

NEW PROGRAM PROPOSAL FORM

Name of Institution: University of South Carolina School of Law

Name of Program (include degree designation and all concentrations, options, or tracks): Master of Studies in Law (MSL) in Health Systems Law

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input checked="" 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.) | |

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

- Yes
 No

Proposed Date of Implementation: Spring 2020

CIP Code: 51.0717

Delivery Site(s): 85750

Delivery Mode:

- | | |
|--|---|
| <input type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input checked="" type="checkbox"/> Distance Education |
| | <input checked="" type="checkbox"/> 100% online |
| | <input type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> Other distance education (explain if selected) |

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

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

- Academic Unit Head (LAWS) – April 26, 2019
- College/School Rep (LW) – April 26, 2019
- Graduate Council – May 13, 2019
- BOT-AA – June 7, 2019
- Full BOT – June 21, 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.

Students who earn a Master's of Law in Health Systems Law will have the knowledge of legal principles and skills necessary to work in a position of significant responsibility within a health care industry. This degree, however, does not qualify a student to take a bar examination or prepare a student for the practice of law. Students will understand the various government entities which govern the U.S. health system and regulate health care entities. Students will understand the role of law and the legal profession in that system. Students will develop the skills necessary to identify relevant legal rules affecting health care entities. Students will develop skills necessary to help health care providers and entities comply with a variety of legal requirements. Students will develop the ability to adapt to a dynamic legal and market environment and apply skills learned in the Master's Program as regulations and market forces change.

This program is intended to give individuals knowledge of health law that will enhance their careers and employment prospects in a range of law-related positions. Health care employment has grown steadily and accounts for a significant portion of the national and regional economies. Many such positions are closely related to the law. Thus, the target audience for this program are those individuals interested in pursuing jobs in the health care industry that involve managing various compliance, risk management, privacy, and regulatory oversight obligations.

This program furthers USC's mission of educating the state's citizens as it complements other USC offerings in the health care field by focusing on the legal aspects of compliance work in the industry. It also provides the School of Law with a signature program of emphasis in a field of growing popularity. This program aligns with the following University and Law School goals:

- Educating the Thinkers and Leaders of Tomorrow;
- Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners;
- Spurring Knowledge and Creation;
- Building Inclusive and Inspiring Communities;
- Ensuring Institutional Strength, Longevity, and Excellence;
- Improving Public Knowledge of the Law; and
- Providing Additional Resources to Make Law School Financially Accessible to Qualified JD Students.

The USC Columbia School of Law will distinguish our program from comparable offerings at other institutions. First, our program will provide all students with a strong contextual grounding in the operation of the American legal system and the American health care regulatory system, and a range of specialized courses created specifically for this program, along with applied learning opportunities. By offering courses not already in the J.D. degree program, the School of Law's program will be tailored more effectively to meet the needs and career goals of students wishing to enter into or advance in a variety of health related occupations, other than the practice of law. Through this curricular structure, our program will provide the foundation for students to adapt to this dynamic field. Moreover, the program may involve other schools on campus that could benefit the programs and whose students could benefit from

these programs, such as the Schools of Public Health, Pharmacy, Medicine, and Business, if such involvement improves the efficiency or quality of the program.

Assessment of Need

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

This program is intended to give individuals knowledge of health law that will enhance their careers and employment prospects in a range of law-related positions. Health care employment has grown steadily and accounts for a significant portion of the national and regional economies. Many such positions are closely related to the law – ensuring compliance with a range of regulatory structures, managing a dynamic set of insurance requirements, and managing various forms of legal risk.

