)

²Year 2 tuition was calculated for the fall, spring, and summer semesters: $\$10,210 \times 3$ semesters $\times 20$ students = $\$612,600$ (Cohort 1) plus spring and summer semesters: $\$10,210 \times 2$ semesters $\times 30$ students = $\$612,600$ (Cohort 2)

³Year 3 tuition was based on fall, and spring semesters: $\$10,210 \times 2$ semesters $\times 20$ students = $\$408,400$ (Cohort), plus fall, spring, and summer semesters: $\$10,210 \times 3$ semesters $\times 30$ students = $\$918,900$ (Cohort 2), plus spring and summer semesters: $\$10,210 \times 2$ semesters $\times 30$ students = $\$612,600$ (Cohort 3)

⁴Year 4 and all subsequent years would be calculated: fall semester $\$10,210 \times 60$ students = $\$612,600$, spring semester $\$10,210 \times 90$ students = $\$918,900$, plus summer semester $\$10,210 \times 60$ students = $\$612,600$

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

Budget Justification

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

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

Assumptions: All salaries have been calculated with 35.75% fringes and 3% increase every other year. Tuition is based on currently approved rate of \$10,210 (\$7500 per semester tuition and \$2710 per semester fees).

Personnel: Along with the Program Director and Medical Director, there will be four full time faculty members hired along with two staff members.

Funding: The USC PA Program has received a stipend from the Palmetto Health Foundation to defray the initial start-up costs associated with the program to include renovation of the space to house the program and faculty/staff salaries. The remainder of funding for the program will be generated by tuition funding and a one-time reallocation of funds from SOM funds in the USC Foundation.

Costs: Operating costs include office and instructional supplies and professional development costs for faculty/staff. Other costs that were listed are licensing applications for software programs to be utilized by the program and compensation for clinical preceptors.

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)

At the end of each academic semester, students will be administered surveys for each of their courses taken during that semester. These surveys will assess quality of instruction and request suggestions for ways in which the courses could be improved. These surveys will be reviewed by the course directors and shared with the entire faculty. The data gathered will be utilized by the course directors in assessing where improvements within the course could be made. All data from each semester will be reviewed annually during a faculty and staff retreat.

The USC-PA Program is applying for accreditation through the Accreditation Review Commission for Physician Assistants (ARC-PA), see timeline in the accreditation section. The program will be held to all required standards and will have rigorous ongoing evaluation to ensure that the program is upholding all standards set forth by the accrediting body. A list of all accreditation standards can be found at <http://www.arc-pa.org/documents/Standards4theditionwithclarifyingchanges9.2014%20FNL.pdf>

The program intends to track Physician Assistant National Certification Exam (PANCE) pass rates and outcome data on employment, specifically location of employment and specialty. This assessment of employment will be done via graduate survey instruments administered via Survey Monkey. PANCE pass rates are tracked through the National Commission on Certification of Physician Assistants (NCCPA) and given to the program director each year. These will be posted on the PA Program website and updated yearly.

CHE
5/5/2016
Agenda Item 9.02.A.7

Student Learning Assessment

Expected Student Learning Outcomes	Methods of/Criteria for Assessment
Medical Knowledge	Written Examinations, Observed Structured Clinical Examinations (OSCEs), Simulations
Interpersonal and Communication Skills	Oral presentations, OSCEs, Simulations, Student self-assessments
Patient Care	Written Examinations, Preceptor Evaluations, OSCEs, Simulations
Professionalism	Preceptor Evaluations, OSCEs, Simulations, Student self-assessments
Practice-Based Learning and Improvement	Capstone research project, Preceptor evaluations, OSCEs, written exams
Systems-Based Practice	Preceptor surveys, employer surveys
Leadership	Preceptor surveys, post-graduate surveys, OSCEs, Simulations

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 program is currently applying for provisional accreditation through the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA), with plans to submit the application on November 9, 2015. An ARC-PA site visit is scheduled for February 1-2, 2015. The ARC-PA is expected to make a decision in September 2016, and the first class can then be admitted. A second site visit will be 6 months after the first class starts clinical rotations, and a third final site visit will be 4-6 months after the first class graduates. The program would receive the status of accreditation-continued (full accreditation) in fall of 2019.

Will the proposed program lead to licensure or certification?

Yes

No

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

The PA Program didactic curriculum and supervised clinical practice experiences are designed to prepare students to pass the Physician Assistant National Certifying Exam (PANCE). The curriculum is based on the National Commission on Certification of Physician Assistants PANCE blueprint of topics. Successful completion of this national board exam is required by most states to become licensed and practice medicine. Once a graduate of the program, upon successful completion of the PANCE, graduates of the PA program will be eligible for application for licensure in any state.

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.



**ASSOCIATED HEALTH EDUCATION AFFILIATION AGREEMENT
BETWEEN THE DEPARTMENT OF VETERANS AFFAIRS (VA)
AND AN EDUCATIONAL PROGRAM**

Use when trainees are enrolled in an educational program approved by an accrediting body recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA)

VA Southeast Network (10N7)

VA NETWORK

Wm. Jennings Bryan Dorn VA Medical Center 6439 Garners Ferry Road Columbia SC 29209

VA HEALTHCARE FACILITY (including city and state)

University of South Carolina School of Medicine 6311 Garners Ferry Road Building 3 Columbia SC 29208

NAME OF EDUCATIONAL INSTITUTION (including city and state)

Physician Assistant / Masters of Science in Physician Assistant Studies

PROGRAM/DISCIPLINE AND DEGREE(S)

This agreement, when duly executed and approved by the Department of Veterans Affairs (VA), establishes an affiliation between VA, its Veterans Integrated Service Networks, the listed VA facility or facilities, and the listed educational program for the academic purposes of enhanced patient care, education, and research. VA and the affiliated educational institution have a shared responsibility for the academic enterprise. The affiliated institutions accept primary responsibility for the integrated education programs conducted with VA while VA retains full responsibility for the care of VA patients and administration of its healthcare system. Additional responsibilities are delineated below.

RESPONSIBILITIES

1. The affiliated educational institution has the following responsibilities:

A. Operate, manage, and assume overall educational responsibilities for the educational program and maintain accreditation by an agency that is recognized by the U.S. Department of Education or by the Council for Higher Education Accreditation (CHEA).

B. Select trainees that meet qualifications as agreed upon by the educational institution and VA.

C. Evaluate the trainee's performance and conduct in mutual consultation with VA staff and according to the guidelines outlined in the approved curriculum and accepted standards.

2. VA has the following responsibilities:

- A. Operate and manage the VA facility and maintain accreditation by the Joint Commission and other accrediting entities as appropriate.
- B. Appoint qualified healthcare professionals, as appropriate, as full-time or part-time staff of the facility to provide supervision of trainees and provide Veteran patient care.
- C. Participate with the affiliated school in the academic programs of education and research, provide a quality learning environment, and supply sufficient resources for appropriate conduct of such programs.
- D. Establish minimal qualifications for trainees coming to VA for clinical education.
- E. Evaluate the trainee's performance and conduct in mutual consultation with the program director and according to the guidelines outlined in the approved curriculum and accepted standards.
- F. Orient trainees and faculty to the VA facility and inform them that they are subject to VA rules and regulations while in a VA facility.
- G. Dismiss any trainee from VA assignment in accordance with VA Handbook 5021, Part VI, Paragraph 15 or Paragraph 18, whichever paragraph applies.
- H. VA will ensure that all trainees and faculty who will be assigned to VA receive VA appointments, to include issuance of appropriate letters of appointment documenting their appointment as VA employees.
- I. Assure that staff with appropriate credentials will supervise trainees.
- J. Assure that trainees with occupational injuries (including exposure to infectious or environmental hazards), will be assessed and, in emergency cases, initially treated at VA. Workers compensation coverage for trainees will be that which is provided under the Federal Employees' Compensation Act.
- K. Appoint VA staff and appropriate school program faculty to the VA Partnership Council and its subcommittees. School program faculty will be chosen based on the extent of involvement in the VA training program and geographic proximity to the VA facility.
- L. Conduct periodic reviews of academic programs and policies according to VA policies.

TERMS OF AGREEMENT

Ultimate responsibility for the control and operation of VA facilities and programs rests with VA. Ultimate responsibility for academic education rests with the affiliated institutions. Through this agreement, a collaboration is created with VA to enhance patient care, education, and research.

The participating institutions and VA comply with Title VI of the Civil Rights Act of 1964, section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, Public Law 104-91, the Age Discrimination Act of 1975, and all related regulations, and assure that they do not, and will not, discriminate against any person on the basis of race, color, sex, disability, or age under any program or activity receiving federal financial assistance.

Nothing in this agreement is intended to be contrary to state or federal laws. In the event of conflict between terms of this agreement and any applicable state or federal law, that state or federal law will supersede the terms of this agreement. In the event of conflict between state and federal law, federal law will govern.

Properly appointed faculty members and trainees of the sponsoring institutions, when at VA healthcare facilities or on VA assignment at offsite facilities and while furnishing professional services covered by this agreement, will have personal liability protection by the provisions of the Federal Employees' Liability Reform and Tort Compensation Act, 28 U.S.C. 2679 (b)-(d). The liability, if any, of the United States for injury or loss of property, or personal injury or death shall be governed exclusively by the provisions of the Federal Tort Claims Act.

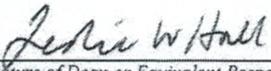
Amendments must be bilaterally executed in writing, signed by authorized representatives of both agencies. No oral or unilateral amendments will be effective. Only terminations done in accordance with the terms of this agreement may be done unilaterally.

Should disagreement arise as to the interpretation of the provisions of this agreement that cannot be resolved between the parties' designated Points of Contact, the area(s) of disagreement will be reduced to writing by each party and presented to the authorized officials at both participating entities. If settlement cannot be reached at this level, the disagreement will be raised to the next level in accordance with the parties' procedures for final resolution. Both parties will proceed diligently in performing their obligations under this agreement pending final resolution of any dispute arising hereunder.

TERMINATION OF AFFILIATION AGREEMENT

This affiliation agreement is in force until 1-28-2026 [*insert a date that is not to exceed ten years in the future and that allows for completion of the last training cycle during that period*] and supersedes any previous affiliation agreement. It may be terminated in writing at any time by mutual consent with due consideration of patient care and educational commitments, or by written notice by either party 6 months in advance of the next training experience.

SIGNATURES FOR ACADEMIC INSTITUTION



Signature of Dean or Equivalent Responsible Official for the Educational Institution or Program

12/10/15

Date of Signature

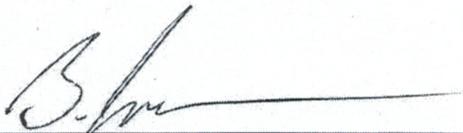
Leslie W. Hall, MD

Typed Name of Individual Signing Above

Executive Dean

Typed Title of Individual Signing Above

SIGNATURES FOR DEPARTMENT OF VETERANS AFFAIRS



Signature of Responsible VA Official for Educational Program

1-6-16

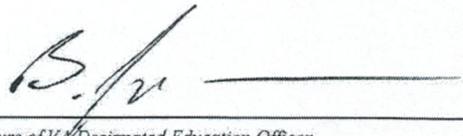
Date of Signature

B. James McCallum, MD FACP

Typed Name of Individual Signing Above

Associate Chief of Staff for Education

Typed Title of Individual Signing Above



Signature of VA Designated Education Officer

1-6-16

Date of Signature

B. James McCallum, MD FACP

Typed Name of Individual Signing Above

Associate Chief of Staff for Education

Typed Title of Individual Signing Above

Amy M. Allen
Signature of Affiliate Official

12-10-15
Date of Signature

Amy M. Allen, PA-C
Typed Name of Individual Signing Above

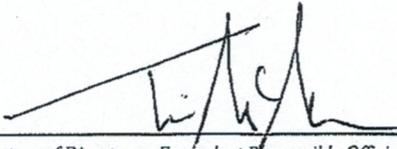
Physician Assistant Program Director
Typed Title of Individual Signing Above

Amy E. Stone
Signature of Affiliate Official

12-17-15
Date of Signature

Amy E. Stone
Typed Name of Individual Signing Above

Secretary, University of South Carolina
Typed Title of Individual Signing Above



Signature of Director or Equivalent Responsible Official for VA Healthcare Facility

1-8-16

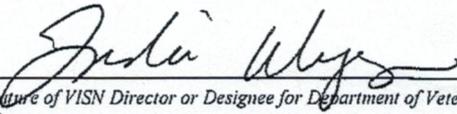
Date of Signature

Timothy B. McMurry

Typed Name of Individual Signing Above

Medical Center Director

Typed Title of Individual Signing Above



Signature of VISN Director or Designee for Department of Veterans Affairs

1-28-2016

Date of Signature

Leslie Wiggins

Typed Name of Individual Signing Above

Director, VA Southeast Network (VISN 7)

Typed Title of Individual Signing Above

Physician Assistant Student
Education Affiliation Agreement
Between
University of South Carolina
School of Medicine
(Sponsoring Institution)
Physician Assistant Program
Columbia, South Carolina
And
Palmetto Health
(Participating Institution)
Columbia, South Carolina

This AGREEMENT is made to be effective July 1, 2015, by and between The **University of South Carolina School of Medicine** (herein after referred to as "Sponsoring Institution") and **Palmetto Health** herein after referred to as ("Participating Institution") to include all departments, campuses, and physician practice sites herein after referred to as ("Facility") of Palmetto Health, a South Carolina non-profit corporation.

WHEREAS, Sponsoring Institution and Participating Institution desire to guide and direct a working relationship between the parties in providing learning opportunities for Physician Assistant Students of Sponsoring Institution (hereinafter referred to as "Program Participant(s)"); An Affiliation partnership under this agreement will benefit both parties by contributing to the educational preparation and workforce development of future Physician Assistants availability for the state of South Carolina: and

WHEREAS, the parties are desirous of cooperating in a plan to provide facilities for instruction and training to Program Participant(s) of Sponsoring Institution: and

WHEREAS, Participating Institution desires to provide Program Participant(s) of Sponsoring Institution with an opportunity to obtain training and experience:

NOW, THEREFORE, in consideration of the mutual promises and agreements set forth below, the parties agree as follows:

1. Participating Institution Facilities: Participating Institution agrees to provide facilities to permit Program Participant(s) of Sponsoring Institution to receive training and supervision under the supervision and responsibility of a mutually agreed upon attending physician (Site Preceptor).
2. Term and Termination: This Agreement will commence on **July 1, 2015** and will expire on **June 30, 2020**. No automatic renewal. This Agreement may be terminated at any time upon sixty (60) days written notice of termination given by either Sponsoring Institution or Participating Institution. Notwithstanding any termination of this Agreement, the provisions of this Agreement insofar as applicable to any Program Participant(s) who are engaged in a rotation at Participating Institution on the date of termination shall be observed by both parties until the end of the rotation then in effect for such Program Participant(s).

3. Amendment: This Agreement may be modified by mutual consent at any time or may be terminated by either party submitting notice of such intent in writing at least sixty (60) days in advance of the requested amendment. Notice must be in writing addressed to the following:

If to Sponsoring Institution: University of South Carolina
School of Medicine
AMY M. ALLEN, PA-C
PHYSICIAN ASSISTANT PROGRAM DIRECTOR
6311 Garners Ferry Road, Building 3
Columbia, SC 29208
Ph: 803-216-3951
F: 803-216-3953

If to Participating Institution: Palmetto Health
Corporate Offices
James Raymond, MD
Chief Medical and Academic Officer
1301 Taylor Street, 9th Floor
Columbia, SC 29203
James.raymond@palmettohealth.org
Ph: 803-296-2152

I. **SPONSORING INSTITUTION AGREES TO:**

- A. Ensure that a **Preceptor Agreement** (attachment A) is initiated at the beginning of each academic year between the Sponsoring Institutions Physician Assistant Training Program and the appropriate facility or site and Preceptor at the Participating Institution at least 45 days in advance of requested rotation experience. Preceptor Agreement shall specify and must be mutually agreeable, Program Participant (PA Student) name, attending faculty/Site Preceptor name at Participating Institutions facility, dates of rotation, goals and objectives, evaluation method, rules and regulations.
- B. Work directly with Facility personnel and coordinate all Student activities.
- C. Prepare and transmit to Facility/Site Preceptor a comprehensive program of instruction, goals and objectives, and responsibilities of Site Preceptor no later than two (2) weeks prior to the beginning of each semester.
- D. Recruit, counsel, and discipline Students in each program area.
- E. Carry requisite insurance to cover students and instructors participating in the Rotation consistent with coverage acceptable to the Facility and in accordance with South Carolina state law. e (“requisite insurance”), Professional liability

insurance (“requisite insurance”) shall comply with the South Carolina Tort Claims Act.

- F. Admit only those Students to the training program who have not only met all the program prerequisite courses for their particular rotation sequence but also satisfied the Facility’s eligibility criteria.
- G. Provide the services of experienced, qualified, and currently competent Instructors for each instructional experience as a liaison between Sponsoring Institution and Facility. Sponsoring Institution will ensure Instructors are duly licensed, registered, or certified to practice in South Carolina and that Instructors' licenses are current and unrestricted during the term of this Agreement. Instructor duties to Facility shall include but shall not be limited to the following:
 - 1. Advance notification of assignments, as required by Participating Institution Facility, including dates, hours number of Students, assigned Instructors and types of experiences and
 - 2. Supervision and evaluation of Student assignments and experiences; monitoring and evaluating the competence and performance of each Student
 - 3. Removal of any Student from the rotation when the Student is unacceptable to Facility for reasons of health, performance, behavior, or other causes which violate hospital standards
 - 4. Advising Students of their responsibilities during their rotation at Facility to include keeping confidential all medical and health information pertaining to clients in compliance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) privacy and security standards. Advise Students that the minimum protected health information (PHI) will be disclosed only to perform functions necessary to the assigned rotation. Advise Students that Facility computer system access granted to them will be solely for the purposes of the assigned rotation and that the information accessed via the computer is the Facility property and may not be transmitted or reused in any manner not otherwise prescribed in this agreement.
- G. Verify to Facility that Students and Instructors assigned to Facility have met all required immunizations and tests including but not limited to: (i) TB; (ii) Hepatitis B vaccination series (or waiver); (iii) influenza vaccination and any other test that is now or may in the future be required by state or federal law or regulation.

It is recommended, unless otherwise contraindicated, that all students and faculty should receive vaccination for influenza prior to beginning their experience.

H. For each Instructor and Student who will participate in the Rotation program, provide verification to Facility that the following have been completed within 90 days of admission to the rotation:

1. Criminal background check for places of residence for prior seven (7) years (SLED required in South Carolina)
2. National Sex Offender Registry Database Search
3. Check of the Office of Inspector General List of Excluded Individuals and Entities (LEIE)
4. Check of the General Services Administration (GSA) list of excluded individuals/entities
5. Federal Criminal File Search
6. National Criminal File Search

Costs of such background checks are the responsibility of the Student. Criminal background checks will be conducted by such agency or company that is agreeable to both Sponsoring Institution and Facility.

Notify each Instructor and Student that he/she must report to Sponsoring Institution any arrests and/or criminal charges or convictions filed subsequent to completion of the criminal background check and that failure to do so may result in dismissal from the rotation program. Sponsoring Institution further agrees to notify Facility as soon as possible, but not later than seven (7) calendar days of learning of such charges or convictions.

For all students and all faculty, the following requirements are included in this agreement:

1. Conviction of certain crimes may make an individual ineligible to participate in the educational experience.
2. Conviction of, plea of guilty, plea of nolo contendere (no contest), or pending criminal charges involving the following may bar admission to and may be grounds for dismissal from an educational experience.
3. Crimes involving violence against the person including but not limited to: murder, manslaughter, use of deadly force, assault and battery of a high and aggravated nature, assault and battery with intent to kill, sex crimes, abuse of children or the elderly, abduction, robbery.
4. Crimes occurring within 5 years involving the distribution of drugs.
5. Crimes occurring within 5 years involving illegal use or possession of

weapons including but not limited to guns, knives, explosives or other dangerous objects.

6. Crimes occurring within 5 years involving dishonesty or moral turpitude including but not limited to fraud, deception, embezzlement or financial exploitation (but not including shoplifting, petit larceny, bad check).
7. Any other crime or pattern of criminal behavior that, in the Facility's opinion, warrants exclusion or dismissal from rotation.
8. Costs of the background checks are not the responsibility of Facility and will be coordinated by the educational facility prior to the student experience.

An excluded participant may submit a written appeal to Facility through their educational institution. The appeal will be considered by Facility staff, which may include the affected department/area, Human Resources, and the appropriate Vice President. The decision of Facility will be final.

- I. Notify each Instructor and Student that Facility may require a drug screen prior to participation in the Rotation program and at other times in accordance with Facility's policies and that failing a drug screen will likely bar participation in or continuation in the Rotation program.
The school will notify each participant that should the facility require a drug screen, the cost of the drug screens are not the responsibility of Facility and will be coordinated by the educational facility prior to the student experience.
- J. Provide to Facility, if requested, any documents or records regarding health screens or background checks.
- K. Keep Facility informed as to needs of the program to comply with the standards as stated in *Essentials of an Accredited Educational Program* as published by the appropriate accrediting organization.
- L. Ensure that Instructors and Students of the Sponsoring Institution are advised of and abide by the applicable Facility policies and procedures, including but not limited to wearing appropriate name tags as required by Facility in accordance with the "Lewis Blackmon Patient Safety Act of 2005."
- M. Ensure that instructors and students of the Sponsoring Institution will abide by Joint Commission (JCAHO) standards.
- N. All participants must comply with the policies and procedures of Facility. In addition, upon receipt of the roster or at any time after the experience begins, Facility may refuse to allow any student or faculty to participate in the experience if the individual has unfavorable record with Facility from previous employment, another experience, or any other reason.

- O. Student ID badges will be returned to the instructor at the end of each year.
- P. Meeting requirements for inclusion in a student experience does not imply meeting requirements for employment.

II. **PARTICIPATING INSTITUTION AGREES TO:**

- A. Designate Facility employees to serve as Coordinators for the Rotations program and to work directly with Sponsoring Institution.
- B. Provide Instructors with copies of Facility's policies, rules, regulations, and procedures that are applicable to Students' and Instructors' participation in the program.
- C. Permit Students and Instructors to assist Facility for which students have been prepared academically. Facility retains responsibility for the care of its patients/clients and maintains responsibility for administrative and professional supervision of Students insofar as their presence and program assignments affect the operation of the Facility and it's care of patients/clients.
- D. Maintain standards of care and services that are conducive to sound rotation for Students and that meet regulations of the South Carolina Department of Labor, Licensing, Regulation (LLR) and other certifying agencies.
- E. Provide Sponsoring Institution Instructors and Students with an orientation to Facility.
- F. Provide reasonable Student facilities such as a classroom or conference rooms and equipment.
- G. Make Facility's library available to the Students for reference and lending.
- H. Furnish Facility policy and procedure manual to Sponsoring Institution and have manuals available for reference by Instructors and Students.
- I. Provide emergency medical care for Students and Instructors on facility premises, with charges remaining the responsibility of the Student and/or the Sponsoring Institution.
- J. At Facility's option, provide an examination of Students suspected of a condition that may be harmful to the patient population for determination as to whether Student will continue on the assigned rotation.
- K. Provide access to Facility computer systems for Students and Instructors in accordance with Facility's policies and procedures. Facility will provide orientation for network access, systems security and facility HIPAA-specific practices to protect Electronic Protected Health Information (EPHI).

- L. Maintain insurance in amounts sufficient to cover its responsibilities under this Agreement.
- M. Palmetto Health's, Palmetto Health Baptist Columbia's, and Palmetto Health Richland's, Palmetto Health Baptist Parkridge and Physician Practices indemnification shall be limited to the limitations of liability for charitable entities under the South Carolina Code of Laws.

III. MUTUAL RESPONSIBILITIES

- A. In accordance with Section V(b) of the Occupational Safety and Health Act of 1970, which regulations became effective March 6, 1992 (the "Regulations") Sponsoring Institution and Facility agree to the following:
 - 1. Information and Training. Sponsoring Institution shall be responsible for compliance with the Regulations, including but not limited to responsibility as "the employer" to provide all Instructors and Students with (a) information and training about the hazards associated with blood and other potentially infectious materials, (b) information and training about the protective measures to be taken to minimize the risk of occupational exposure to blood and other potentially infectious materials, and (c) information as to the reasons the Instructors and Students should participate in Hepatitis B vaccination and post exposure evaluation and follow-up.
 - 2. Protective Equipment. Facility shall be responsible for providing Sponsoring Institution employees and Students served under this agreement with personal protective equipment which is necessary to comply with Regulations.
- B. Conduct coordinating conferences consisting of representatives of Facility and Sponsoring Institution periodically or as deemed necessary by either party.
- C. Provide completed reports, data, self-studies, and other reasonable information that may be requested and/or required by professional or educational accrediting agencies, governmental bodies, or facility accrediting bodies. This information may not be released to third parties without express written permission, except as required by law.

- IV. CONFLICTS AND REMOVAL OF STUDENTS OR INSTRUCTORS. If a conflict arises between an employee of the Facility and an Instructor or Student, the Coordinators shall intervene within seven (7) calendar days in an attempt to resolve the matter. Facility may require that Sponsoring Institution immediately remove a Student or Instructor from a rotation when Facility believes that the individual exhibits inappropriate behavior, is disruptive, does not comply with Facility rules or policies, poses a threat to the health, safety or welfare of a patient, employee or any other person, or for any other reason deemed necessary by the Facility. In addition, upon receipt of the roster or at any time after a rotation begins, Facility may refuse to allow any Student or Instructor to participate in the rotation if the individual has an unfavorable record with Facility from

previous employment, another rotation, or any other reason. If Facility determines that Student or Instructor is not suitable for participating in a rotation, Facility will notify Sponsoring Institution as provided in Paragraph VIII.

V. **TERMINATION**

- A. **Termination for Cause.** Facility may immediately terminate this Agreement for cause upon notice to Sponsoring Institution upon the occurrence of any of the following events: (1) failure of Sponsoring Institution to maintain insurance coverage as required by the Agreement; or (2) Sponsoring Institution fails to bar a Student from participating in a Rotation after Facility has informed Sponsoring Institution to remove a Student for reasons permitted under this Agreement; or (c) the intentional breach of HIPAA and confidentiality policies and procedures.
- B. **Termination for Material Breach.** If either party defaults by the failure to comply in all material respects with the terms of this Agreement, the other party may terminate the Agreement by giving at least 30 days prior written notice to the defaulting party, specifying in reasonable detail the nature of the default, unless the defaulting party remedies the default within the 30 day period. This provision shall not constitute an election of remedies by either party, and each party shall have and retain all rights and remedies that may be available at law or in equity in the event of breach or default by the other party.
- C. **Termination Without Cause.** Either party may terminate the Agreement by giving 6 months prior written notice to the other party.

VI. **RESPONSIBILITY FOR ACTIONS.** Each party shall be responsible for its own acts and omissions and the acts and omissions of its employees, officers, directors, and affiliates. A party shall not be liable for any claims, demands, actions, costs, expenses and liabilities, including reasonable attorneys' fees, which may arise in connection with the failure of the other party or its employees, officers, directors, or agents to perform any of their obligations under this Agreement. If any party is an agency or institution of the State of South Carolina, its liability shall be governed by the South Carolina Tort Claims Act.

VII. **DISCLAIMER OF INTENT TO BECOME PARTNERS.** Facility and Sponsoring Institution shall not by virtue of this Agreement be deemed to be partners or joint venturers. Neither party shall incur any financial obligation on behalf of the other.

VIII. **NOTICES.** Any notices, consents or other communications by one party intended for the other shall be deemed to have been properly given if in writing and personally delivered, transmitted by electronic means, or deposited in the United States first class mail, postpaid, to the addresses or numbers set forth below the signatures of the parties.

IX. **CONFIDENTIALITY.** Sponsoring Institution shall and Sponsoring Institution must require Instructors and Students to keep confidential and not divulge to anyone else any of the proprietary, confidential information of Facility, including patient information, unless such information (1) is or becomes generally available to the public other than as a

result of disclosure by Sponsoring Institution, Instructors or Students or (2) is required to be disclosed by law or by a judicial, administrative or regulatory authority. Sponsoring Institution, Instructors, and Students shall not use such information except as required to provide patient care services in the rotations. Facility and its staff shall protect and not divulge to anyone else confidential Student and Instructor information obtained through the course of conducting background checks, health and drug screenings.

X. **HIPAA COMPLIANCE.**

- A. Sponsoring Institution must and Sponsoring Institution shall require Instructors and Students to appropriately safeguard the protected health information of patients in accordance with the Health Insurance Portability and Accountability Act of 1996 (HIPAA) and as it may be amended from time to time. Instructors and Students may use and disclose protected health information solely for the education and treatment purposes contemplated by this Agreement.
- B. With respect to information obtained or received from Facility, Sponsoring Institution shall: (1) not use or further disclose the information other than as permitted or required by this Agreement or as required by law; (2) use appropriate safeguards to prevent use or disclosure of the information other than as provided for by this Agreement; (3) report to Facility any use or disclosure of the information not provided for by this Agreement of which Sponsoring Institution becomes aware; and (4) require that any agents to whom Sponsoring Institution provides protected health information received from or on behalf of Facility agrees to the same restrictions and conditions that apply to Sponsoring Institution.
- C. Sponsoring Institution or Student will immediately report to the Facility's designated privacy and/or security officer any use or disclosure of PHI that is not allowable under this Agreement and all actual or suspected security incidents, including breaches of unsecured PHI by Student. The notice should include the identification of each individual whose unsecured protected health information has been or is reasonably believed by the business associate to have been accessed, acquired, or disclosed during such breach, as well as certain other information specified by regulations.

XI. **NON-DISCRIMINATION.** Facility, Sponsoring Institution, Instructors, and Students shall not discriminate on the basis of race, color, gender, age, religion, national origin, disability, or veteran's status in the performance of the Agreement. Sponsoring Institution represents that all services are provided without discrimination on the basis of race, color, gender, age, religion, national origin, disability, or veteran's status.

XII. **SEVERABILITY.** The invalidity or unenforceability of any provision of this Agreement shall not affect the validity or enforceability of any other provision.

XIII. **NO ASSIGNMENT.** Neither party may assign its rights or delegate its duties under the Agreement without prior written consent of the other as provided in Paragraph VIII herein.

