

**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)

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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