Kennedy & Company is a higher education consulting company, founded by a former employee of Huron Consulting, a major national expert in higher education. Its client list includes large public research institutions, state flagship universities and systems, small private colleges, graduate and professional schools, historically black colleges and universities, and community colleges. According to their website, they “have helped more than 40 institutions craft new enrollment strategies, develop strategic plans, refine models for financial sustainability, and launch new academic (on-ground and online) offerings.” Kennedy & Company encourages an entrepreneurial strategy for higher education and has worked frequently with the University of South Carolina. The company was retained by the School of Law to provide recommendations on several issues, including a market need survey for potential alternative legal education programs beyond the existing JD program. Data provided by Kennedy & Company indicate there is a strong market for this program. Kennedy and Company predicts that student enrollment in the master’s program will gradually increase over the program's first several years. While uncertainty about precise enrollment figures is inevitable, Kennedy and Company projects student enrollment that exceeds what would be necessary to cover costs of the programs, based on enrolling about 15 masters students in the first year and increasing to 30-40 total masters students after a several-year start-up phase.

Several peer and aspirant schools (e.g., Emory University, University of Georgia, Wake Forest, Loyola University Chicago, University of Pittsburgh) offer non-J.D. programs focused on health law. The Kennedy & Company consultants’ market research concludes that the market for students is large enough, and growing fast enough, to permit a new entrant to succeed.

In addition, while some other universities offer face-to-face only non-J.D. programs, the School of Law plan to offer online courses as coursework is approved for online delivery, which will make our programs accessible to a wider range of students.

Three factors support the belief that sufficient demand exists to sustain this program. First, the number of non-J.D. programs offered by a range of peer and aspirant schools has grown over the last 5-10 years, including programs focused on health law. These programs include online and hybrid programs. The growth of these programs national and regionally strongly suggests that a market exists. These programs have operated consistently at a number of schools, and those schools would not continue to operate them if they did not generate a profit. Conversations with representatives from many of these programs being operated around the country confirm this fact.

Second, survey data suggests that significant interest exists in programs such as those proposed here. The consultants surveyed a sample of possible students, including USC Capstone students, USC Pre-Law students, and students from a variety of undergraduate institutions who had registered with the LSAC, and a graduate degree program related to health law was the most popular specialization preference reported. Survey respondents reported a high degree of interest in master’s degree programs and interest in online or hybrid programs.

Third, the School of Law had conversations with other schools within the University, especially the School of Medicine and College of Pharmacy, and it was noted that many of their students and alumni (and, by inference, alumni of similar schools at other universities) would have a strong interest in the proposed health systems law program.

There are no similar law programs in the state and no closely related programs within the University of South Carolina. The Arnold School of Public Health does offer a Masters in Health Administration. That program has two courses similar to proposed courses and which could be cross-listed with this program.

Transfer and Articulation

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

N/A

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs	Employment Projection	Expected Number of Jobs	Employment Projection	
Regulatory Affairs Specialist	3,780	10% growth	25,900	5-9% growth (average)	O*Net
Regulatory Affairs Manager	4,500	8% growth	79,200	5-9% growth (average)	O*Net
Risk Management Specialists	1,070	11% growth	13,100	10-14% growth (faster than average)	O*Net

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

We anticipate that those completing the program successfully will have or seek jobs performing or managing health care compliance work. These jobs include employment with health care providers and insurers managing various compliance, risk management, privacy, and regulatory oversight obligations. According to the Bureau of Labor Statistics, South Carolina employed 5,470 medical and health service managers in May 2018 who could enhance their knowledge of the ethical, legal, and regulatory requirements of the health care system by completing the master’s program. Similarly, the state employed 2,950 medical records and health information technicians in May 2018 who could also benefit from the regulatory and compliance knowledge that will be taught in the master’s program. (https://www.bls.gov/oes/current/oes_sc.htm#31-0000)

Although we do not have specific employment forecasts available to us at this time, we are confident in our reliance on expert analysis of broad demand within employment markets for persons with this education. Kennedy & Company reports that, nationally, both the overall number of compliance personnel jobs and salaries paid for these jobs have increased over the past decade, and even increased during the great recession. In addition, the share of the law-related job market filled by individuals with master’s degrees has increased in recent years.