- XIV. **BINDING EFFECT.** This Agreement shall be binding upon, and shall inure to the benefit of the parties and their respective legal representatives, successors and permitted assigns.
- XV. **GOVERNING LAW.** This Agreement shall be governed by and construed in accordance with the law of the South Carolina.
- XVI. **RIGHTS CUMULATIVE; NO WAIVER.** No right or remedy conferred upon or reserved to the Facility in this Agreement is intended to be exclusive of any other right or remedy. Every right and remedy shall be cumulative and in addition to any other right or remedy provided in this Agreement. The failure by either Facility or Sponsoring Institution to insist upon the strict observance or performance of any of the provisions of this Agreement or to exercise any right or remedy shall not impair any such right or remedy or be construed as a waiver or relinquishment with respect to subsequent defaults.
- XVII. **NO THIRD PARTY BENEFICIARIES.** This Agreement is not intended to confer any right or benefit upon or permit enforcement of any provision by anyone other than the parties to this Agreement.
- XVIII. **ENTIRE AGREEMENT.** This Agreement constitutes the entire understanding and agreement of the parties with respect to its subject matter and cannot be changed or modified except by another agreement in writing signed by the parties. This Contract -

[SIGNATURES]

SPONSORING INSTITUTION

UNIVERSITY OF SOUTH CAROLINA
 SCHOOL OF MEDICINE
 Physician Assistant Program
 6311 Garners Ferry Road, Building 3
 Columbia, SC 29208

BY: Amy M. Allen
 AMY M. ALLEN, PA-C
 ITS: PHYSICIAN ASSISTANT PROGRAM DIRECTOR
 OFFICER

BY: Francis G. Spinale
 Francis G. Spinale, M.D., PhD.
 Its: Associate Dean for Research and
 Graduate Education
 Date: 10/2/15

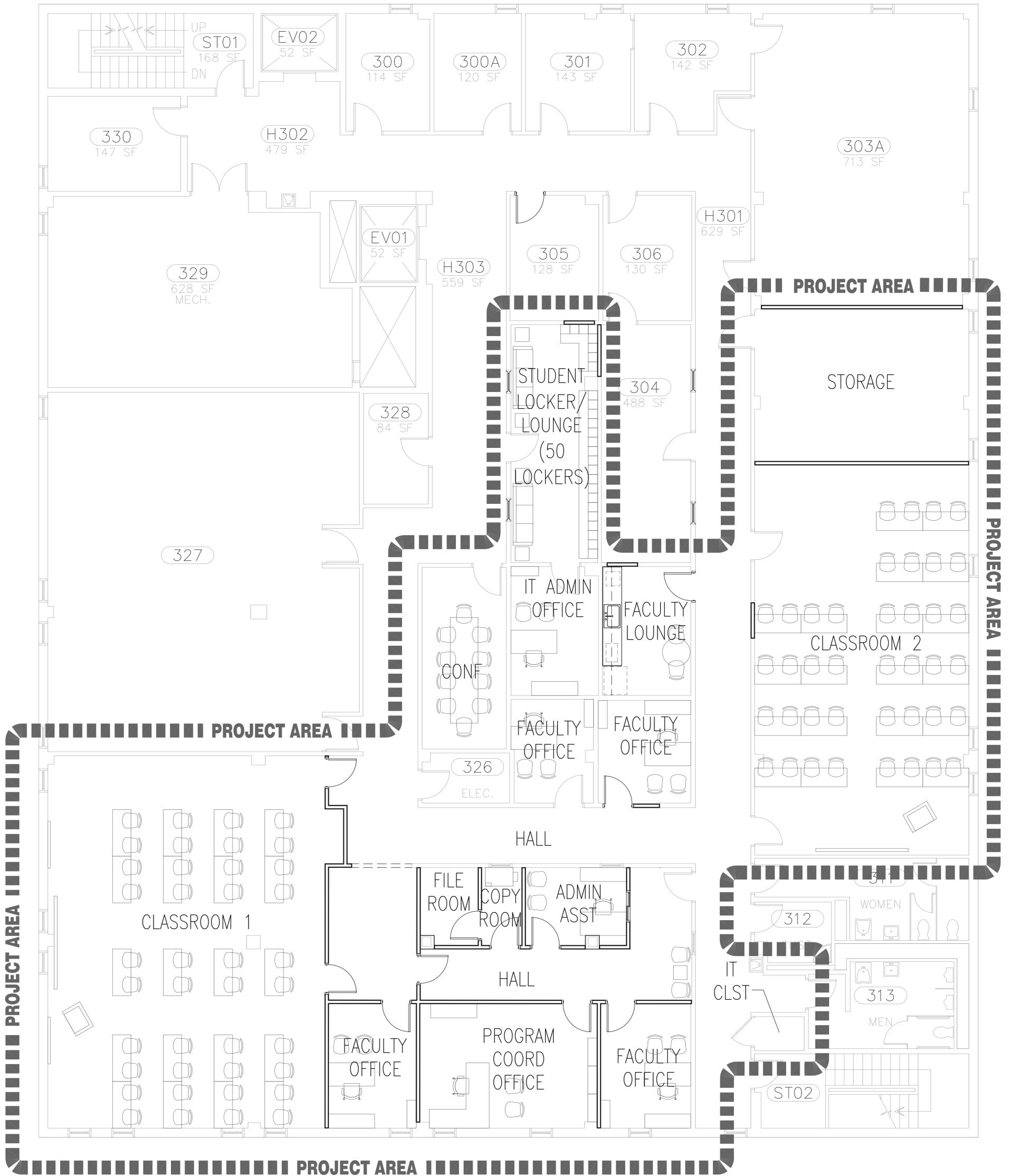
BY: Amy E. Stone
 AMY E. STONE
 ITS: SECRETARY, UNIVERSITY OF SOUTH CAROLINA

PARTICIPATING INSTITUTION

PALMETTO HEALTH
 1301 Taylor Street, 9th Floor
 Columbia, SC 29203
 Ph: 803-296-2152

BY: James Raymond
 JAMES RAYMOND, MD
 ITS: CHIEF MEDICAL AND ACADEMIC

BY: Katherine G. Stephens
 Katherine G. Stephens, MBA, PhD, FACHE
 ITS: VP Medical Education and Designated
 Institutional Official (DIO)



USC SCHOOL OF MEDICINE PHYSICIAN ASSISTANT PROGRAM

SCALE: 1/4" = 1'-0"

PA Classrooms and Admin Offices Projected Budget

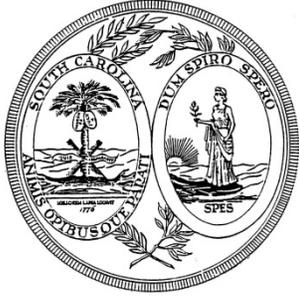
HVAC Upfit	\$213,479
Classroom A/V Equipment	\$68,723
50 Lockers (Includes tax & shipping)	\$3,305
Classroom tables (Includes tax & shipping)	\$7,006
Classroom Chairs (Includes tax & shipping)	\$11,300
Office & conference furniture	\$35,000
Sub Total	\$338,813

Wall track & studs	\$300
Ceiling tile 30 cartons @ \$43.00	\$1,290
Ceiling tile track & grid	\$750
Lights (New)	\$2,413
Lights (Retrofitted)	\$1,000
Sheetrock & Joint compound (5/8)	\$600
Paint 60 gals @ \$70/gal	\$4,200
Wire, conduit, receptacle boxes	\$1,700
Doors 3 @ \$200	\$600
Door Hardware	\$750
Data cable 5 @ \$195	\$975
Plumbing	\$1,000
VCT for lounge	\$500
Carpet 351 yd/2 @ \$30 / yd/2	\$10,530
Fire Alarm device modification	\$650
Asbestos Abatement (duct demo)	\$7,000
Doors (8" throat) 2 @ \$350	\$700
Sub Total	\$34,958

Sub Totals	\$338,813
	\$34,958
	\$373,771
Contengeny @ 10%	\$37,377

Grand Total **\$411,148**

Total project budget request to Board of Trustees **\$450,000**



South Carolina Commission on Higher Education

Mr. Tim M. Hofferth, Chair
Ms. Allison Dean Love, Vice Chair
Mr. Paul O. Batson, III
Mr. Devron H. Edwards
Dr. Bettie Rose Horne
Ms. Dianne C. Kuhl
Dr. Louis B. Lynn
Vice Admiral Charles Munns, USN (ret.)
Mr. Clark B. Parker
Mr. Kim F. Phillips
Ms. Terrye C. Seckinger
Dr. Jennifer B. Settlemyer
Mr. Hood Temple
Dr. Evans Whitaker

Mr. Gary S. Glenn
Interim Executive Director

CHE
5/5/2016
Agenda Item 9.02.B.1-3

May 5, 2016

MEMORANDUM

To: Chairman Tim Hofferth and Members, SC Commission on Higher Education

From: Chair Terrye Seckinger and Members, Committee on Academic Affairs and Licensing

Analyses of New Program Proposals

Attached are the executive summaries and modifications of existing academic degree programs for consideration at the May 5, 2016, meeting of the S.C. Commission on Higher Education.

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

Enclosures

**Program Modification
 Bachelor of Science / Artium Baccaureatus in Physics
 Add concentration in Atmospheric Physics
 College of Charleston**

Summary

The College of Charleston requests approval to offer a concentration in Atmospheric Physics to the Bachelor of Science and Artium Baccaureatus (B.S. and A.B.) in Physics to be implemented Fall 2016. The proposed program is to be offered through traditional instruction. The following chart outlines the stages of review for the proposal. The Committee on Academic Affairs and Licensing (CAAL voted to recommend approval of the proposal. The program modification proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	1/15/16	Not Applicable
Conference Call	2/11/16	<p>After discussion about the rationale of the proposed new program. in Meteorology, staff then asked about the designation of the proposed new concentration in Atmospheric Physics under the extant B.S./A.B. in Physics given that Atmospheric Physics is a branch of Meteorology as noted in the original Atmospheric Physics modification proposal submitted.</p> <p>College representatives stated that the reason for not adding the Atmospheric Physics concentration to the proposed meteorology program proposal was because of the large number of Physics courses required for this concentration.</p>
ACAP Consideration	2/18/16	<p>Due to concurrent submissions and curricular similarities for the Atmospheric Physics modification proposal and the B.A. in Meteorology proposal, CHE staff invited ACAP to discuss the proposals jointly, though advising ACAP to consider the proposals for vote separately.</p> <p>The College of Charleston representative discussed the need for the proposed modification to the Physics program to include Atmospheric Physics.</p> <p>After summarizing the conference call, staff invited additional discussion about the proposal for Atmospheric Physics as a concentration of Physics and not Meteorology, which staff requested the College consider as a potential Bachelor of Science degree.</p> <p>Representatives from the College explained the rationale for the proposed designations.</p> <p>Staff requested supporting documentation, and stated a request for revisions to the proposal would be forthcoming.</p> <p>ACAP members voted to approve the program proposal.</p>

Stages of Consideration	Date	Comments
Comments and suggestions from CHE staff sent to the institution	2/26/16	<p>Staff requested the following revisions:</p> <ol style="list-style-type: none"> 1. An explanation for adding the concentration to the B.S. and A.B. in Physics, but not the B.A. 2. An explanation for not adding the concentration to the proposed Meteorology degree program since Atmospheric Physics is a branch of Meteorology. 3. An explanation of the statement in the proposal “other meteorology students will be guided to the newly proposed B.A. degree in meteorology,” and clarification whether meteorology students will be split between the proposed Physics concentration and the new Meteorology program. 4. A description of any potential curriculum changes to the current Physics program due to the addition of a new concentration. Explanation of any modifications to existing courses. 5. An explanation of new costs for the new concentration. 6. A chart listing the proposed courses for the modification to the B.S. and A.B. in Physics and the new B.A. in Meteorology.
Revised Program Proposal Received	3/10/16	<p>The revised proposal included the following responses:</p> <ol style="list-style-type: none"> 1. An explanation of the degrees and the decision to offer the concentration under Physics and not under the proposed Meteorology program, including: a) likely low demand for a B.A. in the concentration and b) the interdisciplinary nature of the concentration. 2. Program objectives that are more directly linked to Atmospheric Physics, including the addition of three new objectives in proficiency, analysis, and communications. 3. A quantitative justification for the concentration in Physics and an explanation of Meteorology as preparation for a different career trajectory. 4. Updates to course descriptions to better align them to published requirements for meteorologists in the federal civil service. <p>Upon review, CHE staff believes the curriculum proposed for the concentration has merit. Staff compared it to the curriculum for the proposed Meteorology degree. Though the number of Physics courses required was cited as the reason the Atmospheric Physics concentration needed to be offered as part of the B.S. Physics degree, and could not be added to the proposed Meteorology program, the curricula for the proposed Atmospheric Physics concentration and for the proposed Meteorology program appear to include 12 of the same Physics courses from Physics 111 through Physics 420, in addition to four of the same math courses, and the same general education requirements. As a result, there appears to be substantial duplication in the coursework between Meteorology and Atmospheric Physics.</p>

Stages of Consideration	Date	Comments
CAAL Consideration	4/7/16	<p>Due to program similarities including but not limited to course content, faculty qualifications, and certain program objectives shared between the two proposed programs, the Bachelor of Arts in Meteorology and the Bachelor of Science in Physics with a concentration in Atmospheric Physics, CHE staff elevated the proposed modification for Atmospheric Physics to the Committee on Academic Affairs and Licensing to consider the merits of a Bachelor of Science and Artium Baccalaureatus in Meteorology with a concentration in Operational Meteorology and a second concentration in Atmospheric Physics.</p> <p>CAAL members discussed the possibility of moving the proposed concentration in Atmospheric Physics under the Physics degree program to a new concentration under the newly proposed B.A in Meteorology program.</p> <p>College of Charleston representatives provided justification for keeping the concentration in Atmospheric Physics in the Physics degree:</p> <ul style="list-style-type: none"> • For Meteorology, there are competing opinions about what is the master field and subfield. • Though the American Meteorological Society (AMS) views Atmospheric Physics as a subset of meteorology, faculty in physics wanted to keep the most research oriented subfield (atmospheric physics) in the Physics program, which enables program completers to better pursue graduate programs. • Faculty in physics also believed the content knowledge required for atmospheric physics was more aligned to the rigor of the required physics courses. <p>In addition, representatives explained that the proposed structure adds only marginal costs to offering both of the proposed programs.</p>

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program modification for Atmospheric Physics to be implemented in Fall 2016.

PROGRAM MODIFICATION PROPOSAL

Name of Institution
College of Charleston

Name of Program (include concentrations, options, and tracks)
B.S., A.B. in Physics with a concentration in Atmospheric Physics

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
400801

Delivery Site(s)
College of Charleston 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)

B. Lee Lindner
Associate Professor
Physics and Astronomy Department
(843) 953-8288
lindnerb@cofc.edu

Institutional Approvals and Dates of Approval

Faculty Curriculum Committee, Date: 11/20/15
Faculty Senate, Date: 12/8/15

PROGRAM MODIFICATION PROPOSAL

Background Information

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

We propose a new concentration in atmospheric physics in the B.S. Physics degree. The specificity of the math and physics courses required by this concentration make it appropriate for BS rather than our BA degree. Students in our BS program are typically interested in careers in physics and related technical fields like nuclear and electrical engineering. This new concentration in the BS program will give students this technical knowledge, as well as focused preparation in atmospheric science. The students that we anticipate completing the atmospheric physics concentration are physics students who have an ultimate goal of either attending graduate programs in atmospheric science/atmospheric physics/meteorology *and/or* pursuing more research-oriented jobs in the atmospheric sciences in research institutions like NASA or NOAA.

To accomplish this modification, no new courses, no additional faculty, no additional facilities, no additional library resources and no additional financial resources are required.

Students completing the concentration will have taken essentially enough physics and math to earn a BS; thus there will be little (likely no) demand for a BA version of the concentration.

Atmospheric physics is an interdisciplinary area between meteorology and physics. Given the high number of required physics courses, an atmospheric physics concentration is most efficiently mated to the BS in physics, not the BA in meteorology.

List the objectives of the modified program. (1500 characters)

1. Successful students will be able to demonstrate an understanding of the fundamental principles of atmospheric physics, which includes concepts from mechanics, electromagnetism, thermodynamics, and fluid mechanics.
2. Successful students will be able to demonstrate proficiency in utilizing appropriate computational tools to analyze and interpret atmospheric data.
3. Demonstrate proficiency in designing, conducting, and reporting results from experiments relative to topics in atmospheric physics.
4. Synthesize core knowledge and analytical tools to design a research project.
5. Demonstrate the ability to communicate atmospheric physics information effectively in written and oral form.

PROGRAM MODIFICATION PROPOSAL

Assessment of Need

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

The current concentration in Meteorology (which is being terminated) was implemented to serve a very diverse student base. As our program has evolved, it has become increasingly apparent that several different programs are necessary to serve the needs of these students. Now that the resources are available (following recent hires in the Physics and Astronomy department), a multifaceted request to introduce a new major (a B.A. in meteorology) as well as a new concentrations (a concentration in Operational Meteorology, to be linked to the B.A. in meteorology) are being put forth together with the repackaging of the atmospheric physics concentration to help ensure that the needs of our students are met. No program in atmospheric physics exists in South Carolina, or for that matter in the southeastern United States. Thus we anticipate the repackaging of the concentration within the B.S. degree from 'meteorology' to 'atmospheric physics' will attract students from throughout the region.

According to the Bureau of Labor Statistics, atmospheric scientist employment will increase about 10% from 2012 to 2022, with the largest expected changes in computer systems design and related services (34.7% increase) and scientific and technical consulting services (40.8% increase). Based on demand from our students and graduation rates from peer institutions nationwide that have atmospheric physics programs, we anticipate five graduates from our program per year.

Will the proposed modification impact any existing programs and services at the institution?

Yes

No

If yes, explain. (1000 characters)

The program proposed here serves a distinct student population to the related, but independent, proposal to create a BA in Meteorology and Operational Meteorology Concentration.

The Atmos. Phys. concentration is designed for very strong, quantitatively aligned students who want a full Physics degree, but also would like to have a targeted elective sequence (as prescribed by the curriculum of the concentration). This curriculum is predominantly designed for students who plan to seek graduate study in Physics, Atmospheric Science, Climate Science, Atmospheric Chemistry, or related fields.

Conversely, the BA in Meteorology is designed more for both future forecasters/meteorologists as well as the more diverse liberal arts student base that may be double majoring with another (potentially non-quantitative) field.

Although the BA does require a substantial amount of quantitative coursework, there is a great deal of required course content in the Physics BS that benefits those in the Atmospheric Physics concentration that may not be necessary nor desired among students obtaining the BA in Meteorology.

The only envisioned impact of this proposed concentration on the proposed Meteorology program would be to increase the total enrollment in some of the courses shared between the two programs. Since these courses have thus far had quite modest enrollment, this should not result in the need to devote additional instructional resources.

PROGRAM MODIFICATION PROPOSAL

Since this new concentration is merely replacing an existing concentration, there is no expected impact on any other existing programs or courses. All courses required in this concentration are regular offerings within the Physics and Astronomy department, and all electives are already offered as part of other degree programs and/or concentrations. Since this concentration is developed to replace an existing concentration, enrollment numbers in existing classes are not expected to appreciably change.

PROGRAM MODIFICATION PROPOSAL

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
No atmospheric physics programs exist in SC, but some related programs offer a few of the courses			
Applied Physics Major with Concentration in Environmental Physics	Coastal Carolina University	Involves coursework associated with the quantitative physical sciences related to fluids, remote sensing, and atmospheric physics. Includes some of the same introductory/intermediate coursework.	Isn't designed as an atmospheric physics program; Designed for very different population.
Environmental Science B.S.	University of South Carolina	Involves some coursework associated with introductory physics coupled with natural science coursework in the environmental sciences.	Not aimed at students seeking careers in atmospheric physics. This is a much broader program.
Geology B.S. with Environmental Science Concentration	Clemson University	Closest program at Clemson to what is proposed here; involves study of Earth system as a whole, includes some environmental science classes, which may include some elements of atmospheric science.	Much more pronounced focus on Earth history and standard Geological topics. No required coursework in atmospheric science.
Environmental Studies Major	Wofford College	Program includes some elements of Natural Science investigation to elements of Earth science.	Program not targeted to atmospheric physics. Designed to be a blend of Social Science, Humanities, and Science courses within the Environmental designation.

PROGRAM MODIFICATION PROPOSAL

Description of the Program

Projected Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-2017	20	80	20	80	2	6
2017-2018	20	80	20	80	2	6
2018-2019	20	80	20	80	2	6
2019-2020	20	80	20	80	2	6
2020-2021	20	80	20	80	2	6

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

The proposed Atmospheric Physics Concentration within the Physics B.S. degree will consist of 18 hours (9 core credits and 9 elective credits).

Core Courses (all required) (9 credits):

1. **PHYS 405** (Thermal Physics) (3 cr.)
(PR: PHYS 230 and (MATH 323 or PHYS 272) or permission of instructor.)
2. **PHYS 415** (Fluid Mechanics) (3 cr.)
(PR: (MATH 323 or PHYS272) and PHYS 301 or permission of instructor.)
3. **PHYS 459** (Cloud and Precipitation Physics) (3 cr.)
(PR: (PHYS 112 or HONS 158); CO: (MATH 323 or PHYS 272), or permission of the instructor)

Electives (at least 9 credits from the following list)

1. **ASTR 306** (Planetary Astronomy) (3 cr.)
(PR: ASTR 231)
2. **ENVT 352*** (Special Topics in Environmental Science and Studies) (1-4 cr.)
(CO or PR: At least 3 courses in environmental studies minor).
3. **GEOL 442** (Geological Application of Remote Sensing) (4 cr.)
(PR: GEOL 103; GEOL 105 or HONS 155 and 156. Some computer experience is helpful.)
4. **GEOL 449** (Geographical Information Systems) (4 cr.)
(PR: GEOL 103; GEOL 105 or HONS 155 and 156; or permission of the instructor. Some computer experience is helpful.)
5. **HONS 390*** (Special Topics) (3-6 cr.)
(PR: varies)
6. **PHYS 210** (Introduction to Air Pollution) (3 cr.)
(PR: PHYS 105, or PHYS 106L with a grade of C- or better, or permission of the instructor)
7. **PHYS 215** (Synoptic Meteorology) (3 cr.)
(PR: MATH 120 and (PHYS 101 (with a grade of C- or better) or PHYS 105 or PHYS 111 or HONS 157), or permission of the instructor)
8. **PHYS 225** (Climate) (3 cr.)
(PR: PHYS 112 or HONS 158 or (PHYS 102 (with a grade of C- or better) and (MATH220 or MATH229) or Permission of Instructor.)
9. **PHYS 298*** (Special Topics) (1-3 cr.)

PROGRAM MODIFICATION PROPOSAL

- (PR: Instructor and department chair permission)
10. **PHYS 320** (Intro to Electronics) (4 cr.)
 (PR: (PHYS 102 and MATH 120) or PHYS 112 or PHYS 158 or Permission of Instructor.)
 11. **PHYS 340** (Photonics) (4 cr.)
 (PR: PHYS 112 or HONS 158 or Permission of Instructor.)
 12. **PHYS 350** (Energy Production) (4 cr.)
 (PR: CHEM 111 and (PHYS 112 or HONS 158 or [PHYS 102 and MATH 120]))
 13. **PHYS 381*** (Internship) (1-4 cr.)
 (PR: PHYS or METR Majors and PHYS 370 or permission of the coordinator)
 14. **PHYS 390*** (Research) (1-3 cr.)
 (PR: Permission of the instructor and chair.)
 15. **PHYS 394/394L** (Digital Signal and Image Processing with Biomedical Applications) (4 cr.)
 (PR: (PHYS 112 and PHYS 112L) or (HONS 158 and HONS 158L).)
 16. **PHYS 399*** (Tutorial) (3 cr.)
 (PR: Junior standing plus permission of the tutor and the department chair.)
 17. **PHYS 410** (Electricity and Magnetism 2) (3 cr.)
 (PR: PHYS 409)
 18. **PHYS 412*** (Special Topics) (1-3 cr.)
 (PR: Permission of the instructor.)
 19. **PHYS 420*** (Senior Research) (3 cr.)
 (PR: PHYS 419 and permission of instructor and chair).
 20. **PHYS 425** (Mesoscale Meteorology) (3 cr.)
 (PR: MATH 221 and PHYS 215, or permission of the instructor)
 21. **PHYS 457** (Satellite Meteorology) (3 cr.)
 (PR: (One of the following: [PHYS459; PHYS425; PHYS230; PHYS225; PHYS215; PHYS210; PHYS106 (with a grade of C- or better); PHYS105] and one of the following: [PHYS102 (with a grade of C- or better); PHYS112; HONS158] and one of the following: [MATH220; MATH229]; or permission of the instructor))

* = topics in these courses must involve atmospheric physics and must be approved by the department

Curriculum Changes

Note: Complete this table only if there are changes to the curriculum.

There are no changes to the B.S. in Physics Curriculum that constitute a removal or addition of a new course.

However, minor revisions to the course descriptions of PHYS 370 (Experimental Physics), PHYS 405 (Thermal Physics), and PHYS 415 (Fluid Mechanics) will be made so that the course descriptions are better aligned with the published requirements for meteorologists in the federal civil service. These revisions do not constitute a substantial change to the nature or content of these courses (90%+ of each of the courses remain unchanged, and all usual instructors of these courses have approved the minor necessary changes).

Courses Eliminated from Program	Courses Added to Program

PROGRAM MODIFICATION PROPOSAL

Faculty

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

N/A

Resources

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

N/A

PROGRAM MODIFICATION 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	0	0	0	0	0	0
Graduate Assistants	0	0	0	0	0	0
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Supplies and Materials	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0
Other*	0	0	0	0	0	0
Total	0	0	0	0	0	0
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	\$51,792	\$51,792	\$51,792	\$51,792	\$51,792	\$258,960
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding*						
Total						\$258,960
Net Total (i.e., Sources of Financing Minus Estimated New Costs)						\$258,960

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

PROGRAM MODIFICATION PROPOSAL

Budget Justification

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

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

There are no new costs to this concentration. It is replacing an existing concentration.

All of the required and elective courses in this concentration are either required for the BS in Physics degree or the proposed BA in meteorology degree. These courses must be taught for those audiences, regardless of whether the atmospheric physics concentration exists. We only expect perhaps a half dozen graduates with this concentration per year, and this number of students can join the existing classes as they rarely get close to the room size. Furthermore, all of these classes are currently servicing the existing concentration in meteorology within the BS in physics, which is being replaced by the new concentration.

Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

- Yes
 No

If yes, explain. (1000 characters)

Will the proposed modification affect or result in program-specific accreditation?

- Yes
 No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed modification affect or lead to licensure or certification?

- Yes
 No

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

PROGRAM MODIFICATION PROPOSAL

Teacher or School Professional Preparation Programs

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

Yes

No

If yes, complete the following components.

Area of Certification

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

College of Charleston Artium Baccalaureatus (A.B.)

The Artium Baccalaureatus (A.B.) degree is the traditional bachelor's degree conferred by the College of Charleston when the study of Classics formed the core curriculum for all students. Currently, the A.B. is awarded to students who follow this tradition and include significant coursework in Classics in their undergraduate studies. Students in any major may elect to work towards the A.B. instead of a Bachelor of Arts or Bachelor of Science degree by including Ancient Greek or Latin language and humanities courses exploring Classical civilization in their general education coursework. All students at the College of Charleston must satisfy General Education requirements in foreign languages and humanities so by careful course selection, earning the A.B. need not add any additional requirements.

According to the *College of Charleston Undergraduate Catalog*, in order to graduate with an A.B. degree, the student must: **(1) complete all required courses in any major; (2) achieve advanced proficiency in either Latin or Ancient Greek, demonstrated by the completion of two courses in one of these languages at the 300 level or above (LATN 301, 305, 321, 322, 323, 371, 372, 373, 390, 490 or two courses from GREK 321, 322, 323, 324, 325, 326, 371, 372, 390, 490)*; and (3) complete two in classical civilization (see listing below).**

*Note: The Classics A.B. major requires both Greek and Latin languages.

ARTH 214 Ancient Greek Art	CLAS 254 Tragedy
ARTH 215 Ancient Roman Art	CLAS 255 Comedy
CLAS 101 Greek Civilization	CLAS 256 Ancient Satire
CLAS 102 Roman Civilization	CLAS 270 The Classics in Cinema
CLAS 103 Classical Mythology	CLAS 301 Topics in Ancient Greek Literature
CLAS 104 Introduction to Classical Archaeology	CLAS 302 Topics in Latin Literature
CLAS 105 History of the Classical World	CLAS 303 Topics in Classical Civilization
CLAS 121 Classical Greece (travel course)	CLAS 320 State Formation in the Greco-Roman World
CLAS 122 Bronze Age Greece (travel course)	CLAS 322 Mediterranean Landscapes
CLAS 203 Special Topics	CLAS 324 Ancient Mediterranean Economies
CLAS 221 Field Methods in Classical Archaeology I	CLAS 343 Luxury and Status in Ancient Rome
CLAS 222 Field Methods in Classical Archaeology II	CLAS 345 Love, Beauty, and Sexuality in the Greco-Roman World
CLAS 223 Aegean Prehistory	CLAS 356 Ancient Roman Letters
CLAS 225 The Archaeology of Athens	HIST 230 Ancient Egypt and Mesopotamia
CLAS 226 The Archaeology of Rome	HIST 231 Ancient Greece
CLAS 242 Images of Women in Classical Antiquity	HIST 232 Ancient Rome
CLAS 253 Ancient Epic	PHIL 201 History of Ancient Philosophy

Sources

1. Artium Baccalaureatus. *College of Charleston Undergraduate Catalog 2015-16*. <http://catalogs.cofc.edu/undergraduate/artium-baccalaureatus-ab.htm>
2. Artium Baccalaureatus. College of Charleston Department of Classics. <http://classics.cofc.edu/documents/ab-degree.pdf>

**Program Modification
 Master of Education in Teaching, Learning, and Advocacy
 Add Concentrations in Diverse Learners, Science and Mathematics, New Literacies, and
 Curriculum and Instruction
 College of Charleston**

Summary

The College of Charleston requests approval to add four concentrations in Diverse Learners, Science and Mathematics, New Literacies, and Curriculum and Instruction to the Master of Education (M.Ed.) in Teaching, Learning, and Advocacy to be implemented in Fall 2016. The proposed modification 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 modification is attached.

Stages of Consideration	Date	Comments
Advisory Call	12/2/15	A representative from the College's Department of Education contacted CHE staff to inquire about the process for adding a concentration to the existing M.Ed. program. Staff discovered that three concentrations in the program were being offered already without CHE approval. Staff apprised the representative that the College would need to submit a program modification proposal to pursue approval for all four concentrations.
Program Proposal Received	1/15/2016	Not applicable
ACAP Consideration	2/18/16	ACAP Members and staff discussed the merits of the new program concentration in Curriculum and Instruction and expressed support for its design and service to students. The representative from Lander University stated the institution offers a M.Ed. with a concentration on in Diverse Learners. CHE staff raised concerns about the three concentrations currently offered prior to approval. The representative from the College of Charleston acknowledged the institution's responsibility and promised resolution. In subsequent discussion, representatives from the College of Charleston acknowledged that the three concentrations were approved internally in 2012-13, but were not submitted to CHE due to a misinterpretation of CHE policy. Staff confirmed that the addition of the three concentrations to an existing program warrant a program modification.
Comments and suggestions from CHE staff sent to the institution	2/26/16	Staff requested that the proposal be revised with the following updates: 1) Clarification of the use of Common Core in the program objectives because advanced degrees in

Stages of Consideration	Date	Comments
		<p>Education are required to follow National Board of Professional Standards.</p> <ol style="list-style-type: none"> 2) Justification and an assessment of need for each concentration with each concentration addressed separately and supported by additional data. 3) Clarification of projected new enrollment and enrollment hours. 4) Clarification about the curriculum, including the nature of the Diverse Learners concentration as a special education program or an English Language Learners (ELL) program; the required courses for the mathematics and science concentration; an explanation of faculty needed for 35 new courses for four new concentrations; and S.C. Dept. of Education approval for "Read to Succeed" courses. 5) Additional justification about the budget for the three proposed concentrations that currently exist that were not approved by CHE. 6) Additional information about the evaluation and assessment for four new concentrations. Although the proposal states that the new concentrations would not impact the way the program is evaluated and assessed, staff believe four new concentrations would require additional assessments. 7) Description of CAEP accreditation for the new concentrations.
Revised Program Proposal Received	3/10/16	<p>The revised proposal satisfactorily addressed the requested revisions, including addressing approved state standards; justifying each concentration; revising the enrollment chart to reflect full time teachers taking a reduced course load each semester; addressing curricular concerns; revising the proposed budget to reflect the new concentration; and verifying use of a capstone research project to evaluate the program.</p>
CAAL Consideration	4/7/16	<p>CHE staff elevated the modification proposal since three concentrations in the program have been offered prior to approval: 1) New Literacies, 2) Science and Mathematics for Teachers, and 3) Curriculum and Instruction.</p> <p>CAAL members discussed the proposed new concentration, Diverse Learners, expressed support, and requested clarification about the following topics:</p> <ul style="list-style-type: none"> • Justification for the projected enrollment estimate. • Discussion about requiring enrollees in mathematics and/or science degree programs or concentrations to earn a 3.0 GPA in all such coursework to help ensure teachers' content mastery.

Stages of Consideration	Date	Comments
		<p>Responses from College of Charleston:</p> <ul style="list-style-type: none">• Apologies for offering the concentrations prior to Commission approval, citing the institution's misinterpretation of Commission policy.• Regarding projected enrollment, the program will recruit the majority of its enrollees from faculties that teach in local school districts. In the beginning there were over 40 students enrolled in the M.Ed. program and now approximately 20 students are enrolled. The College of Charleston has a goal of increasing the enrollment back to 40 with the new concentrations.• The degree is supported by tuition revenues. There are no additional funds for diverse learners.• Teachers enrolled in this program work with diverse learners in their K-12 classrooms.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the modification to this program to be implemented Fall 2016.

Name of Institution
College of Charleston
Department: School of Education, Health, and Human Performance

Name of Program (include concentrations, options, and tracks)
M.Ed. in Teaching, Learning, and Advocacy (MTLA)
Four Concentrations: Diverse Learners, Science and Mathematics, New Literacies, Curriculum and Instruction

Program Designation

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

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?
 Yes
 No

Proposed Date of Implementation CIP Code 13.1299
 Fall 2016

Delivery Site(s)
College of Charleston 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)
 Dr. mutindi ndunda
 Associate Professor
 843.953.8046
 ndundam@cofc.edu

Institutional Approvals and Dates of Approval

Institutional Approval	Concentrations	
	Diverse Learners, New Literacies, & Science & Mathematics	Curriculum and Instruction Concentration
Teacher Education (TEDU) Department Curriculum Committee	March 1, 2013	April 3, 2015
Department Management Team	March 1, 2013	April 10, 2015
TEDU Faculty	March 15, 2013	April 17, 2015
Faculty Committee on Graduate Education, Continuing Education, and Special Programs	September 4, 2013	November 11, 2015
Graduate Council	September 13, 2013	November 20, 2015
Faculty Senate	October 1, 2013	December 8, 2015

Background Information

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

The M.Ed. in Teaching, Learning and Advocacy (MTLA) program was originally designed to provide a core of courses (24 credits) and two strands (9 credits) that provided students the opportunity to choose an area of specialization in Teaching Children and Youth in the Contemporary Context and in Teacher as Change Agent.

The proposed modification of the MTLA program is to:

a) Reduce the core course credits from 24 to 18 and increase total required credits for each concentration from 33 to 36, b) redesign the initial strands into a concentration focusing on Diverse Learners (18 credits) and, c) add three concentrations focusing on New Literacies, Science and Mathematics for Teachers (SMFT), and Curriculum and Instruction (18 credits each).

The purpose of the MTLA program is to prepare teacher leaders with a deep understanding of issues and policies shaping teaching and learning and provide them with skills necessary to advocate for students, public schools, and the teaching profession.

The redesigning and development of new concentrations provide the candidates with options to pursue specialty concentrations that enhance their skills as teacher leaders and advocates. The need for the concentrations is in response to the success of the program and the national, state and local expectations for teacher leaders with expertise in content specific fields. This aligns with the School of Education Health and Human Performance's mission to develop educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

List the objectives of the modified program. (1500 characters)

Objectives of the concentrations:

1) Diverse Learners:

- Enhance classroom teachers' understanding of the nature and needs of diverse learners,
- Provide advanced knowledge of instructional strategies, differentiation practices, and curriculum geared to needs of diverse learners,
- Increase understanding of research, theories, and practices designed to better serve students from divergent cultures and socioeconomic backgrounds, those with home languages other than standard English, and those with differences in individual cognitive, social and emotional abilities,
- Encourage student research related to student learning and factors affecting their learning,
- Increase knowledge of how federal, state, and local policies affect diverse learners and prepare students to be teacher leaders and advocates for all students,
- Provide opportunities for students to obtain or work toward both a M.Ed. and a specialized education certificate.

