



320 Stanley Avenue  
Greenwood, South Carolina 29649-2099

## **New Program Proposal**

### **Bachelor of Arts and Bachelor of Science in Interdisciplinary Studies**

Submitted February 11, 2013

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Daniel W. Ball, President

#### **Program Contact Information**

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## CLASSIFICATION

1. **Name of Proposed Program:** Interdisciplinary Studies (Bachelor of Arts and Bachelor of Science)
2. **Academic Unit in which the program resides:** College of Arts and Humanities
3. **Proposed Date of Implementation:** Fall 2013
4. **CIP Code:** 240101
5. **Site:** Lander University, Greenwood, SC
6. **Qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship awards?**  Yes  No
7. **Delivery Mode:** Traditional
8. **Area of Certification:** Not applicable

## INSTITUTIONAL APPROVAL

- |  |                   |
|--|-------------------|
| 1. Dr. Alice Taylor-Colbert  | December 4, 2012  |
| 2. Dr. C. Renee Love, Interim Dean, College of Arts and Humanities | December 5, 2012  |
| 3. Academic Council  | December 6, 2012  |
| 4. General Education Committee                                     | December 13, 2012 |
| 5. Vice President for Academic Affairs                             | December 14, 2012 |
| 6. Board of Trustees   | December 15, 2012 |

## PURPOSE

- a) a statement of the purpose of the program

Lander University proposes to reinstate the Interdisciplinary Studies (IDS) B.A. and B.S. degrees that were offered from 1982-2006 with specific modifications to ensure the success of the program. The original Interdisciplinary Studies program was terminated in 2006 due to low productivity. However, the proposed Interdisciplinary Studies program will provide students with an enhanced education through the study of two disciplines in a planned and purposeful methodological approach beginning with an introductory methods course, continuing with the building of a portfolio of work through the program, and culminating in a capstone seminar.

A significant purpose of the program is to meet student needs by providing flexibility in curricular programming. As the information age progresses and new occupations and fields are generated, some institutions of higher education offer an interdisciplinary option to provide curricular content to support the knowledge and skills their students need. For instance, to be successful in fast-growing fields such as public relations, strategic communication, and social media, students could benefit from taking classes in both mass communication and business. Although Lander University cannot offer degrees in each of these fields, an interdisciplinary program can be created that will provide the foundation for a student to be successful with the flexibility to focus on relevant content and interests.

- b) a discussion of the objectives of the program

The original objectives of the B.A. and B.S. degrees in Interdisciplinary Studies as stated in the 1981 proposal follow:

1. To provide an appropriate individually designed academic experience for those students whose interests in vocational aims are not satisfied by conventional discipline-based programs.
2. To provide an appropriate academic program for those adults in the community who are limited in their advancement by their lack of a college degree but for whom a discipline-oriented major program is not the best answer.

3. To provide more flexibility in the development of pre-professional programs to students interested in pre-dentistry, pre-medicine, pre-veterinary medicine, pre-law, or pre-social work.

Objectives of the proposed new Interdisciplinary Studies program are to:

1. Provide an interdisciplinary academic experience for students with career interests that are not satisfied by current discipline-based programs at Lander.
2. Provide an appropriate academic program for adults in the community for whom a major in one discipline is limiting.
3. Offer students and the university opportunities to explore emerging fields through innovative program design using existing offerings.

As stated earlier, the University terminated the original Interdisciplinary Studies program because of low productivity. The original program was administered by a committee, but each student worked with a faculty advisor to create an individualized program. The faculty advisors who participated in this process spent numerous hours designing each program. No course release time or other support was provided for the advisors. As a result of this prior experience, Lander faculty members chose not to reinstate an individualized studies program. Therefore, changes have been made to ensure the success and productivity of the Interdisciplinary Studies program. The proposed program will be administered by a program director and an Interdisciplinary Studies Advisory Council. Administrative support will be provided, and the program director will receive release time. The Interdisciplinary Studies Advisory Council will be chaired by the program director and composed of at least one faculty representative for each of the four colleges with a maximum of nine individuals serving on the Council. Once the initial Council is formed through the assistance of the college deans, terms of office, composition, and policies and procedures will be developed. The Council will review and approve or reject each student application for admission to the program. The Council will manage program assessment.