While those trends are evident across multiple industries, they are particularly strong in the health care field. The consultants identified this field as one involving an “increasing number of jobs [which] value legal training,” but which do not require a J.D. The consultants considered a range of possible non-J.D. programs which the law school could explore, and ranked health law as “very strong” for its “market research & job outlook” – the highest possible ranking.

The consultants reached these conclusions based on their analysis of national and regional employment trends and interviews with employers in a range of industries, including four interviews with large employers in the health sector in the Carolinas, including representatives from BDI Pharma, Greenville Health System, Nephron Pharmaceuticals, and Hospice & Palliative Care of Greensboro.

Description of the Program

Projected Enrollment (total enrollment)			
Year	Fall Headcount	Spring Headcount	Summer Headcount
FY20-21	8	15	15
FY21-22	23	32	32
FY22-23	42	44	37
FY23-24	48	50	42
FY24-25	53	54	45

Cohort	Projected Graduation Dates			
	Matriculating	Graduating	Start Date	Graduation Date
1	8	7	Fall 2020	Fall 2022
2	7	7	Spring 2021	Spring 2023
3	9	8	Fall 2021	Fall 2023

4	9	8	Spring 2022	Spring 2024
5	11	10	Fall 2022	Fall 2024
6	10	9	Spring 2023	Spring 2025
7	12	11	Fall 2023	Fall 2025
8	11	10	Spring 2024	Spring 2026
9	12	11	Fall 2024	Fall 2026
10	12	11	Spring 2025	Spring 2027

Explain how the enrollment projections were calculated.

Based on research provided by Kennedy and Co., the first cohort of eight students would begin in August 2020, enrolled in 3 credit hours. The second cohort of seven students would begin in January 2021. We anticipate an attrition rate of approximately 10%. By the fifth cohort of students, we expect an entering group of 11 students.

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 Course

List and provide course descriptions for new courses.

Legal Foundations of the Health Care System I (3 credits) (required)

This course will introduce students to the structure of government, sources of federal, state, and local law, judicial and administrative processes, the role of the lawyer, and legal reasoning and analysis. This course will provide important foundational knowledge and skills to students without a previous legal background. This course will also provide a foundational understanding of the various sources of law which govern the U.S. health care system, and how those sources of law regulate access to and delivery of health care.

Legal Foundations of the Health Care System II (2 credits) (required)

This introductory course provides an understanding of the different pieces of the healthcare system and how they fit together. The constant pressures on the healthcare system are cost, access, and quality. The class explores sources of care, sources of payment, and regulatory and other legal systems that constrain and control the behavior of these sources. These systems include Medicare, FDA, EPA, state licensing, privacy and confidentiality regimes, hospital self-regulatory systems, as well as how private third party payers function as regulatory bodies in terms of quality regimes. The FDA coverage will include scope of jurisdiction and the product categories. This class is meant to give students a holistic understanding of the various parts of the system so that they can then select specific areas for more extensive training in regulatory compliance. Later courses build on the framing of this course, tying details back to how they fit within the overall system, leading to a more coherent understanding of health regulations.

Legal Foundations of the Health Care System Lab (1 credit) (required)

This course focuses on methods used to locate sources of regulations that require compliance and to collect information that is required. It focuses heavily on research skills and developing comfort with finding sources, as well as utilizing methods for collecting and communicating the data to proper sources. These skills will provide a foundation for later electives focused on more specific areas of compliance, and will help students understand legal foundations of the health care system from a skills-based perspective.

Public Health Systems (2 credits) (required)

This course provides an understanding of the role and duties of public health officials in the healthcare system, the various public health regimes that require compliance, and the role of public health funding streams in achieving quality compliance for private parties.

Bioethical Principles (2 credits) (required)

This applied learning course utilizes extensive group or individual projects to develop research and analytic skills and to provide relevant doctrinal information. The course stresses moral obligations that influence professional norms and regulatory structures, especially autonomy and confidentiality. The students will work through typical bioethical problems in the system such as scarce resource allocation, withdrawing treatment due to futility, the capacity of impaired individuals to consent, and the ethical relationship between cost and access to pharmaceuticals. The goal is for the students to have a basic literacy in bioethical terminology and an ability to anticipate where bioethical issues may arise and have concrete impact on compliance issues.

