NEW PROGRAM PROPOSAL FORM

Name of Institution: Lander University

Name of Program (include degree designation and all concentrations, options, or tracks):
B.S. in Human Services

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: August 2020

CIP Code: 44.0000

Delivery Site(s):
Lander University's main campus (traditional/ face-to-face and online)
New Site: University Center of Greenville (blended/ hybrid 50% or more online)

Delivery Mode:

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

                                                                                    ☒ Blended/hybrid (50% or more online) **(UCG)**

                                                                                    ☐ Blended/hybrid (25-49% online)

                                                                                    ☐ Other distance education (explain if selected)

Program Contact Information (name, title, telephone number, and email address):
    Dr. Lucas McMillan
    Dean, College of Behavioral & Social Sciences
    Lander University
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Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic
Officer, President, and Board of Trustees approval):

Department of Government, Criminology, & Sociology	Feb. 22, 2019	
Department of Psychological Science	Feb. 28, 2019	[home dept. for program]
Dean, College of Behavioral & Social Sciences	Apr. 3, 2019	
Undergraduate Programs Committee	Apr. 10, 2019	
Curriculum Committee	Apr. 15, 2019	
Faculty Senate	Apr. 23, 2019	

Provost & Vice President for Academic Affairs	Apr. 24, 2019
President	May 28, 2019
Lander University Board of Trustees	June 11, 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.

Lander University seeks to offer a B.S. in Human Services through traditional and online environments on its main campus and through a blended/hybrid environment at the University Center of Greenville. Lander believes that success for a career in Human Services most likely results from a strong foundation in applied Psychology and Sociology and a program that aims to increase students' knowledge, application, and critical thinking skills. Lander's program would prepare graduates to work in government agencies, healthcare institutions, or non-profit organizations as a case worker, case manager, counselor, or advocate with the ability to have the necessary skills to succeed as a supervisor in public, non-profit, or private settings as further work experience is gained. Employment options include child and youth service agencies, mental health facilities, group homes, correctional institutions, healthcare institutions, or programs related to alcohol and drug abuse, domestic violence, or aging. A bachelor's degree allows a person to serve as case manager, mental health assistant, or counselor, but a master's degree is required to serve in a clinical capacity as a social worker, counselor, or therapist. This program would provide students with the ability to seek additional certification or graduate education if desired. Thus, this program is a part of Lander's vision for students to be prepared to continue their education or launch their career upon graduation.

The Lander curriculum centers around core courses in Human Services and blends applied Psychology and Sociology courses. Students are exposed to key areas for knowledge about abuse (e.g. drug and alcohol) and counseling (e.g. marriage and family therapy or crisis intervention) while understanding different populations to enable options for a successful career. Exposure to courses related to the creation and management of budgets, developmental psychology and well-being, and policy analysis within healthcare and social welfare arenas will further students' planning, analytical, and critical thinking skills. Students are able to choose many lower- and upper-level program electives to connect with specific career interests.

Initial target audiences include: (1) students at Greenville Technical College, Piedmont Technical College, or other technical colleges with relevant coursework or an A.A.S. in Human Services; (2) persons in Upstate South Carolina who are working in human services and wish to earn a bachelor's degree; and (3) students at Lander who are interested in this field but have previously had only the choices of majors in Psychology, Sociology, or Nursing. As the program is implemented and grows, Lander will explore more options for target audiences.

Lander University's mission is to "offer high-demand and market-driven programs to ambitious and talented students in South Carolina and beyond" and provide a "rich liberal arts environment" to produce marketable graduates. The curriculum that is outlined aims to provide a breadth of coverage for students to ascertain many opportunities in the burgeoning Human Services field and gain knowledge and skills in key areas that would allow for continued learning in workplace settings or through graduate education to advance a career. Thus, this proposed program is part of Lander's Strategic Plan and mission and vision statements.

As detailed below in the Assessment of Need section, Lander asserts that this major program would serve new and current Lander students well, strengthen existing relationships with technical colleges, and provide a good pathway for any South Carolinian who wishes to gain a baccalaureate degree in Human Services.