The Interdisciplinary Studies program will be comprised of model programs called modules. The Interdisciplinary Studies program will generate modules that a student may select. The first student pursuing a specific academic interest will consult with the director and appropriate department chairs or their faculty designees in two disciplines. The director and faculty will design a coursework plan that can be utilized as a model for other students with similar interests. For instance, Lander University does not offer a public relations degree due to its size and resources. However, a program of study that combines coursework in business and in mass communication can be designed that will adequately prepare students for careers in public relations. Once a model for a specific focus has been developed, approved by the Council, used by an initial student, and assessed by the Council, it will be presented to the Curriculum Committee for consideration as a proposed module within the degree. Marketing of modules will encourage more students to enroll in the Interdisciplinary Studies program.

Additional modifications have been made to ensure the success of the proposed program:

1. Students pursuing an Interdisciplinary Studies degree will be required to take IDS 101 Introduction to Interdisciplinary Studies.

**IDS 101. Introduction to Interdisciplinary Studies**

An introduction to the methodology of interdisciplinary study involving the integration of two or more fields of interest. ***Three semester hours.***

2. IDS 499 Professional Seminar for one credit hour will become Interdisciplinary Capstone Seminar for three credit hours.

**IDS 499. Interdisciplinary Capstone Seminar**

The seminar will consist of readings in interdisciplinary methodology; an experiential learning activity that integrates two or more disciplines; an academic product such as a research project, original composition, advertising campaign, etc.; and a portfolio of work produced through the program curriculum. The portfolio will be reviewed by the Interdisciplinary Studies Advisory Council for the purposes of both student evaluation and program assessment. Prerequisites: senior status; ENGL 102, IDS 101 with a “C” or better; and eighteen or more semester hours of 300 or higher level coursework. **Three semester hours.**

3. Specific requirements in each of two discipline areas constituted 36 credit hours in the original degree program and will continue to do so with a new requirement that 30 of those 36 credit hours be 300 level or higher courses.
  - a. Major Program Area One will require 18 credit hours of coursework at the 300 level or higher instead of 15 credit hours.
  - b. Major Program Area Two will require 12 credit hours of coursework at the 300 or higher level instead of nine credit hours.
  - c. Additional Requirements from Area One and Two will be reduced to require 6 credit hours of coursework instead of 12.
4. The revised curriculum increases the total credit hours of major requirements from 37 to 42 to accommodate the addition of IDS 101 and the enhanced IDS 499.

## **JUSTIFICATION**

1. **Need for the program in the state:** An interdisciplinary studies program fosters analysis, synthesis, and communication of ideas at a higher level than many traditional discipline-based programs. Individuals who have the skills such study fosters are able to adapt to the changing needs of the workplace with ease, a highly desirable trait in the current job market in South Carolina and especially in Greenwood and surrounding counties. The Bureau of Labor Statistics shows that in the seven county region served by Lander University, the unemployment rate in February 2012 ranged from 8.1% to 13.9% with an average of 10.21%. Greenwood County had a 10.6% unemployment rate.<sup>i</sup> Having a bachelor’s degree gives graduates a competitive edge in the marketplace. The Lander student population has drawn between 8.6% and 9.6% of its student population from the Greenville area for the preceding five years.<sup>ii</sup> In a 2008 report prepared by the Metropolitan Studies Institute, Greenville, South Carolina ranked lowest among its peer cities in percentage of employment in knowledge occupations. The study documented the need for preparing college graduates for work in management, business/operations, finance, technology, math, sciences, engineering, architecture, education, health care, media, arts, design, entertainment, and high-end sales.<sup>iii</sup> These same fields are the ones cited in a projection analysis for 2010-2012 by the Bureau of Labor Statistics as among the fastest growing occupations. Of the top 30 fastest growing occupations in the United States, 12 require a minimum of a bachelor’s degree.<sup>iv</sup> Of these 12, six require Master’s or doctoral degrees. Data from the South Carolina Department of Employment and Workforce shows that 73.2% of Lander graduates of the 2005 cohort were gainfully employed in the state by the third quarter of 2007.<sup>v</sup> Lander Alumni Satisfaction and Placement Survey data from March 2012 reveals that 87.23% of respondents obtained employment within 12 months of graduation. The first job of 89.29% of respondents was in South Carolina. The 2012 Alumni Satisfaction

and Placement Survey also revealed that 16.84% of respondents were continuing their education, revealing that Lander alumni pursue graduate studies.<sup>vi</sup>