Health Care Contracting (2 credits) (required)

This applied learning course utilizes extensive group or individual projects to develop research and analytic skills and to provide relevant doctrinal information. The class examines contracts that are common in health care. Examples include contracts between insurance companies and patients, insurance companies and hospitals, hospitals and employees, and among multiple health care providers. The expectation is that the student will be able to understand these contracts, anticipate areas that are likely to be covered by them, and understand when they should be concerned about minimum insurance market requirements, antitrust and nonprofit taxation issues that could arise.

Medicare Compliance for Medical Facilities (3 credits) (required)

This course offers detailed training in helping hospitals fulfill all reporting and structural requirements for Medicare, including working with private certifying organizations and maintaining proper physician credentialing systems.

Medicare Quality Compliance (3 credits) (elective)

Building upon principles learned in Medicare Compliance for Medical Facilities, this course provides an in-depth examination of compliance with various quality initiatives and an understanding of the sources for the regulations and rules. (Prerequisite: Medicare Compliance for Medical Facilities)

Healthcare Fraud and Abuse Compliance (2 credits) (elective)

This course examines federal laws and regulations meant to prohibit self-dealing, defrauding of Medicare and Medicaid, and related concerns, focusing on prevention of inadvertent compliance failures.

Third Party Billing Compliance (2 credits) (elective)

This course provides an understanding of the requirements for properly coding and justifying reimbursement requests for federal, state, and private third-party payers.

HIPAA and Electronic Medical Records Compliance (3 credits) (elective)

This course covers the requirements for organizations that handle protected health information, especially those required by HIPAA and the HITECH Act. It will include information about which entities need to comply with laws protecting such information and to what extent. It will focus primarily on the privacy, security, and breach response requirements of HIPAA and the information security requirements of the HITECH Act as they apply to both covered entities and business associates.

Health Policy Advocacy (2 credits) (elective)

Students will learn methods for effectively communicating health policy concerns to different governmental decision makers. The goals are to encourage decision makers to allocate resources, to shape regulation, and to prevent harm using specific health policy methods and social justice methods to frame persuasive arguments that are based on data.

Antitrust Compliance (3 credits) (elective)

This course considers potential antitrust issues for large scale organizations or those that may be subject to mergers or acquisitions. It offers a survey of situations that could trigger antitrust investigations and litigation from both state and federal antitrust enforcement agencies.

Comparative Studies in International Health Care (2 credits) (elective)

This course examines health care systems from a legal and structural perspective in nations outside of the United States.

Healthcare Structure Planning for Companies & Non-profits (3 credits) (elective)

This course covers the structure of health care practices and their relationships with others. Students will be trained to use their knowledge to anticipate the direction in which health care is moving, as well as how to understand underlying goals of regulatory schemes, so as to offer useful guidance to regulated industries. This course will examine the regulatory compliance requirements necessary to maintain nonprofit taxation status at the state and federal levels.

Risk Management (2 credits) (elective)

This course examines how various employees and institutions can limit the risks to patients and risks (including risks of legal liability) to individual doctors, other medical professionals, and health care institutions and businesses. The course also explores how health care institutions identify, prioritize, and manage various risks.

Certificates of Need (2 credits) (elective)

Currently a majority of states have statutes requiring health care institutions to obtain certificates of need from state regulators before building new medical facilities, such as hospitals, rehabilitation facilities, or nursing homes. This course helps students understand and prepare to help health care institutions navigate the certificate of need process.

Health Systems Legal Externship (2 credits) (elective)

An experiential learning experience in which students will work at an approved location for approximately 8-15 hours per week to gain first-hand experience in work related to their course of study. Students must meet periodically with a faculty member to reflect upon their fieldwork experiences.