2) Science and Mathematics:

- Deepen P-12 teachers' content knowledge of core mathematics and science content, while connecting this knowledge to creative strategies for implementing the content,
- Emphasize the importance of equity and excellence all science and math instruction,
- Emphasize the intersection of research, theory, and practices that will assist in curricula, development and instructional practices that aid in the thoughtful and research-based development of science for all,
- Focus on teaching science in a reform-based manner and focusing on scientific inquiry in light of the Next Generation Science Standards,
- Increase teachers' use of problem-based learning strategies with the intent to deepen students' mathematical understanding and make mathematics accessible to all children,
- Assist students in conducting research relevant to issues in science and math learning,
- Increase understanding of district, state and national policies affecting science and mathematics teaching in light of the tensions between various math and science practices of diverse groups, preparing students to be teacher leaders and advocates for high quality science and mathematics opportunities for all students.

3) New Literacies Concentration:

- Enhance efforts to improve the foundational and new literacies of students in Lowcountry school districts,
- Deepen P-12 teachers' content and pedagogical knowledge of foundational literacies of reading and writing print text, while connecting these literacies to the new 21st century literacies, including digital technologies, non-print text, and multimodal texts,
- Connect closely to the new state standards that impact both content and disciplinary literacies as well as the literary uses of print and non-print texts,
- Bring together foundational and new literacies research, theory, and practices that will assist in curricula development and instructional practices that aid in the thoughtful and research-based development of all literacies,
- Assist students in conducting research relevant to issues in traditional and new literacies teaching and learning,
- Develop insights into how federal, state and local policies influence literacies curriculum and instruction, as well as focus on tensions between various literacy practices of diverse groups,
- Prepare students to be teacher leaders and advocates for high quality literacies opportunities for all students.

4) Curriculum and Instruction:

- Compare and contrast major historical and philosophical debates and their influences on contemporary issues in curriculum in the United States,
- Critically reflect on the power dynamics that influence curriculum development/construction,
- Identify significant curriculum leaders and discuss the impact each had on education in the United States,
- Demonstrate an understanding of the content and the processes needed for curriculum development and implementation, with an understanding of the relationships between and among the disciplines,
- Analyze and evaluate local and/or national curriculum highlighting the historical, philosophical and other economic, political and social discourses that shape the development and implementation of the curriculum.

Assessment of Need

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

The program modification to offer the four specialty concentrations addresses the demand for highly qualified teachers leaders and advocates for diverse learners at the state and local levels.

Need for each concentration

1. Diverse Learners (DL)- This concentration can result in three ends: endorsement in special education, endorsement in ESOL, or a broad understanding of diverse learners (no added endorsement) depending on students' needs and desires.

The need for the diverse learners concentration was based on:

- a) Discussions with administrators in the tri-county area in which they expressed a need for more expertise in understanding two populations: Special education and English Language Learners.
- b) Review of College of Charleston Program Completers' Surveys which indicated that a significant number of program completers expressed concern about their ability to teach diverse learners.
- c) The growth of the ELL population, the fastest growing population in South Carolina, necessitates additional teachers prepared to teach this population. Specifically in the tri-county area, Charleston County School District (CCSD) has the largest number of ELLs. The enrollment has increased from 650 in 2001 to over 3000 in 2015 while the number of teachers has only grown from 12 to 43 respectively (Torres, n.d.; CCSD, 2015).

2. Science and Math - This concentration results in increased knowledge of science and mathematics content and pedagogy. Students take six credit hours in courses providing science and mathematics pedagogical instruction, and depending on student interest and need can concentrate on either science or mathematics courses (12 credits) or continue to enroll in courses in both content areas.

This concentration grew out of request by a local school district to help them meet their need for more math and science teachers. The district recognized that many teachers who lacked math and science content were reluctant to enroll in the College of Charleston's Science and Math for Teachers M.Ed., which focuses exclusively on math and science content and they wanted them to complete MTLA's core courses.

3. New Literacies – This concentration allows students to develop additional skills and knowledge in content and pedagogy in new literacies. The concentration was developed in recognition of the importance of multiple literacies in today's digital world. Completion of this concentration may result in Read to Succeed endorsement by students completing the four courses approved by the State Department of Education.

This concentration was developed in response to the requirements of Read to Succeed. Read to Succeed requires all certified teachers enroll in additional graduate level literacy courses. Teachers and administrators in the tri-county area approached us to develop a way for teachers to build these courses into a masters program.

4. Curriculum & Instruction- This concentrations provide students an opportunity to deepen their understanding of curriculum and instruction, especially in relation to Project-Based Learning (PBL). Completion of this concentration may result in PBL endorsement.

This concentration provides a framework for the jointly developed Project-Based Learning courses that result in PBL endorsement. These were developed and will be offered through a collaboration between the Riley Institute at Furman, Claflin University, College of Charleston, Winthrop University and the State Department of Education. Local school districts have expressed interest in teachers obtaining endorsement in PBL and having the opportunity to apply these courses towards the M.Ed.

Will the proposed modification impact any existing programs and services at the institution?

Yes

No

If yes, explain. (1000 characters)

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
M.Ed. in Advanced Instruction	University of South Carolina	USC offers M.Ed. with emphasis on Early Childhood Development, Language & Literacy, Teaching & Learning Both M.Ed. programs require 18 hours of core courses & 18 hours emphasis.	CofC offers concentrations as programs of study. USC offers emphasis rather than concentrations.
M.Ed. in Teaching and Learning -Specialty Content Areas: Math, Science, English, Social Studies, and Elementary Education	Clemson University	Programs in both universities require 18 credit hours for core course work.	Clemson's program is content specific and requires 12 credit hours for the emphasis. CofC's M.Ed. is not subject-area specific & concentration requires 18 credit hrs.
M. Ed. In Curriculum and Instruction , -Early Childhood/Elementary-Educational Technology -Secondary -Teaching & Learning	Winthrop University	Both offer M.Ed. 36-hour credit degree in <i>Curriculum and Instruction</i> . Both require 18 hours of core courses & 18 hours concentration.	Winthrop's program is "aligned in part with the National Board of Professional Teaching Standards." The MTLA program is aligned with the School of Education, Health and Human Performance Standards, which are consistent with the core propositions of National Board of Professional

Program Name	Institution	Similarities	Differences
			Teaching Standards.
M. Ed. Learning and Teaching , -Instructional Technology & -Literacy Concentrations	Coastal Carolina University	Coastal Carolina M.Ed. Learning & Teaching program offers concentrations in Instructional Technology and, Literacy.	CofC is a 36 credit hour program. Coastal Carolina is a 30 credit hour program. Coastal Carolina courses are mostly online, while our program will be a traditional, face-to-face program.
M.Ed. in Teaching and Learning , -Instructional Technology -Exercise and Sports Studies -Diverse Learners	Lander University	Both M.Ed. programs offer a concentration in Diverse Learners. Both M.Ed. programs offer 36-hour credit degree.	Lander's program is aligned with the National Board of Professional Teaching Standards." The MTLA program is aligned with the School of Education, Health and Human Performance Standards, which are consistent with the core propositions of National Board of Professional Teaching Standards.

Description of the Program

Projected New Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2016-17	27	122	33	149	20	120
2017-18	35	156	35	156	20	120
2018-19	42	189	42	189	20	120
2019-20	42	189	42	189	20	120
2020-21	42	189	42	189	20	120

- a) Most of our students are fulltime teachers and therefore, they are not able to take more courses during the regular semesters. However, there are some students who take 2 or 3 courses. We have adjusted our projected fall and spring enrollment and credit hours by using 1.5 courses as the average. In the summer, most students take 2 courses.
- b) The time frame for completion of the MTLA program ranges from 1.5 years to five years including summer.

Curriculum

Core Courses (18 credits):

Course #	Course Name (all 3 credits unless indicated)
MTLA 601	Class, Race & Gender in Education
MTLA 602	Policies & Issues in Contemporary Education
MTLA 607	Teachers as Advocates for Children & Youth
EDFS 632	Learning, Cognition & Motivation
EDFS 635	Educational Research
MTLA 702	Research & Development Project

Diverse Learners (18 credits):

Course #	Course Name (all 3 credits unless indicated) Choose six courses including the required courses
MTLA 711	Meeting the Needs of Diverse Learners in P-12 Schools ... (REQUIRED)
MTLA 603	Family & Community Involvement
EDFS 670	Principles & Strategies of Teaching English to Speakers of ...
EDFS 671	Teaching Reading & Writing to Speakers of Other Languages
EDFS 672	Linguistic/Cultural Diversity in Education
EDFS 673	Assessing Student Performance
EDFS 680	Teaching English Through the Content Areas
EDFS 710	Introduction to Exceptional Children & Youth
EDFS 714	Introduction to Curriculum & Instruction in Special Education
EDFS 720	Educational Assessment of Students with Disabilities
EDFS 724	Reading & LA Instruction for Students with Disabilities
EDFS 725	Classroom & Behavior Management
EDFS 730	Characteristics of Individuals w/ Emotional Disabilities

Course #	Course Name (all 3 credits unless indicated) Choose six courses including the required courses
EDFS 740 EDFS 750	Characteristics of Individuals w/ Learning Disabilities Characteristics of Individuals w/ Mental Disabilities
EDFS 731 EDFS 741 EDFS 751	Ed. Procedures for Individuals w/ Emotional Disabilities Ed. Procedures for Individuals w/ Learning Disabilities Ed. Procedures for Individuals w/ Mental Disabilities
MTLA 706	Special Topics in Education

Science and Mathematics (18 credits):

Course #	Course Name (all 3 credits unless indicated)- Choose six courses including the required courses
EDFS 660	Nature of Science, Mathematics & Science/Math Education (REQUIRED)
SMFT 670	Advanced Methods in Science & Mathematics (REQUIRED)
SMFT 510	Problem Solving
SMFT 511	Introduction to Probability & Statistics
SMFT 514	Geometry for Elementary & Middle School Teachers
SMFT 516	Applications Across the Math Curriculum with Technology
SMFT 523	Earth Science for Teachers (4)
SMFT 548	Atomic Theory of Matter from Lucretius to Quarks
SMFT 555	Applications of Physics for Teachers: How Things Work
SMFT 639	Genetics & Molecular Biology for Teachers
SMFT 647	Determination of the Structure of Matter
SMFT 697	Special Topics in Science or Math for Teachers (1-4)
EDFS 703	Curriculum, Policy & Systems in Science & Math

New Literacies (18 credits):

Course #	Course Name (all 3 credits unless indicated) Choose six courses including the required courses
MTLA 605	Instructional Foundations & Assessments of Early Literacies (REQUIRED)
MTLA 678	Instruction & Assessment of Older Literacies Learners (REQUIRED)
MTLA 648	Teaching Content Area and Disciplinary Literacies
MTLA 663	Texts & Tools for Consuming & Producing Literacies
MTLA 667	Issues & Trends in Literacies Education & Advocacy
EDFS 671	Teaching Reading & Writing to Speakers of Other Languages
MTLA 665	Literacies, Identities, & Pop Culture
MTLA 706	Special Topics in Education
EDFS 724	Reading & LA Instruction for Students w Disabilities

Curriculum and Instruction (18 credits):

Course #	Course Name (all 3 credits unless indicated) Choose six courses including the required courses
MTLA 668	Curriculum Foundations, Principles, Issues and Applications (REQUIRED)
MTLA 603	Family and Community Involvement
MTLA 605	Instructional Foundations & Assessments of Early Literacies
MTLA 648	Teaching Content Area and Disciplinary Literacies
MTLA 663	Texts and Tools for Consuming and Producing Literacies
MTLA 671	Introduction to Project-Based Learning (PBL)
EDFS 670	Principles & Strategies of Teaching English to Speakers of Other Languages
SMFT 670	Advanced Methods in Science and Mathematics

MTLA 672	Applications of Project-Based Learning in Curriculum
MTLA 674	Practicum in Project-Based Learning
MTLA 678	Instruction and Assessment of Old Literacies Learners
EDFS 692	Advance Technology Applications in Education
EDFS 714	Introduction of Curriculum and Instruction in Special Ed.
SMFT 703	Curriculum, Policy and Systems in Science and Math

Attach a curriculum sheet identifying the courses required for the program.

Curriculum Changes

Note: Complete this table only if there are changes to the curriculum.

Courses Eliminated from Program	Courses Added to Program
MTLA 604 Identifying and Sustaining Effective Learning Communities	MTLA 648 Teaching Content Areas and Disciplinary Literacies
MTLA 606 Teacher as a Member of the Professional Community	MTLA 663 Texts and Tools for Consuming and Producing Literacies
EDFS 705 Reflective Practice of Professional Development	MTLA 665 Literacies, Identities, and Pop Culture
EDEE 667 Curriculum Theory and Applications	MTLA 668: Curriculum: Foundations, Principles, Issues and Applications (3) REQUIRED - NEW COURSE
	MTLA 671 Introduction to Project-Based Learning (PBL) (3 credits) NEW COURSE
	MTLA 672 Applications of Project-Based Learning in Curriculum and Instruction (3 credits) NEW COURSE
	MTLA 674 Practicum in Project-Based Learning (3 credits) NEW COURSE
	MTLA 678 Instruction & Assessment of Older Literacies Learners
	MTLA 706 Special Topics of Education
	EDFS 660 Nature of Science, Mathematics, and Science/Mathematics Education

	EDFS 670 Principles and Strategies of Teaching English to Speakers of Other Languages
	EDFS 671 Teaching Reading and Writing to Speakers of Other Languages
	EDFS 673 Linguistic/Cultural Diversity in Education Assessing Student Performance
	EDFS 703 Curriculum, Policy and Systems in Science and Math
	EDFS 710 Introduction to Exceptional Children and Youth
	EDFS 720 Educational Assessment of Students with Disabilities
	EDFS 724 Reading and Language Arts Instruction for Students with Disabilities
	EDFS 725 Classroom and Behavior Management
	EDFS 730 Characteristics of Individuals with Emotional Disabilities
	EDFS 740 Characteristics of Individuals with Learning Disabilities
	EDFS 750 Characteristics of Individuals with Mental Disabilities
	EDFS 731 Educational Procedures for Individual with Emotional Disabilities
	EDFS 741 Educational Procedures for Individual with Learning Disabilities
	EDFS 751 Educational Procedures for Individual with Mental Disabilities
	SMFT 510 Problem Solving
	SMFT 511 Introduction to Probability and Statistics
	SMFT 514 Geometry of Elementary and Middle School Teachers
	SMFT 516 Applications Across the Mathematics Curriculum with Technology
	SMFT 523 Earth Science for Teachers
	SMFT 548 Atomic Theory of Matter from Lucretius to Quarks
	SMFT 555 Applications of Physics for Teachers: How Things Work
	SMFT 639 Genetics and Molecular Biology for Teachers
	SMFT 647 Determination of the Structure of Matter
	SMFT 697 Special Topics in Science or Mathematics for Teachers

Faculty

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

The proposed program modification for the M.Ed. in Teaching, Learning, and Advocacy will not require any additional institutional changes in faculty or administration. The current faculty will teach the required courses that students are required to complete their degree. Although the proposed changes add 35 courses to the program, all the courses in Science and Math are offered through the Science and Mathematics for Teachers (SMFT) program so the addition of MTLA students merely increases enrollment; all but one course (MTLA 711) in Diverse Learners concentration are also part of other programs. Six of the 18 credits in New Literacies concentration are part of other programs, and fifteen credits in Curriculum and Instruction are shared with other programs. The courses that exist in other graduate-level degrees, and needed to fulfill the requirements of specific MTLA concentrations, will remain the same faculty assignment. Qualified faculty are available to teach the courses that are not shared with other programs.

Resources

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

The proposed program modification for the M.Ed. in Teaching, Learning, and Advocacy will not require the need for any new resources, new equipment, new facilities, or modifications to existing facilities. The current library/learning resources are already being provided through the college library, interlibrary loan, or The School of Education, Health and Physical Education curriculum lab.

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	0	0	0	0	0	0 0
Faculty and Staff Salaries*	85800	85800	85800	85800	85800	429000
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	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0
Other*	0	0	0	0	0	0
Total	85800	85800	85800	85800	85800	429000
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding**	720000	810000	936000	936000	936000	4338000
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	0	0	0	0	0	0
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$634200	\$724200	\$850200	\$850200	\$850200	\$3909000

*Faculty/Staff salaries are based on \$65,000 + 32% fringe. We estimate 18 new credit hours per year, which is the equivalent of 1.0 FTE.

**Calculation of Estimated FTE Revenue (\$500 per credit hour for in-state students is used to calculate revenue from students taking courses in the concentrations. Calculations are based on this table:)

	Headcount	Concentration Hours That Need to Be Taught	Student Credit Hours Generated
2016-2017	80	18	1440
2017-2018	90	18	1620
2018-2019	104	18	1872
2019-2020	104	18	1872
2020-2021	104	18	1872

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 modified MTLA program that included three concentrations was implemented in fall 2014. In this time we have not experienced any need for additional funding and do not anticipate needing additional funding for the proposed concentration, Curriculum and Instruction. Until enrollments increase considerably, there will be no new costs for faculty, library or equipment. However, cost savings have already been seen in increased enrollment in existing program courses.

Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

The modification of the MTLA program that includes four new concentrations did not change the program goals. The capstone research project is the culminating assessment that all the students must complete. The students apply knowledge and skills specific to their concentration in combination with skills and knowledge from the core courses to complete their capstone research project as a summative assessment. The capstone research project is aligned to the overall goals of the MTLA program.

Will the proposed modification affect or result in program-specific accreditation?

Yes

No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed modification affect or lead to licensure or certification?

Yes

No

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

N/A

Teacher or School Professional Preparation Programs

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

Yes

No

If yes, complete the following components.

Area of Certification: N/A

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

**Program Proposal Modification
 Master of Business Administration, add Lowcountry Graduate Center Location for the
 Healthcare Management Concentration
 South Carolina State University**

Summary

South Carolina State University requests approval to offer the Healthcare Management concentration of the program leading to the Master of Business Administration at the Lowcountry Graduate Center to be implemented in May 2016. Staff elevated the program modification proposal for consideration by the Committee on Academic Affairs and Licensing (CAAL) while the University remains on probation with the Southern Association of College and Schools Commission on Colleges. 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 and letter of support is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	1/15/16	Not Applicable
ACAP Consideration	2/18/16	<p>South Carolina State University's representative discussed the need for the Healthcare Management concentration of the MBA program at the Lowcountry Graduate Center. He explained that the director of the Lowcountry Graduate Center, also in attendance, requested the program be offered at that site and that the proposed expansion to that site would not result in unnecessary duplication. ACAP members and CHE staff discussed the merits of the program in that service area as well as potential future growth of the MBA program.</p> <p>The University's representative also explained that the core courses would be taught by full-time faculty who will travel to Charleston, while some of the courses for the concentration would be taught by adjunct faculty.</p> <p>Staff stated that a request for revisions to the proposal would be forthcoming.</p> <p>ACAP members expressed support for and voted to approve the program proposal.</p>
Comments and suggestions from CHE staff sent to the institution	2/26/16	<p>Staff requested the following proposal revisions:</p> <ul style="list-style-type: none"> • Explain the reasons why the healthcare management concentration will be the only option offered at the new site as discussed at the ACAP meeting; and describe the process for deciding to offer the program at the new site. • Include information mentioned during the ACAP meeting and included in the support letter that addresses the appeal of the MBA to working healthcare professionals in the Charleston area.

Stages of Consideration	Date	Comments
		<ul style="list-style-type: none"> • Explain whether there is a cost to deliver the program at the new site and if students will incur additional expenses as a result. • Provide additional information about the similarities and differences of the programs listed in the chart and explain why this expansion is not unnecessary duplication. • Explain why the new faculty will be hired in year 3 and not earlier in the program. • Clarify that the courses in the concentration will be delivered by adjunct faculty, but that core courses will be delivered by full-time faculty. • Identify specific library resources needed. • Include an amount for program administration in the cost chart, especially since the program is being offered at a new site. If there are no new costs for administration, explain why.
Revised Program Proposal Received	3/10/16	The revised proposal satisfactorily addressed the requested revisions.
CAAL Consideration	4/7/16	<p>Commissioners and the University's representative discussed the need for the program in the Lowcountry area.</p> <p>Commissioners asked for clarification about the following topics:</p> <ul style="list-style-type: none"> • whether faculty will commute to the site; • the cost to expand the program; and • whether the Board of Trustees approved the expansion. <p>The University's representative provided the following responses:</p> <ul style="list-style-type: none"> • some faculty will travel to Charleston and that local adjuncts will be hired to support the program; • financial projections showed revenue will be generated by this expansion and that offering the program at the Lowcountry Graduate Center is an example of efficiency • the expansion was approved by the Board

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the expansion of the Healthcare Management concentration of the program leading to the Master of Business Administration to the Lowcountry Graduate Center to be implemented in May 2016.

Background Information

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

This is a modification to add the Lowcountry Graduate Center (LGC) as a site to offer South Carolina State University's (SCSU) MBA program with a concentration in Healthcare Management (36 credit hours). Offering the MBA Healthcare Management concentration is supported by the Director of the LGC, Dr. Nancy Muller (see letter from Muller to Luke dated 1-14-16) and, indeed, was recommended by her. Offering the program at that site provides residents of the Charleston region access to this program in one of the nation's largest and fastest growing private industry sectors. It also expands the geographical reach of the SC State's MBA to the greater Charleston area with great enrollment potential because medical services represents the single largest employment sector in Metro Charleston, according to a 2014 study by Avalanche Consulting LLC. The 2014 study also forecasts that medical services will add the most new jobs of any sector in Metro Charleston over the next five years.

Charleston is home to many healthcare professionals associated with the Medical University of South Carolina and other healthcare facilities. Since healthcare related organizations need strategic thinking managers more than ever in order to successfully compete in this expanding market, demand for this MBA concentration will be strong.

Recognizing the demand for healthcare management in the Charleston market, Dr. Nancy Muller approached SC State in the spring of 2014 regarding the feasibility of offering some graduate programs, including an MBA with a concentration in health services management, at the LGC. Over the next several months, the SCSU team researched this proposal by reviewing healthcare management programs at other universities and consulting healthcare professionals. Based on that review, four new courses that now comprise the Healthcare Management concentration were developed.

SC State's MBA program has four options: General MBA, MBA with a concentration in Agribusiness, MBA with a concentration in Entrepreneurship, and MBA with a concentration in Healthcare Management. This proposal is to only offer the Healthcare Management concentration at the LGC site because other MBA programs already exist at the Citadel and College of Charleston but those do not focus on healthcare management. SC State's MBA with a concentration in Healthcare Management would be the only one of its kind in the Charleston market, and has been developed to serve the unique needs of healthcare professionals.

List the objectives of the modified program. (1500 characters)

This proposal seeks CHE approval to offer the MBA Healthcare Management concentration at the Lowcountry Graduate Center (LGC). While other institutions offer the MBA in the Charleston area, none of them has a Healthcare Management concentration, which is well suited to the many healthcare professionals who live and work in Charleston. The MBA Healthcare Management concentration will be offered in the traditional format as well as online to accommodate the schedules of the busy healthcare professionals who wish to move into administrative and leadership roles. The Bureau of Labor Statistics Occupational Outlook Handbook for December 2015 noted that medical and health services managers held 333,000 jobs in 2014 with a median annual wage of \$92,810. Thus, the MBA Healthcare Management

concentration will provide residents of SC with both professional advancement potential and increased earnings potential.

The MBA Healthcare Management concentration will enable students to:

1. Understand the rapidly changing business and healthcare environments and the implications for individuals and organizations.
2. Develop specialized knowledge in healthcare management including healthcare policy, law and ethics, organizational behavior, human resource management, quality assessment, and healthcare delivery systems.
3. Develop critical thinking, problem solving, and communication skills required for efficient healthcare management.
4. Develop leadership skills and specialized knowledge to successfully manage healthcare organizations and systems.
5. Develop analytical and strategic decision making skills to manage and control scarce resources.

Besides the core MBA courses (24 credit hours), the Healthcare Management concentration offers the following courses (12 credit hours):

HC 520 Healthcare Policy, Law and Ethics,
HC 521 Healthcare Organizational Behavior and Human Resource Management
HC 522 Quality Management in the Healthcare Industry
HC 523 Healthcare System Delivery in America

Assessment of Need

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

Nancy Muller, Director of the LGC, cites strong data in support of offering the MBA Healthcare Management concentration in greater Charleston. "According to a June 2014 report by Avalanche Consulting LLC, the medical and healthcare sector is currently adding nearly 1,000 new jobs each year, 4 ½ times more than in manufacturing over the 2000 – 2014 period, in the Charleston Metro Area (Charleston, Berkeley, and Dorchester counties) alone." In 2014, one in ten (9.9%) employed persons in the area was employed in health services, representing 30,090 of the 302,630 comprising the total workforce across all industries and fields.

The health services workforce is also a highly educated sector, as 14,680 of the 30,090, or nearly half (48.8%) are working in professional ranks, such as physicians, nurses, and other medical specialties, nearly all of whom have earned at least a bachelor's degree. Based on the Avalanche data and analysis, this is projected to grow to 35,800 by 2018, or by 19.0%. Since 2000, this employment sector has grown 47.1% in the Charleston Metro Area, faster than the U.S. average and second only to the growth rate in professional and business services at 55.9% for the area over the period 2000 through 2014.

In the Charleston Metro Area, there are an estimated 1,700 firms in healthcare and social assistance, according to data supplied by the Charleston Metro Chamber of Commerce

(Muller to Luke dated 1/14/16). These organizations need strategic thinking managers, and these statistics provide strong evidence of the ready market for the program.

SC State University's MBA with a concentration in Healthcare Management will be the only program with a focus on the management of healthcare services accessible to those in the Midlands and low country of South Carolina. Graduates of the program will have unique skill sets needed to fill existing and projected job opportunities in the health care services field in South Carolina. Nancy Muller states, "I consider this new MBA concentration from South Carolina State University to fill an unmet need and talent gap among the master's programs available in this field in the area."

Like other programs available at the LGC, this MBA, with its targeted curriculum, after-hours and weekend class scheduling, and convenient location, is expected to appeal to current healthcare workers seeking management knowledge and credentials. The generous service amenities at the LGC enable adult learners; most working full time and balancing family and workplace, to successfully navigate graduate study. If only a small fraction of the Charleston area's 14,000 college educated healthcare workers pursue this MBA, the program will be a great success.

Will the proposed modification impact any existing programs and services at the institution?

Yes

No

If yes, explain. (1000 characters)

The proposed program will not have a negative impact on existing programs and services. It is simply an extension of the reach of the current MBA program. While SC State will incur an administrative fee of 10% of tuition and fees to the LGC for students enrolled at the Charleston site, there are no additional costs for Charleston students. Students taking the same program on the main campus in Orangeburg and those completing the degree in Charleston will pay the same price. SC State will incur an additional \$600 per year in administrative costs for travel between Orangeburg and Charleston by the MBA Director. However, the revenue generated from tuition and fees will cover the cost of offering the concentration at the LGC.

List of Similar Programs in South Carolina

Program Name	Institution	Similarities	Differences
MBA with a Health Services Emphasis	Clemson University	<ul style="list-style-type: none"> Both programs focus on management of healthcare services Both curricula include a Healthcare Delivery Systems course 	<ul style="list-style-type: none"> Clemson's MBA program does not require students to declare an emphasis. In addition to the core, students are required to take 3 electives, which may be in one or multiple areas. SC State students must declare an emphasis in Healthcare Management and take 4 electives in addition to the core courses. Both programs serve different geographical regions.
MBA with a Concentration in Healthcare Executive Management	Francis Marion University	<ul style="list-style-type: none"> Both programs include a Health Policy course 	<ul style="list-style-type: none"> Francis Marion's program is 30 credit hours; SC State's is 36 credit hours Francis Marion's healthcare focus is on preparing students for public health administration, while SC State's is on management of individual enterprises. Francis Marion's healthcare program is delivered through collaboration between the School of Business and the Department of Nursing. All healthcare courses are online and taught by faculty in the Department of Nursing. SC State's program is solely through the School of Business. Since the focus is different, the curricula are also different.
MHA – Master of Health Administration	MUSC (Medical University of South Carolina)	<ul style="list-style-type: none"> Both programs are delivered in a blended format using internet based and face-to-face meetings. Both have healthcare law, human resource management, and policy courses. 	<ul style="list-style-type: none"> MUSC's focus is on preparing healthcare professionals for leadership positions in health administration. MUSC's program offers two formats: The Executive format for working healthcare professionals, which includes 54 credit hrs. and no internship requirement. The Residential format for fulltime students with no healthcare experience, which includes 66 credit hours and an internship requirement. SC State's program only requires 36 credit hours and is geared toward students with healthcare work experience. MUSC's curriculum is more clinician-oriented; while SC State's curriculum has a managerial focus.
MHA – Master of Health Administration	USC (University of South Carolina)	<ul style="list-style-type: none"> Some similarities in courses (both have healthcare law, organizational behavior, and quality management courses) 	<ul style="list-style-type: none"> USC's MHA program has a clinical focus that prepares students for a career with direct service providers and ancillary industries. SC State's program emphasizes the management of healthcare services and delivery systems and provides students with skills to manage a variety of health-related organizations. USC's program requires 58 credit hours; while SC State's requires 36 credit hours.

The MBA with a concentration in Healthcare Management at the LGC does not constitute duplication because it is a niche program. As the chart above indicates, this new MBA concentration is truly a unique offering for college educated healthcare workers living and working in Charleston or Orangeburg. No other MBA program exists with a concentration in healthcare management that is easily accessible to Charleston and the lower Midlands. Non-MBA programs with a healthcare focus exist in Columbia and Charleston, but they have more of a clinical emphasis, while SC State's program focuses on management of the healthcare enterprise. Healthcare Management MBA programs exist at Clemson and Francis Marion, but neither is easily accessible to Low Country residents of South Carolina.

Description of the Program

Projected New Enrollment						
Year	Fall		Spring		Summer	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2015-2016					5	30
2016-2017	15	90	10	60	10	60
2017-2018	20	120	15	90	15	90
2018-2019	25	150	20	120	20	120
2019-2020	30	180	25	150	25	150

Curriculum

Attach a curriculum sheet identifying the courses required for the program (Attachment A).

Curriculum Changes

Note: Complete this table only if there are changes to the curriculum.

Courses Eliminated from Program	Courses Added to Program
N/A	N/A

Faculty

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

Adjuncts will be initially hired to teach the four healthcare management courses in the program, however, core courses will be taught by current full-time faculty. A full-time faculty position in healthcare management will be added in Year 3. SC State will use the first two years to recruit a critical mass of students for the program after which time the program will be able to fund its own full time faculty position.

Resources

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

\$10,000 per year will be spent on procuring library resources for the Healthcare Management concentration. After conferring with both academics and practitioners in healthcare management, a set of library resources was identified that would benefit students and professors in the new Healthcare Management concentration. While SCSU offers undergraduate programs in Health and Physical Education, it is best practice to augment library resources for any new graduate concentration or field. Each year the Miller F. Whittaker Library will purchase approximately \$1,200 in books and subscribe to journals (mostly renewals) costing approximately \$8,800 annually; for a total expenditure of \$10,000. Please see Attachment B for the specific resources planned for purchase during the first year.

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration	600	600	600	600	600	3,000
Faculty and Staff Salaries	7,000	21,000	90,000	90,000	90,000	298,000
Graduate Assistants						
Equipment						
Facilities: 10% Tuition	1,683	11,781	16,830	21,879	26,928	79,101
Supplies and Materials	1,000	1,000	1,000	1,000	1,000	5,000
Library Resources	10,000	10,000	10,000	10,000	10,000	50,000
Other*						
Total	20,283	44,381	118,430	123,479	128,528	435,101
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	16,830	117,810	168,300	218,790	269,280	791,010
Program-Specific Fees						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*						
Federal Funding*						
Other Funding* Title III Grant	10,000	10,000	10,000	10,000	10,000	50,000
Total	26,830	127,810	178,300	228,790	279,280	841,010
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	6,547	83,429	59,870	105,311	150,752	405,909

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

Budget Justification

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

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

Adjunct faculty will be paid \$3,500 per course. Two courses will be taught each semester and in the summer. The current MBA Director will oversee the management of the program at the LCG as well as on the main campus. An additional \$600 per year will be incurred for travel between Orangeburg and Charleston by the MBA Director.

The LCG assesses a facility charge of 10% of tuition and fees per student who take courses at the LGC.

Revenue for the program is based on SC State's assessment of \$561 per credit hour for tuition and fees.

\$10,000 will be used for Library resources each year paid by the Title III program.

Evaluation and Assessment

Will any of the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

Will the proposed modification affect or result in program-specific accreditation?

Yes

No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

Will the proposed modification affect or lead to licensure or certification?

Yes

No

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

Teacher or School Professional Preparation Programs

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

Yes

No

If yes, complete the following components.

