New Program Proposal
Associate in Applied Science in Teacher Education
Horry-Georgetown Technical College

Summary

Horry-Georgetown Technical College requests approval to offer the program leading to the Associate in Applied Science degree in Teacher Education to be implemented in Fall 2020. The proposed program is to be offered through traditional delivery. The following chart outlines the stages of approval. The Advisory Committee on Academic Programs (ACAP) voted to recommend approval of the proposal. The full program proposal and support documents are attached.

Stages of Consideration	Date	Comments
Program Proposal Received	6/12/19	Not Applicable.
ACAP Consideration	9/12/19	Representatives from the South Carolina Technical College System introduced the proposed program, cited the need to create a 2+2 pathway to streamline preparation of students for professions at educational settings to address the issue of teacher shortage in the state. By moving the existing program from a concentration in the Associate in Arts degree to an Associate in Applied Science degree in Teacher Education, the curriculum can be better designed for students who want to become teaching assistants and paraprofessionals as well as those who intend to transfer to bachelor's-level programs and pursue teaching licensure. In addition, the new structure allows Horry-Georgetown Technical College to provide students defined curriculum options in different tracks. Furthermore, HGTC has made an articulation agreement with Coastal Carolina University that has aligned the transferable core courses in five different tracks based on the standards required by the Council for the Accreditation of Educator Preparation.
		Members of the Advisory Committee on Academic Programs (ACAP) commended the partnership between the technical college system and the four-year institutions to increase pathways to address the critical needs in the state. Staff inquired whether the proposed program would be used as a model across the technical college system. Representatives stated that it would be a template to establish more collaborative partnerships between two-year colleges and four-year institutions to implement the proposed program model.
		After remaining inquiry and discussion, ACAP voted unanimously to recommend approval of the program proposal. Staff transmitted remaining questions for additional clarity.

Staff Comments to the Institution	9/23/19	Staff requested the proposal be revised to address the following information: • Provide the CIP Code; • Clarify sources of the data cited; • Specify the number of core curriculum credits accepted by Coastal Carolina for each path; and • Explain whether students will be able to transfer all courses or only the core courses to Coastal Carolina University.
Revised Program Proposal Received	9/30/19	The revised proposal satisfactorily addressed the requested revisions.

Recommendation

The staff recommends the Committee on Academic Affairs and Licensing favorably commend to the Commission the program leading to Associate in Applied Science in Teacher Education to be implemented in Fall 2020.

Horry-Georgetown Technical College Program Data, 2018

Number of Approved Programs in 10 Yrs. (FY 2009- 2018)	9
Number of Terminated Programs in 10 Yrs. (FY 2009- 2018)	11

Industry related Occupational Wages and Projections in South Carolina, 2016 – 2026*

Occupational Field[1]	2016 Median Income[2]	2016 Estimated Employment[3]	2026 Projected Employment	Total 2016-2026 Employment Change	2016-2026 Annual Avg. Percent Change	Total Percent Change
Education, Training, and Library	$45,440	114,248	126,874	12,626	1.05%	11.05%

[1] "Occupational Field" represents the closest related occupation category that includes the occupations aligned with the program proposal.
[2] SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2016 [Data file]. Retrieved from https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1
[3] SC Department of Employment & Workforce (DEW), Labor Market Information. (2018). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2016-2026 [Data file]. Retrieved from https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1
* Data downloaded October 8, 2018; Most recent data available.

NEW PROGRAM PROPOSAL FORM

Name of Institution: Horry-Georgetown Technical College

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

Associate in Applied Science, major in Teacher Education

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.)

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

☐ Yes

☒ No

Proposed Date of Implementation: Fall 2019

CIP Code: 130101

Delivery Site(s): Conway Campus

Delivery Mode:

☒ Traditional/face-to-face   ☒ Distance Education
*select if less than 25% online   ☒ 100% online

                                                 ☒ Blended/hybrid (50% or more online)

                                                 ☐ Blended/hybrid (25-49% online)

                                                 ☐ Other distance education (explain if selected)

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

Rebecca Hubbard
Department Chair
Early Care & Education, Education Transfer
Phone: 843-349-7117
Office: Building 900/ 913C, Conway Campus

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Curriculum Review Committee – November 1, 2018
President's Cabinet – November 7, 2018
College Area Commission – February 12, 2019