2. **Centrality of the program to the Commission-approved mission of the institution:** Lander University has the opportunity to fulfill its mission of “providing a challenging education for qualified students”<sup>vii</sup> that assists students “in developing the ability (1) to gather and critically analyze information from a variety of fields and to use that information as a basis for reasoned judgments and for effective problem solving, (2) to synthesize diverse ideas and information, and (3) to understand and convey ideas clearly.”<sup>viii</sup> Integrated learning that results from interdisciplinary study and application of knowledge is the key to making “it possible for an individual to live a life of meaningful activity, of personal satisfaction, and of service to others.”<sup>ix</sup> Thus, the Interdisciplinary Studies Program will contribute directly to the fulfillment of Lander’s mission.
3. **Relationship of the proposed program to other related programs within the institution:** The Interdisciplinary Studies program will work with existing programs to explore new directions in programming. The program will not duplicate existing programs nor serve to replace the pursuit of a double major. The Interdisciplinary Studies program can be an excellent major for Honors students who are gifted in multiple disciplines and have specific career objectives.
4. **Similar programs in the state:** Benedict College, Coastal Carolina, North Greenville University, U.S.C. Aiken, U.S.C. Columbia, and U.S.C. Upstate offer programs titled Interdisciplinary Studies with a CIP code of 240101. Columbia College, Converse College, Furman University, Newberry College, and Winthrop University offer programs in individualized studies with a CIP code of 309999. <sup>x</sup>
5. **Similarities and differences between the proposed program and those with similar objectives offered at other institutions in the state, the region, and the nation:** As the following table shows, the Interdisciplinary Studies program proposed by Lander University compares favorably to Interdisciplinary Studies programs at other institutions in South Carolina, the region, and the nation.

Interdisciplinary Program Descriptions	Lander University	Benedict College	Coastal Carolina University	North Greenville University	U.S. C. Aiken	U.S.C. Columbia	U.S.C. Upstate
Number of credit hours to graduate	122	128	120	128	120	128	120
Minimum Credit Hours of courses in major + capstone	42	41	33	40	39	39	30
Program goal: opportunity for <b>each</b> student to design an individualized major	No		Yes		Yes	Yes	Yes
Program goal: career preparation	Yes	Yes		Yes		Yes	Yes
Program goal: knowledge integration	Yes			Yes			
Program goal: Traditional student education	Yes	No	Yes	Yes	Yes	Yes	Yes
Program goal: Nontraditional student education	Yes	Yes					Yes
Advisory Committee	Yes	Yes	Yes	Yes	Yes		

Lander University is not proposing an individualized studies program for **each** student as it had in its original Interdisciplinary Studies program and as offered by Coastal Carolina University, U.S.C. Aiken, U.S.C. Columbia, and U.S.C. Upstate as noted in the table above. Five other institutions offer individualized studies programs: Columbia College (Contractual Studies), Converse College (Individualized Major), Furman University (Individualized Curriculum Program), Newberry College (Individualized Major), and Winthrop University (Individualized Studies). Instead, the proposed Interdisciplinary Studies program offers an initial student the opportunity to work with department chairs (or their designees) and the Interdisciplinary Studies program director to develop a model coursework plan, or template, with a specific focus that can become an official module within the degree, as explained earlier. This format was developed by a faculty member with an interdisciplinary Ph.D. The format that North Greenville University uses for its Interdisciplinary Studies program is closest to, though not identical with, our proposed format. North Greenville lists “concentrations” that students might pursue for the degree. These include such offerings as Public Relations, American Studies, Legal Studies, and Musical Theatre.

#### **ADMISSION CRITERIA**

Lander University admission criteria will apply to students interested in the Interdisciplinary Studies program. Once admitted to the university, students interested in pursuing Interdisciplinary Studies will meet with the program director to complete an application for admission to the Interdisciplinary Studies program. The application will list two disciplines of study and will require the signatures of the department chairs (or their designees) representing the two disciplines. If an official module exists, students will follow its guidelines. If not, a

coursework plan will be developed by the student, program director, and department representatives as a model, or template. The student application will be reviewed and either approved or rejected by the Interdisciplinary Studies Advisory Council. If a student departs from Lander University and seeks to return in the future, the original program plan does not apply and re-application for program admission will be required.