Assessment of Need

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

Both within South Carolina and beyond it, employment options in Human Services continue to grow due to the needs in social assistance, mental health and substance abuse problems, and counseling and healthcare services being needed by persons across socioeconomic classifications. This field also enjoys options due to strong healthcare institutions nearby, more attention from government agencies, and innovations by non-profit organizations at the state and local level that seek to serve those in need. Within the Lakelands region of South Carolina, Self Regional Healthcare is placing more emphasis upon mental health needs[1] and Greenwood's Community Indicators Project has a focus area on health and wellness that includes behavioral risk factors and mental/behavioral health.[2] Greenville Health System's latest community health needs assessment noted that "mental health care" was the top priority named by focus groups composed of neighborhood leaders, community advocates, and representatives of social service organizations. Other priority areas for Greenville County included addressing social determinants of health as well as mental and behavioral health.[3] Mental health and substance abuse remain key problems in our state, as evidenced by the fact that opioid-involved overdose deaths are increasing,[4] and these health and societal problems connect to the fact that South Carolina has many citizens with inadequate access to quality healthcare. Thus, within Lander's local area, the Upstate, and across South Carolina, the services of Human Services professionals would benefit many within our population.

Although there are many employment opportunities in the field of Human Services, they will continue to grow, as evidenced in this report. One example of employment options is that 39,600 persons in the Greenville (SC) Metropolitan Statistical Area alone are working in the "Education and Health Services – Health Care and Social Assistance" category (Bureau of Labor Statistics, 2018). Further employment data are provided in the "Employment Opportunities" section.

Greenville Technical College names a bachelor's degree pathway for its Human Services graduates as a top need for its students, and the proposed curriculum was designed in partnership with Greenville Tech. Additionally, Greenville Tech officials believe that its students would be best served with a hybrid delivery option rather than only an online delivery option. The only member of the University Center of Greenville that currently offers a four-year degree in Human Services is Anderson University. Also, officials from Piedmont Technical College have expressed interest in this degree option for their students. Lander graduates in Psychology and Sociology in recent years have increasingly started

[1] Self Regional Healthcare, *Community Health Needs Assessment 2016*, https://www.selfregional.org/wp-content/uploads/2016/10/Self-CHNA-report_2016-9.28.2016.pdf. The report names mental health, reproductive and sexual health, social determinants, and substance abuse/tobacco as "top negative indicators/ potential areas of concern."
[2] Greenwood County Community Indicators Project, http://greenwoodindicators.com/focusareas/health/.
[3] Greenville Hospital System, *2016 Community Health Needs Assessment*, https://d1nrfqt2fvljr.cloudfront.net/docs/community-health-needs-assessment-chna-2016.pdf (pages 16, 67-69). GHS has now been re-named as Prisma Health – Upstate.
[4] S.C. Department of Alcohol and Other Drug Abuse Services, "Number of opioid overdose deaths increases for third year." Aug. 20, 2018. http://www.daodas.sc.gov/wp-content/uploads/2018/08/OERT-Release-Opioid-Mortality-Stats-8-20-18.pdf.

careers in Human Services and current students have been drawn to Lander's existing Minor in Human Services, or the courses within it. Thus, there is much interest in this program from our technical college partners and within Lander's student body.

The proposed curriculum was designed in partnership with Greenville Tech and Piedmont Tech, but Lander would explore partnerships with other technical colleges with an Associate's program in human services. These include: Central Carolina Technical College, Denmark Technical College, Florence-Darlington Technical College, Horry-Georgetown Technical College, Midlands Technical College, and Trident Technical College.

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

A Lander University dean and a department chair have had meetings and much communication with faculty members, program coordinators, associate deans, and deans from both Greenville Technical College and Piedmont Technical College about this proposal. All parties have agreed on how best to articulate courses (primarily in Human Services, Psychology, and Sociology) and updated these articulations on www.sctrac.org. This has allowed Lander to develop a 2+2 curricula with both institutions. Course articulations were agreed upon by program coordinators/department chairs at both institutions and transferability issues in curricula were discussed in detail. Lander will continue to explore possibilities of further formalization of agreements with technical colleges once the program has been approved.

Dr. Jermaine Whirl, VP of Learning and Workforce Development (and chief academic officer) of Greenville Technical College, has provided a letter of endorsement for this program (see attached).