Area of Certification

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

Attachment A: Curriculum Sheet for Proposed MBA Concentration in Healthcare Management

SC State University – School of Business

MBA Program Curriculum

MBA with a Concentration in Healthcare Management

Prefix & No.		Credit Hrs.
<i>Core Courses – 24 Credit Hours</i>		
ACCT 510	Accounting for Business Decisions	3
BA 519	Statistics for Business Decisions	3
BA 563	Global Business Perspectives	3
ECON 515	Managerial Economics	3
MKT 520	Marketing Management	3
MGT 520	Financial Management	3
MGT 575	Management Information Systems	3
MGT 580	Capstone: Integrated Business Analysis	3
<i>Healthcare Management Courses – 12 Credit Hours</i>		
HC 520	Healthcare Law, Policy and Ethics	3
HC 521	Healthcare Org. Behavior and HR Mgt.	3
HC 522	Quality Management in the Healthcare Industry	3
HC 523	Healthcare System Delivery in America	3

Attachment B

**SC State University
Library Resources Planned
For the MBA with a Concentration in Healthcare Management**

Textbooks and Books	Approx. Price
<i>Medical Laws and Ethics</i> 4th Ed., by B. Fremgen, Pearson 2011, ISBN: 978-01325-59225	92.00
<i>Understanding Health Policy</i> 6th Ed., by T. Bodenheimer and K. Grumbach, McGraw-Hill 2012, ISBN: 978-007170-70538	53.00
<i>Organizational Behavior, Theory and Design in Healthcare</i> by Nancy Borkowski, Bartlett Publishing 2009 ISBN: 978-07637-42850	113.00
<i>Human Resources in Healthcare: Managing for Success</i> 3rd Ed. by B.J. Fried and M.D. Fottler, Health Administration Press 2008 ISBN: 978-15679-32997	110.00
<i>Introduction to Quality Health Care Management</i> 2nd Ed., by Patrice Spath, AUPHA, Health Administration Press, Chicago, IL, 2013 ISBN: 978-15679-35936	99.00
<i>Continuous Quality Improvement in Healthcare</i> 4th Ed., by William A. Solecito & Julie K. Johnson, 2013 ISBN: 978-07637-81541	127.00
<i>Delivering Healthcare in America: A Systems Approach</i> 6th Ed. by Leiyu Shi and Douglas Singh, Jones and Bartlett Publishing 2015 ISBN: 978-07637-31994	128.00
<i>Critically Ill: A 5-point Plan to Cure Healthcare Delivery</i> by Frederick Southwick, MD ISBN-13: 978-1614660163 or ISBN-10: 1614660166	20.00
<i>Cases in Healthcare Finance</i> 5th Ed. by Louis Gapenski,, AUPHA Press/Health Administration Press, 2014 ISBN-13: 978-1567936117 ISBN-10: 1567936113	132.00
<i>Healthcare Finance: An Introduction to Accounting and Financial Management</i> , 5th Ed., by Louis Gapenski, 2012. ISBN-13: 978-1567934250 ISBN-10: 1567934250	128.00
<i>Health Law, Cases, Materials, and Problems</i> 6 th Ed. by Furrow, Barry et. al. St. Paul: West, 2001. ISBN: 0314-15154-0	225.00
<i>Taking Sides: Clashing Views on Bioethical Issues</i> by Carol Levine Dubuque, Iowa: McGraw-Hill. 2012 ISBN-13: 978-0078050121 ISBN-10: 007805012X	52.00
BOOKS TOTAL	\$ 1,279.00
Journals	
<i>Health Economics</i> , Wiley and Sons, ISSN: 1099-1050	2,888.00
<i>Journal of Healthcare Management</i> , American College of Healthcare Executives, ISSN: 1096-9012	135.00
<i>Milbank Quarterly</i> , Wiley-Blackwell ISSN: 0887-378X; 1468-0009	364.00
<i>International Journal of Healthcare Management</i> , Taylor and Francis, ISSN: 2047-9700; 2047-9719	545.00
<i>Health Care Management Science</i> , Springer-Verlag, ISSN: 1386-9620	94.00

<i>Health Affairs</i> , Project Hope, ISSN: 0278-2715; 1544-5208	185.00
<i>Health Services Research</i> , Health Research and Educational Trust, ISSN: 0017-9124; 1475-6773	1,286.00
<i>Health Care Management Review</i> , Rempfer, ISSN: 0361-6274;1550-5030	137.00
<i>Journal of Marketing</i> , American Marketing Association, ISSN: 0022-2429	460.00
<i>Marketing Health Services</i> , American Marketing Association, ISSN: 1094-1304	145.00
<i>Journal of Accountancy</i> , AICPA, ISSN:	75.00
<i>Journal of Management</i> , Sage Publications, ISSN: 0149-2063; 1557-1211	1,076.00
<i>Journal of Finance</i> , Wiley and Sons, ISSN: 1540-6261	537.00
<i>Quarterly Journal of Economics</i> , The Oxford Press, ISSN: 1531-4650; 0033-5533	738.00
JOURNALS TOTAL	\$ 8,665
TOTAL LIBRARY RESOURCES	\$ 9,944



Lowcountry Graduate Center

3800 Paramount Drive, North Charleston, SC 29405

January 14, 2016

Learie B. Luke, Ph.D.
Acting Provost
South Carolina State University
Donma Administration Building 202
300 College St. NE, P.O. Box 7307
Orangeburg, SC 29117

Dear Dr. Luke,

The healthcare industry is a collection of providers of goods and services to treat patients with preventive, curative, rehabilitative, and palliative care. The healthcare industry in the U.S. is seeing dramatic growth, and now represents the nation's largest private industry sector. The Bureau of Labor Statistics reports that healthcare and medical organizations are projected to create nearly one-third of new jobs between 2012 and 2022. To keep pace with this growth and changes in the environment (such as the implementation of the Patient Protection and Affordable Care Act), healthcare organizations are seeking educated leaders who can integrate technology and business management practices into the traditional healthcare system. Jobs2Careers.com currently lists over 1,800 unfilled jobs in South Carolina for healthcare managers.

According to a June 2014 released report by Avalanche Consulting LLC, the medical and healthcare sector is currently adding nearly 1,000 new jobs each year, 4 ½ times more than in manufacturing over the 2000 – 2014 period, in the Charleston Metro Area (Charleston, Berkeley, and Dorchester counties) alone. In 2014, one in ten (9.9%) employed persons in the area was employed in health services, representing 30,090 of the 302,630 comprising the total workforce across all industries and fields. This is also a highly educated sector, as 14,680 of the 30,090, or nearly half (48.8%) are working in professional ranks, such as physicians, nurses, and other medical specialties, nearly all of whom have earned at least a bachelor's degree. Based on the Avalanche data and analysis, this is projected to grow to 35,800 by 2018, or by 19.0%. Since

2000, this employment sector has grown 47.1% in the Charleston Metro Area, faster than the U.S. average and second only to the growth rate in professional and business services at 55.9% for the area over the period 2000 through 2014. In the Charleston Metro Area, there are an estimated 1,700 firms in healthcare and social assistance, according to data supplied by the Charleston Metro Chamber of Commerce.

This healthcare services workforce serves not only the second largest population base in the state totaling 727,700 in 2014 across the tri-county area, but is also available to the 4.9 million visitors to the area in the case of accidents and sudden illness they experience. The area therefore has six acute care hospitals, including the prestigious Medical University of South Carolina (MUSC) responsible for patient care, research, and teaching. Together, they generated \$2.2 billion in total revenue in 2013. The Affordable Care Act, expanding healthcare coverage for millions of uninsured lives across the nation, is fueling current and future growth in the sector. This expansion in demand is also the result of an aging population across America, including South Carolina, whose healthcare needs are waxing rather than waning with longevity. Meanwhile, South Carolina's population is among some of the worst in the nation, ranking 43 out of 50 states in overall health in 2014, according to the Centers for Prevention and Disease Control. Two out of three of every SC adult are overweight or obese, and 12.5% of SC's population has diabetes, placing us 47th among the 50 states where 50th is the worst. This parallels SC's ranking for high cholesterol, at a prevalence of 42.6%, making us highly vulnerable to cardiovascular disease and related illnesses. For these and other reasons, healthcare is a big business and among the leading reasons that Metro Charleston is considered a "medical mecca" for our state and the entire southeastern region of the country.

SC State University's MBA in Healthcare Management would be the only "in person" degree program of its kind available to Lowcountry residents. Other MBA programs exist, including by the College of Charleston with daytime weekday classes and The Citadel with evening classes, but no other specifically focuses on healthcare services management. In fact, the emphasis on services is a relatively new area of emphasis in higher education, as opposed to the more traditional, broader concentration on healthcare which covers both pharmaceuticals, medical devices and medical supplies manufacturing as well as services management. MUSC offers the MHA (Master of Health Administration) degree by its College of Health Professionals, which stresses the study of epidemiology and policy aspects of healthcare and is geared more to those seeking careers in more clinical environments. With a terminal degree in health services research and having taught at the College of Charleston an undergraduate Fall 2015 term course in "Structure of the U. S. Healthcare Delivery System," I consider this new MBA concentration from South Carolina State University to fill an unmet need and talent gap among the master's programs available in this field in the area.

According to the EAB, a national membership organization offering research in best practices and opportunities in higher education based in Washington, D.C., professional master's programs are both growing and changing. Across the next decade, master's degrees are projected by EAB to grow far faster than degrees at any other level. This new growth will come primarily from professional master's programs focused on specific job skills that help students gain a new job or advance in an existing position. According to the EAB, these programs tend to be part-time, draw on multiple academic disciplines, make significant use of adjunct faculty with practical work experience, and serve the older adult learner. The offering of this new MBA concentration to the ever-expanding healthcare services workforce in Metro Charleston will give its graduates an edge in competing for the jobs in such areas as medical practice management, financial analysis and planning, and healthcare marketing and communications.

The LGC was launched 15 years ago as a consortium of MUSC, The Citadel, and the College of Charleston to bring graduate-level education to working professionals to meet this area's workforce needs. It shares the campus with the College of Charleston's School of Professional Studies, offering its bachelor's degree completion program and non-credit continuing education to the older adult learner. With 50,000 square feet of space, this totally wireless facility houses 23 high-tech classrooms with high definition projectors and digital document cameras, five of which have videoconferencing capability. Additionally, there are three computer labs with 80 personal computers. Depending on instructor preference, the latest in 21st century classroom technology allows live, synchronous connections between multiple classroom locations to leverage the State's teaching resources in higher education.

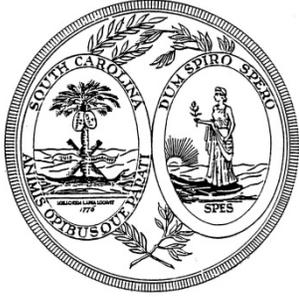
Service amenities enable our targeted, older adult learners – working full time and balancing family and workplace with studies and career goals – to be successful. The LGC places an overarching emphasis on student centeredness by offering library services for research assistance, onsite tutoring, lactation rooms for working mothers, 300 spaces of safe, free parking, onsite food service, and archived lecture-capture for access by students. Visionaries intentionally placed the LGC away from downtown, in proximity to where the growing populace of the area lives and works. Hence, the North Charleston location is purposeful for ease of access by students after a long workday with ease of ample parking. This is of key strategic value in recruitment and program enrollment. We are only 70 miles from Orangeburg, located at the intersection of I-26 and 526 highway arteries in North Charleston. With 90 minutes or less of driving time, nearly one-third of the population of the entire state can reach the LGC location.

The LGC embraces the addition of South Carolina State University (SCSU) as our newest partner institution, joining Clemson University and the University of South Carolina alongside our three original member institutions. We are committed to publicizing its presence to the general public and especially to healthcare services employers in the area for their help in building awareness of this professional master's program for their employees. A marketing launch campaign by the LGC is planned as soon as all approvals are in hand by the SCSU and an

official news release can be issued to the media. I thank you for this opportunity to be of service to the working professionals of our state. And I trust this will be only the beginning of a blossoming and enriched working relationship between us.

Sincerely,

Nancy Muller, Ph.D., MBA
Director and Associate Dean
Lowcountry Graduate Center



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

CHE
5/5/2016
Agenda Item 9.02.C

May 5, 2016

MEMORANDUM

To: Chairman Tim Hofferth and Members, SC Commission on Higher Education

From: Chair Terrye Seckinger and Members, Committee on Academic Affairs and Licensing

Analyses of New Program Proposals

Attached is the executive summary and proposal for a new center for consideration at the May 5, 2016, meeting of the S.C. Commission on Higher Education.

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

Enclosures

**New Center Proposal
 Center for Cyber, Intelligence, and Security Studies
 The Citadel**

Summary

The Citadel requests to implement a new Center for Cyber, Intelligence, and Security Studies upon Commission approval. Per Commission policy, new centers require approval if the institution intends to request or receive appropriations from the state. However, institutions also request approval if they plan to seek external funding such as federal grants. The Citadel is seeking approval for the Center in order to request that the U.S. National Security Agency (NSA) and Department of Homeland Security (DHS) designate the Center as one of the National Centers of Academic Excellence in Information Assurance (IA) / Cyber Defense (CD). 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
Center Proposal Received	8/1/15	Not Applicable
Comments and suggestions from CHE staff sent to the institution	8/21/15	Staff requested the following proposal revisions: <ul style="list-style-type: none"> • Provide state-level and national data as well as data related to the demographics identified in the narrative to justify the need for the center. • Describe the collaboration with USC in more detail. • Resolve a discrepancy in stating that the proposed center will be the only NSA/DHS center of Academic Excellence in SC • Identify the physical facilities needed for the center. • Write out NSA, DHS, IA and CD the first time they are mentioned • Complete the cost chart and provide a budget justification.
ACAP Consideration	9/10/15	The Citadel's representative explained that the Center will function as an interdisciplinary collaborative space and that The Citadel is partnering with the College of Charleston for the Center. She also addressed the Center's funding and agreed to a request from ACAP members to revise the proposal to clarify the funding sources. ACAP voted to approve the proposal.
Program Proposal Withdrawn	9/17/15	The proposal was withdrawn by the institution.

Stages of Consideration	Date	Comments
Revised Program Proposal Received	3/17/16	The revised proposal, which changed the name of the Center from Cybersecurity Education and Research to Cyber, Intelligence, and Security Studies, addressed requested revisions. To clarify funding sources, the revised proposal includes a cost chart that shows the only funding sources as a reallocation of nominal funds to pay for course releases for the two co-directors. However, the proposal notes that The Citadel has applied for NSA/DHS Center of Academic Excellence designation in Cyber Defense Education. Once approved, The Citadel expects additional NSA/DHS funding opportunities.
CAAL Consideration	4/7/16	Commissioners asked about the need for the Center and the research to be conducted. The Citadel's representative described the need for the Center and explained the type of research expected and stated that the institution refers to its faculty as teacher/scholars because research is required but not at the same level as that of a research institution. She also clarified that the Center is focused on undergraduate studies and will provide an experiential component for students in the Honors program.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the creation of the Center for Cyber, Intelligence, and Security Studies, to be implemented upon approval by the Commission.

NEW CENTER PROPOSAL

(Only required if the institution intends to request or receive appropriations from the state)

Name of Institution

The Citadel (<http://www.citadel.edu>)

Name of Proposed Center/Institute

Center for Cyber, Intelligence, and Security Studies (<http://www.citadel.edu/root/cce>)

Proposed Date of Implementation

Upon approval by the South Carolina Commission on Higher Education

Site

Department of Mathematics and Computer Science (<http://www.citadel.edu/mathcs>),
School of Science and Mathematics (<http://www.citadel.edu/ssm>), The Citadel

Department of Criminal Justice (<http://www.citadel.edu/root/criminaljustice>), School of
Humanities and Social Sciences (<http://www.citadel.edu/root/shss>), The Citadel

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

Dr. Carl Jensen
Professor of Criminal Justice
Director of the Intelligence & Security Studies Program
Phone: 843-953-9680
Fax: 843-953-7085
Email: cjensen1@citadel.edu

Dr. Shankar Banik
Associate Professor of Computer Science
Program Director of MS in Computer Science
Phone: 843-953-5039
Fax: 843-953-7391
E-mail: shankar.banik@citadel.edu

Institutional Approvals and Dates of Approval

Dean and Provost Approval: April 7, 2015

BOV Approval within LEAD Strategic Plan: April 24, 2015

Revised Proposal Faculty Senate Unanimous Approval: March 16, 2016

NEW CENTER PROPOSAL

Background Information

State the nature and purpose of the proposed center/institute and its centrality to institutional mission. (1500 characters)

The increasing reliance of virtually all aspects of our lives on the Internet has been accompanied by the rising danger of potentially crippling cyberattacks on those infrastructures with attendant devastating effects on the social, economic, and physical welfare of the American people. It has also spawned the proliferation of an unprecedented level of threats from “rogue states,” “lone wolves,” and other features of the ever more interconnected world of the twenty-first century. The national security of the United States is, therefore, dependent on providing the educational opportunities necessary to train the rapidly growing number of skilled professionals in governmental agencies, the armed forces, and the private sector that are required to safeguard the nation against these threats.

The Citadel’s proposed Center for Cyber, Intelligence, and Security Studies seeks to play an important role in that effort. The college’s Department of Mathematics and Computer Science currently offers three academic programs in cybersecurity. At the undergraduate level, it offers a minor in Cybersecurity. At the graduate level, it offers, jointly with the College of Charleston’s Department of Computer Science, a Master of Science degree in Computer Science with a specialization in Cybersecurity. There is a separate Graduate Certificate in Cybersecurity that may be earned by students not seeking a full master’s degree. The Citadel’s Department of Criminal Justice offers four academic programs in Intelligence and Security studies. There is an undergraduate minor in Intelligence Studies, which with nearly 100 students enrolled, is one of the largest on campus. There are also Graduate Certificate programs in both Intelligence and Homeland Security as well as a Master of Arts Program in Intelligence and Security Studies. These interdisciplinary curricular pathways have proven to be quite popular, with many students pursuing careers in military and civilian intelligence.

The conduct and presentation of research is an integral part of The Citadel’s work in these fields. All of our faculty members are actively engaged in research projects. They also actively mentor and often co-author papers with students. Members of The Citadel Cybersecurity Club have, for example, participated annually in several regional competitions and in the CyberPatriot National Youth Cyber Education Program as mentors. Cadets in the Intelligence Studies program constitute one of only twenty-five groups of undergraduate students in the nation who have been chosen to conduct non-classified research with the National Counter Terrorism Center. Students from both sectors of our larger program presented research at The Citadel’s recent Intelligence and Homeland Security Enterprise Conference which attracted prominent practitioners in the field from governmental agencies, private firms, and the academy. (See: <http://www.citadel.edu/root/criminaljustice-2015-ihse-conference>). Through this and other regularly held programs the college leverages its relationship with the many Citadel

NEW CENTER PROPOSAL

alumni who serve in the military, public, and private intelligence world and is a major reason why alumni from our programs enjoy high rates of employment in the field.

The cyber, intelligence and securities study program at The Citadel has received strong support from the institution. The development of a center of excellence for criminal justice, homeland security, and intelligence analysis has been a key part of The Citadel's Strategic LEAD (Leadership Excellence and Academic Distinction) Plan 2018 since its inception three years ago. Last year, the plan was refreshed with the addition of a more robust cyber dimension that makes possible the creation of the broader and better integrated center proposed here.

It has also benefitted from generous support (nearly \$2,000,000 in grants) secured by The Citadel's Department of Modern Languages from the U.S. Department of Defense to finance the study of Chinese language and culture. In 2016, The Citadel was awarded about \$100,000 from NSA and chosen as the only GenCyber site in South Carolina to date to provide training in cyber education to school teachers.

Approval of the proposed center will provide us with the additional opportunities and resources needed to transform a strong program into an excellent one better to serve the educational, research, and employment needs of The Citadel, the state of South Carolina, and the nation in the increasingly vital cybersecurity and intelligence fields.

An advisory board with leaders from local cybersecurity industry, academia, and state agencies has been established to support our cybersecurity initiatives and the board had its initial meeting in October 2015. The Advisory Board of the School of Humanities & Social Sciences contains several professionals in the field of intelligence who have held high-ranking positions in both the public and private sector. The creation of an integrated executive advisory board, consisting of selected members from each group, is anticipated.

List the objectives of the proposed center/institute. (1000 characters)

The proposed center will

1. Establish an outreach and collaboration program through sharing curriculum with local universities, colleges, technical schools and K-12 schools.
2. Establish a resource hub for students and faculty to promote collaboration and interaction in cybersecurity, intelligence and security studies.
3. Encourage the practice of cybersecurity throughout the college.
4. Encourage student-based and faculty research.
5. Provide an educational program for the advanced development of principled leaders seeking careers in intelligence.
6. Examine the latest strategies for recruiting, developing, motivating, and evaluating personnel in the cyber, intelligence and security employment sectors.
7. Promote ethical behavior in cyber, intelligence, and related fields.
8. Provide a platform to encourage leadership through collaboration.

NEW CENTER PROPOSAL

Assessment of Need

Provide an assessment of the need for the proposed center/institute for the state, the region, and beyond, if applicable. (1500 characters)

The Citadel has applied for NSA/DHS Center of Academic Excellence (CAE) designation in Cyber Defense Education (CDE). Once approved by NSA/DHS, The Citadel will be the first NSA/DHS CAE-CDE in the Lowcountry. With additional NSA/DHS funding opportunities, and long-term collaboration with the Center for Information Assurance Engineering at the University of South Carolina (which has already received NSA/DHS CAE-CDE and CAE-R designations), the proposed center would coordinate all of our outreach efforts to local high/middle school programs in cybersecurity and training programs for local and state-wide companies that are seeking improved data security.

The Center will also provide a platform to apply for status as an Intelligence Community CAE and will be vital in obtaining Certification for undergraduate and graduate programs by the International Association for Intelligence Education (IAFIE).

In addition, the center will enhance the academic programs in cybersecurity and intelligence to improve the pipeline into graduate programs in the state and to help train needed professionals in the Lowcountry, South Carolina, and the Nation.

Over the past 15 years, there has been a dramatic rise in the need for cyber, intelligence, and security professionals. For example, a 2015 RAND Corporation report discussed the pressing need for an enhanced “Cyber Warrior” workforce (Li and Daugherty, 2015) while a major recruiting firm (Recruiter) recently noted that vacancies for intelligence analysts have increased by 27.30 percent nationwide since 2004 with an expected 20,300 new jobs to be filled by 2018 (Recruiter, n.d.).

In the area of cybersecurity, our national leaders have recognized the need for an agile, highly skilled federal workforce that is capable of responding to a dynamic and rapidly developing array of cyber threats. Due to sophisticated and increased number of attacks in the cyberspace, the demand of cybersecurity professional is growing very rapidly. On August 16, 2015 DefenseOne published an article on “Pentagon to recruit thousands of Cybersecurity Reserve Force.” Recently (January 2, 2016) Forbes published an article on “One Million Cybersecurity Job Openings in 2016.” One of the goals of the proposed center will be to develop programs to satisfy the demand of cybersecurity workforce in the government and industry. The National Security Agency (NSA) and Department of Homeland Security (DHS) have established standard curriculum guidelines for Cyber Defense Education. The standard identifies the required knowledge units and each knowledge unit is described with a set of topics and learning outcomes. The Citadel is following these guidelines in the current cybersecurity education programs. As part of the application process of NSA/DHS Center of Academic Excellence in Cyber Defense Education, The Citadel has ensured that all the courses in Cybersecurity are mapped to NSA/DHS required knowledge units.

NEW CENTER PROPOSAL

With regard to intelligence, federal security jobs alone grew by 377 percent in the decade following the 9/11 attacks (Highbeam Research, 2011). In addition to the number of public sector jobs available, South Carolina possesses a vibrant private security community (e.g., Booz, Allen, Hamilton; BAE; SAIC; SRA; Northrup Grumman) where compensation can be significant. For example, 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); of note, the positions in Sumter are staffed by contractors from CACI International and SAIC, in addition to military personnel. Other industries hiring intelligence and security studies graduates include peacekeeping and humanitarian operations support, management consultant firms, and state and local law enforcement agencies.

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 contracting firms operating in the state accounting for \$3,495,871,419 in total funding (governmentcontractswon.com, n.d.).

The recently created Master of Arts in Intelligence and Security Studies program is expected to attract students from throughout the nation. Its curriculum was developed with the goal of achieving program certification by the International Association for Intelligence Education; as well, the center will serve as a platform for seeking designation as an Intelligence Community Center for Academic Excellence.

Sources

Governmentcontractswon.com. (n.d.). South Carolina defense contractor lists by county United States Government contracts. Retrieved from http://www.governmentcontractswon.com/department/defense/south_carolina_counties.asp.

Highbeam Research. (2011). Assessing risk and resources -- Security jobs soar at federal level, thin out closer to home. Highbeam Research. Retrieved from <https://www.highbeam.com/doc/1P2-29610981.html>.

Li, J. J. and Daugherty, L. (2015). Training cyber warriors. RAND Corporation. Retrieved from http://www.rand.org/content/dam/rand/pubs/research_reports/RR400/RR476/RAND_RR476.pdf.

Recruiter. (n.d.). Career outlook for intelligence analysts. Recruiter. Retrieved from <https://www.recruiter.com/careers/intelligence-analysts/outlook/>.

NEW CENTER PROPOSAL

Will the proposed center/institute impact any existing programs and services at the institution?

Yes

No

If yes, explain. (1000 characters)

The proposed center will have no negative impact on any current academic programs at The Citadel but will, instead, promote greater interdisciplinary collaboration among the departments and schools.

The proposed center will make our academic programs in cybersecurity, intelligence and security studies and student activities related to these areas more visible. This will help us recruit more students and provide us with more opportunities in education and research.

NEW CENTER PROPOSAL

List of Similar Centers/Institutes in South Carolina

Name	Institution	Similarities	Differences
Center for Information Assurance Engineering (http://isl.cse.sc.edu/) (CAE-CDE, CAE-R) Director: Dr. Csilla Farkas	University of South Carolina at Columbia (http://www.sc.edu)	Seeking academic excellence in cybersecurity education and research	<p>The proposed center at The Citadel will be a multi-disciplinary center. It will focus on providing The Citadel and the Lowcountry with high quality education and research through its undergraduate and graduate programs in cybersecurity and intelligence studies and will be able to take advantage of the proven administrative skills and international connections in the field of Dr. Carl Jensen who previously founded and directed the Intelligence Community Center of Academic Excellence at the University of Mississippi. Dr. Jensen also brings to the program his past experiences as a naval submarine officer, a special agent in the FBI, and a Senior Behavioral Analyst with the RAND Corporation.</p> <p>Dr. Csilla Farkas, the director of the Center for Information Assurance Engineering, and Dr. Shankar Banik have been working together on projects in cybersecurity for years. Dr. Farkas assisted Dr. Banik with The Citadel's application for NSA/DHS CAE-CDE. The proposed center will continue collaborations with Dr. Farkas and the Center for Information Assurance Engineering at USC.</p>

NEW CENTER PROPOSAL

Faculty

Provide a brief explanation of any changes in faculty and/or administrative assignment that may be required as a result of the proposed center/institute. (1000 characters)

Initially, a faculty member from the Department of Criminal Justice of the School of Humanities & Social Sciences and a faculty member from the Department of Mathematics and Computer Science of the School of Science & Mathematics will be assigned as Program Directors for the center. They will prepare an annual report routed through their respective Department Heads and Deans to the Provost. Each program director will be given a course reduction from his/her regular teaching load for each semester of the academic year. The program directors will serve as Co-Points of Contact (POCs) for the center.

The courses offered in the graduate programs in cybersecurity are shared between faculty at The Citadel and the College of Charleston. They include Dr. Shankar Banik, a specialist in network security and cybersecurity education, Dr. George Rudolph, a specialist in embedded systems security, Dr. Deepti Joshi, a specialist in big data analytics, and Dr. Aspen Olmsted (College of Charleston faculty), a specialist in software security. All graduate and undergraduate courses in intelligence and security are taught by Citadel faculty. They include: Dr. Carl Jensen, a nationally recognized scholar in intelligence studies and a retired Supervisory Special Agent of the FBI and former Senior Behavioral Scientist with the RAND Corporation; Michael Brady, a specialist in intelligence collections systems and former Director of the White House Emergency Operations Center; Edward Lugo, a specialist in cyber forensic and former Special Agent with the U.S. Secret Service; Melissa Graves, a specialist in intelligence analysis and former Interim Director of the IC CAE at the University of Mississippi; and Kristy Johnson, a specialist in pathology and with sub-field in bioterrorism.

NEW CENTER PROPOSAL

Library and Learning Resources

Identify current library/learning collections, resources, and services necessary to support the proposed center/institute and any additional library resources needed. (500 characters)

The Citadel library currently subscribes to the ACM Digital Library and IEEE Xplore databases. Faculty and students in cybersecurity have also been using other online resources for literature and publications.

With regard to intelligence and security studies, the new MA program has been approved to obtain new resources to support the Center's mission.

Physical Resources

Identify any new equipment needed for the proposed center/institute. (500 characters)

No new resources are needed at this point.

Multidisciplinary facilities and classrooms to support the activities of the center are in planning. They include a cyberlab, a national security classroom, and a secure work area within the already planned facility enhancements of the new Capers Hall which upon completion will be the physical hub of the program.

Will any extraordinary physical facilities be needed to support the proposed center/institute?

Yes

No

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

NEW CENTER PROPOSAL

Financial Support

Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration						
Faculty and Staff Salaries	\$4,600	\$4,600	\$4,600	\$4,600	\$4,600	\$23,000
Graduate Assistants						
Equipment						
Facilities						
Supplies and Materials						
Library Resources						
Other*						
Total						
Sources of Financing						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding						
State Funding (i.e., Special State Appropriation)*						
Reallocation of Existing Funds*	\$4,600	\$4,600	\$4,600	\$4,600	\$4,600	\$23,000
Federal Funding*						
Other Funding*						
Total						
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	\$4,600	\$4,600	\$4,600	\$4,600	\$4,600	\$23,000

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

NEW CENTER 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: Only provide this budget justification if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.

The only costs associated with this proposal are two course releases for the co-directors of the Center. These will be funded through re-allocation of funds.

Evaluation and Assessment

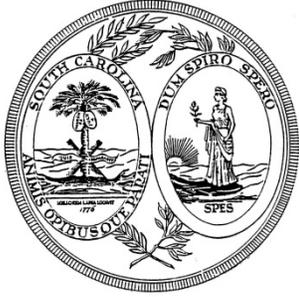
Provide an outline of how the proposed center/institute will be evaluated. Identify assessment tools or software used in the evaluation. Explain how assessment data will be used. (1500 characters)

The Citadel will utilize multiple measures to assess the effectiveness of the Center, including student enrollment trends, research productivity, faculty development, and participant learning outcomes.

Enrollment data from the undergraduate minors in cybersecurity and intelligence; the cybersecurity specialization in the MS in Computer Science and the graduate certificates in cybersecurity (offered jointly with the College of Charleston), intelligence and homeland security; and the MA in Intelligence and Security Studies, placement and internship data will be collected by Program Directors to study the trends and identify any strengths or weaknesses for future enhancement of the center.

Moreover, the number of grants received, conference presentations, and papers published in peer-reviewed journals and conference proceedings, and data given in the reports for research projects and outreach activities will be used to evaluate the success of the center.

Outreach activities will utilize surveys as well as pre/post instruments to evaluate the effectiveness and impact of the activities. The Citadel will also utilize survey instruments to assess the impact of the center's programs on faculty development.



South Carolina Commission on Higher Education

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Interim Executive Director

CHE
5/5/16
Agenda Item 9.02.D

May 5, 2016

MEMORANDUM

TO: Chairman Tim Hofferth and Members, SC Commission on Higher Education

FROM: Chair Terrye Seckinger, and Members, Committee on Academic Affairs and Licensing

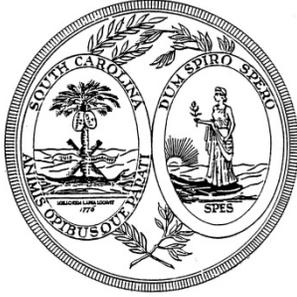
Role of The Citadel's Board of Visitors in the Program Approval Process

At the CAAL meeting on October 16, 2015, the Committee considered new programs from The Citadel, leading to a discussion about the role of The Citadel's Board of Visitors in the proposal review process. At the meeting, representatives from The Citadel verified that the Board is knowledgeable of and actively endorses forthcoming programs through its Strategic Planning process. However, the Board does not separately review nor approve program proposals prior to their submission to the Commission. Staff then verified that The Citadel's Board has been historically exempt from formal approval before proposal submission to the CHE. As a result of this discussion, the Committee directed the representatives from The Citadel to investigate its records for findings that may help to explain this exemption during future discussion about the nature of the Board's role.

Since the October meeting, The Citadel staff and Commission staff investigated numerous source documents including statutes, regulations, and Commission policy, along with policies The Citadel publishes, and found no explanation except a citation in the CHE [*Policies and Procedures for New Academic Programs, Program Modifications, Program Notifications, Program Terminations, and New Centers for SC Public Colleges and Universities*](#): "New program proposals from The Citadel, which does not require Board of Visitors approval for new programs, must meet all other institutional requirements for approval." (Policies, p.4). No explanation for this exemption is provided. At the April 7, 2016, CAAL meeting, representatives from The Citadel discussed the program approval process with the Committee and agreed that they could implement a process to provide evidence of Board review of proposals.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission require The Citadel to provide evidence of its Board of Visitors' approval of proposal submissions.



