

PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: University of South Carolina Salkehatchie

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.): Dual enrollment students would be able to earn USC Salkehatchie credits toward either of the Associate of Arts or Associate of Science at this new site.

Current Name of Program (include degree designation and all concentrations, options, and tracks): Associate of Arts and Associate of Science

Proposed Name of Program (include degree designation and all concentrations, options, and tracks):

No change from current name.

Program Designation:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

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

- Yes
 No

If No, should the program be considered for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: August 2019

CIP Code: 24.0101 (A.A. and A.S)

Current delivery site(s) and modes: USC Salkehatchie; traditional/face-to-face and distance education delivery

Proposed delivery site(s) and modes: Polaris Tech Charter School; 1508 Gray's Highway, Ridgeland, SC 29936

Program Contact Information:

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ACAP
06/20/2019
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Institutional Approvals and Dates of Approval:

Background Information

Provide a detailed description of the proposed modification, including target audience, centrality to institutional mission, and relation to strategic plan.

The primary mission of the University of South Carolina is the education of the state's diverse citizens through teaching, research, creative activity, and service. Founded in 1809, the USC system is the largest university in the state, serving more than 50,000 students from the flagship Columbia campus, three comprehensive campuses (Aiken, Beaufort, and Upstate) and four regional campuses (Lancaster, Salkehatchie, Sumter and Union.)

The University of South Carolina Salkehatchie, a regional campus of the University of South Carolina, has as its mission to provide higher education and intellectual leadership to its service area in the lowcountry of South Carolina. Its mission and vision statements were approved by the University's Board of Trustees in June 2016. <http://bulletin.uscsalkehatchie.sc.edu/content.php?catoid=92&navoid=2639#usc-salkehatchie-mission>

To better serve the need of constituents in lowcountry high schools USC Salkehatchie seeks the establishment of an educational site in Ridgeland, SC. The physical address of the site is 1508 Gray's Highway, Ridgeland, SC 29936.

The course offerings at the site will comprise less than 50% of courses applicable towards and associate degree. Instructional methods employed for these courses consists of traditional in-class, on-site and online instructions, with USC approved faculty members teaching the courses.

This is a new charter school in the region and they have requested dual credit courses to be offered to their qualified students. To meet this request, USC Salkehatchie is seeking approval from the South Carolina Commission on Higher Education to add Polaris Tech Charter School as a site to offer dual credit courses.

Assessment of Need

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable.

Polaris Tech Charter School is a newly formed Charter School for STEM studies and has expressed the need for college credit classes for their qualified students as dual credit courses.

Transfer and Articulation

Identify any special articulation agreements for the modified proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding.

Currently, all USC Salkehatchie associate's degrees are approved by the SC Commission on Higher Education and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Credits awarded towards these degrees are transferable to any institution which accepts transfer credit from the University of South Carolina.

Description of the Program

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2019-20	24	24	0	24	0	12
2020-21	12	24	0	24	0	12
2021-22	12	24	0	24	0	12
2022-23	12	24	12	24	0	12

Explain how the enrollment projections were calculated.

USC Salkehatchie will offer courses for qualified juniors and seniors at Polaris Tech Charter School beginning in fall 2019. The students will enroll for credits in fall 2019 and spring 2020 and have the option of enrolling on the USC Salkehatchie Campus for summer 2020. As 12 seniors graduate each June, 12 more juniors will be qualify for the program so the numbers will remain consistent.

Curriculum

Attach a curriculum sheet identifying the courses required for the program.

No changes to degree curricula are necessary to implement this program change.

Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified

New Courses

List and provide course descriptions for new courses.

No new courses are necessary to implement this program change.

Similar Programs in South Carolina offered by Public and Independent Institutions

Identify the similar programs offered and describe the similarities and differences for each program.

This proposal does not seek to create any new degree programs but rather is designed to make course that are part existing associate degree programs available to a newly created charter school in the USC Salkehatchie area.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences

Faculty

State whether new faculty, staff or administrative personnel are needed to implement the program modification; if so, discuss the plan and timeline for hiring the personnel. Provide a brief explanation of any personnel reassignment as a result of the proposed program modification.