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

Horry-Georgetown Technical College (HGTC) seeks to offer an Associate in Applied Science (AAS) with a major in Teacher Education. The purpose of the AAS in Teacher Education is to provide a pathway for students interested in a career in public or private K-12 education either as paraprofessionals or a teacher. Those graduates choosing not to further their education will be qualified to seek employment in a paraprofessional position such as teacher aides, support staff, behavioral aides, and substitutes in public and private K-12 schools. The AAS in Teacher Education will also provide a pathway for graduates interested in becoming teachers in grades kindergarten to 12th grade (K-12) through transfer agreements with baccalaureate programs. The AAS in Teacher Education will allow those students interested in teaching to complete the courses required for the first two years of a baccalaureate degree in education at a South Carolina Technical College. The program will establish relationships for transfer to four-year institutions to complete a baccalaureate degree.

Currently, the college offers an articulated education advising pathway through the Associate in Arts. By moving the program from being a concentration within the Associate in Arts to an Associate in Applied Science in Teacher Education, the curriculum can be better designed for students who want to become teaching assistants as well as those who intend to transfer to bachelor's-level programs and pursue teaching licensure. This new structure will allow HGTC to provide students a defined curriculum display with more options for electives, thus help the college with meeting the critical need for teachers within the state. By creating a unique Teacher Education degree, students will be able to create personalized curriculum pathways based on their transfer college of choice. Having this flexibility will help ensure more content specific courses will transfer as one-to-one program specific course, rather than as electives, ultimately reducing the number of credits and time to complete the Bachelor's.

Additionally, the creation of the AAS in Teaching Education will improve HGTC's ability to create more 2+2 articulation agreements which allow for more program specific course transfers, rather than block transfers with the Associate in Arts degree, meaning students will benefit through reduction in time to complete the Bachelor's and have a more seamless transition to senior institutions. Finally, by having the Teacher Education degree as a standalone degree rather than an emphasis within Associate in Arts, improves the college's ability to track student cohorts and maintain better data, track for placement, etc.

Assessment of Need

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

The number of K-12 teachers needed in South Carolina's public and private schools continues to increase with new positions created because of population growth and an alarming number of teachers leaving the profession. Unfortunately, professional programs in teacher education in South Carolina have not produced an adequate number of graduates to fill the new and replacement positions. The limited number of graduates from teacher education programs, compared to the number of teachers needed now and the near future, has created a critical shortage in the state. At the end of 2016-2017, approximately 6,700 teachers left the profession in South Carolina (CERRA, 2018). The Center for Educator Recruitment, Retention and Advancement (CERRA) reported a 16% increase of vacant teaching positions in 2017-2018 as compared to 2016-2017.

According to the U.S. Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projection (2018), 1,565,300 teachers will be needed in 2017 and will increase 7 percent or approximately 116,300 per year. The teacher shortage in South Carolina affects the student learning and classroom environment as the teacher-to-student ratio increases. This trend will continue to be problematic, even with the national and international recruitment efforts by many school districts, as long as the number of available graduates does not match the number of teacher vacancies.

Bureau of Labor Statistics. (2018). *Occupational Outlook Handbook, Kindergarten and Elementary School Teachers U.S.* Department of Labor. Retrieved from https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm

Center for Educator Recruitment, Retention, and Advancement (CERRA). (n.d.) *News*. Retrieved from https://www.cerra.org/news

Transfer and Articulation

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

A Memorandum of Agreement/Understanding (2+2) with Coastal Carolina University has been developed and was signed on April 2, 2019. A copy of the agreement is attached to this proposal, as Appendix 1

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Paraprofessional – classroom or instructional support	79 new and replacement jobs for 2020 for Horry and Georgetown Counties	38.5% increase over 3 year period (2018-2020)			HGTC Institutional Research conducted Needs Assessment
Teacher Assistant/ Instructional Support			1,308,000	147,900 change or 9% increase over	ONET https://www.onetonline.org/link/summary/25-9041.00
Teacher Assistant/ Instructional Support in Elementary and Secondary Schools and Child Care Centers	2656 (300 change) for Horry and Georgetown Counties	12.7% increase over 5 year period (2015 – 2020)			EMSI Emsi Q2 2019 Data Set | www.economicmodeling.com