### ENROLLMENT

While the very nature of the Interdisciplinary Studies program makes predicting new enrollments difficult, enrollment will be small in 2013-2014 with growth occurring in subsequent academic years as faculty and the Interdisciplinary Studies Advisory Council generate and market creative curricular programming opportunities.

YEAR	PROJECTED TOTAL ENROLLMENT						DEGREES AWARDED
	FALL		SPRING		SUMMER		
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours	
2013 - 2014	1	12	2	21	0	0	0
2014 - 2015	7	57	8	66	1	6	0
2015 - 2016	15	132	15	132	2	15	4
2016 - 2017	20	168	20	180	4	18	8
2017 - 2018	25	204	26	213	3	30	10

### CURRICULUM OUTLINE

The B.A. degree is distinguished from the B.S. degree by the requirement of two 200-level Foreign Language classes. Elective hours for the B.A. degree are 6 hours less than that of the B.S. degree in order to accommodate the Foreign Language requirement.

#### BACHELOR OF ARTS

##### UNIVERSITY REQUIREMENTS

FALS	1
Foreign Language	0-6

##### GENERAL EDUCATION REQUIREMENTS (For approved courses see the General Education section of the Catalog.)

Behavioral Science	3
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Fine Arts	3	
Global Issues/Nonwestern Studies	3	
History	3	
Humanities/Literature	3	
Humanities	3	
Laboratory Science	4	
Laboratory Science	4	
Logic & Analytical Thought	3	
Mathematics	3	
Political Economy	3	
Wellness (PEES 175)	2	
Wellness (PEES 176)	1	
Writing (ENGL 101)	3	
Writing (ENGL 102)	3	
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>		45-51
<b>MAJOR PROGRAM CORE REQUIREMENTS*</b>		
IDS 101	3	
IDS 499	3	
<b>MAJOR PROGRAM #1 REQUIREMENTS*</b>		
Major Program #1 (300 or higher level)	3	
Major Program #1 (300 or higher level)	3	
Major Program #1 (300 or higher level)	3	
Major Program #1 (300 or higher level)	3	
Major Program #1 (300 or higher level)	3	
Major Program #1 (300 or higher level)	3	
<b>MAJOR PROGRAM #2 REQUIREMENTS*</b>		
Major Program #2 (300 or higher level)	3	
Major Program #2 (300 or higher level)	3	
Major Program #2 (300 or higher level)	3	
Major Program #2 (300 or higher level)	3	
<b>MAJOR PROGRAM ADDITIONAL REQUIREMENTS FROM PROGRAM #1 AND/OR PROGRAM #2*</b>		
Major Program #1 or Major Program #2	3	
Major Program #1 or Major Program #2	3	
<b>ADDITIONAL REQUIREMENTS</b>		
200-level Foreign Language	3	
200-level Foreign Language	3	
<b>TOTAL MAJOR PROGRAM REQUIREMENTS</b>	48	
<b>ELECTIVES</b>	23-29	
<b>TOTAL FOR BA DEGREE</b>	122	

\*Students must earn a “C” or better in all major program requirements.  
Coursework must include at least 30 credit hours earned in 300 or above level courses.