No additional full-time faculty will be required to implement the offerings at the new site. Adjunct and affiliate faculty will be hired as needed.

Resources

Identify new library, instructional equipment and facilities needed to support the modified program.

Library Resources:

No new library resources will be needed to serve this new location. The USC Salkehatchie library was established to support the curricular, scholarly and pedagogical needs of USC Salkehatchie students, faculty and staff. Two professional librarians and two staff librarians ensure access to library resources and books, both in hard copy and electronic formats. Librarian contact information is readily available on the USC Salkehatchie website and will be distributed to all dual credit students at the start of the fall 2019 semester. Similarly the USC Salkehatchie library makes available a wide array of resources through the internet. A selection of databases to which the USC Salkehatchie library subscribes and which support the academic areas of study at USC Salkehatchie can be found at this link:

https://www.sc.edu/about/system_and_campuses/salkehatchie/internal/current_students/library/index.php

Many services are made available to faculty, staff, and students including inter-library loan, PASCAL Delivers, and the Library of Things. Other services can be found here:

https://www.sc.edu/about/system_and_campuses/salkehatchie/internal/current_students/library/index.php

Equipment: Polaris Tech has the required equipment and technology to support these courses being offered at their new site. Consumable items such as dry erase markers, copy/printer paper,,and other incidental office supplies may need to be purchased. Small purchases will be absorbed into the overall budget for this site.

Facilities: Furniture and office supplies will be supplied by Polaris Tech Charter School.

Impact on Existing Programs

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

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 Yes
x No

Financial Support

Estimated Sources of Financing for the New Costs						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	34,100	34,100	34,100	34,100	34,1000	170,500
Program-Specific Fees	0	0	0	0	0	0
Special State Appropriation	0	0	0	0	0	0
Reallocation of Existing Funds	0	0	0	0	0	0
Federal, Grant, or Other Funding	0	0	0	0	0	0
Total	34,100	34,100	34,100	34,100	34,100	170,500
Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration and Faculty and Staff Salaries	24,000	24,000	24,000	24,000	24,000	120,000
Facilities, Equipment, Supplies, and Materials	0	0	0	0	0	0
Library Resources	0	0	0	0	0	0
Other (specify)	0	0	0	0	0	0
Total	24,000	24,000	24,000	24,000	24,000	120,000
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	10,100	10,100	10,100	10,100	10,100	50,500

Budget Justification

Provide a brief explanation for all new costs and sources of financing identified in the Financial Support table.

All new costs of delivering the courses to this new site will be funded through tuition revenue generated from new students attending at this location, as outlined above. Evaluation and Assessment

Program Objectives Student Learning Outcomes Aligned to Program Objectives

Methods of Assessment

1) Effective Communication Through Writing

Students must be able to identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking.

This is a Carolina Core principle that is assessed with the CMW (effective, engaged, and persuasive communication: written component) rubric.

2) Aesthetic and Interpretive Understanding

Students must be able to create or interpret literary, visual or performing arts.

This is a Carolina Core principle that is assessed with the AIU (aesthetic and interpretive understanding) rubric.

3) Analytical Reasoning and Problem Solving

Students must be able to apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.

This is a Carolina Core principle that is assessed with the ARP (analytical reasoning and problemsolving) rubric.

4) Global Citizenship and Historical Thinking

Students must be able to use the principles of historical thinking to understand past human societies.

This is a Carolina Core principle that is assessed with the GHS (global citizenship and multicultural understanding: historical thinking) rubric.

5) Global Citizenship and Multicultural Understanding

Students must be able to use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.

This is a Carolina Core principle that is assessed with the GSS (global citizenship and multicultural understanding: social sciences) rubric.

6) Values, Ethics, and Social Responsibilities

Students must be able to examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives.

This is a Carolina Core principle that is assessed with the VSR (values, ethics, and social responsibility) rubric.