Teacher Assistant/ Instructional Support	16,884 (1,215 change)	7/8% increase over 5 year period (2015-2020)			EMSI Emsi Q2 2019 Data Set | www.economicmodeling.com
Teacher Assistant in Elementary and Secondary Schools and Child Care Centers			1,417,600	109,500 change or 8% increase over 10 year period (2016 – 2026)	CollegeGrad https://collegegrad.com/careers/teacher-assistants

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

HGTC conducted a local employer needs assessment. Results from the needs assessment indicated a total of 207 positions in Horry and Georgetown counties for paraprofessional and instructional support personnel. Of the 207 positions reported, there are 103 new positions with 85 full-time and 18 part-time new positions. There are 104 full- and part-time replacement positions with 84 full-time and 20 part-time replacement positions. The 207 positions were reported by six (6) employers or 33% of potential employers within Horry and Georgetown counties, and provided a total of 169 full-time and 38 part-time positions.

Description of the Program

The Associate in Applied Science, major in Teacher Education is designed for students who want to become teaching assistants or childcare workers, as well as those who intend to transfer to bachelor's-level programs and pursue teaching licensure. The AAS in Teacher Education will emphasize child growth and development, educational foundations, professionalism, and learners' diversity. In addition to offering insight into the teaching profession, the degree will provide students with exposure to different areas of education through choice of electives. This degree will also offer students an opportunity to observe and practice working with students in school settings.

Projected Enrollment			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2019-2020	56	70	43
2020-2021	119	127	76
2021-2022	115	123	69
2022-2023	115	123	69
2023-2024	115	123	69

Explain how the enrollment projections were calculated.

The enrollment projections are based on the college's data for students currently enrolled in its Associate in Arts - Education Transfer path. This enrollment data indicates the college can expect a new student enrollment average of 56 students for fall and a new enrollment of approximately 20 students for spring. The enrollment calculations reflect current attrition rates from fall to spring, as well as the graduation rate for students after completing the first two years. The projected annual graduation rate of 60%, or approximately 75 students was used in the calculation.

Due to the small program size, and the high completion rate of students in the Education Transfer path, academic leaders anticipate attrition to be low with a value close to 10 to 20%. Attrition is expected to be the result of students changing their career plans or focus of study or due to personal issues to include relocation, work schedules and family obligations.

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

☐Yes

☒No

Curriculum

New Courses

List and provide course descriptions for new courses.

No new courses will be required at this time.

Total Credit Hours Required: 65

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 1					
Fall		**Spring**		**Summer**	
ENG 101 – English Comp I	3	BIO 105 – Principles for Biology	4	Elective	3
SPC 205 – Public Speaking	3	ENG 102 – English Comp II	3	Elective	3
MAT 110 – College Algebra or MAT 250 – Elementary Mathematics	3	PSC 201 – American Government	3		
PSY 201 – General Psychology	3	EDU 110 – Careers in Edu	3		
EDU 102 – Professional Prep	3	Humanities	3		
Total Semester Hours	15	Total Semester Hours	16	Total Semester Hours	6
Year 2					
Fall		**Spring**		**Summer**	
Humanities	3	EDU 201 – Classroom Inquiry	3		
EDU 200 – Foundations of Special Education	3	Elective	3		
EDU 241 - Learners & Diversity	4	Elective	3		
Elective	3	Elective	3		
Elective	3				
Total Semester Hours	16	Total Semester Hours	12	Total Semester Hours	
				Total Program Hours	**65**

Program – Options/Paths
Recommended Electives listed, remaining elective hours to be determined based on transfer institution.

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Early Childhood Education (pK- 2nd)	
ECD 101 – Intro to Early Childhood	3
ECD 135 – Health Safety and Nutrition	3
ECD 107 – Exceptional Children	3
MAT 251 – Elementary Math II	3
GEO 102 –World Geography	3
HIS 202 –American History 1877 – Pres	3
*Lab Science	4
Elementary Education (2nd -6th)	
MAT 251 – Elementary Math II	3
HIS 201 – American History: Disc to 1877	3
PSY 203 – Human Growth and Development	3
PSY 210 – Educational Psychology	3
HIS 101- Western Civilization to 1689	3
Middle Level Education (5th- 8th):	
EDU 242 – Adolescent Growth & Develop	3
PSY 210 – Educational Psychology	3
Remaining electives to be chosen from content area: ELA, SS, Math or Science	
Special Education (pK- 12th)	
MAT 251 – Elementary Math II	3
GEO 102 –World Geography	3
PSY 203 – Human Growth and Development	3
PSY 210 – Educational Psychology	3
Physical Education (pK- 12th)	
BIO 210 – Anatomy & Physiology I	4
BIO 211 – Anatomy & Physiology II	4
PSY 203 – Human Growth and Development	3