## BACHELOR OF SCIENCE

	Credit Hours
<b>UNIVERSITY REQUIREMENTS</b>	
FALS	1
Foreign Language	0-6
<b>GENERAL EDUCATION REQUIREMENTS</b> (For approved courses see the General Education section of the Catalog)	
Behavioral Science	3
Fine Arts	3
Global Issues/Nonwestern Studies	3
History	3
Humanities/Literature	3
Humanities	3
Laboratory Science	4
Laboratory Science	4
Logic & Analytical Thought	3
Mathematics	3
Political Economy	3
Wellness (PEES 175)	2
Wellness (PEES 176)	1
Writing (ENGL 101)	3
Writing (ENGL 102)	3
<b>TOTAL GENERAL EDUCATION AND UNIVERSITY REQUIREMENTS</b>	<b>45-51</b>
<b>MAJOR PROGRAM CORE REQUIREMENTS*</b>	
IDS 101	3
IDS 499	3
<b>MAJOR PROGRAM #1 REQUIREMENTS*</b>	
Major Program #1 (300 or higher level)	3
Major Program #1 (300 or higher level)	3
Major Program #1 (300 or higher level)	3
Major Program #1 (300 or higher level)	3
Major Program #1 (300 or higher level)	3
Major Program #1 (300 or higher level)	3
<b>MAJOR PROGRAM #2 REQUIREMENTS*</b>	
Major Program #2 (300 or higher level)	3
Major Program #2 (300 or higher level)	3
Major Program #2 (300 or higher level)	3
Major Program #2 (300 or higher level)	3
<b>MAJOR PROGRAM ADDITIONAL REQUIREMENTS FROM PROGRAM #1 AND/OR PROGRAM #2*</b>	
Major Program #1 or Major Program #2	3
Major Program #1 or Major Program #2	3
<b>TOTAL MAJOR PROGRAM REQUIREMENTS</b>	<b>42</b>
<b>ELECTIVES</b>	<b>29-35</b>
<b>TOTAL FOR BS DEGREE</b>	<b>122</b>

\*Students must earn a “C” or better in all major program requirements.  
Coursework must include at least 30 credit hours earned in 300 or above level courses.

## ASSESSMENT

1. Assessments of student learning outcomes that will be used: Learning outcomes for the program are analysis of information for effective problem solving, integration of knowledge from two or more disciplines, application of interdisciplinary knowledge, and effective communication skills. These learning outcomes will be assessed through the following: A. Research project in IDS 101. B. Portfolio of work submitted to the program director and Interdisciplinary Advisory Council after 90 hours of courses are completed and resubmitted with additional work samples in IDS 499 Interdisciplinary Capstone Seminar. C. Experiential Learning activity that integrates two or more disciplines completed during IDS 499. D. Academic product produced for IDS 499.
2. Plan for programmatic assessment: Program assessment will be guided by the Interdisciplinary Studies Advisory Council. This faculty committee will develop the specific assessment tools, criteria, and rubrics to be used to evaluate student knowledge and skills in the four learning outcomes. In particular, the portfolio of student work will be reviewed twice (as mid-level and exit assessments) by the Council to determine whether students are performing as anticipated. Students in the program will complete a program satisfaction survey during IDS 499. Additionally, graduate school admission rates, scores from licensing exams, and job placement rates will be gathered and analyzed to determine program success. Data from the Lander Alumni Satisfaction and Placement Survey will also be utilized to assess the program. Data will be collected and reviewed by the Interdisciplinary Studies Advisory Council annually in order to make program improvements. Every five years, the Council will complete a program review process that will examine the number and quality of offerings; student accomplishments; and program strengths, weaknesses, and needs.
3. How program evaluation and student performance assessment data will be used to initiate changes to the program: In an annual review each spring, members of the Interdisciplinary Studies Advisory Council will analyze the results of entry level assessments from IDS 101, mid-level portfolio reviews, and the senior capstone assessments that include the experiential learning activity, the second portfolio submission during IDS 499, and the academic product. By analyzing the quality of the work produced by the composite of majors, Council members will be able to determine additional program needs. In the annual review, program admission requirements, advising processes, and administrative support for the program will also be analyzed. Specific course requirements, assessment instruments, advising procedures, admission criteria, and other program policies and procedures will be altered as necessary in cooperation with appropriate campus offices. To make curricular improvements, the Council will submit a document with suggested changes to the Curriculum Committee for review and approval. The Curriculum Committee will then submit its recommendation to the Faculty Senate. Approved changes will be reflected in subsequent catalog descriptions and publications. The results of the annual review will provide the foundation for the five-year program review.

## FACULTY

1. **The following table details the rank (not name) and academic qualifications of each faculty member who will be involved in the proposed program:**

List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc.)	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor #1	Ph.D.	American Studies	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

In the first five years of the program, one faculty member will teach the IDS 101 Introduction to Interdisciplinary Studies and IDS 499 Interdisciplinary Capstone Seminar, the only curricular offerings unique to the Interdisciplinary Studies program. The tenured professor holds a Ph.D. in American Studies from Emory University, has taught history, humanities, political science, and public history courses during her career. She is a public historian who trains students to work in professional fields such as museum studies and archival management.