As a Palmetto College campus, USC Salkehatchie participates fully in the assessment endeavors of the University of South Carolina. There will be no new program offerings at the proposed Ridge View High School site. However, all courses taught there will be subject to the same review and assessment procedures of those taught on the current campus.

All USC Salkehatchie courses conduct student evaluations at the end of each semester. The results of these courses are compiled and shared with the faculty member, the appropriate departmental chair, and the Interim Associate Dean for Academic Affairs. These results are then used for annual peer and administrative evaluation of the faculty member.

Because the general AA and AS degree programs are awarded on all Palmetto College campuses, and because the degrees comprise the bulk of the University's Carolina Core, assessment is coordinated centrally by the Office of the Associate Provost for Palmetto College Campuses.

The Palmetto College Specialty Team/Assessment Committee, which consists of representatives from each Palmetto College campus and unit, meets regularly and identifies those courses which have been designated as meeting specific Carolina Core outcomes. As the follow chart indicates, the assessment of all outcomes is accomplished over a three-semester period:

CC Outcome	Fall 2018 (Even Years)	Spring 2019 (Odd Years)	Fall 2019 (Odd Years)
AIU – Aesthetic & Interpretative Understanding		X	
ARP – Analytical Reasoning & Problem Solving	X		
CMS – Effective Engaged & Persuasive Communication: Spoken Component			X
CMW – Effective Engaged & Persuasive Communication: Written Component			X
GFL – Global Citizenship & Multicultural Understanding: Foreign Language		X	
GHS – Global Citizenship & Multicultural Understanding: Historical Thinking	X		
GSS – Global Citizenship & Multicultural Understanding: Social Sciences	X		
INF – Information Literacy			X
SCI – Scientific Literacy			X
VSR – Values, Ethics, & Social Responsibility		X	

Artifacts (i.e., assignments which demonstrate a designated learning outcome) are collected from courses in the selected Core Outcome Group. Specialty team members from the PC campuses then review the artifacts and score them by using an assessment rubric. Results of the scoring are compiled and shared with faculty (or department/division chairs, as appropriate) for use in making modifications or improvements to the curriculum.

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Will any the proposed modification impact the way the program is evaluated and assessed? If yes, explain

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Yes

No

Will the proposed modification affect or result in program-specific accreditation? If yes, explain; and, if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline.

Yes

No

Will the proposed modification affect or lead to licensure or certification? If yes, identify the licensure or certification.

Yes

No

Explain how the program will prepare students for this licensure or certification.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

Yes

No

AA

Course Requirements

(The most common Lancaster campus options are listed below; additional approved courses in each category may be found at the Carolina Core website. <http://www.sc.edu/carolinacore/courses.php>)

ENGL 101	3	
ENGL 102	3	
3 hours of Math, Computer Science, Statistics, or Logic, chosen from among the following courses or any approved ARP courses: MATH 111i, MATH 111, MATH 115, MATH 122, MATH 141, MATH 142, MATH 170, MATH 172, STAT 110, STAT 112, STAT 201, STAT 205, CSCE 101, CSCE 102, CSCE 145, PHIL 114 (previously PHIL 110).		
	3-4	
7 hours total of lab science, (including at least one associated laboratory course) chosen from among approved SCI courses: BIOL 110, BIOL 120(L), BIOL 206, BIOL 243(L), BIOL 244(L), BIOL 270(L), BIOL 101(L), BIOL 102(L), CHEM 102, CHEM 105, CHEM 111, ENVR 101(L), GEOG 202, GEOL 101, GEOL 103, GEOL 110, MSCI 101, MSCI 102, MSCI 210(L), MSCI 215(L), PHYS 201(L), PHYS 202(L), PHYS 211(L), PHYS 212(L).		
Foreign Language course at the 109 level or higher, or a score of 2 on any foreign language placement test.		
3 hours chosen from among approved GHS courses: HIST 101, HIST 102, HIST 104, HIST 108, HIST 109, HIST 111, HIST 112.		
	3	
6 hours chosen from among approved GSS courses: AFAM 201, ANTH 101, ANTH 102, CRJU 101, GEOG 103, POLI 101, POLI 201, PSYC 101, SOCY 101, WGST 112.		
	3	
	3	
6 hours chosen from among approved AIU courses: ARTE 101, ARTH 105, ARTH 106, ARTS 103, ARTS 104, ENGL 270, ENGL 282, ENGL 283, ENGL 284, ENGL 285, ENGL 286, ENGL 287, ENGL 288, FILM 180, FILM 240, MUSC 110, MUSC 140, THEA 170, THEA 200.		
	3	
	3	
3 hours chosen from CMS, INF or VSR courses (may not be a course used above): SPCH 140, STAT 112, HIST 108, PHIL 211, PHIL 320, POLI 201, BIOL 208, WGST 112, RELG 205.		
	3	
Additional elective credit to meet 60 hours total.		
Students must have a cumulative GPA of 2.0 on USC coursework and must have at least 15 hours of coursework from the home campus.		
Note: Completion of this degree plan will satisfy at least 25 hours of the Carolina Core: 6 hours CMW, 7 hours SCI, 3 hours GFL, 3 hours GHS, 3 hours GSS, 3 hours AIU, and 3 hours from CMS, INF, or VSR.		