Transferability

Upon completion of the Associate in Applied Science Degree in Teacher Education, students, regardless of specialty path, will have their CORE curriculum requirements waived when transferring to Coastal Carolina University. The MOA between HGTC and CCU,

Appendix 1, will allow students the potential to transfer up to 76 hours; the exact number of credits will depend upon specialty area and elective courses chosen. HGTC advisors, in conjunction with CCU Education faculty, will work with students to ensure the student is selecting electives best suited for the desired education discipline and allows for highest number of program specific transfer credits. A listing of program specific transfer courses has been attached as Appendix 2.

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
Early Care and Education		Southern Wesleyan and SC Tech System	Education Based Curriculum	• Discipline differ from proposed degree, this agreement is strictly for early childhood majors. Agreement with SC Technical College system and applies to any College with NAEYC accredited Early Care program.
Early Care and Education Articulation Agreement		Univ. of South Carolina with SC Tech System	Education Based Curriculum	• Discipline differ from proposed degree, this agreement is strictly for early childhood majors. Agreement is not a 2+2, only allows for specified courses to transfer.

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Professor (Full-time)	Any EDU-prefixed course	Master's in Education or a Master's with 18 semester hours in graduate courses with an EDU prefix.	Experience teaching in elementary, middle school, or high school classroom setting.
Professor (Part-time)	Any EDU-prefixed course	Master's in Education or a Master's with 18 semester hours in graduate courses with an EDU prefix.	Experience teaching in elementary, middle school, or high school classroom setting.

Total FTE needed to support the proposed program:
Faculty: 1
Staff: 1
Administration: 1

Faculty, Staff, and Administrative Personnel
Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

The full-time instructor assigned currently assigned to Education will be the primary faculty for the new program; part-time faculty members will be contracted to teach as needed. It is anticipated the college will hire a new faculty in the third (3rd) year, the new position will be dependent on growth of the program.   The AAS in Teacher Education program will not require additional staff as support exists currently for all faculty, full- or part-time. The Teacher Education program will principally use the current support staff available and classes will be assigned to existing classrooms/laboratories. The Teacher Education program will be integrated into an academic department currently on the organization chart. The new Teacher Education program will be aligned with the current Education department, the current Department Chair and Dean will provide leadership, management, and supervision.

Resources

Library and Learning Resources
Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

No additional library resources will be necessary. Since the program falls within the Education Department, it will have access to the current budget allocated for the program. The libraries at HGTC provide numerous services to faculty, staff, students, and the public. Library materials may be checked out by students, faculty, administration, and staff at any campus location with a picture ID. Both Intercampus, interlibrary loans, and PASCAL Delivers provides access to books not available on the user's campus of choice. Students at HGTC are authorized through a joint usage agreement to use the Kimbel Library at Coastal at Carolina University. Kimbel Library has a significant amount of printed and

other materials, which focuses on different levels of education. The HGTC Library has numerous databases available through the library webpage that covers a wide range of topics in education and other subjects. The college library also offers a number of Library Guides including guides designed specifically for education courses. The Library Guides are available online through HGTC Library webpage.

Student Support Services
Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

No new services will be required for the AAS in Teacher Education. The existing student services can support the new Teacher Education Program and its students without addition or modification. HGTC offers students the following support services: Student Success and Tutoring Center (SSTC), WaveNet Central, the writing labs, tutors, testing centers, career resources, counseling, advising and financial aid. All the support services have staffing available to accommodate all HGTC students to include the new Teacher Education Program. Students enrolled in the AAS in Teacher Education program will be accommodated by the same support services available to students in the former Associate in Arts – Education Transfer path.

Physical Resources/Facilities
Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

The AAS in Teacher Education will be effectively housed on the Conway campus using various platforms to offer courses including traditional, hybrid, and online. The existing classroom space based on classroom and lab utilization will be more than adequate to accommodate the classes and students in the proposed program.

Equipment
Identify new instructional equipment needed for the proposed program.