Total Credit Hours Required: 30 (Required Courses: 15 credits; Electives: 15 credits) Three highly rated programs in the nation offering an on-line Master in Law degree to non-lawyers require 24 credits (Washington University); 32 units (Pepperdine University), and 32-33 credits (University of Oklahoma). The proposed 30-credit-hour requirement is consistent with the national norm for such a degree. During the required Legal Foundations of the Health Care System II course, which must be completed prior to enrollment in any elective courses, students will gain a holistic understanding of the various parts of the healthcare system so that they can then select specific areas for more extensive training in regulatory compliance.

Curriculum by Terms					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
6-Week Term I		6-Week Term II		9-Week Term I	
Legal Foundations of the Health Care System I	3	Legal Foundations of the Health Care System II	2	Required 1 (choose from required list)	2/3
		Legal Foundations of the Health Care System Lab	1	Required 2 (choose from required list)	2/3
Total Semester Hours	3	Total Semester Hours	3	Total Semester Hours	4/6
9-Week Term II		9-Week Term III		9-Week Term IV	
Required 3 (choose from list)	2/3	Elective 1 (choose from elective list)	2/3	Elective 3 (choose from elective list)	2/3
Required 4 choose from list)	2/3	Elective 2 (choose from elective list)	2/3	Elective 4 (choose from elective list)	2/3
Total Semester Hours	4/6	Total Semester Hours	4/6	Total Semester Hours	4/6

Curriculum by Terms					
Course Name	Credit Hours	Course Name	Credit Hours		
Year 2					
9-Week Term V		9-Week Term VI			
Elective 5 (choose from elective list)	2/3	Elective 7 (choose from elective list)	2/3		
Elective 6 (choose from elective list)	2/3	Elective 8, if necessary (choose from elective list)	2/3		
Total Semester Hours	4/6	Total Semester Hours	4/6		

NOTE: Course are designed in 6 and nine 9 week modules. One of the required courses beyond the introductory courses is three 3 credits rather than two credits. That is why there is a 4/6 credit range depending on which required courses the students choose to take. Four of our 12 elective courses are 3 credits rather than 2, which is why there is a 4/6 credit range depending on which electives the students choose to take.

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
Master of Health Administration (MHA)	58	University of South Carolina Arnold School of Public Health	Two courses (Health Law; Perspectives in Community Health Organization) similar to those proposed in our program (Legal Foundations of the Health Care System I, II; Public Health Systems), which could be cross-listed.	Our program is heavily focused on law-related compliance issues unlike the MHA.

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.)
2 Full-time Non-Tenure Track	Legal Foundations of Health Care System I, II, Lab and some other required courses	Unknown: Faculty not hired yet	Unknown: Faculty not hired yet
Part-time Adjunct Faculty	Elective courses and some required courses	Unknown: Faculty not hired yet	Unknown: Faculty not hired yet

Total FTE needed to support the proposed program:

Faculty: 2

Staff: 1

Administration: 1

Faculty, Staff, and Administrative Personnel

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

Two full-time non-tenure track faculty will be hired to offer the required introductory courses throughout the year. Part-time adjunct faculty will be hired to teach nearly all of the elective courses. A Graduate Program Director will be hired to administer the Master’s program. A Student Services assistant will be hired to assist the Graduate Program Director. Existing staff in Student Affairs, Career Services, Admissions, and Academic Technology will also support the program; these costs are indicated in the “other” category in the Financial Support chart.

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.

As the only research law library in South Carolina, the Law Library provides a deep collection of legal materials that will support the Health Law program. In addition, the collection of the Thomas Cooper Library and the School of Medicine Library will support the program through their collections in medical science, public health, health policy and healthcare administration. A comparison of the Law Library’s current collection to library collections of law schools that offer a degree in health law indicates that the Law Library should purchase the Wolters Kluwer Healthcare Suite (without the state law component) at a cost of approximately \$7,000 annually to be allocated between the Masters and certificate programs.