Employment Opportunities

Occupation	State		National		Data Type and Source
	Expected Number of Jobs (2016)	Employment Projection (2026)	Expected Number of Jobs (2016)	Employment Projection (2026) and % increase (2016-26)	
Health Educator	960	1120	61,000	59,000 15%	U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, Community and Social Service category, https://www.bls.gov/ooh/community-and-social-service/ and www.careeronestop.org, sponsored by the
Community Health Worker	290	340	57,500	67,800 18%	
Social and Community Service Managers	1,130	1,340	147,300	173,800 18%	
Social and Human Service Assistants	6,130	6,960	389,800	453,600 16%	
Probation Officers and Correctional Treatment Specialists	560	580	91,300	96,500 6%	
Substance Abuse and Behavioral Disorder Counselors	900	1,080	102,400	126,200 23%	

Child, Family, & School Social Workers (Case Manager, Youth Services Specialist, etc.)	3,960	4,520	317,600	362,600 14%	U.S. Department of Labor
Social Workers (general) see specifications below			682,100	109,700 16%	
Healthcare Social Workers (master's degree req.)	2,080	2,550	176,500	212,000 20%	
Mental Health and Substance Abuse Social Workers (master's degree req.)	No data	No data	123,900	147,900 19%	
Marriage and Family Therapists (master's degree req.)	90	120	41,500	51,200 23%	
Rehabilitation Counselors (master's degree req.)	690	790	119,300	134,400 13%	
Mental Health Counselors (master's degree req.)	900	1,140	157,700	194,200 23%	

Supporting Evidence of Anticipated Employment Opportunities
Provide supporting evidence of anticipated employment opportunities for graduates.

Please refer to the previous table with strong employment opportunities across many career paths as provided by data from the *Occupational Outlook Handbook* published by the Bureau of Labor Statistics, U.S. Department of Labor. Nearly all career paths have double-digit percentage growth in their national employment projection for 2026.

Description of the Program

Projected Enrollment (Main Campus)			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2020-2021	40	40	0
2021-2022	60	60	0
2022-2023	80	80	0
2023-2024	90	90	0
2024-2025	100	100	0

Projected Enrollment (New Site, University Center of Greenville)			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2020-2021	20	20	0
2021-2022	40	40	0
2022-2023	40	40	0
2023-2024	40	40	0
2024-2025	40	40	0

Explain how the enrollment projections were calculated.

Enrollment projections are informed by data on current Lander University students majoring in Psychology and Sociology, data provided by Greenville Technical College and Piedmont Technical College on current students and graduates in Human Services, and data on persons working in the Human Services-related fields within the Upstate of South Carolina.

Lander expects that as many as 20% of current students on its main campus majoring in either Psychology or Sociology (n=248 in fall 2018) may choose to change to the Human Services major. Lander also plans to recruit new students to campus directly and recruit those students who wish to continue their education after coursework at Greenville Tech or Piedmont Tech, or continue their education after several years of work experience. Lander is aware that students who have graduated from a technical college may be working professionals and therefore not pursuing a full load of courses. Thus, the enrollment projections in the table above reflect FTE students. We believe that the program will continue to grow with mid-year enrollments, thus if students are not retained in the program, added growth replaces these students, allowing the headcount to remain the same from fall into spring semesters.

The estimates at University Center of Greenville assume that students spend 2 years as a cohort in the program, having already completed two years of coursework or an associate's degree.

Although Lander expects summer courses to be offered and will respond to students' level of interest, the planned curriculum does not require summer coursework, so no enrollment estimates are provided for summer terms.

The estimates above are conservative in order to protect institutional budgets, but showcase Lander's confidence that this new program would start out strong and continue to grow.

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.

The list below includes new courses as well as those significantly modified to be able to link toward this Proposal for a B.S. in Human Services.

HUS 201.INTRODUCTION TO HUMAN SERVICES

This course offers a broad overview of the profession of human services. The course introduces students to the values, skills, and knowledge required to provide services to assist others in a variety of settings and areas, such as aging, child welfare, corrections, crisis intervention, disabilities, mental health, and substance abuse. Prerequisites: ENGL 102 and PSYC 101 or PSYC 102 or SOCI 101**. *Three credit hours.***

HUS 217.DRUG AND ALCOHOL COUNSELING

This course offers an overview of the theory and practice of recognizing and treating substance abuse. The course examines different prevention strategies and approaches to helping individuals, families,

and groups experiencing alcohol and drug abuse or dependence. Prerequisite: HUS 201. ***Three credit hours.***

HUS 235.GROUP DYNAMICS

This course examines the theory and practice of group dynamics. Topics include different types of groups, leadership styles, and intra-and inter-personal dynamics. The focus is on group processes with specific populations in a variety of settings related to human services. Prerequisite: HUS 201. ***Three credit hours***.