No additional or new equipment or technology will be necessary to offer courses for the AAS in Teacher Education. The current technology and equipment available to instructors in and out of the classroom are more than sufficient to offer courses in any format; traditional on-the-ground, hybrid or online. The college has installed technology, including instructor computers and projectors, in every classroom. This instructional technology is available for all classroom activities regardless of subject or format. Other than basic supplies, the college does anticipate any additional costs.

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

Financial Support

Category	1st New	1st Total	2nd New	2nd Total	3rd New	3rd Total	4th New	4th Total	5th New	5th Total	Grand Total New	Grand Total Total
Sources of Financing for the Program by Year												
Tuition Funding	$190,378	$190,378	$350,543	$350,543	$339,385	$339,385	$339,385	$339,385	$339,385	$339,385	$1,559,076	$1,559,076
Program-Specific Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special State Appropriation	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Reallocation of Existing Funds	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Federal, Grant, or Other Funding	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total	**$190,378**	**$ 190,378**	**$350,543**	**$350,543**	**$339,385**	**$339,385**	**$339,385**	**$339,385**	**$339,385**	**$339,385**	**$1,559,076**	**$1,559,076**

Estimated Costs Associated with Implementing the Program by Year												
Category	1st New	1st Total	2nd New	2nd Total	3rd New	3rd Total	4th New	4th Total	5th New	5th Total	Grand Total New	Grand Total Total
Program Administration and Faculty/Staff Salaries	$0	$66,193	$0	$66,193	$58,673	$124,866	$0	$124,866	$0	$124,866	$58,673	$506,984
Facilities, Equipment, Supplies, and Materials	$2,000	$2,000	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$2,500	$12,000	$12,000
Library Resources	$0	$0	$0	$2,000	$0	$1,000	$0	$1,000	$0	$1,000	$0	$5,000
Other (specify)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total	$2,000	$68,193	$2,500	$70,693	$61,173	$128,366	$2,500	$128,366	$2,500	$128,366	$70,673	$523,984
Net Total (Sources of Financing Minus Estimated Costs)	**$188,378**	**$122,185**	**$348,043**	**$279,850**	**$278,212**	**$211,019**	**$336,885**	**$211,019**	**$336,885**	**$211,019**	**$1,488,403**	**$1,035,092**

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

Budget Justification
Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

The budget provided was based on the following:

Funding sources
The sole funding source will be student tuition. Tuition funding is calculated using the State approved methodology of computing the "full-time equivalency" (FTE) number of students and multiplying that number by the College's tuition rate.

To compute the full-time equivalency (FTE) number of students, the college forecasts the total number of part-time and full-time students anticipated to enroll, and multiplies that headcount by their anticipated number of enrolled hours to produce "total credit hours." The total credit hours are then divided by 15 (State accepted definition of a full-time student), to produce a "full-time equivalency" number of students or FTE. The FTE (number of students) is then multiplied by the respective tuition/fee rate to produce "total funding".

In our proposal, after completing the calculation above, the institution predicts its "full-time equivalency" number of students to be 74 students after the first year. As such, funding projections are based on 74 full-time equivalency students.

Expenses
Program costs were calculated based on similar programs offered at HGTC. The new program will not have high costs as it will use existing resources, such as current faculty, staff and facilities. To calculate these costs current faculty, administrator and administrative assistant salaries were calculated adjusted for the percentage of anticipated workload for the new program. Minimal start-up costs were included as new expenses those included were classroom supplies and materials for the first year with an additional faculty member, program supplies, and library resources added for the second year as program growth is anticipated.

Overall the program, is not anticipated to require the College to invest large financial resources to run this program, with tuition funding covering all costs incurred. The addition of the new program will not have a negative impact on any other program or student service offered at the College, making it a good return on investment for HGTC and its students.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Demonstrate skills, disposition, and attitudes of professional and ethical behavior.	Students will demonstrate skills, disposition, and attitudes of professional and ethical behavior.	Introduced and assessed through field experience.
Demonstrate the ability to work with diverse populations.	Students will demonstrate the ability to work with diverse populations.	Reinforced and assessed through experiential learning project.

Communicate effectively both oral an in writing with peers, teachers, children, and professors using standard English and grammar.	Students will communicate effectively both oral an in writing with peers, teachers, children, and professors using standard English and grammar.	Introduced and assessed through the educational philosophy assignment.