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Interim Executive Director

CHE
5/5/2016
Agenda Item 9.02.E

May 5, 2016

MEMORANDUM

To: Chairman Tim Hofferth and Members, SC Commission on Higher Education

From: Chair Terrye Seckinger and Members, Committee on Academic Affairs and Licensing

Adoption of TransformSC's Profile of the South Carolina Graduate

At the ACAP meeting on June 11, 2015, Ms. Pamela Lackey, Mr. Jim Reynolds, and Dr. Peggy Torrey from the South Carolina Council on Competitiveness presented TransformSC's *Profile of the South Carolina Graduate*, and requested that the public institutions and the Commission review the *Profile* for adoption. Dr. Torrey noted that many other organizations have adopted the *Profile*, including the SCASA Superintendents' Roundtable, S.C. Chamber of Commerce, S.C. Department of Education and the S.C. Education Oversight Committee. At the June 2015 ACAP meeting, members requested time to review the *Profile* for consideration. The *Profile* was then considered at the ACAP meeting on February 18, 2016; ACAP members voted to approve the adoption of the *Profile*. At the February 2016 ACAP meeting, Dr. Torrey also informed members about House Bill [4936](#) to adopt the *Profile*. The Bill passed the House and was referred to the Senate Committee on Education for consideration where it was amended and received a favorable recommendation.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission adopt TransformSC's *Profile of the South Carolina Graduate*.

Enclosures: *Profile of the South Carolina Graduate*
House Bill 4936

PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE

Rigorous standards in language arts and math for career and college readiness

Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences



WORLD-CLASS SKILLS

Creativity and innovation

Critical thinking and problem solving

Collaboration and teamwork

Communication, information, media and technology

Knowing how to learn

LIFE AND CAREER CHARACTERISTICS

Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC Education Oversight Committee, SC School Boards Association, SC State Board of Education, SC State Department of Education, TransformSC Schools and Districts.

1 COMMITTEE REPORT

2 April 14, 2016

3

4

H. 4936

5

6 Introduced by Education and Public Works Committee

7

8 S. Printed 4/14/16--S. [SEC 4/15/16 2:26 PM]

9 Read the first time February 25, 2016.

10

11

THE COMMITTEE ON EDUCATION

12 To whom was referred a Bill (H. 4936) to amend the Code of
13 Laws of South Carolina, 1976, by adding Section 59-1-50 so as to
14 provide for educational goals for all South Carolina high school,
15 etc., respectfully

16

REPORT:

17 That they have duly and carefully considered the same and
18 recommend that the same do pass with amendment:

19

20

21 Amend the bill, as and if amended, SECTION 1, page 1, by

22 striking line 32 and inserting:

23 / make a reasonable and concerted effort to ensure that graduates

24 have world class knowledge based on rigorous /

25 Amend the bill further, SECTION 1, page 2, by striking lines 3

26 and 4 and inserting:

27 / (C) Students finally also must be offered reasonable

28 exposure, examples, and information on the state's vision of life and

29 career characteristics such as: /

30 Renumber sections to conform.

31 Amend title to conform.

32

33 JOHN E. COURSON for Committee.

34

35

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A BILL

11 TO AMEND THE CODE OF LAWS OF SOUTH CAROLINA,
12 1976, BY ADDING SECTION 59-1-50 SO AS TO PROVIDE FOR
13 EDUCATIONAL GOALS FOR ALL SOUTH CAROLINA HIGH
14 SCHOOL GRADUATES AND THE STANDARDS AND AREAS
15 OF LEARNING BY WHICH THESE GOALS ARE MEASURED.

16
17 Be it enacted by the General Assembly of the State of South
18 Carolina:

19
20 SECTION 1. Article 1, Chapter 59, Title 59 of the 1976 Code is
21 amended by adding:

22
23 “Section 59-1-50. (A) The General Assembly declares that the
24 principles outlined in the Profile of the South Carolina Graduate,
25 published by the South Carolina Association of School
26 Administrators and approved by the South Carolina Chamber of
27 Commerce, the South Carolina Council on Competitiveness, the
28 Education Oversight Committee, the State Board of Education and
29 Transform SC schools and districts, are the standards by which our
30 state’s high school graduates should be measured and are this state’s
31 achievement goals for all high school students. The State shall
32 ensure that graduates have world class knowledge based on rigorous
33 standards in language arts and math for college and career readiness.
34 Students should have the opportunity to learn one of a number of
35 foreign languages, and have offerings in science, technology,
36 engineering, mathematics, arts, and social sciences that afford them
37 the knowledge needed to be successful.

38 (B) Students also must be offered the ability to obtain world
39 class skills such as:

- 40 (1) creativity and innovation;
- 41 (2) critical thinking and problem solving;
- 42 (3) collaboration and teamwork;

- 1 (4) communication, information, media, and technology; and
- 2 (5) knowing how to learn.
- 3 (C) Students finally also must be offered the ability to learn life
- 4 and career characteristics such as:
- 5 (1) integrity;
- 6 (2) self-direction;
- 7 (3) global perspective;
- 8 (4) perseverance;
- 9 (5) work ethic; and
- 10 (6) interpersonal skills.”

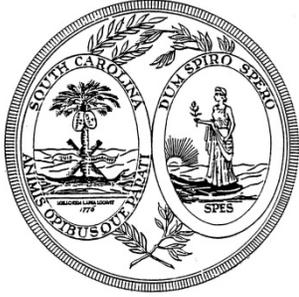
11

12 SECTION 2. This act takes effect upon approval by the Governor.

13

----XX----

14



South Carolina Commission on Higher Education

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CHE
5/5/2016
Agenda Item 9.02.F

May 5, 2016

MEMORANDUM

To: Chairman Tim Hofferth and Members, SC Commission on Higher Education

From: Chair Terrye Seckinger and Members, Committee on Academic Affairs and Licensing

Consideration of Revised *Policies on Advanced Placement Credit Awards and International Baccalaureate Credit Awards*

In accordance with state law (59-29-190) and Commission policy, each public institution is to award credit in courses for scores of three or higher on the Advanced Placement (AP) examinations which parallel the content covered in the courses. Effective in Fall 2014-15, the College Board launched two new courses: AP Seminar and AP Research. As a result, CHE staff convened a task force comprised of members of the Advisory Committee on Academic Programs to review the curricula in the new AP courses and possible comparable courses at the two- and four-year institutions in order to recommend how credit should be awarded to ensure consistency statewide. The task force met on April 30, 2015, and November 30, 2015, and recommended the following statement be added to the *Policies on Advanced Placement Credit Awards and International Baccalaureate Credit Awards*:

Task Force Recommendation

Due to the interdisciplinary nature of the AP Seminar and Research courses and because the culminating research project topic is selected by the student, institutions are encouraged to award general elective credit for scores of three or higher for those two courses; however, if the institution offers a comparable course, credit may be awarded for that course.

The Task Force also suggested that the course equivalencies be reviewed in three to five years to determine if consistent comparable courses can be identified at that time.

At its meeting on November 30th, the Task Force recommended additional revisions to the *Policies on Advanced Placement Credit Awards and International Baccalaureate Credit Awards* to update the language used in the policy and allow flexibility to address recent changes made by some

institutions for English courses (e.g., the College of Charleston offers a single composition course, First-Year Writing [ENGL 110]). In addition, staff recommended revisions to the *Policies* so that similar language is used for both AP and IB and to delete the exemption clause in the AP section of the *Policies* in order to be consistent with state law. State law does not refer to an exemption and no institutions have appealed to the exemption policy. The statute reads as follows:

SECTION 59 29 190. Advanced placement courses for academically talented students.
...A student who successfully completes the advanced placement requirements for a course and who receives a score of three or higher on the advanced placement exam shall receive advanced placement credit for the course in each post secondary public college in South Carolina in the manner specified by the Commission on Higher Education in conjunction with the State Board of Education.

The Advisory Committee on Academic Programs accepted the task force's recommendation and approved the revised *Policies on Advanced Placement Credit Awards and International Baccalaureate Credit Awards* at the meeting on February 18, 2016. The Committee on Academic Affairs and Licensing approved the revisions at its meeting on April 7, 2016. The revised *Policies* document is attached for your consideration.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the revised *Policies on Advanced Placement Credit Awards and International Baccalaureate Credit Awards*.

Enclosures: Attachment I: Current Policy
Attachment II: Revised Policy with Changes Shown
Attachment III: Revised Policy

**SC Commission on Higher Education Policies on
Advanced Placement Credit Awards and
International Baccalaureate Credit Awards**

Advanced Placement Credit Award Policy

(Approved by CHE July 1985)

Effective not later than Fall 1986, each public institution shall give credit in appropriate courses for scores of three or better on pertinent Advanced Placement examinations, except that specific exemptions for not awarding credit for scores of three or better on particular tests at any institution may be approved by the Committee on Academic Affairs. (As used above, the phrase "appropriate courses" means those courses offered by the institutions which parallel the content covered by the AP exam. The phrase "pertinent examination" means those examinations whose content parallels that of the institutional course.)

(Approved by CHE January 1995)

1. In no instance shall an institution be required to award more than six to eight credits in any one discipline area. For purposes of this policy, history is defined as consisting of two disciplines: American History and non-American History.
2. Because of the major overlap in course content between the two English AP exams, English Language and English Literature, the awarding of AP credit in English should be treated separately from that of other disciplines as follows:
 - a. if a student receives a score of "3" or "4" on either English AP exam, credit would be awarded for English 101 or its equivalent;
 - b. if a student receives a score of "3" or "4" on each English AP exam, or a "3" on one and a "4" on the other, credit would be awarded for English 101 and 102 or their equivalents;
 - c. if a student receives a score of "5" on either or both English AP exams, credit would be awarded for both English 101 and 102 or their equivalents.

International Baccalaureate Credit Award Policy

(Approved by CHE October 2007)

1. Each public institution of higher education within the state shall adopt and implement a policy by Fall 2008 for the acceptance of International Baccalaureate credit for first-time freshmen students who have scored "4" or above on any higher-level IB course examination.
2. The amount of college course credit awarded for a higher-level IB course will be equivalent to the credit hour value of the college course for which the IB credit is being accepted.
3. This policy shall be referenced in the institution's academic catalogue and made available to the public in an electronic format on the institution's website.

SC Commission on Higher Education
Policies on Advanced Placement ~~Credit Awards~~ and
International Baccalaureate Credit Awards

Advanced Placement Credit Award Policy

~~(Approved by CHE July 1985)~~

~~Effective not later than Fall 1986, E~~ each public institution of higher education shall give credit in appropriate courses for scores of three or ~~higher~~better on pertinent Advanced Placement examinations. ~~, except that specific exemptions for not awarding credit for scores of three or better on particular tests at any institution may be approved by the Committee on Academic Affairs.~~

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2. For purposes of this policy, history is defined as consisting of two disciplines: American History and non-American History.
3. Because of the major overlap in course content ~~between the two English AP exams, English Language~~ and Composition and English Literature and Composition, the awarding of AP credit in English should be treated separately from that of other disciplines as follows:
 - a. if a student receives a score of “3” or “4” on either English AP exam, credit would be awarded for English ~~101~~ Composition I (ENG 101)¹ or ~~its an~~ introductory composition equivalent;
 - b. if a student receives a score of “3” or “4” on each English AP exam, or a “3” on one and a “4” on the other, credit would be awarded for English Composition I and II (ENG 101 and 102) or their introductory composition equivalents;
 - a-c. if a student receives a score of “5” on either or both English AP exams, credit would be awarded for both English Composition I and II (ENG 101 and 102) or their introductory composition equivalents.
4. Because of the interdisciplinary nature of the AP Seminar and Research courses, institutions are encouraged to award general elective credit for scores of 3 or higher on those AP exams; however, if the institution offers a comparable course, credit may be awarded for that course.

¹ This document uses the South Carolina Technical College System’s course titles.

International Baccalaureate Credit Award Policy

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The amount of college course credit awarded for a higher-level IB course will be equivalent to the credit hour value of the college course for which the IB credit is being accepted.

The ~~*Policies on Advanced Placement Credit Awards and International Baccalaureate Credit Awards*~~ ~~is~~ shall be referenced in the institution's academic catalogue and made available to the public ~~in an electronic format~~ on the institution's website.

Advanced Placement Policy initially approved by CHE July 1985

Revision approved by CHE January 1995

Revision approved by CHE

International Baccalaureate Policy initially approved by CHE October 2007

Revision approved by CHE

**SC Commission on Higher Education
Policies on Advanced Placement and
International Baccalaureate Credit Awards**

Advanced Placement Credit Award Policy

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 - b. if a student receives a score of “3” or “4” on each English AP exam, or a “3” on one and a “4” on the other, credit would be awarded for English Composition I and II (ENG 101 and 102) or their introductory composition equivalents;
 - c. if a student receives a score of “5” on either or both English AP exams, credit would be awarded for both English Composition I and II (ENG 101 and 102) or their introductory composition equivalents.
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International Baccalaureate Credit Award Policy

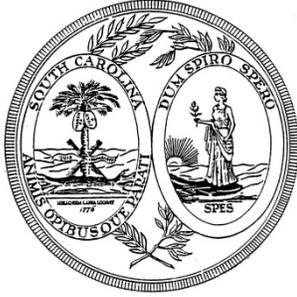
Each public institution of higher education shall give credit in appropriate courses for scores of four or higher on any higher-level IB course examination.

The amount of college course credit awarded for a higher-level IB course will be equivalent to the credit hour value of the college course for which the IB credit is being accepted.

The *Policies on Advanced Placement and International Baccalaureate Credit Awards* shall be referenced in the institution's academic catalogue and made available to the public on the institution's website.

Advanced Placement Policy initially approved by CHE July 1985
Revision approved by CHE January 1995
Revision approved by CHE

International Baccalaureate Policy initially approved by CHE October 2007
Revision approved by CHE



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CHE
5/5/16
Agenda Item 9.02.G.1

May 5, 2016

MEMORANDUM

To: Chairman Tim Hofferth and Members, SC Commission on Higher Education

From: Chair Terrye Seckinger, and Members, Committee on Academic Affairs and Licensing

Consideration of Revised Guidelines for EIA Centers of (Teacher Education) Excellence Competitive Grants Program Fiscal Year 2017-18

Background

The *Education Improvement Act of 1984* provides for the establishment of a contract program with public or private colleges in South Carolina to foster the development of "Centers of Excellence" to strengthen particular areas of need related to teacher education. State funding is provided for up to five years at a decreasing rate each year with the goal of establishing statewide resource centers that address the needs of high need schools and districts. There are currently 14 active Centers of Excellence. Only five of these currently receive EIA State funding; the other nine Centers continue to operate through support from the institutions and other grants. (A list of Centers is attached to the enclosed *Guidelines*.)

Since 2002, the *Guidelines* have required that a Center must focus its activities on low performing schools and districts. The FY 2017-18 *Guidelines* include a list of low performing schools and districts derived from the Education Accountability Act Report Card data for 2015. The target schools and districts are those that have an overall rating of Below Average or Unsatisfactory and a Poverty Index of 25 percent or greater. A summary of the requirements contained in the FY 2017-18 *Guidelines* is provided below:

- Proposals must demonstrate an institutional commitment to work with low performing schools and districts to assist them in increasing teacher effectiveness and raising student academic achievement. The Commission is seeking proposals that involve faculty and students from across the entire campus in a concerted effort of assistance.
- Each Center should also demonstrate a commitment to offering sustained, high-quality professional development programs in its area of expertise. This component of the *Guidelines* has been re-structured so as to be aligned with the Education Oversight

Committee's (EOC) focus on improving the quality of teaching in the State's low performing schools. For FY 2017-18, the priority areas are aligned with the EOC's focus on developing **innovative professional development programs for Effective Teaching that Focus on the Knowledge, Skills, and Characteristics of the *Profile of the South Carolina Graduate* that will improve instruction and achievement at all grade levels in low performing schools.** Teacher education and arts and sciences faculty should be included in providing services to the low-performing schools.

- A proposed Center must offer activities and strategies that are tied to State content and assessment standards and the S.C. Professional Development Standards.
- Collaboration on the proposal's design must occur with a low performing school or district. Priority points will be given to Centers that work with an entire school district in a high-poverty area of the state. In addition, the proposal may work with other education stakeholders, including other schools and districts, other higher education institutions, other Centers of Excellence, the South Carolina Department of Education, the Education Oversight Committee, professional education associations, parent groups, and the private sector.
- The Center must have a well-defined plan for assessing the impact on P-12 student achievement. This plan should be tied to raising the academic achievement levels of the students at the target school(s) and district(s).
- Institutions must demonstrate a funding commitment to a proposed center for at least six years, one year beyond the five-year State funding period either through institutional or external support. The intent of the Centers of Excellence Program is to create long-lasting, institutionalized resource centers for the State that will have an impact on P-12 schools.
- The Center must demonstrate that it is using innovative practices that are based on sound research and have been shown to be successful in effective teaching.

Funding for the one new center in FY 2017-18 at the current level of funding is contingent upon recommendation from the Education Oversight Committee and available funding from the General Assembly for this program.

These *Guidelines* will be posted on the Commission's web site for access by institutions upon approval by the Commission.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the attached *Guidelines for Centers of Excellence (Teacher Education)* for FY 2017-18.

Attachment: Draft *Guidelines for Centers of Excellence (Teacher Education)* for FY 2017-18

**CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT
OF 1984**

South Carolina
Commission on
Higher Education

South
Carolina
Centers of
Excellence

**REQUEST FOR
PROPOSALS**

**FISCAL YEAR
2017-18**

***Effective Teaching
that Focuses on the
Knowledge, Skills,
and Characteristics
of the Profile of the
South Carolina
Graduate***

Administered by:
S.C. Commission on Higher
Education
1122 Lady Street, Suite 300
Columbia, SC 29201

Intent to Submit Form Due:
September 2, 2016

**Technical Assistance
Training**
September 23, 2016

Proposal Deadline:
March 3, 2017

Review Panel Meeting:
March 17, 2017

For further information please
contact:

Dr. Paula Gregg
Phone: 803-737-2246

FAX: 803-737-2297

E-mail: pgregg@che.sc.gov

**GUIDELINES FOR SUBMISSION OF PROPOSALS
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
FY 2016-17**

PURPOSE OF THE CENTERS OF EXCELLENCE PROGRAM

The purpose of this competitive grant program is to enable eligible institutions, or groupings of such institutions, to serve as "state-of-the-art" resource centers for South Carolina in a specific area related to the improvement of teacher education. Teacher education encompasses both in-service and pre-service training. These "resource centers" develop and model state-of-the-art teaching practices, conduct research, disseminate information, and provide training for P-12 and higher education personnel in the Center's specific area of expertise. Research has shown that the single greatest factor influencing student achievement is teacher quality. In order for the state to attain its education goals, we must ensure that all students have access to highly qualified teachers and educational programs. Towards this goal, the focus of the Centers of Excellence Program is to concentrate on assisting low-performing schools and districts. The Commission envisions the Center to be a university-wide effort. Typical activities include:

- developing and modeling state-of-the-art pre-service preparation programs for other institutions of higher education to emulate that focus on increasing the number of teachers appropriately prepared to work effectively with students in low-performing schools and with diverse needs;
- developing innovative school-based projects to enhance student and teacher achievement at low-performing schools;
- conducting statewide school-based and campus-based faculty development activities related to State content and assessment standards;
- conducting research and evaluation activities related to teacher quality and student achievement;
- serving as a state (and/or regional and national) clearinghouse for information dissemination on center activities; and
- providing demonstration, outreach, and technical assistance programs for low performing schools and districts and institutions of higher education as requested.

ELIGIBLE INSTITUTIONS

Any public or private college/university in the State authorized by the State Board of Education to offer one or more degree programs at graduate or undergraduate levels for the preparation of teachers is eligible to apply. To assist in the outreach to the State's low-performing schools, the Center should engage faculty and students from across the university. Although collaborative proposals involving more than one institution are welcome and encouraged, one institution must be designated as the fiscal agent.

Institutions which currently receive State funding for a Center of Excellence may apply for a second Center. However, simultaneous **State funding is limited to a maximum of two Centers for each institution.** There is no required period of absence of funding upon completion of State

funding for an existing Center prior to submission of a proposal for a new Center of Excellence with a different focus. Institutions that do not comply with the Commission's programmatic and budgetary reporting requirements are not eligible to submit a proposal for the year following the non-compliance.

Institutions interested in submitting a proposal for FY 2016-17 should submit an "Intent to Submit Proposal" form to the Commission on or before September 2, 2016. This Intent to Submit in no way commits the institution to submit a proposal, but assists staff in preparation for the review process. The form is attached on page 29. **A required Technical Assistance Workshop will be held on September 23, 2016, for all project directors who submit the Intent to Submit form.** Institutions must attend the technical assistance workshop in order to submit a full proposal on or before March 17, 2017.

CHARACTERISTICS OF A CENTER OF EXCELLENCE

1. Purpose

A Center must focus on developing and modeling state-of-the-art teacher training programs (in-service and pre-service) at the host institution as well as serve as a catalyst for changing teacher training programs at other institutions of higher education which prepare and support teachers. Centers should enhance the institution's professional development programs as an integral part of its mission and focus services on low-performing schools as identified under the Education Accountability Act's annual report cards for 2014. Target schools and districts are those that have an EAA absolute rating of average or lower and a poverty index of > 25%. A list of these schools can be found at <http://ed.sc.gov/data/report-cards/2012/index.cfm>. The goal of the program is to increase higher education's involvement in working more closely with low-performing schools through professional development, teacher education programs, and other units within the institution. State-of-the-art practices include but are not limited to:

- innovative practices that enable school personnel to improve student achievement;
- effective, sustained, high quality professional development;
- collaboration with major education stakeholders, including local school districts and schools, other higher education institutions and Centers of Excellence, professional associations, parent groups, and the private sector;
- field-based teacher education programs, including professional development schools that are aligned with in-service teacher professional development;
- technology-based instructional techniques;
- innovative practices for teaching children with diverse backgrounds and diverse learning styles; and
- assistance to teachers in understanding state content and assessment standards and how to help all students meet or exceed these standards.

The Center's activities must directly support one or more existing educational programs at the institution. There should be clearly defined benefits for both P-12 and higher education in the State

and these should be directly linked to the training of high quality teachers and raising student academic achievement. The Center should demonstrate how the activities will support the improvement of low-performing school partners and be tied to State content and assessment standards. The Center should address the Profile of the South Carolina Graduate.

2. Achievement of Excellence

A proposed Center must demonstrate a substantial likelihood of achieving success with its P-12 partners and developing a reputation for statewide excellence within the five-year State funding period. Annual measurable benchmarks for evaluating progress toward the stated goals must be included in the proposal, as well as a list of specific achievements to be realized.

3. Institutional Commitment

A Center must be funded in part by the lead institution to demonstrate its commitment to the proposed Center's goals and objectives and its commitment to working with low-performing P-12 schools and districts. The proposal must demonstrate a match of institutional/external support from all higher education and/or business partners. Support can be in-kind, release time, financial commitment, change to academic programs, or inclusion of the project in the institution's service learning program, among others. Matching funds from district partners are strongly encouraged.

4. Collaboration with Related Centers, State Department of Education Initiatives, or Major Education Stakeholders

A Center **must** design its programs and activities as follows:

- in collaboration with a low-performing school(s) and/or district(s) that will be the target of its activities;
- in collaboration with other Centers of Excellence and/or Teacher Recruitment Centers in all appropriate related activities;
- in collaboration with all parties affected by the Center's programs, including other institutions of higher education, other local school districts, professional associations, business and industry, parents, and the private sector; and
- be consistent with ongoing related curriculum, assessment, teacher preparation, or professional development activities at the South Carolina Department of Education, The Educational Accountability Act of 1998, Teacher Quality Act of 2000, the Education Oversight Committee, the Profile of the South Carolina Graduate, and other state education initiatives.

FUNDING

Commission funding (\$112,500 - \$150,000 per year) is to be matched by institutional and/or external funding allotments. EIA funding for the FY 2016-17 Center is for five years, contingent on the availability of funds and annual reviews and attendance of director at required meetings as well as submission of required accountability and budgetary information by designated deadlines. Each fiscal year of the grant period **begins July 1 and ends July 31 the following year**. Upon completion of each year, an annual program evaluation with financial report is

required to be submitted to the Commission for review prior to release of the next-year funds. **Funding is contingent upon approval of funds by the General Assembly.**

The Commission seeks to support programs that will significantly impact P-20 education and therefore require substantial levels of funding. It also seeks assurance of the long-term stability of programs to maximize the impact on P-20 education. The proposal must demonstrate a match of institutional/external support. Funding for a center will occur on the following funding scale:

YEAR 1	YEAR 2	YEAR 3 - 5	YEAR 6
100% Commission funding + Institutional/External funding	90% of Year 1 Commission Funding + Institutional/External funding	75% of Year 1 Commission Funding + Institutional/External funding	No Commission Funding + Institutional/External Funding. CHE monitors project for sustainability.

There is no set percentage amount for the match; however, the center should ensure that matching funds are at a level sufficient to lead to success of activities and strategies. Support from other sources is required and is a factor in determining selection of proposals for funding.

PRIORITIES FOR FUNDING

Proposals must address the area listed in #1 below. All proposals must focus activities on a low-performing school(s) or district(s) as defined by the Education Accountability Act’s Report Card ratings (<http://ed.sc.gov/data/report-cards/2014/index.cfm>). The priorities listed below address the needs identified by the Education Oversight Committee (EOC) and reflect the focus of EOC activities for FY 2016-17 which is on teacher effectiveness.

1. The Education Oversight Committee has specifically requested that proposals focus on Effective Teaching.

Developing innovative professional development programs for ***Effective Teaching that Focus on the Knowledge, Skills, and Characteristics of the Profile of the South Carolina Graduate*** that will improve instruction and achievement at all grade levels in low performing schools. Current topics of interest are technology, state standards; teacher performance; literacy; ELL; project-based learning; assessments; data driven instruction; college readiness; improving instruction and achievement in school through the arts; and the STEM disciplines. Teacher education and arts and sciences faculty should be included in providing services to the low-performing schools.

2. Priority will be given to proposals that demonstrate the institution's commitment to develop state-of-the-art programs evidenced by a commitment to change ongoing academic

programs at the institution as a result of the Center's work. Innovative programs should include faculty from Arts & Sciences, as well as Education.

3. Priority will be given to proposals that demonstrate a commitment to a professional development program focused on the Center's area of expertise and aligned with South Carolina Professional Development Standards (http://ed.sc.gov/agency/se/school-leadership/documents/SC_Standards_Professional_Development.pdf).
4. Priority will be given to proposals in which representatives from the targeted low performing school(s) or district(s) **are involved** in the development of the collaborative effort (see appendix 4).
5. Priority will be given to partnerships between multiple institutions across all sectors. Additional consideration which will enhance the proposal's competitiveness for funding will be given to partnerships involving the private sector, other schools and/or districts, business and industry, and members of the community. **The proposal narrative must describe the collaboration and the previous planning activities between the institution and the major stakeholders.** A discussion of the clearly defined roles of all of the project's partners (P-20) must be included.
6. Priority will be given to proposals which have a clear evaluation and assessment protocol with leading indicators of progress, which would facilitate dissemination and replication of successful strategies, programs, or incentives, and show student improvement.
7. Priority will also be given to proposals that draw upon the higher education institution's demonstrated strength and experience in relevant program areas. This experience can be demonstrated through a **brief** description of such evidence as:
 - Quality of faculty as indicated by publications, presentations, P-12 service, consultations, and other experience;
 - Institutional support for the program as indicated by letters of support from chief academic officers, deans, and department heads; budget, faculty time, facilities, and equipment allocations; special programmatic initiatives, etc.;
 - Previous collaborative efforts with major education stakeholders in related program areas;
 - Demonstrated ability to offer high-quality professional development for P-12 school personnel. If professional development courses are to be offered, they should meet the Commission's *Guidelines for Graduate Courses Offered for Professional Development of School Personnel* (http://www.che.sc.gov/CHE_Docs/AcademicAffairs/Guidelines_For_Grad_Courses_Dev.doc).
7. Priority will be given to proposals that partner with schools with a high poverty index and a report card rating of below average or unsatisfactory.
8. Finally, priority will be based on the likelihood that the program, if funded, will have a lasting impact on P-20 education in the State.

9. Each proposal will be reviewed by a review panel consisting of an external chair and members of higher education, P-12 institutions, and other education state agencies. The project director, institutional administration, and other members of the partnership are expected to present the proposal to the review panel and answer questions from the panel on **March 17, 2017**.

IMPORTANT DATES

Intent to Submit Form Due: September 2, 2016

Technical Assistance Training: September 23, 2016

Proposal Deadline: March 3, 2017

Review Panel Meeting: March 17, 2017

PROPOSAL DEVELOPMENT

In addition to other data that the proposing institution deems relevant, proposals should include information organized according to the following sections (forms are included in **Appendix 1**):

1. **Title Page** (form provided)
2. **Table of Contents**
3. **Abstract** to include (limit one page double-spaced; **required**):
 - purpose of the project;
 - activities to be implemented;
 - target population to be served;
 - expected outcomes; and
 - school and/or district partners
4. **Narrative.** The narrative of the proposal, not to exceed 30 double-spaced pages (1-inch margins, 12 pt. font), must provide detailed information about the proposed Center and include, at minimum, the following information:
 - a. **The Center's Purpose/Focus:** Describe the Center's focus and how the Center will benefit both the institution and the targeted P-12 school/district as well as impact P-20 education in the state. This section must include evidence of the demonstrated need to be addressed.
 - b. **Goals and Objectives:** Goals, objectives, and effectiveness measures of the proposed Center of Excellence **must include, but not be limited to**, the following:
 - alignment to the South Carolina State Standards;
 - forming relationships and collaborating with existing initiatives in the State and, to the extent possible, serving as a central place to coordinate and facilitate the work of such initiatives;
 - implementing a plan to improve pre-service preparation and in-service professional development; and
 - address the identified knowledge, skills and characteristics in the Profile of the South Carolina Graduate

- c. Activities:** Include a detailed description of the activities to be implemented and how these will meet the Center's goals and objectives. Discuss how these activities will meet the needs of teacher education and student achievement. Discuss how the proposed activities to be implemented include sufficient effective approaches to address objectives. In addition, the activities must include well-defined, measurable benchmarks of expected progress at the end of each of the five years and should address the following goals:
- (1) Collaborating with Education Faculty in developing and modeling exemplary teacher training programs that (i) are collaborative, (ii) field-based, (iii) use state-of-the-art technology, and (iv) use proven strategies.
 - (2) Developing an influential constituency for the Center composed of stakeholders who will work with the Center and support the Center over the period of funding;
 - (3) Achieving a position of leadership in the State within five years such that the Center is the primary resource in its area of expertise;
- d.** Developing a **detailed** research agenda that will enable higher education faculty and P-12 personnel statewide to improve classroom effectiveness and student achievement. Specifically, the plan should provide examples of ongoing research questions that will be examined as a function of the Center's activities, how the research will be implemented, and how the research findings will be used to improve academic programs (pre-service and in-service).
- e. Evaluation Plan:** Cite specific evaluation measures that will be used annually to assess the effectiveness of the Center's activities. The evaluation plan must address program objectives, performance indicators, benchmarks to monitor progress toward goals, and outcome measures to assess the effect of the activities on teacher participants and on the impact on P-12 student achievement.

The plan should explain the design for data collection and a clear description of

- types of data to be collected (both quantitative and qualitative should be included) and the objectives to be measured (not just pre- and post- surveys);
- when data will be collected;
- discuss the methods and procedures to be used to evaluate the effectiveness of the proposed project objectives;
- discuss how information from the data will be used to monitor success, make changes in program design, if necessary;
- provide accountability information about the project's success;
- show impact on P-12 student achievement;
- provide results on outcome data;
- include an assessment of how the activities have contributed to teacher practice,
- include an assessment of the impact of the project on student (P-20) achievement; and
- show the extent to which the project influenced changes in teacher knowledge and instructional practices in the classroom or how the professional development has impacted school climate and/or administrative actions.

The proposal must identify an external evaluator (outside of the institution,

partnering school districts, and the project) for evaluating the Center's activities.

- vitae of the external evaluator;
 - proposed contract from evaluator specifying the work to be completed
- f. **Research Agenda.** Describe a **detailed** research agenda that will enable higher education faculty and P-12 personnel statewide to improve classroom effectiveness, student achievement, teacher preparation. Specifically, the research agenda should provide examples of ongoing research questions that will be examined as a function of the Center's activities, how the research will be implemented, and how the research findings will be used to improve academic programs for both pre-service and in-service teachers.
- g. **Institutional Strengths:** Cite accomplishments of existing academic, research, or professional development programs to demonstrate a likelihood of the Center's achieving success within a reasonable period of time. Evidence must be provided to justify the Center's suitability to the institutions, in terms of either the institutions' mix of related academic/research/professional development programs or the presence of advantageous institutional or community resources. Present evidence concerning previous institutional collaboration with the P-12 community and other education stakeholders, especially as it relates to low performing schools or addressing student achievement.
- h. **Center Staffing:** State who the Center director(s) will be, summarize his/her qualifications, and stipulate the director's time commitment to Center activities. Also describe other faculty and/or support staff, teachers, and administrators involved in the Center's program and their qualifications, projected time commitment and responsibilities to the Center. Abbreviated vita (2 pages) for the director and any other key personnel associated with the Center's activities should be attached to the proposal. Provide evidence indicating that the director and/or other Center staff members will be able to promote non-programmatic as well as programmatic aspects of the Center, including developing internal and external constituencies and institutionalizing funding for Center activities. Qualifications, time commitment, and responsibilities must be included for any graduate assistants. **The Center director must be a tenured faculty member at the institution.** A Center co-director, who is a tenure-track or tenured faculty member, is strongly encouraged.

Proposals must disclose participation of family members as it relates to the Ethics Act, the Ethics Commission opinions, and the State Ethics Commission. For full access to the document, see <http://www.ohr.sc.gov/OHR/regs01/2010/2010-HR-Regulations-19-701.pdf>, Section 19-701.06.