2. **Enumeration and discussion of the necessary qualifications of new faculty and staff who will be added in support of the proposed program:** No new faculty or staff will be required.
3. **Explanation of proposed changes in assignment and of the extent to which each new assignment may require the addition of new positions to fulfill the former assignment** (in the case of currently-employed faculty and administrators): The individual who will direct the program has two course releases to conduct Academic Affairs administrative tasks. For 2013-14, one of these course releases will be devoted to the task of Interdisciplinary Studies program development, recruitment, advising, and coordination. An administrative assistant's duties will be altered to assist the Interdisciplinary Studies Program Director. The advising load for department chairs or their designees who will assist with advising will be adjusted as necessary. Those who assist with the design of new modules and those who serve on the Interdisciplinary Studies Advisory Council will be given credit for university service, one of the three performance categories in annual faculty evaluations.
4. **Description of institutional plans for faculty development as it relates specifically to the proposed program, including but not limited to, release time for research, consulting, conferences, and curriculum development:** The faculty member can apply for financial support for curriculum development during the summer of 2013. Faculty grants are available for research and conference participation and presentation.
5. **Institutional definition of full-time equivalent (FTE):** Full-time staff members work 37.5 hours per week. Full-time faculty members teach the equivalent of 12 credit hours per semester.

**6. Unit Administration, Faculty and Staff Support Table:**

Year	New		Existing		Total	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
<b>Administration</b>						
2013-14	0	0	1	.25	1	.25
2014-15	0	0	1	.25	1	.25
2015-16	0	0	1	.25	1	.25
2016-17	0	0	1	.50	1	.50
2017-18	0	0	1	.50	1	.50
<b>Faculty*</b>						
2013-14	0	0	1	.25	1	.25
2014-15	0	0	1	.25	1	.25
2015-16	0	0	1	.50	1	.50
2016-17	0	0	1	.50	1	.50
2017-18	0	0	1	.50	1	.50
<b>Staff</b>						
2013-14	0	0	1	.8	1	.8
2014-15	0	0	1	.8	1	.8
2015-16	0	0	1	.8	1	.8
2016-17	0	0	1	.10	1	.10
2017-18	0	0	1	.10	1	.10
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>6.35</b>	<b>3</b>	<b>6.35</b>

**PHYSICAL PLANT**

- Adequacy of existing physical facilities:** The existing physical plant can support the program.
- Additional physical plant requirements:** No new facilities are necessary to implement the proposed program as existing classroom and office space are adequate.

**EQUIPMENT**

No additional equipment is needed to meet the needs of the program.

**LIBRARY RESOURCES**

- The Jackson Library has a collection of 130,371 academic monographs, 7,873 periodical titles, and electronic article databases. The library subscribes to a database called Films on Demand which contains 12,000 full-length videos and 175,000 video segments from high-quality publishers. The collection has 90 books on interdisciplinary topics and 117,000 periodical articles.
- Given the current holdings of the Jackson Library and the anticipated small enrollment in the program initially, no new acquisitions are anticipated in the first two years while modules are being developed. The Director of Library Services has limited funds for the purchase of resources to support new program development as noted in the table below. The program director will seek additional library resource funding through the academic units participating in the program.

Program Year	Independent Acquisitions	Estimated Additional Cost of Acquisitions
2013-2014	None	None
2014-2015	None	None
2015-2016	10-15	\$700

2016-2017	10-15	\$700
2017-2018	10-15	\$700

3. PASCAL, the statewide higher education electronic library, provides access to thousands of resources. For instance, using Academic Search Complete via PASCAL, one can access 11,928 publications about interdisciplinary studies. Through PASCAL Delivers Catalog, Lander students have access to thousands of monographs. For materials owned outside the state of South Carolina, the library will cover the cost of borrowing these materials from other institutions located anywhere in the world.

#### **ACCREDITATION, APPROVAL, LICENSURE, OR CERTIFICATION**

The proposed modification will not require program accreditation, special approval by SACS-COC, or licensure or certification by any public or private agency.