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

As an educational program at HGTC, the new Teachers Education program will be expected to participate in all three capacities of assessment:
- Annual College Wide Assessment Process
- Educational Program Outcomes
- Indirect Measures - Surveys and other

Annual College Wide Assessment:
All programs at HGTC develop annual objectives to support the College's goals and/or the program's goals. The program completes the Division/Department Annual Objective form, has the objectives approved by the Vice President for Academic Affairs and submits the approved objectives through the electronic data system (Nuventive Improve) used by the College. In June, programs complete the evaluation portion of the annual objective process, and provide improvement plans for any objective in which the department did not "Meet" the established success criteria with follow up being reported the following year.

Educational Program Outcomes:
As an academic program at HGTC, the program will be required to assess student learning outcomes on an annual basis. At HGTC, this process has two parts, Program Learning Outcome or PLOs, and Student Learning Outcomes or SLOs. Program Learning Outcomes are developed by faculty within the programs to assess discipline specific student learning outcomes at the program level. The PLOs specify the knowledge, skills, and values a student should achieve at the completion of a program, through coursework in the classroom, lab, or internships offered within the program. PLOs are assessed annually and entered into the Nuventive Improve® database. Each program also develops course level student learning outcomes (SLOs), to support the program level outcomes. Student learning outcomes are the knowledge, skills, and values a student should attain from the specific courses within the program. The SLOs are defined within each course instructional package.

Indirect Measures:
Academic program at HGTC also assess for effectiveness through indirect methods, such as surveys and advisory committee feedback. All programs participate in College based surveys on a regular basis and utilizes the information from these surveys to assess courses, programs, and services. The surveys include:
- Student Evaluation of Instruction
- Graduate Satisfaction Exit Survey
- Graduate Survey
- Employer Survey

In addition, the program reviews its graduation rates and placement rates to help determine its effectiveness.

For placement rates, programs at HGTC survey graduates as part of the graduation application process to determine if a student is working in the career field of choice or continuing their education. In addition, the Institutional Effectiveness department will utilize the National Student Clearinghouse and Department of Employment and Workforce, as well as having faculty reach out to students directly through phone calls and email.

Results of the indirect measures are reported through the Nuventive Improve database as part of the annual academic program review. For any area in which the program is not meeting either College or program goals, the department chair submits an action plan with follow up being due the next year**.**

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

☐Yes

☒No

Will the proposed program 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

Memorandum of Agreement

Horry-Georgetown Technical College (HGTC) & Coastal Carolina University (CCU) Partnership between HGTC Associate in Applied Science in Teacher Education & CCU Bachelor of Arts in Early Childhood Education, Elementary Education, Middle Level Education, Physical Education, and Special Education.

This Memorandum of Agreement establishes a partnership between Horry-Georgetown Technical College and Coastal Carolina University for the development and implementation of a completion program for a Bachelor of Arts degree in Early Childhood, Elementary, Middle Level, Physical and Special Education at Coastal Carolina University. This partnership is designed to increase the higher education opportunities for the graduates of Horry-Georgetown Technical College's Associate in Applied Science in Teacher Education.

Coastal Carolina University and Horry-Georgetown Technical College agree to provide the opportunity for a seamless transition for Horry- Georgetown Technical College Associate in Applied Science in Teacher Education graduates to the Bachelors of Arts in Education programs at Coastal Carolina University.

Horry-Georgetown Technical College is a publicly supported comprehensive community/technical college, part of the SC Technical College System and is authorized to award associate degrees, diplomas and certificates. Coastal Carolina University is a public, mid-sized, comprehensive liberal arts-oriented institution offering bachelor's and Master's level degrees. Both institutions are accredited by the Southern Association of Colleges and Schools Commission on Colleges.

Horry-Georgetown Technical College agrees to:

- Provide coursework for the completion of the associate degree in Teacher Education with student advisement for transfer coursework.
- Assist with marketing and recruiting of associate degree graduates.

Coastal Carolina University agrees to:

- Accept a maximum of 76 credit hours of articulated HGTC coursework towards Coastal Carolina Bachelor of Arts in Education programs (listed above)
- CCU agrees to waive the CORE curriculum for all AAS students in Teacher Education
- Facilitate advising of Horry-Georgetown Technical College students for a seamless transfer of courses to Coastal Carolina University. The University will provide staff for collaboration in order to advise Technical College students who wish to transfer to Coastal Carolina University.

