

PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: Medical University Of South Carolina

Briefly state the nature of the proposed modification (e.g., adding a new concentration, extending the program to a new site, curriculum change, etc.):

The proposed program modifications are as follows;

1. Revise the admissions criteria such that applicants are not required to have an AS degree.
2. Revise the admissions criteria such that applicants must have a minimum of 72 credit hours and all general education requirements from an accredited institution to apply to the Bachelor of Science in Healthcare Studies program.
3. Reduce the number of course credits to be delivered by MUSC from 61 to 48.
4. Reduce the number of semesters to complete the degree from 5 to 4.
5. Reduce the number of concentrations from two to zero so that each student follows the same plan of study.

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

Bachelor of Science in Healthcare Studies

Concentration 1: Pre-health professions

Concentration 2: Health promotion

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

Bachelor of Science in Healthcare Studies

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" 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: Fall 2019

CIP Code: 51.0000

Current delivery site(s) and modes: Blended

Proposed delivery site(s) and modes: Blended

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

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Institutional Approvals and Dates of Approval:

College of Health Professions Leadership Council	November 15, 2018
Education Advisory Committee:	December 4, 2018
Provost's Council:	January 14, 2019
BOT:	

Background Information

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

The mission of the Healthcare Studies program is to provide a foundation in healthcare studies and population health, preparing students to become informed and engaged health professionals who can think critically about health-related issues, work as part of a healthcare team, and 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.

The Bachelor of Science in Healthcare Studies program is offered by MUSC's College of Health Professions in collaboration with the SC Technical College System (SCTCS) and targets students who attend SCTCS colleges. 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). Furthermore, 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.

After implementing the Healthcare Studies Bachelor's degree program for the past 2.5 years, we have determined that several program modifications will allow us to better serve our target audience and meet our institutional mission. These program modifications will enable Healthcare Studies Bachelor's degree students to transfer more credit hours toward the 120 credit hour requirement and thus complete their degree in fewer semesters and at lower cost compared to the current curriculum.

The proposed program modifications are as follows;

1. Revise the admissions criteria such that applicants are not required to have an AS degree.
2. Revise the admissions criteria such that applicants must have a minimum of 72 credit hours and all general education requirements from an accredited institution to apply to the Bachelor of Science in Healthcare Studies program.
3. Reduce the number of course credits to be delivered by MUSC from 61 to 48.
4. Reduce the number of semesters to complete the degree from 5 to 4.
5. Reduce the number of concentrations from two to zero so that each student follows the same plan of study.

There is one course prerequisite to enter the program, which is the successful completion of Probability & Statistics. Students will attend one on-campus sessions per semester and complete all courses online. The program will be completed in one and a half years over four semesters, totaling a minimum 120 semester hours.

Assessment of Need

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

A primary objective of the Healthcare Studies 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. There is a great need to make higher

education more affordable and reduce the need to borrow funds to pay for school. In 2017, SC average student loan debt was \$30,891 for graduates of 4-year colleges and 64% of undergraduates in South Carolina graduated with some level of college debt [1]. Compounding this problem, students often borrow the maximum of allowed federal funds and then turn to private loans to pay for the remainder of their college tuition. Data suggests that undergraduate students at four-year colleges had almost \$11,000 of unmet financial need in 2015-16. Furthermore, after taking all possible federal loans undergraduate students at four-year colleges had almost \$7000 of unmet financial need in 2015-16 [1]. As a result, students take private loans to cover unmet financial need. National data showed that in 2016, 14 percent of graduates of four-year colleges who took nonfederal loans had an average nonfederal loan debt of \$18,550 [1]. These program modifications will enable incoming students to transfer more credit hours toward the 120-credit hour requirement to complete the Bachelor of Healthcare Studies degree. Thus, better addressing student financial issues by reducing the cost and the length of the program.

The program modifications have the potential to further 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. According to US Census population estimates for 2018, there are approximately 67.3% Caucasian, 27.4% African American, and 5.7% Hispanic or Latino individuals residing in the state of South Carolina [2]. These data are similar for the city of Charleston with 22% African American and 3% Hispanic or Latino [3]. According to data from MUSC Enrollment Management the current racial demographics for students at the Medical University of South Carolina is 10% African American, and 5% Hispanic or Latino [4]. By comparison, the racial demographics for accepted students into the incoming class of 2019 for the Healthcare Studies program to date is 27% African American, and 8% Hispanic or Latino. Through this program modification we want to increase the diversity of the program even further and improve the affordability. 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*). In 2013-2014, URMs 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 further increase the diversity of our student body and the overall diversity of SC's college graduates.