- i. **Benefit to the Institution: Explain why the institution is willing to commit its resources to the Center.** For example, what will be the impact of the Center on the institution's academic/research/professional development programs? How will the proposed Center improve the quality of institutional programs and enhance existing institutional strengths in the Center's area of concentration and related fields? How will the Center impact the institution's community outreach with P-12 schools (university-wide)?

- j. **Institutional Commitment:** Demonstrate institutional and faculty support of the Center for the five years of State funding. Letters from faculty and administrators in program areas related to the Center's focus supporting the proposed Center may be included. Letters of support on letterhead from the P-12, higher education, and business partners must be included in the proposal or submitted electronically to the Commission on Higher Education at pgregg@che.sc.gov. Letters submitted electronically must clearly identify the project they support. Provide evidence of institutional support beyond the five years of State funding.
 - k. **Discussion of Partnerships.** Discuss the partnership in detail. Describe the roles, responsibilities, and contributions of each of the post-secondary institutions, schools, businesses/industries, etc.
 - l. **Benefit to P-12 Districts/Schools:** Describe the expected benefit to the partner districts and/or schools and how the research base will support staff efforts to improve low performing districts and schools. Include a description of who will be served.
 - m. **Discussion of Similar and Related Centers:** Provide a short description of any similar Centers regionally or nationally and explain how the proposed Center will seek to benefit from other similar centers' experiences. A list of South Carolina Centers of Excellence funded through the Education Improvement Act is attached. Provide evidence of collaboration with other Centers of Excellence in the planning of and implementation of the proposed Center. Evidence should also be provided of communication with the South Carolina Department of Education (SCDE) and the Education Oversight Committee (EOC).
 - n. **Current Initiatives/Programs:** Provide a short description of any current initiatives and/or programs at the institution(s) that will support the goals and objectives of the proposed Center. Provide data showing results of current initiatives and/or programs.
 - o. **Collaborative Planning:** Briefly describe the collaborative planning activities that have occurred between the institutions, the partner district(s)/school(s), and business/industry (Agreement form included in **Appendix 1**). Provide information on possible collaboration with other Centers of Excellence.
5. **Two-Year Timeline.** Include the attached Two-Year Timeline to provide an outline of Center programs and approximate dates for beginning (and concluding, if appropriate) those programs.
 6. **Budget:** Provide a proposed budget and budget justification (July 1 through August 1), in reasonable detail for the first and second years of operation and less detailed budget estimates for the third through fifth years. Budgets will indicate all anticipated expenditures for equipment, materials, salaries and benefits, and other operating expenses. Proposed salary/supplement expenditures should provide sufficient detail to identify and justify the number of professional positions; the amount of time associated with each, and estimated salary/supplement for each position. The budget should demonstrate a funding commitment of six years (one year beyond state funding) either through institutional or external support). **No institutional overhead is allowed. No Indirect Costs are allowed.** A complete justification/explanation of funding amounts must accompany the budget summary.

- No more than 50% of the total budget should be used for salaries and/or fringes for all personnel.
- Funds for the Centers of Excellence may be used to pay reasonable salary (including fringe) and Graduate Assistant Differential (GAD)/tuition for graduate assistants.
- Salaries (including fringes) and GAD for graduate assistants should be no more than 15% of the total budget and must be included in the 50% maximum for salaries and fringe benefits.
- Funds cannot be used to pay both tuition and stipends for participants during the same time period.
- Funds should be used to supplement, not supplant.

Acknowledgement of Support

An acknowledgement of the South Carolina Commission on Higher Education must appear in any publication of materials based on or developed under this project as follows:

The activity which is the subject of this document (journal article, report, video, etc.) was produced under a grant from the South Carolina Commission on Higher Education under the auspices of the EIA Centers of Excellence Grant Program.

All media announcements, public information, and promotional materials pertaining to these funded activities should acknowledge support of the South Carolina Commission on Higher Education under the auspices of the EIA Centers of Excellence Grant Program.

PROPOSAL SUBMISSION, METHOD OF SELECTION AND OTHER PROCEDURES

Proposals must be submitted as one original hard copy (signatures in blue ink) and one electronic (**Word document for proposal narrative, PDF for complete proposal with signature pages, and Excel for budget**), must be signed by the chief executive officer of the proposing institution, and must be addressed to the Commission on Higher Education; Dr. Paula Gregg; Centers of Excellence Program (Teacher Education); 1122 Lady Street, Suite 300; Columbia, SC 29201. They must be received (not postmarked) at the Commission by not later than **5:00 p.m. on March 3, 2017**. The following method of selection and other procedures will be followed:

1. Proposals will be reviewed by a panel that includes at least one outside reviewer, representatives from the State Department of Education and the Commission on Higher Education staffs, and at least one representative each from the P-12 and higher education communities.
2. Each submitting institution will participate in a review that will include the opportunity to make a brief oral presentation and respond to questions from the review panel. Reviews are approximately one hour in length. The proposed project director and other representatives will be invited and encouraged to participate in the review which will be held on March 17, 2017
3. The review panel will forward its recommendations to the Committee on Academic Affairs and Licensing for approval and to the Commission on Higher Education for information.

4. Approved Centers will be reviewed each year by Commission staff after receipt of the end-of-year project report to determine progress toward achieving established goals and to review expenditures prior to release of funds for the ensuing year.
5. No center will be awarded State funds for more than five consecutive years.
6. Funding is contingent upon the availability of funds by the General Assembly.

Enclosures: Appendix 1: Required Forms
 Appendix 2: List of Centers
 Appendix 3: Intent to Submit Form
 Appendix 4: List of Eligible Schools and Districts
 Appendix 5: Review Rating Sheet

Revised February 2016

Appendix 1

COVER PAGE			
SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION			
CENTERS OF EXCELLENCE PROGRAM			
EDUCATION IMPROVEMENT ACT OF 1984			
PROJECT YEAR 2017-18			
Institution			
Center Name			
Project Director(s)/Title	Address		
	Phone		
	Fax		
	E-mail		
Institutional Contact	Address		
	Phone		
Fiscal Officer/Title	Address		
	Phone		
Proposed Funding	Year One	Five Year Total	School or District Partners
State Funds Requested			
Institutional Funds			
Other Funds			
Total			
Institutional Approval Chief Officer _____ Date _____			Executive _____ _____ _____

**CENTERS OF EXCELLENCE PROGRAM
 EDUCATION IMPROVEMENT ACT OF 1984
 PROPOSED PROJECT TIMELINE
 FY 2017-18 AND FY 2018-19**

Institution		
Center Name		
Program/Activity	Begin Date	Target End Date

BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
 Project Year:

INSTITUTION:	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(s):				
1. Key Personnel(Faculty/Administration) LIST NAMES & Role				
A. Salaries				
1				
2				
3				
4				
Total Key Personnel Salaries	0	0	0	
B. Fringe Benefits TOTAL				
1				
2				
3				
4				
Total Key Personnel Fringes	0	0	0	
TOTAL KEY PERSONNEL COSTS	0	0	0	
2. Support Personnel (LIST NAMES)				
A. Salaries				
1				
2				
3				
4				
Total Support Personnel Salaries	0	0	0	
B. Fringe Benefits				
1				
2				
3				
4				
Total Support Personnel Fringes	0	0	0	
Total SUPPORT PERSONNEL COSTS	0	0	0	
TOTAL PERSONNEL COSTS	0	0	0	
3. Participant Support (District/School participants)				
a. Books				
b. Supplies and Materials				
c. Travel and Subsistence				
d. Room and Board				

BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
 Project Year:

INSTITUTION:	Proposed Budget	Institutional Funds	Other Funds (school districts, grants, private, etc.)	CHE use
PROJECT DIRECTOR(S):				
e. Refreshments				
f. Tuition				
g. Stipends				
h. Technology/Equipment				
i. Other - PLEASE SPECIFY				
Total Participant Costs	0	0	0	
4. Supplies and Materials (Institution) LIST MAJOR ITEMS				
a.				
b.				
c.				
d.				
Total Supply Costs	0	0	0	
5. Equipment/Technology (greater than \$5,000 per item)				
a.				
b.				
Total Equipment Costs	0	0	0	
6. Additional Costs - PLEASE SPECIFY (includes contractual services)				
a.				
b.				
c.				
d.				
Total Additional Costs	0	0	0	
7. Travel and Subsistence				
a. State Employee				
b. Non-State Employee				
Total Travel	0	0	0	
TOTAL PROJECT COSTS	\$ -	\$ -	\$ -	
Project Director(s)			Typed Name & Title Signature Date	
Institutional Authority			Typed Name & Title Signature Date	

**Collaborative Planning Efforts and K-16 Agreement
(Two Page Document)**

Describe the collaborative planning efforts that have occurred between the institution, school/district, and any other participating organizations or agencies.

DRAFT

DRAFT

**Partnership Agreement
South Carolina Commission on Higher Education
Center of Excellence**

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and roles of each of the partners participating in the proposed Center of Excellence. A copy of this form must be completed for each member of the partnership (at a minimum, the institution of higher education and the school/district).

_____ agrees to make the following contributions or play the following roles in the Center:

(Name of Organization)

The organization assures that this proposal addresses the following need(s) identified by the school/district:

The organization further assures that this proposal was developed with input from the following higher education and P-12 faculty and or staff:

Project Director/Key Contact Name _____

Signature _____ Date _____

Dean/Superintendent Name _____

Signature _____ Date _____

Links to pertinent websites:

Guidelines Centers of Excellence Program

http://www.che.sc.gov/New_Web/ForInstitutions/TeacherEdGrants.htm

High Need LEAs (allowable districts and schools for minimum partnership requirements)

https://www.che.sc.gov/New_Web/ForInstitutions/TeacherEdGrants.htm

S.C. Professional Development Standards

<http://www.scteachers.org/educate/edpdf/rules/pdpolicy.pdf>

Guidelines for Graduate Courses Offered for Professional Development of School Personnel

http://www.che.sc.gov/New_Web/ForInstitutions/AcadPolicy.htm

Centers of Excellence A link to center web sites

<http://rpsec.usca.sc.edu/CentersOfExc/CentersList.html>

South Carolina Course Alignment Project (SCCAP)

https://www.epiconline.org/south_carolina/?q=south_carolina

College Readiness Standards

http://www.che.sc.gov/AcademicAffairs/EEDA/SC_College_Readiness_Standards.pdf

Redefining College Readiness

<http://www.epiconline.org/files/pdf/RedefiningCollegeReadiness.pdf>

College Preparatory Course Prerequisite Requirements

http://www.che.sc.gov/AcademicAffairs/CollegePrepCourse_Prereqs101106.pdf

Edutopia: Why Teach With Project-Based Learning

<http://www.edutopia.org/project-based-learning>

Using Performance-Based Assessments

http://www.centerii.org/handbook/Resources/7_H_Using_Performance_Based_Assessments.pdf

South Carolina DOE Standards and Learning

<http://ed.sc.gov/agency/Standards-and-Learning/>

Centers of Excellence	EIA State Funding (First Year/Last Year)	Status
<p>Center of Excellence in Mathematics and Science Education Dr. Calvin Williams, Director Department of Mathematical Sciences 0-323 Martin Hall Clemson University Clemson, SC 29634 (864) 656-5241 Fax: 656-5230 calvinw@ces.clemson.edu Website: http://cemse.math.clemson.edu/</p>	1987-88/1990-91	Funding Completed Active
<p>Center of Excellence in Foreign Language Education Dr. A.L. Prince, Director PO Box 30945 Furman University Greenville, SC 29613 (864) 294-2108 Fax: 294-3001 Bill.Prince@furman.edu</p>	1990-91/1993-94	Funding Completed Inactive
<p>Center of Excellence in Composition Dr. Sandra Bowden, Director School of Education Coastal Carolina University Conway, SC 29526 (843) 349-2606 Fax: 349-2990 sandyb@coastal.edu</p>	1991-92/1994-95	Funding Completed Inactive
<p>Center of Excellence for the Assessment of Student Learning Dr. Robert Johnson College of Education University of South Carolina Columbia, SC 29208 (803) 777-5273 Fax: 777-0220 rjohnson@gwm.sc.edu</p>	1992-93/1995-96	Funding Completed Inactive
<p>Center of Excellence in Rural Special Education Dr. Janie Hodge, Director Tillman Hall Box 340709 Clemson University Clemson, SC 29634-0709 (864) 656-1613 Fax: 656-1322 hodge@clemson.edu</p>	1993-94/1996-97	Funding Completed Inactive
<p>Center of Excellence in Accelerating Learning Dr. Christine Finnan, Director School of Education College of Charleston Charleston, SC 29424 (843) 953-4826 Fax: (843)-953-1994 finnanc@cofc.edu</p>	1995-96/1998-99	Funding Completed Inactive
<p>Center of Excellence in Geographic Education Dr. Jerry Mitchell, Director Department of Geography University of South Carolina Columbia, SC 29208 (803) 777-2986 Fax: 777-4972 E-mail: mitchejt@gwm.sc.edu Website: http://www.cas.sc.edu/cege/index.htm</p>	1996-97/1999-2000	Funding Completed Active

Centers of Excellence	EIA State Funding (First Year/Last Year)	Status
<p>Center of Excellence in Educational Technology Dr. Gary J. Senn, Director Ruth Patrick Science Center USC-Aiken Aiken, SC 29801 (803) 641-3558 Fax: 641-3615 senn@sc.edu Website: http://rpsec.usca.edu/CenterOfExc/CEET.html</p>	1997-97/2000-01	Funding Completed Active
<p>Center of Excellence in Instructional Technology Training for Digital Media and Learning (Name revised in November 2013) Dr. Ryan Visser, Director 203 Tillman Hall Clemson University Clemson, SC 29634 (864) 864.656.5093 Fax: 656-1322 visser@clemson.edu Website: http://itcenter.clemson.edu</p>	1998-99/2001-02	Funding Completed Active
<p>Center of Excellence for the Study of Standards-Based Educational Reform Dr. Gilbert Hunt and Dr. Lance Bedwell (retired) School of Education and Graduate Studies Coastal Carolina University Conway, SC 29528-6054 (843) 349-2607 Fax: 349-2940 hunt@coastal.edu bedwell@coastal.edu</p>	1999-00/2002-03	Funding Completed Inactive
<p>Center of Excellence: SC Earth Physics Project Dr. Tom Owens Department of Geological Sciences University of South Carolina Columbia, SC 29208 (803) 777-4530 Fax: 777-0906 owens@sc.edu Website: http://www.seis.sc.edu/scepp/index.html</p>	1999-00/2002-03	Funding Completed Active
<p>Center of Excellence in Early Childhood Professional Development College of Education Winthrop University Rock Hill, SC 29733 (803) 323-2151 Fax: 323-4639 rembertw@winthrop.edu elsbeth@hotmail.com</p>	2000-01/2003-04	Funding Completed Inactive
<p>Center of Excellence for the Education and Equity of African-American Students Dr. Gloria Boutte Department of Education Benedict College Columbia, SC 29204 (803) 758-4483 Fax: 256-1785 boutteg@benedict.edu Web site: http://www.benedict.edu/divisions/comdev/ceeeas/bc_ceeeas.html</p>	2002-03/2006-07	Funding Completed Inactive

Centers of Excellence	EIA State Funding (First Year/Last Year)	Status
<p>Center of Excellence for Engineering and Computing Education Dr. Jed S. Lyons College of Engineering and Information Technology University of South Carolina Columbia, SC 29208 (803) 777-9552 Fax: 777-9552 lyons@sc.edu Web site: http://cece.engr.sc.edu/</p>	2003-04/2007-08	Funding Completed Inactive
<p>Center of Excellence for the Advancement of Rural, Under-Performing Schools (CEARUPS) Dr. Jeff Priest, Head School of Education University of South Carolina Aiken Aiken, SC 29801 (803) 641-3269 Fax: 641-3698 jeffp@usca.edu</p>	2003-04/2007-08	Funding Completed Active
<p>Center of Excellence to Prepare Teachers of Children of Poverty Dr. Tammy Pawloski, School of Education Francis Marion University Florence, SC 29501 (843) 661-1475 FAX: (843) 661-4647 tpawlosk@fmarion.edu Website: www.fmucenterofexcellence.org/fmu</p>	2004-05/2008-09	Funding Completed Active
<p>Center of Excellence in Collaborative Learning Dr. Cynthia Bolton-Gary Director USC Beaufort Beaufort, SC 29902 843-208-8253 FAX: (843) 521-4179 cbolton@uscb.edu Website: http://www.uscb.edu/a/Academics/Undergraduate/Degree_Programs/Early_Childhood_Education/Center_of_Excellence_in_Collaborative_Learning/?page_id=292</p>	2004-05/2008-09	Funding Completed Inactive
<p>Center of Excellence for Adolescent Literacy and Learning Dr. Victoria Ridgeway Gillis Clemson University 409 Tillman Hall Clemson, SC 29634 (864) 656-5128 FAX: (864) 656-1322 rvictor@clemson.edu Website: http://www.clemson.edu/ceall/</p>	2005-06/2009-10	Funding Completed Inactive
<p>Center of Excellence for the Advancement of New Literacies in Middle Grades Dr. Mary Provost College of Charleston 9 College Way Charleston, SC 29424 (864) 953-7433 Fax: (864) 953-5407 provostm@cofc.edu</p>	2006-07/2010-11	Funding Completed Inactive

Centers of Excellence	EIA State Funding (First Year/Last Year)	Status
<p>Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching (CE-MIST) Dr. Gary Senn USC-Aiken 471 University Parkway Aiken, SC 29801 (803) 641-3558 Fax: 641-3615 senn@sc.edu</p>	2008-09/2012-13	Funding Completed Active
<p>Center of Excellence for Inquiry in Mathematics and Science (CEIMS) Dr. Jeff Marshall Clemson University 409B Tillman Hall, Clemson University Clemson, SC 29634-0705 Phone: (864) 656-5127; Fax: (864) 656-1322 jmarshall@clemson.edu</p>	2008-09/2012-13	Funding Completed Active
<p>The Center of Excellence for Teacher Retention (RETAIN: Retain and Empower Teachers through Action, Innovation, and Networking) Dr. Lisa Waller Newberry College 2100 College Street Newberry, SC 29108 Phone (803) 321-5207; Fax: (803) 263-6678 Lisa.Waller@newberry.edu http://retainscteachers.org</p>	2010-11/2015-16	Currently Funded Active
<p>Center of Excellence for English Language Learners (ELL) Professional Development Dr. Nan Li Claflin University 400 Magnolia Street Orangeburg, SC 29115 Phone (803) 535-5245; Fax (803) 535-5485 nli@claflin.edu</p>	2011-12/2015-16	Currently Funded Active
<p>The Citadel STEM Center of Excellence Kathy Richardson Jones 171 Moultrie Street Charleston, SC 29409 (843) 953-3163 kathryn.jones@citadel.edu www.citadel.edu/stemcenter/</p>	2013-14/2017-18	Currently Funded Active

Centers of Excellence	EIA State Funding (First Year/Last Year)	Status
The Center of Excellence in Mobile Learning Dr. Ben Deaton Anderson University 316 Boulevard Anderson, SC 29621 Phone (864) 231-5530; Fax (864) 231-2854 bdeaton@andersonuniversity.edu	2013-14/2017-18	Currently Funded Active
The Center of Excellence in College and Career Readiness Dr. Matt Nelson and Dr. Meredith Love Francis Marion University PO Box 100547 Florence, SC 29502 Phone (843) 661-1500; Fax (843) 661-4676 mnelson@fmarion.edu	2014-15/2020-21 (7 year project)	Currently Funded Active
New Center of Excellence (TBD in March 2016)	2016-17/2020-21	

**Intent to Submit Proposal for
Centers of Excellence Program
FY 2017-18**

Project Director Name _____

Project Director Email _____

Project Director Phone _____

Institution _____

Academic Department _____

Proposed Center of Excellence Name _____

Please provide a brief description of the area of focus of the proposed Center. Include the name of the target schools and/or districts.

Please return form by through email or fax September 2, 2017 to:

Centers of Excellence Program (Teacher Education)
Dr. Paula Gregg
SC Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201
pgregg@che.sc.gov
803-737-2297 (fax)

A required Technical Assistance Workshop for all “Intent to Submit” proposals received will be held on September 23, 2016.

South Carolina Commission on Higher Education
 Proposal Review Rubric/Rating Form
 Centers of Excellence Program FY 2017-18

Please use one Proposal Review Rubric/Rating Form for each proposal.

Proposal Title: _____

Submitting Institution: _____

Center Director(s): _____

SECTION I: General Characteristics of a Center –

<i>Does the proposed Center demonstrate the following?</i>	<i>Number of Points Possible</i>	<i>Number of Points Awarded</i>
1. A clearly defined focus of related scholarly and educational activities related to the needs of low-performing schools.	10	
<i>Comments:</i>		
2. Activities that support existing programs at the institution.	5	
<i>Comments:</i>		
3. Clearly defined benefits to the host institution as well as its K-12 partner(s)	5	
<i>Comments:</i>		
4. An institutional commitment as indicated by administrative support, budget, facilities, equipment, special initiatives, etc.	5	
<i>Comments:</i>		
5. A likelihood of having a lasting positive impact on the K-12 partner(s).	10	
<i>Comments:</i>		
6. Activities based on proven innovative practices that enable school personnel to help all students achieve.	10	
<i>Comments:</i>		

SECTION II: Technical Merits of the Proposal

<i>Does the proposal include the following?</i>	<i>Number of Points Possible</i>	<i>Number of Points Awarded</i>
1. The area to be targeted has been identified in the <i>Guidelines</i> as a priority area for funding.	5	
<i>Comments:</i>		
2. Programs and activities are designed in collaboration with a K-12 partner(s) that has been identified in the <i>Guidelines</i> as low-performing.	5	
<i>Comments:</i>		
3. The activities are well planned and meaningful.	5	
<i>Comments:</i>		
4. The outcomes are realistic and likely to be obtained.	5	
<i>Comments:</i>		
5. The evaluation plan is based on measurable criteria and addresses the effectiveness of the center. An external evaluator is included.	10	
<i>Comments:</i>		
6. The budgets, both grants and external match, are justified.	10	
<i>Comments:</i>		
7. The institutional strength and capacity to implement the Center are substantial as indicated by faculty and programmatic quality, previous collaborative endeavors with education stakeholders in related program areas, etc.	5	
<i>Comments:</i>		
8. Programs and activities are designed in collaboration with other Centers of Excellence and/or Teacher Recruitment Centers in all appropriate related activities.	5	
<i>Comments:</i>		

SECTION III: Specific Criteria of a Center

<i>Does the proposal include discussion of the following?</i>	<i>Number of Points Possible</i>	<i>Number of Points Awarded</i>
1. Involves substantial public school-college cooperation/collaboration.	5	
<i>Comments:</i>		
2. Involves other parties affected by the Center's programs, including other divisions of the institution, other institutions of higher education, professional associations, parents, private sector, etc.	5	
<i>Comments:</i>		

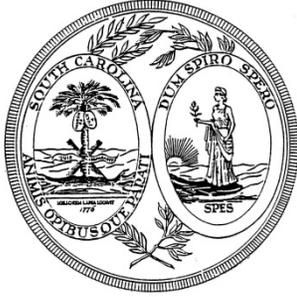
<i>Does the proposal include discussion of the following?</i>	<i>Number of Points Possible</i>	<i>Number of Points Awarded</i>
3. State funds are matched with external or internal funds (including in-kind) and show an increasing commitment of these additional resources in subsequent years.	5	
<i>Comments:</i>		
4. Describes expected benefits to pre-service teacher education.	5	
<i>Comments:</i>		
5. Describes the proposed Center Director's qualifications as well as other faculty/support staff who will work with the Center.	5	
<i>Comments:</i>		
6. Proposed professional development activities are in alignment with S. C. Professional Development Standards.	5	
<i>Comments:</i>		
7. Demonstrates the institution's commitment to model as well as develop state-of-the art programs by changing its ongoing academic program as a result of the Center's work.	5	
<i>Comments:</i>		
8. The proposal has a clear plan for achievement which will lead to success of the proposed goals and objectives.	10	
<i>Comments:</i>		
9. The proposed program is consistent with ongoing curriculum, assessment, teacher preparation, or professional development activities in the State.	5	
<i>Comments:</i>		
10. The partnering school(s) has a high poverty index and a report card rating of below average or unsatisfactory.	10	
<i>Comments:</i>		
TOTAL NUMBER OF POINTS	160	

Additional comments/recommendations:

Proposal Element	Possible Ratings	Rating given
What is the potential of this proposal to substantially improve the quality of performance of the participants it serves and help students achieve?	Superior / Excellent / Good / Fair / Poor	
Comments:		
<i>(To be completed after reviewing all proposals.)</i> How would you rate this proposal overall as compared to the others you have reviewed?	Superior / Excellent / Good / Fair / Poor	
Comments:		
Would you recommend funding this proposal?	Yes Yes, with reservations Probably not No	
Comments:		

ADDITIONAL COMMENTS

Reviewer _____



South Carolina Commission on Higher Education

Mr. Tim M. Hofferth, Chair
Ms. Allison Dean Love, Vice Chair
Mr. Paul O. Batson, III
Mr. Devron H. Edwards
Dr. Bettie Rose Horne
Ms. Dianne C. Kuhl
Dr. Louis B. Lynn
Vice Admiral Charles Munns, USN (ret.)
Mr. Clark B. Parker
Mr. Kim F. Phillips
Ms. Terrye C. Seckinger
Dr. Jennifer B. Settlemeyer
Mr. Hood Temple
Dr. Evans Whitaker

Mr. Gary S. Glenn
Interim Executive Director

CHE
5/5/16
Agenda Item 9.02.G.2

May 5, 2016

MEMORANDUM

To: Chairman Tim Hofferth and Members, SC Commission on Higher Education

From: Chair Terrye Seckinger, and Members, Committee on Academic Affairs and Licensing

Consideration of Revised Guidelines for the Improving Teacher Quality Higher Education Grants Program (PL 107-110, Title II of the No Child Left Behind Act) Project Year 2016-17

Background

Since 1984, the Commission has been responsible for administering federal funds under the Title II program of the *Elementary and Secondary Education Act (ESEA)*. ESEA was re-authorized in FY 2001 under the *No Child Left Behind Act*. Under this legislation, several programs were combined and others were greatly modified. While the program is still under Title II, this section of the law is now entitled *Improving Teacher Quality (ITQ) State Grants*. The purpose of Title II is to increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified in the content areas they teach.

The higher education program is a competitive grants program with a primary focus on professional development. The current *Improving Teacher Quality Program* provides the Commission with the ability to offer grants to expand P-12 professional development offerings to include nine content areas and school personnel other than teachers and principals. The program seeks to bring together higher education faculty and P-12 school personnel to foster mutually beneficial partnerships based on sustained professional development. The ultimate goal of the partnership is improved student performance.

The federal regulations stipulate that the Commission will only award grants to eligible partnerships comprised of, at a minimum, the following: (1) a private or public institution of higher education and the division of the institution that prepares teacher and principals; (2) a school of arts and sciences; and (3) a high-need local education agency. Additional partners may also be included. Regulations state that projects may focus on any of nine core academic areas (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography). Professional development activities may include

teachers, principals, and/or paraprofessionals. The focus of the proposed projects must be on low-performing schools and the Commission is charged with ensuring an equitable geographic distribution of grants.

The *Guidelines* were modified for FY 2002-03 to reflect the new legislation and were developed in collaboration with the S.C. Department of Education. Federal regulations require that the Commission work in conjunction with the Department in meeting statewide educational needs. The priority areas derive from the federal legislation as well as those developed in the State's Consolidated State Plan sent to the U.S. Department of Education.

The U.S. Department of Education issues two awards for the *Title II, Part A* State allocations, one to the State Education Agency (SEA) and one to the State Agency of Higher Education (SAHE). After one percent of the State's allocation is set aside for SEA and SAHE administration and planning, the SAHE receives an award for competitive grants that is 2.5 percent of the State's remaining allocation.

Under federal regulations, 2.5 percent of the *Improving Teacher Quality State Grants* funds for the state are allocated to Commission to be used for the competitive grants program. The Commission may be awarding approximately \$708,000 for new proposals for FY 2016-17. Proposed projects may request up to \$125,000 in funds. The projects will be funded for an 18-month period beginning in January 2017. The number of grants awarded will be determined primarily by the quality of the proposals submitted and the size of the negotiated final budgets in comparison to the total funds available, and equitable geographic distribution. Priority points will be given to projects with partners in high-needs LEAs that are not current partners and those in the I-95 corridor.

CHE issues *Guidelines for Proposals* for a competitive grants program. The attached *Guidelines* represent the Commission's proposed rules and regulations for the program. This competition represents an important vehicle for K-16 collaboration in service to the State's teachers, principals, and paraprofessionals.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the attached *Guidelines for the Improving Teacher Quality Higher Education Grant Program* for FY 2016-17.

Attachment: No Child Left Behind, Improving Teacher Quality Higher Education Grant Program, Guidelines for Proposals, FY 2016-17.

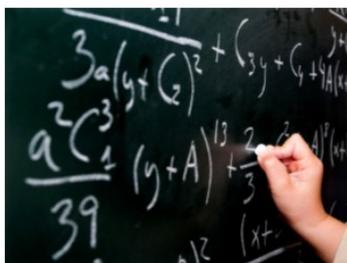


South Carolina Commission on Higher Education

No Child Left Behind Improving Teacher Quality Higher Education Grant Program

Guidelines for Proposals Project Year 2016-17

Focus on Teacher Content Knowledge in English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography



Intent to Submit Form Due
July 15, 2016

**Technical Assistance
Training**
August 5, 2016

Proposals Due
September 30, 2016

Review of Proposals
October 14, 2016

*For further information,
contact:*

Dr. Paula Gregg
803-737-2246
pgregg@che.sc.gov

**No Child Left Behind Act
Improving Teacher Quality Higher Education Grants Program
Guidelines for Submission of Proposals
Project Year 2016-17**

Background Information

The No Child Left Behind Act of 2001 (PL107-110) authorizes the South Carolina Commission on Higher Education to conduct a competitive awards program under Title II Part A *Preparing, Training, and Recruiting High-Quality Teachers and Principals*. The purpose of this part of the federal legislation is to provide support to:

Increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

The Commission is authorized to provide a competitive grants program to partnerships comprised, at a minimum, of schools of education and divisions of arts and sciences from higher education institutions along with one or more high-need local education agency (LEA). Funds to the state are allocated based on the FY 2001 amount received under the former Eisenhower Professional Development and Class-Size Reduction programs. Any remaining funds from the federal appropriation are distributed through a formula based on the State's school-age population and percent of these children in families with incomes below the poverty level.

The Improving Teacher Quality Program provides the Commission with the ability to expand its professional development offerings to the P-12 community to nine content areas and other school personnel. The program seeks to bring together higher education faculty and P-12 school personnel to foster mutually beneficial partnerships based on sustained professional development. The ultimate goal of the partnership is improved student performance.

Under federal regulations, 2.5 percent of the Improving Teacher Quality Higher Education Grants (ITQHE) funds for the state are allocated to the Commission to be used for the competitive grants program. The Commission may be awarding approximately \$708,000 for new proposals for FY 2016-17. Proposed projects may request up to \$125,000 in funds for the project period. The Commission is seeking proposals with maximum impact for an 18-month project period. Funding is awarded depending on available funds from the U.S. Department of Education. The number of grants awarded will be determined primarily by the quality of the proposals submitted and the size of the negotiated final budgets in comparison to the total funds available, and equitable geographic distribution. Priority points will be given to projects with partners in high-needs LEAs that are not current partners and those in the I-95 corridor. Projects currently funded for 2015-16 are not eligible to apply for the 2016-17 funds.

Eligible Partnerships

Only eligible partnerships may apply for a competitive award. Principal partners **must** include:

- 1) One institution of higher education (IHE) that includes its division that prepares teachers and principals;

- 2) One school of arts and sciences at the higher education institution (any department within the institution that provides degrees in the nine content areas); and
- 3) A high-need local education agency (LEA; See Appendix 1 of this document for a complete list of high-need LEAs (Districts)).

Proposals submitted without these minimum partnership requirements will not be considered for funding. In addition, an eligible partnership may also include non-principal partners such as:

- another LEA (not required to be high-need)
- a public charter school
- an elementary school or secondary school
- an educational service agency
- a nonprofit educational organization
- another institution of higher education, a school of arts and sciences within such an institution, and/Or the division that prepares teachers and principals within such an institution
- nonprofit cultural organization
- an entity carrying out a pre-kindergarten program
- a teacher or principal organization or
- a business.

A HIGH-NEED LOCAL EDUCATIONAL AGENCY (LEA) is a term used by the United States Department of Education and is based upon Census Bureau data reflecting the number of children living in poverty. No other methods may be used to determine which districts qualify as a high-need LEA.

A high-need local education agency (LEA) is defined as a DISTRICT:

- (A)** (i) that serves not fewer than 10,000 children from families with incomes below the poverty line; **or** (ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line;

See Appendices 1 and 2 of this document for a list and map of all high-need LEAs.

A key component of a partnership must be **collaboration** by **all** of the partners in the development and implementation of the proposed project. Proposals must demonstrate that the project is meeting an established need of the LEA and that the proposed activities have been jointly designed by the partners to meet the need. All districts have a contact for district-level *No Child Left Behind* activities. Project directors are strongly encouraged to contact a district directly to determine needs.