HUS 322.MARRIAGE AND FAMILY THERAPY

This course offers a broad overview of the theoretical models and practical principles involved in counseling couples and families. The course explores various therapeutic approaches as well as current issues and trends in marriage and family therapy. Prerequisite: HUS 201. ***Three credit hours***.

HUS 337.CRISIS INTERVENTION AND PREVENTION

This course examines the theoretical understanding of how humans deal with trauma and the individual and cultural variables that influence reactions to trauma. The course also focuses on treatment approaches to crisis intervention in the context of applied settings. Prerequisite: HUS 201**. *Three credit hours*.**

HUS 389.SPECIAL POPULATIONS

This course explores issues related to providing human services for special populations. The focus is on developing cultural competency for working with diverse populations in the context of social services and mental health agencies. Prerequisite: HUS 201. ***Three credit hours***.

HUS 499.SENIOR SEMINAR

This course is designed to be one of the last classes a human services major takes and is structured so that students synthesize their experiences in human services coursework and prepare to apply their knowledge and skills after graduation. Topics include issues of professional conduct, ethics, resumes, transition to career choices, and strategies for putting a human services degree to work in a post-collegiate context. Prerequisites: Senior status, a grade of "C" or better in SOCI 398, and restricted to human services majors. ***Three credit hours.***

PSYC 311.COMMUNITY PSYCHOLOGY

This course explores the main concepts and principles of community psychology, with a focus on understanding how personal and environmental factors interact to influence the well-being of people within communities. The course will also examine the research approaches used to design, implement, and evaluate community-programs. Prerequisites: ENGL 102 and PSYC 101 or PSYC 102. ***Three credit hours.***

PSYC 371.SPECIAL TOPICS IN HUMAN SERVICES

This course provides an in-depth analysis of varying psychological topics and issues related to human services. This course may be taken for additional credit as the topic changes. Prerequisites: ENGL 102 and PSYC 101 or PSYC 102. ***Three credit hours***.

PSYC 379.SPECIAL TOPICS SEMINARS

These seminars are designed to provide an in-depth analysis of a topic. This course may be taken for additional credit as the topic changes. Prerequisites: ENGL 102 and PSYC 101 or PSYC 102. ***Three credit hours***.

SOCI 315.NON-PROFIT ORGANIZATIONS

This is an exploration of topics and issues related to non-profit organizations that are found at both the micro and macro levels of society. Non-profit organizations provide direct and indirect services to individuals, communities, and other organizations. The structures, funding, and various types of non-profit organizations will be explored. Prerequisite: SOCI 101. ***Three credit hours.***

SOCI 317.CASE MANAGEMENT

This course is organized around developing skills required for case management in a variety of disciplines. This course provides the opportunity to learn and practice assessment, intervention, and evaluation skills needed in a variety of careers that involve working with individuals, families, large

and small groups. All of these skills are used in either government or non-profit social services agencies. Prerequisites: SOCI 202 and PSYC 101 or PSYC 102. ***Three credit hours***

SOCI 321.MEDICAL SOCIOLOGY

This is a holistic exploration of the ways in which health, illness, and medical practices are socially patterned across society. It involves analysis of the institutions that provide health and human services, including healthcare institutions, government agencies, and non-profit organizations. Prerequisite: SOCI 202. ***Three credit hours***.

SOCI 361.SOCIOLOGY OF AGING

This course is an in-depth comparison of social problems and issues of aging and how they relate to both time and place. Theories of aging will be introduced and analyzed with reference to the variations and similarities of the aging experience as a global concern. Prerequisite: Junior/Senior status only. (General Education - Global Issues and Cultures and General Education Elective). ***Three credit hours***.

SOCI 372.SPECIAL TOPICS IN HUMAN SERVICES

This course provides an in-depth analysis of varying sociological topics and issues related to human services. This course may be taken for additional credit as the topic changes. Prerequisites ENGL 102 and SOCI 202. ***Three credit hours***.