In addition, the Law Library estimates an additional cost of \$125 per student in the Healthcare Law program to cover increases to the library’s Westlaw, Lexis Advance, and Bloomberg Law subscriptions

which are based on FTE student enrollment. We anticipate additional library resources of approximately \$2,600 per year in support of the master's program.

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.

The Director of Academic Success will provide academic assistance and support services to the Master's students in the areas of legal analysis, writing, and/or research. He will be available to meet with them either in person or remotely to provide such assistance. Student Affairs will assist students with any personal or family issues that may arise as well as assist them with academic accommodation needs. Career Services will assist students with identifying and pursuing professional goals. The Academic Technology Department will assist students with any technology-related issues associated with distance education. The new Student Services assistant will work with the existing Career Services office, Registrar's office, Student Affairs office and the Graduate School Admissions to support all the student service needs of the master's students. We do not anticipate that any new services will be needed.

Physical Resources/Facilities

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

The Law School currently has the technology to offer courses on-line. In addition, the director, student services assistant and the two non-tenure track faculty will occupy vacant office space within the law school building.

Equipment

Identify new instructional equipment needed for the proposed program.

The Law School currently has the technology to offer courses on-line; therefore, it does not anticipate the need for new instructional equipment for the program, other than office computers for the new hires.

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

The enrollment in the one existing course, "The Intersection of Health Law and Technology," may increase with the enrollment of Master's students. J.D. students will have an opportunity to take up to 6 credit hours of courses offered in the Master's program, enhancing their educational opportunity. This program will not draw faculty resources away from the existing J.D. program. Nor will this program reduce administrative services provided to J.D. students. Additional staff will be hired to provide administrative support above and beyond the existing capacity.

Financial Support

Sources of Financing for the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$133,560	\$133,560	\$302,400	\$302,400	\$443,520	\$443,520	\$504,000	\$504,000	\$577,080	\$577,080	\$1,960,560	\$1,960,560
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
Total	\$133,560	\$133,560	\$302,400	\$302,400	\$443,520	\$443,520	\$504,000	\$504,000	\$577,080	\$577,080	\$1,960,560	\$1,960,560
Estimated Costs Associated with Implementing the Program by Year												
Category	1st		2nd		3rd		4th		5th		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$217,828	\$223,128	\$281,800	\$289,300	\$ 234,639	\$242,639	\$236,788	\$244,388	\$271,397	\$279,297	\$1,242,452	\$1,278,752
Facilities, Equipment, Supplies, and Materials	\$46,986	\$46,986	\$57,252	\$57,252	\$53,756	\$53,756	\$49,908	\$49,908	\$60,965	\$60,965	\$268,867	\$268,867
Library Resources	\$2,443	\$2,443	\$3,037	\$3,037	\$2,693	\$2,693	\$2,550	\$2,550	\$2,707	\$2,707	\$13,430	\$13,430
Other (allocated support costs)	\$11,353	\$11,353	\$25,704	\$25,704	\$37,699	\$37,699	\$42,840	\$42,840	\$49,052	\$49,052	\$166,648	\$166,648
Total	\$278,610	283,910	\$367,793	\$375,293	\$328,787	\$336,787	\$332,086	\$339,686	\$384,121	\$392,021	\$1,691,397	\$1,727,697
Net Total (Sources of Financing Minus Estimated Costs)	\$ (145,050)	\$ (150,350)	\$ (65,393)	\$ (72,893)	\$114,733	\$106,733	\$171,914	\$164,314	\$192,959	\$185,059	\$269,163	\$232,863

ACAP

11/21/2019

Agenda Item 4j

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 program will create a critical revenue stream for the School of Law independent of JD tuition. Over time additional programs can be added using some of the same staff resources, resulting in an even stronger return on investment. The program will also develop a stronger reputation for South Carolina Law as a place to study health law. The programs also supplement the university’s broader efforts to develop comprehensive expertise in health-related fields.