Applicants should submit proposals that demonstrate collaboration and innovation. For example, a technical college may be a secondary partner, or two or more 4-year institutions may be partners. Principals and teachers from schools not considered “high need” may participate along with individuals from a high-need LEA (District).

Definitions

Definitions of the terms used in the *Guidelines* can be found in **Appendix 3**. These definitions are based on those in the Title II, Part A Non-Regulatory Guidance. Further information and definitions can be found at <http://www.ed.gov> by entering “Title II, Part A Non-Regulatory Guidance Improving Teacher Quality State Grants” into Search ED.gov. When the menu of choices appears, select the first entry.

Eligible Projects and Project Activities

The No Child Left Behind Act of 2001 authorizes program funds to be used to support the following two major areas of partnership activities that are tied to enhancing student achievement in high-need LEAs:

- 1) Professional development activities in core academic subjects (**English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography**) to ensure that:
 - i) Teachers and highly qualified paraprofessionals (and, when appropriate, principals) have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance student learning); and
 - ii) Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects. *Training for principals must be in the core content areas that teachers teach.*

- 2) Development and provision of assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high quality professional development activities that:
 - i) Ensure that those individuals can use challenging State academic content standards, student academic achievement standards, and State assessments to improve instructional practices and student academic achievement;
 - ii) May include intensive programs designed to prepare individuals to provide instruction related to the professional development described above to others in their schools; and
 - iii) May include activities of partnerships among one or more LEAs, one or more of the LEA’s schools, and one or more IHEs for the purpose of improving teaching and learning at low-performing schools.

The projects that a State Agency of Higher Education (SAHE) sponsors under Title II, Part A of the Elementary and Secondary Education Act, as amended (ESEA), must conform to the set of authorized activities contained in section 2134 of the ESEA. This provision does not authorize a SAHE to use Title II, Part A funds to provide professional development for school principals. Nor does it authorize a SAHE to pay for graduate degrees. Projects, of course, may pay for the costs of graduate-level courses that are reasonable and necessary to help participating teachers gain the subject matter knowledge and principals the instructional leadership skills in the content areas their teachers teach. But the law does not authorize program funds to be used to pay for the costs of other degree requirements or the degrees themselves.

Project Duration and Follow-Up Activities

All projects must be of sufficient intensity and duration as to have a positive impact on the teaching and learning at the partner LEA(s). Projects are funded for an 18-month period from January 1, 2017 – August 1, 2018. Funding is for the project period and contingent upon federal appropriation. Projects that offer professional development as graduate courses must adhere to the *Guidelines for Graduate Courses Offered for Professional Development of School Personnel* found at:

<http://www.che.sc.gov/InstitutionsEducators/AcademicPolicies,Programs/AcademicPolicies.aspx>.

Effective professional development has a year-round focus. Academic year projects must have **substantial** contact hours that include **at least one week during the first summer with a minimum of four (4) follow-up activities throughout the academic year that support change in classroom/school practice and a minimum of one week training during the second summer**. Follow-up must be provided for all participants and provide continuing reinforcement of project objectives. Follow-up activities may include but are not limited to group meetings, classroom observations by the project personnel, workshops and seminars, mentoring, and one-on-one meetings. Surveys of teachers and classroom observations without feedback will not be considered as adequate follow-up.

Effective Professional Development for Educators

The U.S. Department of Education envisions that effective professional development is of high quality, sustained, intensive, and classroom/school-focused. Effective professional development is considered to be much more than just a course or workshop. It is a set of activities that produce a demonstrable and measurable effect on student academic achievement.

Importantly, *The No Child Left Behind Act* requires that professional development is grounded in scientifically-based research. Definitions for both professional development and scientifically-based research can be found in **Appendix 3**.

In addition, the South Carolina Department of Education has developed “*South Carolina Professional Development Standards*.” These standards can be found at:

http://ed.sc.gov/agency/se/school-leadership/documents/SC_Standards_Professional_Development.pdf and should be utilized in developing the proposed professional development activities.

Proposals submitted to the Commission must reflect these elements of high-quality long-term professional development.

Special Federal Requirements

- The proposed program **must be submitted by a partnership** as defined above. Variation from the minimum definition of a partnership will exclude the proposal from consideration by the Commission.
- The federal legislation requires that any partnership receiving both a grant from the Commission and an award under *The Partnership Program for Improving Teacher Preparation* in section 203 of Title II of the Higher Education Act (PL105-244) must coordinate activities under the two awards.
- The proposed activities and strategies **must** be grounded in scientifically-based research. A research base must be presented that demonstrates the benefits of the proposed activities.
- No single partner in an eligible partnership may **use** more than 50 percent of the funds made available to the partnership.
- The partnership must ensure that the services are offered on an equitable basis to **public and private school teachers**. Evidence must be provided in the narrative showing how private school teachers will be recruited.
- Grant awards must be equitably distributed by geographic area within the State or the grants must serve eligible partnerships in all geographic areas within the State.

Funding Priority Areas

The funding priorities listed below have been developed in conjunction with the S.C. Department of Education. The use of technology for outreach and networking is strongly encouraged. Priority will be given to **quality proposals** that partner with districts that have received little to no prior partnerships and who are located along the I-95 corridor. Proposals must provide evidence of active participation in all activities of fulltime faculty in both Arts & Sciences and the School of Education with the professional development of teachers, paraprofessionals and/or administrators in the high-need LEAs. Proposals submitted from a partnership must address one of the priority areas listed below to be considered for funding:

- Enhance the content and pedagogical knowledge of teachers, “highly qualified” paraprofessionals, and principals (if appropriate) in the core academic subjects identified by the Federal Government. Such training should be directly tied to state content and assessment standards. There must be strong evidence of improving the content knowledge of the participants.
- Provide training for teachers, “highly qualified” paraprofessionals, and principals (if appropriate) in the effective use of educational technology as an instructional tool for increasing student achievement.
- Provide assistance to “highly qualified” paraprofessionals to become fully certified teachers.
- Provide programs to assist middle and high school teachers to develop and implement reading and writing instructional practices to enhance student skills.

Evaluation Requirements

A strong evaluation plan with components to measure actual use and impact of the professional development activities on increasing **teacher content knowledge (in the core academic subject area)**, improving **classroom instruction**, and impact on **student achievement** must be included. The evaluation plan must address program objectives, performance indicators, benchmarks to monitor progress toward goals, and outcome measures to assess the effect of the professional development on participants and on student achievement. The plan should include:

- the types of data to be collected;
- when data will be collected;
- methods for collecting data;
- means of analyzing the data;
- how information from the data will be used to monitor success, make changes in program design, if necessary;
- assessment instruments for evaluating the change in content knowledge of teachers;
- assessment instruments for evaluating increased student achievement; and
- accountability information about the project's success.

An external evaluator (from outside of the institution and not affiliated with the project) must be hired and paid with ITQ grant funds to develop the evaluation plan and submit a final evaluation report for each year of the project. The maximum consulting fee for an evaluator is \$8,000.

Important Dates

- **Intent to Submit Form Due: July 15, 2016**
- **Technical Assistance Training (Required): August 5, 2016**
- **Proposal Due: September 30, 2016**
- **Review of Proposals: October 14, 2016**

Proposal Development

All proposals **must use the following format and must use the forms provided** at the end of this document. Formatting must include **1-inch margins and 12-point font** (either Times New Roman or Arial). Forms are also available on the Commission's Home Page under Academic Affairs and Grants, Guidelines, and Request for Proposals (<http://www.che.sc.gov/InstitutionsEducators/TeacherEducationInformation/ImprovingTeacherQualityHEd,GrantProgram.aspx>).

- 1. Cover Sheet** (form provided): Be sure to include the project director and project co-director (if applicable) name and information on this form. Appropriate signatures must be included on one cover sheet.
- 2. Abstract** (limit of 250 words, one page, double-spaced): This should be basic information that describes who, what, when, where, and how questions.
- 3. Table of Contents**

4. **Proposal Narrative:** The proposal narrative should include the following information and should **not exceed twenty pages double-spaced with one-inch margins**. The narrative should include page numbers at the bottom of each page.
- a. Need for the Program:
Present evidence of the demonstrated need for the program. Describe the needs of the district/school that is partnering on the project. How were the needs determined? What roles did each of the partners play in establishing the needs? Describe how the needs were used to establish the project's design.
 - b. Purpose and Objectives:
Provide a description of the purpose of the project and its objectives. Measurable objectives and the research base for the proposed project should be included. A major objective must relate to increasing math or science content knowledge.
 - c. Activities:
Include a **detailed** description of the activities to be implemented, including follow-up activities, discussion of how these activities **meet the needs** of the partnership and target population, and how the proposed activities will achieve the objectives. There must be evidence of ACTIVE involvement of faculty in Arts & Sciences and Education in both the planning and implementation of the professional development of the teachers. The scientific research base for the proposed activities must be included to demonstrate the effectiveness on the chosen approaches. All professional development activities should be connected to the currently approved State Standards. Institutions should address how the needs of the partners in geographical remote locations, especially those along the I-95 corridor, will be accomplished. If a partner district is at a distance greater than a one-hour drive, the proposal must show active involvement of higher education faculty members in the partnering districts and estimated contact time with the participants from faculty. Use of a graduate assistant for contact is not recommended. This section should be clear and concise. The reader should be able to determine exactly what is being proposed.
 - d. Participants
Present a discussion of who will be served by the proposed project and an estimation of the number to be served. Also include the plan for recruiting participants in both the public and private schools. There is an equitable participation requirement that includes participation of private schools in the high-needs LEAs. Provide evidence that private schools in the proposed LEA are included in the planning of and/or participation in the proposed activities. Private schools must be offered the opportunity to participate in ITQ activities.
 - e. Evaluation
Provide a **detailed** description of the evaluation plan that includes:
 - the methods and procedures to be used to evaluate the effectiveness of the proposed project objectives;
 - the design for data collection and a clear description of objectives to be measured (not just pre- and post- surveys);
 - an assessment showing the change in teacher content knowledge in the core academic areas;
 - an assessment of how the activities have contributed to teacher practice,
 - an assessment of the impact of the project on student (PK-12) achievement;

- the extent to which the project influenced changes in teacher knowledge and instructional practices in the classroom or how the professional development has impacted school climate and/or administrative actions.

A qualified external evaluator (external to the institution, school districts, and project) should provide a well-designed evaluation plan for assessing the project's goals and objectives.

The external evaluator should be identified and a copy of a vitae and a proposed contract specifying the work to be completed should be provided with the proposal.

f. **Key and Support Personnel**

Identify key personnel and their qualifications and project-related responsibilities. This should include the time commitment of each individual to the proposed activities. Curriculum vitae (two page maximum) must be included for key personnel (this is not included in the 20 page limit). If graduate assistants are to be used, information must be provided on the potential time commitment and qualifications of the individual(s). However, graduate assistants are not required or expected for this professional development grant for teachers.

The project director of the project must be a tenure-track or tenured faculty member at the fiscal institution.

The professor of record of any graduate courses offered through the grant must be a tenure-track or tenured faculty member. If Master Teachers will be used for professional development, provide a 2-page vitae.

Proposals must disclose participation of family members as it relates to the Ethics Act, the Ethics Commission opinions, and the State Ethics Commission. For full access to the document, see <http://www.ohr.sc.gov/OHR/regs01/2010/2010-HR-Regulations-19-701.pdf>, Section 19-701.06.

5. References Cited

Provide full references for any materials cited in the narrative.

6. Partnership Description and Cooperative Planning (form provided)

Discuss how members of the partnership were involved in project planning. A chart indicating dates, topics of discussions, and individuals should be included in the proposal. There should be clear evidence that the proposal meets the needs of the partnering district(s). Signatures of the Dean of Education, the Dean of Arts & Sciences, and the participating district superintendents must be included on each partnership agreement.

7. Management Plan

Provide a management plan that indicates the roles and responsibilities of the partners. All applications **must** provide a description of the partnership including **clearly defined roles of each of the partners and what they will provide, both financially and professionally**. The plan should include a timeline, program structure, and key personnel responsible for project objectives. The plan should clearly indicate how the project will be implemented.

8. Dissemination

Explain how information about the project will be shared with others within the school, district, and/or state. How will project results be made available to other teachers, paraprofessionals, and/or principals so that they may be used by others to improve teacher quality?

9. Proposed Budget (form provided)

- Only one institution of higher education may serve as a fiscal agent.
- The Proposed Budget form must be completed and **must include a separate detailed Budget Justification/Explanation** that addresses each line item. The justification must provide a detailed explanation of the proposed budget categories and line items. Eligible expenses are limited to those necessary to complete the proposed project and guidelines are noted below.
- The federal legislation requires that **no single partner in an eligible partnership may use more than 50 percent of the funds made available to the partnership**. Provide a breakdown in the justification/explanation as to how these funds are distributed among the partners
- Financial matching from participating school districts, non-public schools, other private organizations, and the sponsoring institution of higher education or non-profit organization is **strongly** encouraged and expected. School districts have *No Child Left Behind* funds available to support professional development (Title I & Title II, Part A). Such funds could be used for project-related expenses such as stipends, payment of substitute teachers, travel, supplies, or room and board. School district financial support would indicate the district's commitment to implementation of the proposed program.
- Proposed projects should have budget requests of \$90,000-\$125,000 for the project period. Funding is for 18-months and is dependent upon federal appropriations.

Budget Guidelines:

- a. All personnel costs must be explicitly explained both in terms of percent of time spent on project activities and in terms of annual salaries. (This includes graduate assistants.) Funds for the ITQ project cannot be used to pay both the salary and Graduate Assistant Differential (GAD) for graduate assistants. Salaries (including fringe) for graduate assistants cannot be more than 20% of the total budget. Funds for the ITQ projects must supplement, not supplant salaries.
- b. Indirect costs (IDC) may be charged at the rate of 8 percent (EDGAR 75.562). IDC (8%) **cannot** be applied to tuition costs or equipment over \$5,000 per item in training programs such as ITQ.
- c. Under participant costs, reasonable per diem or travel costs will be allowed. Costs for field trip expenses associated with program activities are allowable (i.e., van rental). **Stipends may be allowed under justifiable circumstances but participants may not also receive free or reduced tuition during the same time period.**

- d. Budgets must clearly identify the use of external funds (those in addition to the requested higher education Title II federal funds) to be used in the proposed project. Support from external sources is desirable and is a factor in determining selection of proposals to be funded.
- e. Funds cannot be used to purchase food.
- f. Equipment purchases are allowable if they are necessary to operate the project properly and effectively;
- g. External evaluator's fees may not exceed 10% of the total amount funded.
- h. For projects that involve courses for credit, budgets have one of three options:
 - Grants may pay for regular tuition;
 - Grants may pay the instructional salaries and fringe benefits; or
 - Grants may pay for the cost of a contract course fee at the institution's approved rate.
- i. The grant cannot support both the cost of tuition for participants and the salaries of instructors for teaching the courses.
- j. Re-allocation of funds between budget items must be approved, tracked and documented in writing to the Commission 30 days prior to the final funds request for the project.

10. Statement of Assurances (form provided)

The attached form must be signed by an authorized institutional representative to certify compliance with all regulations, policies, and requirements as they relate to acceptance and utilization of federal funds for the proposed project. The fiscal agent will ensure that its auditing and accounting procedures comply with EDGAR and OMB Circulars A-21 and A-110.

11. Intent to Submit Application (form provided)

This form must be submitted by July 15, 2016, so that the S.C. Commission on Higher Education can adequately plan for the proposal review process.

There will be a required technical assistance training session for all applicants who submitted the "Intent to Submit Application" on August 5, 2016.

Acknowledgement of Support

An acknowledgement of the South Carolina Commission on Higher Education must appear in any publication of materials based on or developed under this project as follows:

The activity which is the subject of this document (journal article, report, video, etc.) was produced under a grant from the South Carolina Commission on Higher Education and the U.S. Department of Education under the auspices of the Improving Teacher Quality Higher Education Grant Program.

All media announcements, public information, and promotional materials pertaining to these funded activities should acknowledge support of the South Carolina Commission on Higher Education under the auspices of the federal Improving Teacher Quality Higher Education Grant Program.

Submission and Proposal Review Criteria

Submit the **original** hard copy (clearly marked with signatures in blue ink) and one electronic copy on a flash drive in **Word** (narrative), **PDF** (narrative with copies of signed pages), and **Excel** (budget) format to:

Attn: Dr. Paula Gregg
Improving Teacher Quality Higher Education Grants Program
South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201

Pages with official signatures (in blue ink) may be scanned and converted to PDF format on the CD-ROM. This should not be a photocopy.

Proposals must be received (not postmarked) by no later than **3:00 p.m. on September 30, 2016**.

Proposal Panel Review

Each proposal will be rated (Appendix 7) by a panel of P-12 and higher education personnel. Priority will be given to quality proposals that partner with districts that have received few or no prior partnerships and are located along the I-95 corridor. Institutions are strongly encouraged to partner with districts along the I-95 corridor. Proposal evaluation criteria may include the following:

- 1. Partnership and Cooperative Planning:** Does the proposal clearly demonstrate the inclusion of the required minimum partners? Is there demonstrated evidence that the proposal was planned cooperatively with a high-need LEA? How well does the proposal reflect the needs of the LEA(s)? Are roles and responsibilities clearly defined?
- 2. Merit of the Proposed Project:** Is the proposed project based on the demonstrated needs of the LEA? Will the proposed professional development have a lasting impact on educational improvement efforts of the target population? Are the activities appropriate

to address the demonstrated need of the LEA? To what extent will the activities enhance teacher/principal quality and in turn raise student achievement? Does the proposal narrative clearly demonstrate the effectiveness of the proposed activities, i.e., are the proposed activities and strategies grounded in scientifically-based research? Do the proposed activities have demonstrated benefits? Is there a well-defined implementation plan? Are the proposed activities directly linked to the achievement of the project's objectives? Does the proposal address geographical remoteness?

- 3. Vision of Professional Development:** Does the proposal reflect the vision of high-quality, long-term professional development as noted in the *Guidelines*? Are there sufficient numbers of contact hours, including follow-up?
- 4. Standards:** Is the proposed project tied to the State Curriculum and Assessment Standards or other state, local, or national standards?
- 5. Evaluation:** Is there a detailed description of the methods and procedures to be used to evaluate the effectiveness of the project's objectives? Does the evaluation plan assess the success of the project in terms of its stated objectives? Does the proposal present a plan for assessing the impact on participants' knowledge and skills and impact on the classroom? Does the plan assess the impact in terms of student achievement? Is there a qualified external evaluator?
- 6. Budget and Cost Effectiveness:** Are there matching funds from the partner LEA(s) or from any other source? Are the responsibilities of all key personnel clearly described and reasonable? Are all costs adequately explained and justified? Does the budget accurately reflect the proposed project activities and goals? Does each partner use no more than 50% of the funds?
- 7. Overall Impression/General Comments:** Discuss the strengths and/or weaknesses of the proposal. Does the proposal present an effective, comprehensive plan for professional development that will be of sufficient duration, intensity and quality to have a positive impact on the target group? Does the project have significant potential to improve teaching, leadership, and learning?
- 8. General Comments:** Discuss what you consider the strengths and/or weaknesses of the proposal, i.e., the quality of the proposed professional development.
- 9. Review of Proposals:** Proposals will be scored by an external review panel and reviewed by CHE staff prior to November 20, 2015. The project director and participating partners will be required to meet with the review panel on **November 20, 2015** to make presentations and answer questions from the panel about the proposals.

Administration of Awards

Awards will be made by the Commission's Committee on Academic Affairs acting on behalf of the Commission in November 2016. Project duration will be from January 1, 2017, to August 1, 2018, with the final report due September 1, 2018.

An institution's award is disbursed via payments using State invoice procedures. Disbursement occurs through a cost-recovery basis at pre-determined intervals, two of which occur after receipt of the interim report and after receipt of the final report (final cost recovery). Funding is

contingent on Federal appropriations to the Title II Part A *Preparing, Training, and Recruiting High-Quality Teachers and Principals*.

Reporting requirements include an interim/continuing request report, final report, and a site visit(s) by the CHE Program Coordinator. Project Directors are also required to attend face-to-face Improving Teacher Quality Informational and planning meetings with Commission staff at CHE in both spring and fall each year of the project. Details about these procedures are supplied to award recipients. All projects will be required to submit an evaluation of the project from a qualified external reviewer.

A no-cost extension can be requested at the end of the grant period (no later than 30 days prior to the end of the project period). However, grantees must submit a **written request** with **sufficient** justification as to why the proposed activities cannot be completed within the original timeframe. A single extension may not exceed six months in duration and must be for a minimum of one month.

Budget revision requests will not be accepted less than 30 days prior to the end of the project period.

Examples of funded proposals are available upon request and questions may be addressed to the Commission staff as follows:

Dr. Paula Gregg
Coordinator, Academic Affairs and Licensing
Phone: 803-737-2246 Fax: 803-737-2297
E-mail: pgregg@che.sc.gov

Appendices

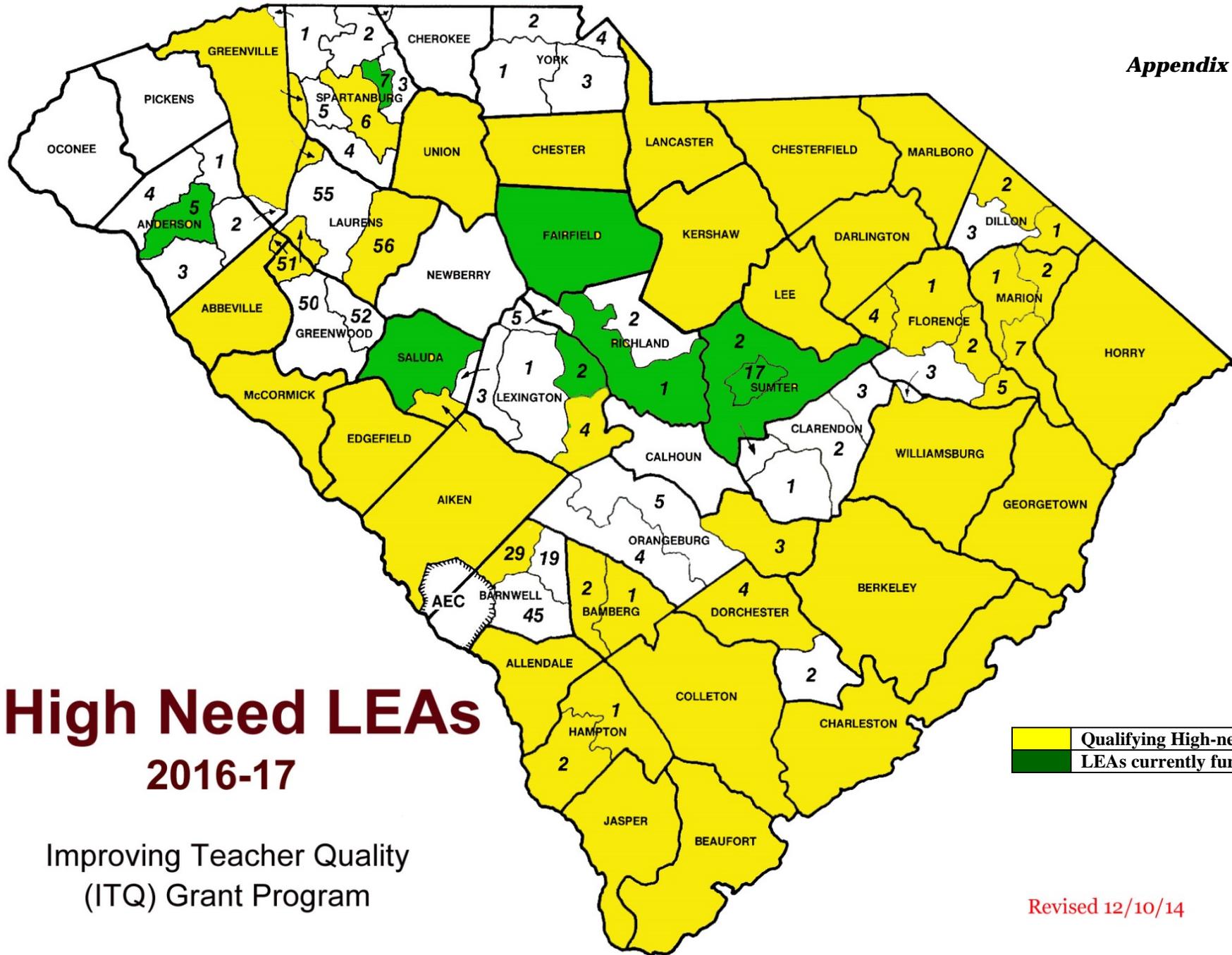
- Appendix 1: List of South Carolina high-need LEAs (Districts)
- Appendix 2: Map of South Carolina high-need LEAs (Districts)
- Appendix 3: Definitions
- Appendix 4: Intent to Submit
- Appendix 5: Proposal Application Form
 - Cover Page
 - Proposed Budget
 - Proposed Project Time Line
 - Statement of Assurances
 - Collaborative Planning Efforts
 - Partnership Agreement
- Appendix 6: Links to Pertinent Web Sites
- Appendix 7: ITQ Review Panel Rubric

**IMPROVING TEACHER QUALITY HIGHER EDUCATION GRANT
2016-17**

ELIGIBLE PARTNER “HIGH NEED” LEAS

The following districts meet the Title II, Part A Non-Regulatory Guidance requirements:

Abbeville	Greenwood 51
Aiken	Hampton 1
Allendale	Hampton 2
Anderson 5	Horry
Bamberg 1	Jasper
Bamberg 2	Kershaw
Barnwell 29	Lancaster
Beaufort	Laurens 56
Berkeley	Lee
Charleston	Lexington 2
Chester	Lexington 4
Chesterfield	Marion 1
Colleton	Marion 2
Darlington	Marion 7
Dillon 1	Marlboro
Dillon 2	McCormick
Dorchester 4	Orangeburg 3
Edgefield	Richland 1
Fairfield	Saluda
Florence 1	Spartanburg 6
Florence 2	Spartanburg 7
Florence 4	Sumter
Florence 5	Union
Georgetown	Williamsburg
Greenville	



High Need LEAs 2016-17

Improving Teacher Quality
(ITQ) Grant Program

Qualifying High-need LEAs
LEAs currently funded

Revised 12/10/14

Definitions

1. **Arts and Sciences** - When referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which teachers teach; and B) when referring to a specific academic subject, the disciplines or content areas in which an academic major is offered by an organizational unit [*Title II, Part A, section 2102(1)*].
2. **Charter School** - The term “charter school” means a public school that:
 - a) In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
 - b) Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
 - c) Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
 - d) Provides a program of elementary or secondary education, or both;
 - e) Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
 - f) Does not charge tuition;
 - g) Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;
 - h) Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
 - i) Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - j) Meets all applicable Federal, State, and local health and safety requirements;
 - k) Operates in accordance with State law; and
 - l) Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school [*Title II, Part A, section 5210(1)*].

3. **Core Academic Subjects** - The term “core academic subjects means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.
4. **Eligible Partnerships** - This term includes a private or State institution of higher education and the division of the institution that prepares teachers and principals; a school of arts and sciences; and a high-need local educational agency; and may include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business [*Title II, Part A, section 2131*].
5. **HIGH NEED LEA – IS** a term used by the United States Department of Education and is based upon Census Bureau data reflecting the number of children living in poverty. No other methods may be used to determine which districts qualify as a high-need LEA.
6. **Highly Qualified Paraprofessional** - A paraprofessional who has not less than 2 years of experience in a classroom; and post-secondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers [*Title II, Part A, section 2102(4)*].
7. **Highly Qualified Teacher** -
 - 1) When the term “highly qualified teacher” is used with respect to any public elementary school or secondary school teacher teaching in a State, it means that:
 - i) The teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when the term is used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the certification or licensing requirements set forth in the State's public charter school law (*see entry below for the definition of a highly qualified charter school teacher*); and
 - ii) The teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.
 - 2) When the term “highly qualified teacher” is used with respect to:
 - a) An elementary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, and:
 - i) Holds at least a bachelor's degree; and
 - ii) Has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of basic elementary school curriculum); or

- b) A middle school or secondary teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (1) above, holds at least a bachelor's degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:
 - i) Passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or
 - ii) Successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.
- 3) When the term “highly qualified teacher” is used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, it means that the teacher has met the requirements of paragraph (1) above, holds at least a bachelor's degree, and:
- a) Has met the applicable standard in the clauses of subparagraph (2), which includes an option for a test; or
 - b) Demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that-
 - i) Is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
 - ii) Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
 - iii) Provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
 - iv) Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
 - v) Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
 - vi) Is made available to the public upon request; and
 - vii) May involve multiple, objective measures of teacher competency [*Title IX, Part A, section 9101(23)*].

- 9. High Quality Professional Development** - The term “professional development” includes activities that:
- a) Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
 - b) Are an integral part of broad school-wide and district-wide educational improvement plans;

- c) Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- d) Improve classroom management skills;
- e) Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not 1-day or short-term workshops or conferences;
- f) Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
- g) Are aligned with and directly related to:
 - State academic content standards, student academic achievement standards, and assessments; and
 - The curricula and programs tied to the standards described in sub clause (a) [except that this sub clause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B)];
- h) Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
- i) Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
- j) To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
- k) Advance teacher understanding of effective instructional strategies that are:
 - i) Based on scientifically based research (except that this sub clause shall not apply to activities carried out under Part D of Title II); and
 - ii) Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
- l) As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
- m) Provide instruction in methods of teaching children with special needs; and
- n) Include instruction in the use of data and assessments to inform and instruct classroom practice; and

- o) Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and

May include activities that:

- p) Involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 - q) Create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and
 - r) Provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that is designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom [*Title IX, Part A, section 9101(34)*].
- 9. Low-Performing School** - The term “low-performing school” refers to schools that do not make AYP in all subgroups can be counted as making AYP if the number of students in any one under-performing subgroup decreases by at least 10% in a year. Barring this “safe harbor” option, states are required to consider any schools and districts that do not make AYP for two consecutive years as “low performing.”
- 10. Out-of-Field Teacher** - A teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified [*Title II, Part A, section 2102(5)*].
- 11. Paraprofessional** - A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes.
- 12. Principal** - The term “principal” includes an assistant principal [*Title II, Part A, section 2102(6)*].
- 13. Scientifically Based Research** - The term “scientifically based research”:
- 1. Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
 - 2. Includes research that
 - a. Employs systematic, empirical methods that draw on observation or experiment;
 - b. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - c. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
 - d. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different

conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

- e. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- f. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review [*Title IX, Part A, section 9101(37)*].

DRAFT

INTENT TO SUBMIT PROPOSAL APPLICATION FORM

Improving Teacher Quality Higher Education Grant Program Project Year 2016-17

Project Director(s): _____

Email: _____

Telephone: _____

Institution _____

Proposed Grant Title: _____

1. Partnership Representatives:

Name	College/Department/LEA(s)

2. Grade Span; check those that apply to your application:

Elementary

 Middle School

 High School

3. Core Subject Area(s):

English/Reading/LA Mathematics Science
 Foreign Languages Civics/Government Economics
 Arts History Geography

4. Please attach a 1-page description of the nature of the project (include research base, focus on teachers, principals and/or paraprofessionals, scope of project and content of the project).