AS

Course Requirements

(The most common Lancaster campus options are listed below; additional approved courses in each category may be found at the Carolina Core website. <http://www.sc.edu/carolinacore/courses.php>)

ENGL 101	3	
ENGL 102	3	
6 hours of Math, Computer Science, Statistics, or Logic, chosen from among the following courses or any approved ARP courses: MATH 111i, MATH 111, MATH 112, MATH 115, MATH 122, MATH 141, MATH 142, MATH 170, MATH 172, STAT 110, STAT 112, STAT 201, STAT 205, CSCE 101, CSCE 102, CSCE 145, PHIL 114 (previously PHIL 110).		
8 hours total of lab science, (including at least two associated laboratory courses) chosen from among approved SCI courses: BIOL 110, BIOL 120(L), BIOL 208, BIOL 243(L), BIOL 244(L), BIOL 270(L), BIOL 101(L), BIOL 102(L), CHEM 101, CHEM 102, CHEM 105, CHEM 111, ENVR 101(L), GEOG 202, GEOL 101, GEOL 103, GEOL 110, MSC1 101, MSC1 102, MSC1 210(L), MSC1 215(L), PHYS 201(L), PHYS 202(L), PHYS 211(L), PHYS 212(L)		
Foreign Language course at the 109 level or higher, or a score of 2 on any foreign language placement test.		
3 hours chosen from among approved GHS courses: HIST 101, HIST 102, HIST 104, HIST 108, HIST 109, HIST 111, HIST 112		
	3	
6 hours chosen from among approved GSS courses: AFAM 201, ANTH 101, ANTH 102, CRJU 101, GEOG 103, POLI 101, POLI 201, PSYC 101, SOCY 101, WGST 112		
	3	
	3	
3 hours chosen from among approved AIU courses: ARTE 101, ARTE 260, ARTH 105, ARTH 106, ARTS 103, ARTS 104, ARTS 210, ENGL 270, ENGL 282, ENGL 283, ENGL 284, ENGL 285, ENGL 286, ENGL 287, ENGL 288, FILM 180, FILM 240, MUSC 110, MUSC 140, THEA 170, THEA 200		
	3	
3 hours chosen from CMS, INF or VSR courses (may not be a course used above): SPCH 140, STAT 112, HIST 108, PHIL 211, PHIL 103, PHIL 320, POLI 201, BIOL 208, WGST 112, RELG 205.		
	3	
Additional elective credit to meet 60 hours total. No more than 3 hours of PEDU courses may be included.		
Students must have a cumulative GPA of 2.0 on USC coursework and must have at least 15 hours of coursework from the home campus.		
Note: Completion of this degree plan will satisfy at least 25 hours of the Carolina Core: 6 hours CMW, 7 hours SCI, 3 hours GFL, 3 hours GHS, 3 hours GSS, 3 hours AIU, and 3 hours from CMS, INF, or VSR.		