The School of Law will fund initial start-up costs from its carry-forward funds. Included in these costs are significant expenditures in marketing and advertising for the programs. These planned expenditures are shown in the supplies and materials category. The start-up costs are projected to have been recovered by Year 5. No new tenure-track faculty lines will be required. The two companion programs being proposed (Master’s and Certificate) will share all costs. The proposed budgets allocate those costs between the programs by anticipated credit hour enrollment in each FY. Revenues are those directly attributable to enrollment in each program. Sustainability depend upon offering both programs, thereby maximizing revenue, with overlapping courses, allowing for the allocation of costs between the two programs. The projected enrollment figures were calculated by Kennedy & Co. and are considered by them to be relatively conservative projections.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
To impart knowledge of legal principles and skills necessary to work in a position of significant responsibility within a health care entity	Identify, explain and discuss structures of government, sources of federal, state, and local law, judicial and administrative processes, and the role of the lawyer as related to the U.S. health care system; Identify, explain and discuss ways in which various laws governing the U.S. health care system regulate access to and delivery of health care; Identify, explain and discuss various aspects of the U.S. healthcare system related to the sources of care, sources of payment, and regulatory and other legal systems that constrain and control the behavior of these sources; Identify, explain and discuss ways in which the aforementioned sources impact each other and the provision of healthcare in the United States; Identify and discuss current issues with respect to health care access in the United States.	Quizzes; exams

<p>To understand the role of law and the legal profession in health care system</p>	<p>Identify, explain and discuss structures of government, sources of federal, state, and local law, judicial and administrative processes, and the role of the lawyer as related to the U.S. health care system; Identify, explain and discuss ways in which various laws governing the U.S. health care system regulate access to and delivery of health care. Utilize legal reasoning and analysis to identify and discuss current issues with respect to health care access in the United States.</p>	<p>Quizzes; exams</p>
<p>To develop skills necessary to identify relevant legal rules affecting health care entities</p>	<p>Identify, explain and discuss methods used to locate sources of health care related regulations that require compliance and to collect information that is required; Conduct research to find relevant health care related sources; Collect and communicate data to proper health care related sources.</p>	<p>Quizzes; exams; projects; assignments</p>
<p>To develop skills necessary to help health care providers and entities comply with a variety of legal requirements</p>	<p>Identify, explain and discuss hospitals' Medicare reporting and structural requirements; Identify and discuss current issues related to Medicare requirements; Understand, explain and discuss methods for health care professionals limiting their risks; Understand, explain and discuss methods for health care institutions identifying, prioritizing and managing risks; Identify, explain and discuss current issues related to risk management in the health care industry; Understand, explain and discuss contracts that are common in health care; Analyze such contracts critically; Identify, explain and discuss issues related to minimum insurance market requirements, antitrust, and nonprofit tax implications of such contracts.</p>	<p>Quizzes; exams; projects; assignments</p>
<p>To develop the ability to adapt to a dynamic legal and market environment by applying learned skills as regulations and market forces change</p>	<p>Understand, explain and discuss methods for effectively communicating health policy concerns to various decision makers; Understand, explain and discuss methods for devising and</p>	<p>Quizzes; exams</p>

	articulating persuasive data-driven arguments; Identify, explain and discuss current issues related to health policy advocacy; Understand, explain and discuss the certificate of need process; Assist health care institutions navigate the certificate of need process; Identify, explain and discuss current issues related to certificates of need in the health care industry.	
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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.

The program objectives will be evaluated through the administration of on-line quizzes and exams to assess students' knowledge. Students may also be tasked with completing projects and assignments. Students may also be surveyed after their completion of the program to ascertain the program's effectiveness in helping them meet their personal and professional goals. The Law School will use the assessment data from these measures to modify the curriculum, student advisement, career placement services, etc. as need be to achieve the program objectives. The University of South Carolina Columbia assesses program learning outcomes through the Assessment Plan Composer utilized by the Office of Institutional Research, Assessment and Analytics. This program will be a part of that assessment process.

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