Horry-Georgetown Technical College and Coastal Carolina University both agree to:
- Collaborate for joint utilization and/or scheduling of facilities, faculty and support services.
- Review this Memorandum and amend as mutually agreed upon. At minimum, the memorandum will be renewed every three years, if mutually acceptable.
- Monitor and adapt, as needed to ensure successful implementation to meet the needs of Technical College transfers. The institutions will continue to coordinate for the purpose of curriculum alignment.

Cc: HGTC Senior VP, CCU Provost, CCU Admissions, CCU Registrar, David Yancey

In order to receive transfer credit, students must do the following:

1. Complete the HGTC Associate in Applied Science Degree in Teacher Education that includes specific courses identified by this agreement:

Early Childhood

HGTC Course	CCU Equivalency
EDU 102: Professional Preparation for Education Careers	UNIV 110E: The Freshman Year Experience
EDU 110: Careers in Education	EDUC 111: Exploring Teaching as a Profession
EDU 200: Foundations of Special Education **OR** ECD 107: Exceptional Children	EDSP 200: Foundations of Special Education
EDU 201: Classroom Inquiry with Technology	EDUC 204: Computer Technology & Instructional Media
EDU 241: Learners & Diversity **OR** ECD 252: Diversity Issues in Early Care Education	EDUC 215: Schools & Diversity
ECD 101: Introduction to Early Childhood Education	EDUC 276: Early Childhood Foundations
ECD 135: Health Safety and Nutrition **Elective Credit	EDEC 270 Health, Safety, and Motor Development
MAT 250: Elementary Mathematics I	EDU 201: Mathematics for Early Childhood & Elem Ed Majors I
MAT 251: Elementary Mathematics II	EDU 202: Mathematics for Early Childhood & Elem Ed Majors II

Elementary Education

HGTC Course	CCU Equivalency
EDU 102: Professional Preparation for Education Careers	UNIV 110E: The Freshman Year Experience
EDU 110: Careers in Education	EDUC 111: Exploring Teaching as a Profession
EDU 200: Foundations of Special Education	EDSP 200: Foundations of Special Education
EDU 201: Classroom Inquiry with Technology	EDUC 204: Computer Technology & Instructional Media
EDU 241: Learners & Diversity	EDUC 215: Schools & Diversity

MAT 250: Elementary Mathematics I	EDU 201: Mathematics for Early Childhood & Elem Ed Majors I
MAT 251: Elementary Mathematics II	EDU 202: Mathematics for Early Childhood & Elem Ed Majors II
PSY 203: Human Growth & Development	EDUC 336: Introduction to Human Growth & Development
PSY 210: Educational Psychology	EDUC 335: Introduction to Educational Psychology

Middle Level Education

| HGTC Course	CCU Equivalency
EDU 102: Professional Preparation for Education Careers	UNIV 110E: The Freshman Year Experience
EDU 110: Careers in Education	EDUC 111: Exploring Teaching as a Profession
EDU 201: Classroom Inquiry with Technology	EDUC 204: Computer Technology & Instructional Media
EDU 241: Learners & Diversity	EDUC 215: Schools & Diversity
EDU 242: Adolescent Growth & Development	EDUC 334: Adolescent Growth & Development
PSY 210: Educational Psychology	EDUC 335: Intro to Educational Psychology

Physical Education

HGTC Course	CCU Equivalency
EDU 102: Professional Preparation for Education Careers	UNIV 110E: The Freshman Year Experience
EDU 110: Careers in Education	EDUC 111: Exploring Teaching as a Profession
EDU 201: Classroom Inquiry with Technology	EDUC 204: Computer Technology & Instructional Media
EDU 241: Learners & Diversity	EDUC 215: Schools & Diversity

Special Education

HGTC Course	CCU Equivalency
EDU 102: Professional Preparation for Education Careers	UNIV 110E: The Freshman Year Experience
EDU 110: Careers in Education	EDUC 111: Exploring Teaching as a Profession
EDU 201: Classroom Inquiry with Technology	EDUC 204: Computer Technology & Instructional Media
EDU 200: Foundations of Special Education	EDSP 200: Foundations of Special Education
PSY 203: Human Growth and Development	EDUC 336: Introduction to Human Growth & Development
PSY 210: Educational Psychology	EDUC 335: Intro to Educational Psychology

2. Earn no less than the grade of C in any course
3. Meet with a Coastal Carolina University advisor before enrolling in University coursework. This is recommended prior to graduation from Horry-Georgetown Technical College or as soon as possible following associate degree completion.
4. Complete additional TRANSFER general education courses either before or after transferring to the University, at either the Technical College or University.
5. Meet admission criteria for transfer admission.