Please return this form by July 15, 2016, to:

Dr. Paula Gregg
 Improving Teacher Quality Program
 S.C. Commission on Higher Education
 1122 Lady St., Suite 300
 Columbia, SC 29201
pgregg@che.sc.gov
 803-737-2297 (fax)

***Required Technical Assistance Training for all proposals on August 5, 2016.**

COVER PAGE	
Improving Teacher Quality Higher Education Grants Program Project Year 2016-17	
S.C. Commission on Higher Education	
1. Project Title	
2. Institution	
3. High-Need LEA(s)	
4. Other Collaborating Organizations	
5. Project Director(s) Name & Title Mailing Address	Phone Number: E-Mail: FAX: Signature _____ Date _____
6. Chief Executive Officer Mailing Address	Phone Number: E-Mail: FAX: Signature _____ Date _____
7. Proposed Funding a. ITQ (CHE) b. Institution c. Cooperating LEA d. Other e. TOTAL	9. Partnership Representatives/Signatures College/School of Education Name _____ Signature _____ Arts and Sciences Name _____ Signature _____ Local Education Agency Name _____ Signature _____
8. Estimated Number of Project Participants:	Local Education Agency Name _____ Signature _____

BUDGET REQUEST
IMPROVING TEACHER QUALITY
Higher Education Grants Program

Project Year:

INSTITUTION:	Partner E = Education A = Arts & Sciences HN = High Needs LEA L = LEA	Proposed Budget	Institutional Funds	Other Funds (school district, grants, private, etc.)	CHE use
PROJECT DIRECTOR:					
1. Key Personnel(Faculty/Administration) LIST NAMES & Role					
A. Salaries					
1					
2					
3					
Total Key Personnel Salaries		0	0	0	
B. Fringe Benefits TOTAL					
1					
2					
3					
Total Key Personnel Fringe		0	0	0	
TOTAL KEY PERSONNEL COSTS		0	0	0	
2. Support Personnel (LIST NAMES)					
A. Salaries					
1					
2					
Total Support Personnel Salaries		0	0	0	
B. Fringe Benefits TOTAL					
1					
2					
Total Support Personnel Fringe		0	0	0	
Total SUPPORT PERSONNEL COSTS		0	0	0	
TOTAL PERSONNEL COSTS		0	0	0	
3. Participant Support (District/School participants)					
a. Books					
b. Supplies and Materials					
c. Travel and Subsistence					
d. Room and Board					
e. Refreshments					
f. Stipends					
g. Tuition					
h. Technology/Equipment					
i. Other - PLEASE SPECIFY					

BUDGET REQUEST
IMPROVING TEACHER QUALITY
Higher Education Grants Program

Project Year:

INSTITUTION:	Partner E = Education A = Arts & Sciences HN = High Needs LEA L = LEA	Proposed Budget	Institutional Funds	Other Funds (school district, grants, private, etc.)	CHE use
PROJECT DIRECTOR:					
Total Participant Costs		0	0	0	
4. Supplies and Materials (Institution - break down by Education and Arts & Sciences) LIST MAJOR ITEMS					
a.					
b.					
Total Supply Costs		0	0	0	
5. Equipment/Technology (greater than \$5,000 per item)					
a.					
b.					
Total Equipment Costs		0	0	0	
6. Additional Costs - PLEASE SPECIFY (includes contract services)					
a. External Evaluator					
b.					
Total Additional Costs		0	0	0	
7. Travel and Subsistence					
a. Education (State Employee)					
b. Education (Non-state employee)					
c. Arts & Sciences (State Employee)					
d. Arts & Sciences (Non-State Employee)					
Total Other Travel		0	0	0	
Total Direct Costs		0	0	0	
Indirect Costs (8% * (direct costs - participant support - equipment))		0			
TOTAL PROJECT COSTS		0	0	0	

Project Director(s)	Typed Name & Title Signature Date
Institutional Authority	Typed Name & Title Signature Date

PROPOSED PROJECT TIMELINE

**Improving Teacher Quality
Higher Education Grant Program**

Project Year 2016-17

Institution				
Project Title				
Objective	Activities	Personnel	Start Date	End Date

STATEMENT OF ASSURANCES

**Improving Teacher Quality
Higher Education Grant Program
Project Year 2016-17**

NAME OF INSTITUTION OR ORGANIZATION

hereby provides assurance to the South Carolina Commission on Higher Education that if this institution receives a grant under the terms of *The No Child Left Behind Act of 2001 (PL107-110); Title II Part A Teacher and Principal Training and Recruiting Fund* that it will comply with the regulations, policies, guidelines, and requirements as they relate to the application, acceptance, and use of funds for this federally funded project. Also, the applicant institution assures and certifies that it:

1. Possesses legal authority to apply for the grant.
2. Will keep such records and provide such information as may be necessary for fiscal and program auditing and for program evaluation and will provide the South Carolina Commission on Higher Education or its designee any information it may need to carry out its responsibilities under the Improving Teacher Quality Program.
2. Complies with all provisions of the Program Improving Teacher Quality and its implementing regulations and all administrative rules of the S.C. Commission on Higher Education applicable to the Improving Teacher Quality Program.
3. Enters into formalized agreement(s) with the local education agency (LEA) or consortium of LEAs in the area of proposed service.
5. Takes into account the needs of teachers and students in areas of high concentrations of low-income students and/or low-performing schools and high-need districts.
6. Will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where discriminatory practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.

Name Chief Executive Officer

Signature

Date

COLLABORATIVE PLANNING EFFORTS

Describe the collaborative planning efforts that have occurred between the participating institution, school of education, division of arts and sciences, LEA(s), and any other participating organizations or agencies.

DRAFT

PARTNERSHIP AGREEMENT

South Carolina Commission on Higher Education Improving Teacher Quality Higher Education Grants Program

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and roles of each of the partners participating in the proposed *Improving Teacher Quality Higher Education Grants Program*. A copy of this form must be completed for each member of the partnership (at a minimum, the lead institution, school of education, division of arts and sciences, and a high need LEA).

Agrees to make the following contributions or
play the following roles in the project.

(Name of Organization)

The organization assures that this proposal addresses the following professional development need(s) identified by the high-need LEA's needs assessment:

The organization further assures that this proposal was developed with input from the following higher education and high-need LEA faculty and or staff:

Lead Contact Name _____

Signature _____

Date _____

Signature of Superintendent (if School District) _____

Signature of Dean (if IHE) _____

LINKS TO PERTINENT WEB SITES

Guidelines Improving Teacher Quality Higher Education Grants Program

http://www.che.sc.gov/New_Web/ForInstitutions/TeacherEdGrants.htm

High Need LEAs (allowable districts and schools for minimum partnership requirements)

http://www.che.sc.gov/New_Web/ForInstitutions/TeacherEdGrants.htm

S.C. Professional Development Standards

www.scteachers.org/educate/edpdf/rules/pdpolicy.pdf

Title II, Part A Non-Regulatory Guidance Further information and definitions can be found at the U.S. Department of Education's web site.

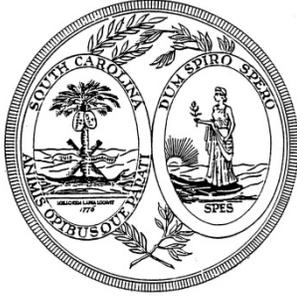
<http://www.ed.gov> (Adobe Acrobat file) Search: Title II, Part A Non-Regulatory Guidance Improving Teacher Quality State Grants.

Guidelines for Graduate Courses Offered for Professional Development of School Personnel

http://www.che.sc.gov/New_Web/ForInstitutions/AcadPolicy.htm

ITQ Review Rating Sheet

DRAFT



South Carolina Commission on Higher Education

Mr. Tim M. Hofferth, Chair
Ms. Allison Dean Love, Vice Chair
Mr. Paul O. Batson, III
Mr. Devron H. Edwards
Dr. Bettie Rose Horne
Ms. Dianne C. Kuhl
Dr. Louis B. Lynn
Vice Admiral Charles Munns, USN (ret.)
Mr. Clark B. Parker
Mr. Kim F. Phillips
Ms. Terrye C. Seckinger
Dr. Jennifer B. Settlemyer
Mr. Hood Temple
Dr. Evans Whitaker

Mr. Gary S. Glenn
Interim Executive Director

CHE
5/5/2016
Agenda Item 9.02.H

May 5, 2016

MEMORANDUM

TO: Chair Terrye Seckinger, and Members, Committee on Academic Affairs and Licensing

FROM: John Lane, DMA, Director of Academic Affairs

Revisions to the *Policies and Procedures for New Academic Programs, Program Modifications, Program Notifications, Program Terminations, and New Centers for SC Public Colleges and Universities* Regarding the Approval of Programs Offered by the Technical Colleges

From fall 2015 to spring 2016, Commission members and staff met with legislators and other stakeholders to clarify CHE statutory authority. During these meetings, questions arose about the approval of specific degree programs offered by the technical colleges, particularly those programs that are occupational and not designed for transfer to a four-year college or university. As a result, CHE staff met with officials from the State Technical College System Office and reviewed existing CHE policy documents including: 1) the Commission's *Policies and Procedures for New Academic Programs, Program Modifications, Program Notifications, Program Terminations, and New Centers for SC Public Colleges and Universities* and 2) the Agreement between the Commission and the SC State Board for Technical and Comprehensive Education (SBTCE) signed on May 15, 2015. Staff further worked with the System office to propose the enclosed revisions to the *Policies and Procedures* to address the concerns and maintain the approval process within current statutory provisions.

The proposed revisions to the CHE *Policies and Procedures* result from collaborations between Commission staff and Technical College System staff, and allow for the Commission and SBTCE to determine whether a new program proposed by a technical college is an occupational, nontransferable program, and provides means by which SBTCE could consider the program while maintaining CHE authority for program approval. If approved by the SBTCE, the Commission members will be notified of this review and approval as an information item on the agenda of the next scheduled Commission meeting. Programs that do not meet the definition of an occupational program or that have potential for transfer to a four-year degree program will follow the Commission's standard program approval process. The revised *Policies and Procedures* also state that both Commission and SC Technical College System staff will define what constitutes an occupational program. The revisions to the *Policies and Procedures* address the process established by the Agreement between the Commission and the SBTCE by sustaining the timely review of proposed programs and by adhering to the approval process identified in the Agreement

for applicable associate degree programs that are new to the SBTCE Program Inventory and that are not college-parallel programs.

Recommendation

The Committee on Academic Affairs and Licensing recommends to the Commission approval of the revisions to the *Policies and Procedures for New Academic Programs, Program Modifications, Program Notifications, Program Terminations, and New Centers for SC Public Colleges and Universities* regarding the approval of occupational associate degree programs offered by the technical colleges.

Enclosures

- Attachment I: Current Policy Section regarding Technical College program proposal approval
- Attachment II: Current Policy Section with Embedded Revisions
- Attachment III: Revised Policy
- Attachment IV: Agreement between the Commission and the SC State Board for Technical and Comprehensive Education

C. Policy for Program Proposals Submitted by Colleges in the South Carolina Technical College System

New program proposals submitted by colleges in the South Carolina Technical College System (SCTCS) must first be evaluated by the SCTCS System Office.

1. Programs that are new to the SCTCS must adhere to the Commission's program approval process.
- 2.1 Programs that are already offered by one or more institutions within the SCTCS but are new to the proposing institution will be evaluated by SCTCS System Office staff to determine:
 - i. if the proposed program is substantially the same as the existing program and conforms to the SCTCS template for that program;
 - ii. if the proposed program meets applicable accreditation requirements;
 - iii. if the proposing institution has the capacity to support the program; and
 - iv. if there is sufficient demand for the program.
- 2.2 If SCTCS System Office staff determine that the previously stated conditions are met, they will so certify to the Commission. The SCTCS System Office staff certification must include a brief program description and request for inclusion in the Commission's *Inventory of Approved Programs*.
- 2.3 Commission staff will review the SCTCS System Office request to determine if there are substantive questions that remain unanswered.
 - a) If there are no substantive questions, Commission staff will notify SCTCS System Office staff and the proposing institution that the program has been added to the *Inventory*.
 - b) If there are substantive questions, Commission staff will transmit them in writing in a timely manner to SCTCS staff for review and written response. When the questions are addressed satisfactorily, Commission staff will notify the proposing institution and SCTCS System Office staff that the program has been added to the *Inventory*.
- 2.4 In the event that substantive questions remain unanswered, the SCTCS System Office staff will have the option to either:
 - i. withdraw the program from consideration;
 - ii. defer consideration of the program until the questions can be answered and the program resubmitted; or
 - iii. request that the program proposal be submitted for consideration under the Commission's program approval process.
3. Diploma and certificate programs offered by the state's technical colleges which require fewer than two years to complete **do not** require Commission approval.
4. Programs approved for delivery by the technical colleges do not require approval for delivery at additional sites within the institution's Commission-approved service area. Programs offered outside the service area must comply with Commission policies for approval of off-site programs.

C. Policy for Program Proposals Submitted by Colleges in the South Carolina Technical College System

New program proposals submitted by colleges in the South Carolina Technical College System (SCTCS) must first be evaluated by the SCTCS ~~System Office~~ staff.

1. Programs that are new to the SCTCS and are designed for transfer to a four-year institution must adhere to the Commission's program approval process.
2. ~~2.1 Programs~~ For programs that are new to the SCTCS and proposed as occupational, nontransferable (i.e., not college parallel) programs:
 - a. The program will be evaluated by Commission staff and the Advisory Committee on Academic Programs (ACAP), via electronic review to guarantee a timely response, to determine:
 - i. if the proposed program is an occupational program as defined by Commission and SCTCS staff; or
 - ii. if there is potential for transfer to a four-year degree program (i.e., potential for a pathway to or articulation agreement with a four-year degree program); and
 - iii. if there are any substantive questions.
 - b. If Commission staff and ACAP concur with SCTCS that the program is an occupational program that is not designed for transfer:
 - i. Commission staff will notify the SCTCS staff that the program is to be considered by the SC State Board for Technical and Comprehensive Education. Commission staff will also transmit any substantive questions in writing to SCTCS staff.
 - ii. Commission staff will include an information item on the agenda of the next scheduled Commission meeting stating that a new program has been reviewed by staff and ACAP, has been determined to qualify for approval as an occupational, nontransferable program, and is pending approval by the SC State Board for Technical and Comprehensive Education.
 - iii. If the program is approved by the SC State Board for Technical and Comprehensive Education, the SCTCS staff will send a request for inclusion in the Commission's *Inventory of Approved Programs*. Commission staff will notify SCTCS staff and the proposing institution that the program has been added to the Inventory.
 - c. If Commission staff determine that the program does not meet the definition of an occupational program or there is potential for transfer to a four-year degree program, the technical college must adhere to the Commission's standard program approval process.
 - i. If requested by the technical college, Commission staff will establish an approval process schedule that guarantees a timely response to business and industry needs.
3. For programs that are already offered by one or more institutions within the SCTCS but are new to the proposing institution ~~will be evaluated by SCTCS System Office staff to determine:~~
 - a. The program will be evaluated by SCTCS staff to determine:

Attachment II: Current Policy Section with Embedded Revisions

- i. if the proposed program is substantially the same as the existing program and conforms to the SCTCS template for that program;
- ii. if the proposed program meets applicable accreditation requirements;
- iii. if the proposing institution has the capacity to support the program; and
- iv. if there is sufficient demand for the program.

b. 2.2 If SCTCS ~~System Office~~ staff determine that the previously stated conditions are met, they will so certify to the Commission. The SCTCS ~~System Office~~ staff certification must include a brief program description and request for inclusion in the Commission's *Inventory of Approved Programs*.

c. 2.3 Commission staff will review the SCTCS ~~System Office~~ request to determine if there are substantive questions that remain unanswered.

a)i. If there are no substantive questions, Commission staff will notify SCTCS ~~System Office~~ staff and the proposing institution that the program has been added to the *Inventory*.

b)ii. If there are substantive questions, Commission staff will transmit them in writing in a timely manner to SCTCS staff for review and written response. When the questions are addressed satisfactorily, Commission staff will notify the proposing institution and SCTCS ~~System Office~~ staff that the program has been added to the *Inventory*.

d. 2.4 In the event that substantive questions remain unanswered, the SCTCS ~~System Office~~ staff will have the option to either:

a)i. withdraw the program from consideration;

b)ii. defer consideration of the program until the questions can be answered and the program resubmitted; or

e)iii. request that the program proposal be submitted for consideration under the Commission's program approval process.

3.4. Diploma and certificate programs offered by the state's technical colleges which require fewer than two years to complete **do not** require Commission approval.

5. Programs approved for delivery by the technical colleges do not require approval for delivery at additional sites within the institution's Commission-approved service area. Programs offered outside the service area must comply with Commission policies for approval of off-site programs.

4.

C. Policy for Program Proposals Submitted by Colleges in the South Carolina Technical College System

New program proposals submitted by colleges in the South Carolina Technical College System (SCTCS) must first be evaluated by the SCTCS staff.

1. Programs that are new to the SCTCS and are designed for transfer to a four-year institution must adhere to the Commission's program approval process.
2. For programs that are new to the SCTCS and proposed as occupational, nontransferable (i.e., not college parallel) programs:
 - a. The program will be evaluated by Commission staff and the Advisory Committee on Academic Programs (ACAP), via electronic review to guarantee a timely response, to determine:
 - i. if the proposed program is an occupational program as defined by Commission and SCTCS staff; or
 - ii. if there is potential for transfer to a four-year degree program (i.e., potential for a pathway to or articulation agreement with a four-year degree program); and
 - iii. if there are any substantive questions.
 - b. If Commission staff and ACAP concur with SCTCS that the program is an occupational program that is not designed for transfer:
 - i. Commission staff will notify the SCTCS staff that the program is to be considered by the SC State Board for Technical and Comprehensive Education. Commission staff will also transmit any substantive questions in writing to SCTCS staff.
 - ii. Commission staff will include an information item on the agenda of the next scheduled Commission meeting stating that a new program has been reviewed by staff and ACAP, has been determined to qualify for approval as an occupational, nontransferable program, and is pending approval by the SC State Board for Technical and Comprehensive Education.
 - iii. If the program is approved by the SC State Board for Technical and Comprehensive Education, the SCTCS staff will send a request for inclusion in the Commission's *Inventory of Approved Programs*. Commission staff will notify SCTCS staff and the proposing institution that the program has been added to the Inventory.
 - c. If Commission staff determine that the program does not meet the definition of an occupational program or there is potential for transfer to a four-year degree program, the technical college must adhere to the Commission's standard program approval process.
 - i. If requested by the technical college, Commission staff will establish an approval process schedule that guarantees a timely response to business and industry needs.
3. For programs that are already offered by one or more institutions within the SCTCS but are new to the proposing institution:
 - a. The program will be evaluated by SCTCS staff to determine:
 - i. if the proposed program is substantially the same as the existing program and conforms to the SCTCS template for that program;
 - ii. if the proposed program meets applicable accreditation requirements;

- iii. if the proposing institution has the capacity to support the program; and
 - iv. if there is sufficient demand for the program.
 - b. If SCTCS staff determine that the previously stated conditions are met, they will so certify to the Commission. The SCTCS staff certification must include a brief program description and request for inclusion in the Commission's *Inventory of Approved Programs*.
 - c. Commission staff will review the SCTCS request to determine if there are substantive questions that remain unanswered.
 - i. If there are no substantive questions, Commission staff will notify SCTCS staff and the proposing institution that the program has been added to the *Inventory*.
 - ii. If there are substantive questions, Commission staff will transmit them in writing in a timely manner to SCTCS staff for review and written response. When the questions are addressed satisfactorily, Commission staff will notify the proposing institution and SCTCS staff that the program has been added to the *Inventory*.
 - d. In the event that substantive questions remain unanswered, the SCTCS staff will have the option to either:
 - i. withdraw the program from consideration;
 - ii. defer consideration of the program until the questions can be answered and the program resubmitted; or
 - iii. request that the program proposal be submitted for consideration under the Commission's program approval process.
- 4. Diploma and certificate programs offered by the state's technical colleges which require fewer than two years to complete **do not** require Commission approval.
- 5. Programs approved for delivery by the technical colleges do not require approval for delivery at additional sites within the institution's Commission-approved service area. Programs offered outside the service area must comply with Commission policies for approval of off-site programs.

**AGREEMENT BETWEEN
THE SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
AND
THE SOUTH CAROLINA STATE BOARD FOR TECHNICAL & COMPREHENSIVE EDUCATION**

This Agreement is entered into as of [insert date] between the South Carolina Commission on Higher Education (CHE) and the South Carolina State Board for Technical and Comprehensive Education (SBTCE).

BACKGROUND & PURPOSE

Historically, the SBTCE and CHE have worked collaboratively to ensure that associate degree programs are approved in a timely manner to meet the needs of business, industry and students. In 2009, the agencies came together to streamline the process by agreeing that approval for existing associate degrees (i.e., those currently in the CHE State Inventory), applies to all colleges under the SBTCE. In that same spirit of collaboration, this Agreement outlines yet another step to ensure that higher education remains responsive to the current needs of today's fast-paced businesses and industries: a concurrent program approval by CHE and the SBTCE.

This Agreement is applicable to Associate of Applied Science program models that are not college-parallel programs (i.e., not designed for transfer to a senior institution), and are new to the SBTCE Program Inventory, and are not currently being offered at one of the 16 technical colleges.

APPROVAL PROCESS

SBTCE Responsibilities:

- Work with college(s) to identify if a newly proposed program model is specifically designed for transfer to a senior institution.
- For new program models at the associate degree level and not specifically designed for transfer:
 - Send notification to CHE that a new program model is being considered by SBTCE. Notification should provide the desired approval date and adequate time for CHE staff to review the proposal within the SBTCE staff process and to provide time to ask questions about the proposed model prior to SBTCE approval.
 - Establish a calendar/schedule that guarantees a timely response to business and industry needs.
 - Work with the college(s) to provide answers to any questions from CHE about the proposed model.
 - Inform CHE should any substantive changes in the new program model under consideration occur as a result of SBTCE review and prior to SBTCE final approval.
 - Send a copy of approved program proposals and the Notification of Change in Program Status Form to CHE following SBTCE approval.
 - Allow colleges to begin advertising upon approval of SBTCE.
 - Provide notification to CHE that any appropriate approvals of SACSCOC have been satisfied.

- Ensure that all new program models that are specifically designed for transfer follow the published CHE Approval Cycle Calendar/Process.
- Ensure that after any program is approved through this agreement, that program will be eligible for inclusion in CHE's academic program assessments, and that CHE is provided notification as required in CHE policy of change to these programs.

CHE Responsibilities:

- Work with SBTCE staff to ensure that new program models specifically designed for transfer follow the published CHE Approval Cycle Calendar/Process.
- For new program models at the associate degree level and not specifically designed for transfer:
 - Submit any questions to SBTCE staff about the proposed program model.
 - Work with SBTCE staff to develop a review and approval schedule that guarantees a CHE decision which meets the schedule deadline and provides a timely response to business and industry needs.
 - Provide notification to SBTCE of CHE's decision concerning the program request according to the schedule.
 - Add programs to the State Inventory of Academic Programs upon final approval by both CHE and SBTCE.

Both Parties

Upon approval of this Agreement, SBTCE and CHE will work together to establish procedures for implementation of this Agreement, including but not limited to, the development of efficient, responsive, and concurrent timelines to enable the expedited approval of the affected associate degree programs.

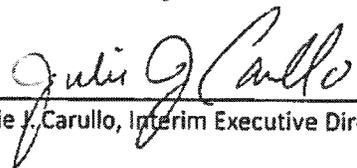
DURATION OF AGREEMENT

This Agreement shall take effect upon signatures of both parties. It shall remain in effect unless legislative changes prompt the need to amend this Agreement, or circumstances arise such that these procedures no longer are in the best interest of our students as determined by either party. Either party can notify the other of the need to review and consider amending the agreement.

SIGNATURES

The signatories hereunder warrant and declare that they are duly authorized to execute the Agreement by virtue of their position and title.

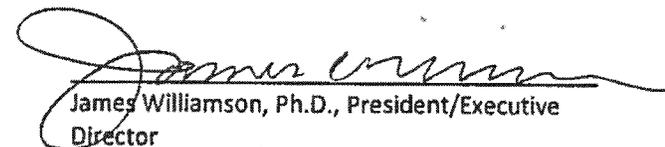
South Carolina
Commission on Higher Education


Julie J. Carullo, Interim Executive Director

Date

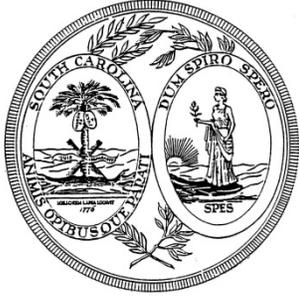
5/15/2015

State Board for Technical &
Comprehensive Education


James Williamson, Ph.D., President/Executive
Director

Date

5/15/15



South Carolina Commission on Higher Education

Mr. Tim M. Hofferth, Chair
Ms. Allison Dean Love, Vice Chair
Mr. Paul O. Batson, III
Mr. Devron H. Edwards
Dr. Bettie Rose Horne
Ms. Dianne C. Kuhl
Dr. Louis B. Lynn
Vice Admiral Charles Munns, USN (ret.)
Mr. Clark B. Parker
Mr. Kim F. Phillips
Ms. Terrye C. Seckinger
Dr. Jennifer B. Settlemyer
Mr. Hood Temple
Dr. Evans Whitaker

Mr. Gary S. Glenn
Interim Executive Director

CHE
5/5/16
Agenda Item 9.02.1

May 5, 2016

MEMORANDUM

To: Chairman Tim Hofferth and Members, SC Commission on Higher Education

From: Chair Terrye Seckinger, and Members, Committee on Academic Affairs and Licensing

Consideration of Awards for Centers of Excellence (Teacher Education) Competitive Grants Program, FY 2016-17 (New and Continuing)

Background

The purpose of the Centers of Excellence (Teacher Education) grant program is to enable eligible institutions, or consortia of such institutions, to serve as resource centers for South Carolina in a specific area related to the improvement of teacher education. Teacher education encompasses both in-service and pre-service training. These resource centers develop and model state-of-the-art teaching practices, conduct research, disseminate information, and provide training for K-12 and higher education personnel in the center's specific area of expertise.

In FY 2015-16, the S.C. General Assembly approved the Commission's request for an appropriation of \$537,536 for Centers currently receiving funding and an additional \$250,000 to support a Center for College and Career Readiness located at Francis Marion University. Currently, there is a proviso that requires \$350,000 to be sent directly to Francis Marion University to support the Center of Excellence for Preparing Teachers of Children of Poverty. Three Centers are in the third through fourth years of funding (**Attachment 1**) for a total of \$450,000. The total funding request for the EIA Centers of Excellence, which includes funds for administration and evaluation of the program, is \$1,137,526.00. Funding for all continuing Centers will be contingent upon availability of funds from the General Assembly.

Three Centers have been previously approved for funding from the Commission: Anderson University, Francis Marion University, and The Citadel. Each of these Centers is eligible to receive an additional year of funding for FY 2016-17.

In August 2015, Requests for Proposals for Centers of Excellence for the FY 2016-17 project year were issued to all eligible public and private four-year institutions with teacher education programs. At the direction of the Education Oversight Committee, proposals were requested that focus on teacher effectiveness. Three proposals for a Center of Excellence in effective teaching were received for consideration from Clemson University, the College of Charleston, and the University of South Carolina.

The FY 2016-17 Award

The Review Panel (**Attachment 2**) included one representative from K-12, one representative from the South Carolina Department of Education, one representative from the Education Oversight Committee, four representatives from currently active Centers of Excellence, and one staff member from the Commission on Higher Education.

The Review Panel met on March 7, 2016, for presentations by the representatives from the three institutions and to discuss the merits of each proposed center. The panel members deliberated the merits of each proposal and selected the proposed center from the University of South Carolina. The staff will coordinate with the director of the Center to revise the budget based on funding and develop a detailed evaluation plan to assess student and teacher outcomes.

The purpose for the Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina from the University of South Carolina is to serve as a self-sustaining resource center that will help communities and higher education institutions throughout the state build their local workforce infrastructure by implementing the pedagogical and curricular provisions of the Education Economic Development Act (EEDA). Specifically, the program will cultivate the development of professional learning communities of in-service and pre-service teachers in high-needs schools who will work together to create contextual learning opportunities for middle grades students grades (traditionally grades 6-8). Pre-service AWAKE Scholars will complete year-long residencies in partner schools and help middle school students achieve academic content while they engage in problems-based, cooperative, and inquiry-oriented learning activities that involve collaboration, critical thinking, communication, and authentic assessment. There will be an initial concentrated focus with Barnwell School District 45 and Florence School District Four, which will expand to other districts in subsequent years. The Center will also serve as a clearinghouse for integrative, workforce-oriented teaching materials, provide professional development to teachers throughout the state, and conduct ongoing research related to its mission

By the end of year four, three cohorts of AWAKE Scholars and Fellows will have completed the pilot program, and the Center will have developed a replicable, research-based approach to place-based integration of workforce development goals with the academic curriculum in the middle grades. The Center will also have created unit plans and teaching materials that will be available to educators throughout the state, and it will have conducted and disseminated research related to workforce development and curriculum integration in the middle grades.

In year five and beyond, the Center will focus on helping schools and Institutions of Higher Education throughout South Carolina implement the place-based approach. The Center will also serve as a clearinghouse for integrative, workforce-oriented teaching materials, provide professional development to teachers throughout the state, and conduct ongoing research related to its mission.

At its April 7, 2016, meeting, the Committee on Academic Affairs and Licensing accepted the Review Panel's recommendation and approved a new Center of Excellence (Teacher Education) award to the University of South Carolina to establish the Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE) in South Carolina in the amount of \$150,000. The award is contingent upon allocation of funding from the General Assembly. The Committee also approved the continued funding for the existing centers at Anderson University, Francis Marion University, and The Citadel pending submission of formal budget requests and continuation request for funding for FY 2016-17 and final reports for FY 2015-16.

This report is being submitted to the Commission for information only.

- Attachment 1:** Centers of Excellence Award Recommendations
- Attachment 2:** Review Panel Members
- Attachment 3:** Abstract for the Center of Excellence for the Advancement of the Workforce and Knowledge Economy (AWAKE)

**EIA Centers of Excellence
New and Continuing Projects
FY 2016-17 Budget**

Center	Institution	Project Director	FY 2016-17 Awards	Award Year
Center of Excellence for STEM Ambassadors	The Citadel	Kathy Richardson Jones	\$112,500.00	Year 4
Center of Excellence for Mobile Learning	Anderson University	Ben Deaton	\$112,500.00	Year 4
Center of Excellence in College and Career Readiness (Proviso)	Francis Marion University	Matt Nelson	\$225,000.00	Year 3
Center of Excellence in Teaching Children of Poverty (Proviso)	Francis Marion University	Tammy Pawloski	\$350,000.00	NA
Center of Excellence for the Advancement of the Workforce and Knowledge Economy in South Carolina	University of South Carolina	David Virtue	\$150,000.00	Year 1
Supplemental Funding for Active Centers to work on collaborative statewide initiatives	TBA	TBA	\$130,000.00	NA
		Award Subtotal	\$1,080,000.00	
		Administration	\$57,526.00	
		TOTAL	\$1,137,526.00	

**Centers of Excellence
FY 2016-17
Review Panel
March 7, 2016**

<p>Dr. Gary Senn</p> <p>Director <i>Ruth Patrick Science Education Center</i> University of South Carolina Aiken 471 University Parkway, Aiken, SC 29801 803-641-3558 garys@usca.edu</p>	<p>Dr. Linda Payne</p> <p>Regional Coordinator <i>S2TEM Centers SC</i> 3250 Saint Matthews Road Orangeburg, SC 29118 803-928-6225 lpayne@scsu.edu</p>	<p>Ms. Bunnie Ward</p> <p>Director Policy Development & Evaluation <i>Education Oversight Committee</i> PO Box 11867 Room 227 Blatt Bldg. Columbia, SC 29211 803-734-2803 bward@eoc.sc.gov</p>
<p>Dr. Tammy Pawloski</p> <p>Director <i>Center of Excellence to Prepare Teachers of Children of Poverty</i> Francis Marion University School of Education Florence, SC 29501 843-661-1475 tpawlosk@fmarion.edu</p>	<p>Ms. Jennifer Morrison</p> <p>Director Office of School Transformation <i>South Carolina Department of Education</i> 1429 Senate Street Columbia SC 29201 803-734-8103 jmorrison@ed.sc.gov</p>	<p>Dr. Katherine Richardson Jones</p> <p>Director The STEM Center of Excellence <i>The Citadel</i> 171 Moultrie Street Charleston, SC 29409 (843) 953-3163 k.richardsonjones@gmail.com</p>
<p>Dr. Lisa Waller</p> <p>Director <i>RETAIN Center of Excellence</i> Newberry College Department of Teacher Education 2100 College Street Newberry, SC 29108 803.321.5207 O Lisa.Waller@newberry.edu</p>	<p>Ms. Trena Houpp</p> <p>Academic Affairs <i>Commission on Higher Education</i> 1122 Lady Street, Suite 300 Columbia, SC 803-737-4853 thoupp@che.sc.gov</p>	<p><u>Staff Support:</u></p> <p>Dr. Paula Gregg</p> <p>Academic Affairs <i>Commission on Higher Education</i> 1122 Lady Street, Suite 300 Columbia, SC 803-737-2246 pgregg@che.sc.gov</p>

ABSTRACT

**Center of Excellence for the Advancement of the Workforce and Knowledge Economy
(AWAKE) in South Carolina Middle Grades Schools
University of South Carolina
Dr. David Virtue**

AWAKE will be a self-sustaining resource center that will help communities and institutions throughout the state build their local workforce infrastructure by implementing the pedagogical and curricular provisions of the EEDA. At the core of the Center activities during the period of EIA funding will be an AWAKE Scholars and Fellows pilot program that will be implemented in Barnwell 45 and Florence 4.

The program will foster the development of **professional learning communities** of in-service and pre-service teachers in high-needs schools who will work together to create **contextual learning** opportunities for middle grades students. Preservice AWAKE Scholars will complete **year-long residencies** in partner schools and help middle grades students achieve academic content while they engage in problems-based, cooperative, and inquiry-oriented learning activities that involve **collaboration, critical thinking, communication, and authentic assessment**. In-service AWAKE Fellows will serve as coaching teachers for the AWAKE Scholars and complete the course requirements for an endorsement in project-based learning (PBL).

Throughout the pilot program, AWAKE Scholars and Fellows will engage together in place-based professional development that will include service-learning, externships, and job shadowing. By the end of year four, three cohorts of AWAKE Scholars and Fellows will have completed the pilot program. In year five and beyond, the Center will focus on helping schools and IHEs throughout South Carolina implement the place-based approach.

The Center will also serve as a clearinghouse for integrative, workforce-oriented teaching materials, provide professional development to teachers throughout the state, and conduct ongoing research related to its mission.



South Carolina Commission on Higher Education

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 Mr. Gary S. Glenn
 Interim Executive Director

CHE
5/5/2016
Agenda Item 9.02.J

May 5, 2016

MEMORANDUM

To: Chairman Tim Hofferth and Members, SC Commission on Higher Education

From: Chair Terrye Seckinger, 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 October 1, 2015-March 30, 2016.

Institution	Program	Modification
Clemson University	B.S., Nursing	Add delivery location at the Academic Health Center, Greenville Hospital System
College of Charleston	B.P.S. (Bachelor of Professional Studies)	Add a concentration in Healthcare and Medical Services
College of Charleston	M.S., Marine Biology	Change the delivery location to Grice Marine Laboratory
College of Charleston	M.S., Mathematics	Change to a M.S. in Mathematical Sciences with concentrations in Mathematics and Statistics
Medical University of South Carolina	D.N.P. (Doctor of Nursing Practice)	Add concentration in Psychiatric-Mental Health
University of South Carolina Columbia	B.A., Global Studies	Merger of two current programs (B.A., European Studies and B.A., Latin American Studies) into a single program