#### **ARTICULATION**

1. The Interdisciplinary Studies program of Lander University will accept students from two-year institutions who are admitted to the university and to the program via application for admission to the Interdisciplinary Studies Advisory Council.
2. The B.A. and B.S. Interdisciplinary Studies majors may choose to pursue advanced education in Interdisciplinary Studies. According to the website [gradschools.com](http://gradschools.com), 358 Master's programs and 118 Ph.D. programs are available in the United States. Institutions such as Marquette University, Emory University, and Tufts University are among those who offer such programs.<sup>xi</sup>
3. Information regarding transferability of coursework in the program is available on the South Carolina Transfer and Articulation Center at [www.sctrac.org](http://www.sctrac.org).

**ESTIMATED COSTS AND SOURCES OF FINANCING**

<b>ESTIMATED COSTS BY YEAR</b>						
<b>CATEGORY</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>4<sup>th</sup></b>	<b>5<sup>th</sup></b>	<b>TOTALS</b>
Program Administration	\$16,500	\$16,500	\$16,500	\$33,000	\$33,000	\$115,500
Faculty Salaries	\$16,500	\$33,000	\$33,000	\$33,000	\$33,000	\$148,500
Graduate Assistants	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
Clerical/Support Personnel	\$2,000	\$2,500	\$2,500	\$3,000	\$3,000	\$13,000
Supplies and Materials	\$1,000	\$1,000	\$1,250	\$1,250	\$1,500	\$6,000
Library Resources	\$0.0	\$0.0	\$700	\$700	\$700	\$2100
Equipment	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
Facilities	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
Other (Identify)	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
<b>TOTALS</b>	<b>\$36,000</b>	<b>\$49,500</b>	<b>\$53,950</b>	<b>\$70,950</b>	<b>\$71,200</b>	<b>\$281,600</b>
<b>SOURCES OF FINANCING BY YEAR</b>						
Tuition Funding	\$13,675	\$54,362	\$119,367	\$159,066	\$197,301	\$543,771
Program-Specific Fees	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
State Funding*	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
Reallocation of Existing Funds**	\$22,325	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
Federal Funding	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
Other Funding (Specify)	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
<b>TOTALS</b>	<b>\$36,000</b>	<b>\$54,362</b>	<b>\$119,367</b>	<b>\$159,066</b>	<b>\$197,301</b>	<b>\$543,771</b>

\*Special legislative appropriations to support the program.

\*\*Specify significant internal sources of reallocated funds. Add additional rows as necessary.

1. The estimated number of students is based on the development of innovative interdisciplinary programs by Lander faculty and on marketing strategies. Initially, the numbers of students enrolled in the program will be small, but as official modules are developed by faculty and marketed in Admissions recruitment materials, these numbers will grow. No out of state students are anticipated. The assumption exists that as the number of students in the program increases, the time devoted to administration and the numbers of faculty must increase, so costs will increase.
2. No special state appropriations are requested for this program.
3. Program costs will be financed by tuition funding with the exception of the first year, 2013-2014. The faculty member will teach IDS 101 in spring 2014 instead of a history course. An adjunct may be needed for a history course. That will require reallocation of existing funds from within the institution.

### **PROGRAMS FOR TEACHERS AND OTHER SCHOOL PROFESSIONALS**

Not applicable.

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<sup>i</sup> <http://www.bls.gov/lau/laucntycur14.txt>

<sup>ii</sup> "Geographical Distribution of Students by South Carolina County," a statistical table prepared by the Lander Office of Assessment and Institutional Effectiveness.

<sup>iii</sup> Kathleen Brady, "Economic Development, Workforce Trends and Postsecondary Education in Greenville County and the Upstate: A Gap Analysis," The Metropolitan Studies Institute, University of South Carolina Upstate, September 30, 2008.

<sup>iv</sup> <http://data.bls.gov/cgi-bin/print.pl/news.release/ecopro.t07.htm>

<sup>v</sup> Data on Lander graduates from the South Carolina Department of Education and Workforce. Table prepared by the Lander Office of Assessment and Institutional Effectiveness.

<sup>vi</sup> Alumni Satisfaction and Placement Survey, March 2012, Lander Office of Assessment and Institutional Effectiveness.

<sup>vii</sup> "Mission Statement," *Lander University 2012-2013 Catalog*, p. 10.

<sup>viii</sup> Ibid.

<sup>ix</sup> Ibid.

<sup>x</sup> <http://connect.che.sc.gov/AS400/inven/Default.asp>

<sup>xi</sup> <http://www.gradschools.com/search-programs/interdisciplinary-studies>