Attachment: Program Plan for Students

AFFIRMED BY:

For Horry-Georgetown Technical College:
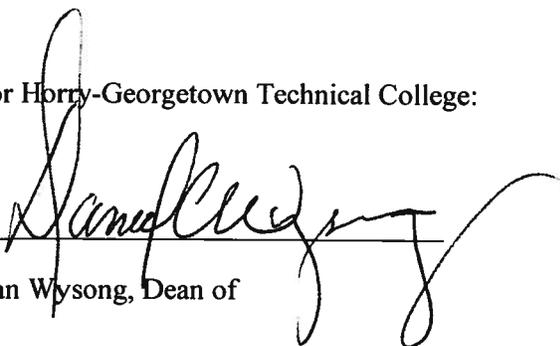
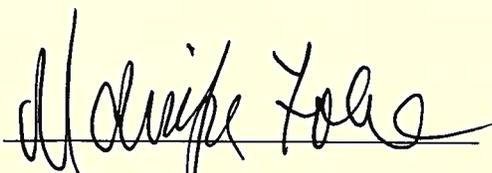Dan Wysong, Dean of

For Coastal Carolina University:
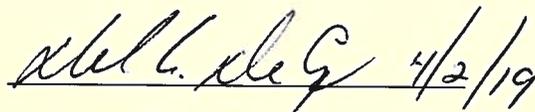
Edward Jadallah, Dean of

Jennifer Wilbanks, Vice President

J. Ralph Byington, Provost

Marilyn Fore, President Date

David A DeCenzo, President   Date 4/2/19

Horry-Georgetown Technical College Education Transfer Guide to

Coastal Carolina University

Students who complete the Associate in Applied Science, Teacher Education Degree at HGTC will have their CCU Core Curriculum requirements waived, per Memorandum of Agreement.

Students completing their AAS, Teacher Education degree who seek to enter CCU Professional Educator Program will complete the below HGTC coursework for elective study. Students must also earn a grade of "C" or higher in these courses, earn a 2.75 GPA, and pass or exempt Praxis I for acceptance into program.

All courses listed below are transferrable to CCU as program specific or elective courses, per the established MoA.

Early Childhood (K-2nd)	Elementary Education (2nd – 6th)	Middle Level Education (5th – 8th)	Special Education (P K-12)	Physical Education (P K-12)
• EDU 110 • EDU 102 • EDU 200/ECD 107 • EDU 201 • EDU 241/ECD 252 • ECD 101 • ECD 135 • MAT 250 • MAT 251 • Two different science with labs	• EDU 110 • EDU 102 • EDU 200 • EDU 201 • EDU 241 • MAT 250 • MAT 251 • PSC 201 • PSY 203 • PSY 210 • GEO 102 • HIS 101 • HIS 201 • BIO 105L or BIO 101L	• EDU 110 • EDU 102 • EDU 200* • EDU 201 • EDU 241 • EDU 242 (Spring Only) • PSY 210 • Completed ½ of each content area (see below).	• EDU 110 • EDU 102 • EDU 201 • EDU 241 • EDU 200 • BIO 105/105L • MAT 250 • MAT 251 • GEO 102 • PSY 203 • PSY 210	• EDU 110 • EDU 102 • EDU 200* • EDU 201 • EDU 241 • BIO 210/210L • BIO 211/211L • PSY 203 • PSY 210

*EDU 200 is elective credit for these programs.

Middle Level Students:

English:

ENG 101 & ENG 102
ENG 155
ENG 201
ENG 202
ENG 205
ENG 206

Mathematics:

MAT 130 or MAT 140
MAT 120
MAT 215

Science:

AST 101
BIO 101
BIO 102
CHM 110
CHM 111
PHY 201
PHY 202

Social Studies:

ECO 201
GEO 102
PSC 201
HIS 201
HIS 202