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 [5]. The healthcare industry is one of the fastest growing industries in SC with an anticipated growth rate of 26% from 2012 to 2022 [5]. SC Department of Employment & Workforce anticipates at least 2,000 annual job openings in health-related fields through 2022, with an additional 1,000 annual openings for healthcare support occupations [6]. In addition, by 2020, 62% of SC jobs will require post-secondary education [6]. Therefore, growth in the healthcare field will require the pursuit of higher education by some within the profession to strengthen clinical practice, management, teaching and health research. The Healthcare Studies program, as previously approved, had two concentrations, one of which was pre-health professions. We propose the removal of the two tracks and adjustment of the curriculum to better address the needs of students who have completed a pre-health professions associate's degree and who wish to pursue higher education at the bachelor and graduate levels.

The proposed program modifications will have positive impacts for Applied Associates of Science (A.A.S), Associates of Science (A.S.), Associates of Arts (A.A.) and non-associate degree seeking students. A.A.S students in allied health and pre-health professions have diverse healthcare backgrounds. The proposed program modifications will increase our opportunity to create a more inter-professional healthcare workforce by exposing our future healthcare professionals to unique perspectives and by educating them on the importance of working collaboratively across professions. Examples of these professions include Occupational Therapy Assistant, Physical Therapy Assistant, Radiology Technician, Respiratory Care Technician, Cardiovascular Technologist, Surgical Technician, Dental Hygienist, Medical Laboratory Technologist, Radiation Therapy Technologist. Generally, these students have completed a minimum of 71 undergraduate credit hours, with extensive health-related coursework. A.A., A.S. and non-associate degree seeking students who wish to enroll in our graduate programs will also benefit from these program modifications. Currently the Healthcare Studies program accepts 60 undergraduate credit hours toward the BS degree. With these program modifications, the Healthcare Studies program will accept 71 undergraduate credit hours toward the BS degree. This will enable students to get credit for 12 credit hours of graduate pre-requisite coursework they have completed. Therefore, the proposed program modifications enable the Healthcare Studies program to better address student needs by reducing the cost and time to complete this degree.

1. The Institute of College Access & Success. Student Debt and the Class of 2017. Available at: https://ticas.org/sites/default/files/pub_files/classof2017.pdf#overlay-context=posd/map-state-data
2. U.S. Census Bureau QuickFacts: South Carolina. Available at: <https://www.census.gov/quickfacts/sc>
3. U.S. Census Bureau QuickFacts: Charleston city, South Carolina. Available at: <https://www.census.gov/quickfacts/fact/table/charlestoncitysouthcarolina,US/PST045218>
4. The Medical University of South Carolina Enrollment data 2018. Available at: <https://education.musc.edu/students/enrollment/institutional-reports/enrollment-reports/university-wide>
5. Recovery: Job growth and education requirements through 2020. Georgetown University Center on Education and the Workforce.
6. SC Dept. Employment & Workforce (DEW) (2015). Community Profile: SC.

Transfer and Articulation

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

The Bachelor of Science in Healthcare Studies degree program has a Memorandum of Understanding (MOU) with the SCTCS. The College of Health Professions has worked extensively with the SCTCS in the development of these program modifications. We received feedback from SCTCS staff in academic affairs, as well as several Vice Presidents of Academic Affairs and Directors of allied health associate degree programs at the technical colleges. They have expressed great interest in these program modifications for their students and have emphasized the need for these program modifications to better address the higher education needs of their graduates interested in pursuing bachelor level and graduate degrees in the health fields.

The HCS program will prepare students to enter the workforce in a health-related field or apply to a graduate program, e.g., Occupational Therapy, Physical Therapy, Physician Assistant Studies, Cardiovascular Profusion, Public Health, Healthcare Administration, Health and Rehabilitation Science PhD program, all offered at MUSC. Students interested in graduate school 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 HCS faculty will work with students to ensure they take the required courses for a specific graduate program prior to entering the HCS program.

Since we have an MOU with the SCTCS, the HCS program is targeted and marketed to students in the SCTCS. However, students from other colleges are encouraged to apply.

Description of the Program

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2019	35	45	0	*45	0	35
2020	40	75	0	40	0	40
2021	50	90	0	50	0	50
2022	60	110	0	60	0	60

*10 students on the original 5 semester plan of study will graduate in the spring of academic year 2019-2020; after that year students will graduate at the end of each fall semester.

Explain how the enrollment projections were calculated.

These program modifications will remove the requirement of an AS degree, reduce the number of semesters to complete the degree from 5 to 4, and increase the number of credit hours accepted into the program. Thus, the proposed program changes will greatly increase our potential applicant pool. We have already accepted 17 students for the Fall 2019 cohort. Most students apply to the Healthcare Studies program in the spring and summer to begin the following fall. Therefore, we have made a conservative enrollment projection of 35 students for Fall 2019.

Curriculum

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

Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
HCS 408 Social Marketing 3cr.		
HCS 414 Health Informatics 3cr.		
HCS 404 Patient Navigation 3cr.		
HCS 404 Delivering Culturally Sensitive Care 3cr.		

New Courses

List and provide course descriptions for new courses.

There are no new courses being proposed.

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 new faculty or administrative personnel will be needed to implement the program modifications.

Resources

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

No new library, instructional equipment and facilities needed to support the modified program.

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

Yes

No

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.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Bachelor of Science Health Care administration	120	Francis Marion	Graduates will be prepared for a career in the healthcare industry. Targets pre-health professions students. Traditional face to face format.	Not an online or in hybrid format program. Articulation agreement is not with SC Technical College System, which would target all technical colleges.
Bachelor of Science Health Care administration	120	Coastal Carolina University	Graduates will be prepared for a career in the healthcare industry. Targets pre-health professions students. At least 50% online or in hybrid format.	Articulation agreement is not with SC Technical College System, which would target all technical colleges.
Bachelor of Science in Public Health	120	University of SC, Beaufort Palmetto College	Graduates will be prepared for a career in public health or other graduate programs. At least 50% online or in hybrid format.	Does not target pre-health professions students. Articulation agreement is not with SC Technical College System, which would target all technical colleges.
Bachelor of Health Science	120	Furman University	Graduates will be prepared for a career in the healthcare industry. Targets pre-health professions students.	Not an online or in hybrid format program. Does not target technical college students.
Bachelor of Science In Healthcare Management	120	Charleston Southern University	Graduates will be prepared for a career in the healthcare industry.	Limited online course options. Does not target pre-health professions students. Does not target technical college students.
Bachelor of Science in Public Health	120	University of South Carolina	Graduates will be prepared for a career in public health or other graduate programs.	Articulation agreement is not with SC Technical College System, which would target all technical colleges.

Financial Support

Estimated Sources of Financing for the New Costs						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	0	0	0	0	0	0
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	0	0	0	0	0	0
Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration and Faculty and Staff Salaries	0	0	0	0	0	0
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	0	0	0	0	0	00
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	0	0	0	0	0	

Budget Justification

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

No new costs will be incurred with these modifications.

Evaluation and Assessment

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)

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
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
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)
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

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

- 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.

The program is not an Educator Preparation Program

Yes

No

Medical University of South Carolina Bachelor of Science in Healthcare Studies Program Curriculum					
Curriculum by Year					
Year 1					
Fall		Spring		Summer	
Course Name		Course Name		Course Name	
Health Behavior and Education	3	Overview of the U.S. Health Care System	3	Introduction to Health Policy	3
Foundations of Public Health	3	Epidemiology	3	Health and Disease Lifespan	3
Social Determinants of Health	3	Etiology and Pathophysiology of Chronic Diseases	3	Leadership in the Health Professions	2
Academic Writing	2	Program Planning and Implementation	3	Applied Research and Statistics	3
Ethics: Policy and Practice	1			Practicum Development	1
Total Semester Hours	12	Total Semester Hours	12	Total Semester Hours	12
Year 2					
Fall					
Course Name					
Global Health	3				
Rural Health	3				
Guided Practicum	3				
Evaluation of Health Promotion Programs	3				
Total Semester Hours	12				
Number of Credits from SCTCS: Minimum of 72 credit hours Total semester hours = 48 from MUSC + 72 from SC technical college for 120 semester hours for B.S. in Healthcare Studies					