SOCI 398.METHODS OF SOCIAL RESEARCH

This course is an introduction to the logic and conduct of social research, relationships between theory and empirical evidence, formulation of hypotheses, conduct and analysis of field research, research design, and techniques for data collection and analysis. Prerequisites: SOCI 101 with a "C" or better; MATH 211 with a "C" or better; and nine additional hours of CRIM, CJ, HUS, or SOCI coursework with a "C" or better. Students must also have a Lander GPA of at least 2.0. ***Three credit hours***.

Total Credit Hours Required: 120 hours

Curriculum by Year					
Course Name	**Credit Hours**	**Course Name**	**Credit Hours**	**Course Name**	**Credit Hours**
Year 1					
Fall		**Spring**		**Summer**	
PSYC 101	3	SOCI 101	3		
ENGL 101	3	ENGL 102	3		
Gen-Ed: Humanities & Fine Arts	3	Gen-Ed: Humanities & Fine Arts	3		
POLS 101	3	Gen-Ed: Scientific & Mathematical Reasoning	3		
Gen-Ed: Elective	3	Gen-Ed: Foreign Language	3		
LINK 101	1				
Total Semester Hours	16	Total Semester Hours	15	Total Semester Hours	
Year 2					
Fall		**Spring**		**Summer**	
PSYC 203	3	PSYC 212	3		
HUS 201	3	HUS 217 or HUS 235	3		
SOCI 202	3	HUS, PSYC, or SOCI 200-level	3		
MATH 211	3	Gen-Ed: Laboratory Science	4		
Gen-Ed: Elective	3	Elective	3		
Total Semester Hours	15	Total Semester Hours	16	Total Semester Hours	

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
HUS, PSYC, or SOCI 200-level	3	HUS, PSYC, or SOCI 200-level	3		
HUS 322, HUS 337, or HUS 389	3	HUS area req. in Developmental Psychology and Well-Being	3		
SOCI 398	3	Gen-Ed: Elective (Global Issues & Cultures)	3		
Elective	3	Elective	3		
Elective	3	Elective	3		
		Gen-Ed: Elective	1		
Total Semester Hours	15	Total Semester Hours	16	Total Semester Hours	
Year 4					
Fall		Spring		Summer	
HUS area req. in Budgeting & Non-Profits	3	HUS 499	3		
HUS area req. in Healthcare & Social Welfare	3	HUS, PSYC, or SOCI 300-level	3		
HUS, PSYC, or SOCI 300-level	3	Elective	3		
Elective	3	Elective	3		
Elective	3	FALS 101	0		
Total Semester Hours	15	Total Semester Hours	12	Total Semester Hours	

Human Services Area Requirements:
  Budgeting and Non-Profits: POLS 318 or SOCI 315 (3 hours)
  Developmental Psychology and Well-Being: PSYC 303, 312, 314, 315, 362, 405, 416 or SOCI 322 (3 hours)
  Healthcare and Social Welfare: PSYC 311, SOCI 314, 317, or 321 (3 hours)

NOTE: The above Curriculum by Year is designed for those students entering Lander University with the intention to major in Human Services.

Alternative Curricula by Year have been developed in partnership with Greenville Technical College and Piedmont Technical College to provide a smooth pathway for students who first take courses or earn an A.A.S. in Human Services for one of those institutions.

The Program Requirements page for any Curriculum by Year for the B.S. in Human Services is provided below.

PROGRAM REQUIREMENTS – B.S. IN HUMAN SERVICES

Credit Hours

GENERAL EDUCATION REQUIREMENTS

A. **Humanities and Fine Arts**
(6 hours selected from 2 different disciplines)   6

B. **Behavioral and Social Perspectives**
(6 hours selected from 2 different disciplines)
   * POLS 101   3
   * SOCI 101   3

C. **Scientific and Mathematical Reasoning**   7
(7 hours selected from different disciplines, 1 lab science required)

D. **Core Academic Skills** (13 hours)
   ENGL 101   3
   * ENGL 102   3
   * MATH 211   3
   Foreign Language   3
   LINK 101   1
   FALS 101 (15 FALS-approved events)   0

E. **General Education Electives**
A sufficient number of additional General Education Electives must be taken to meet a total of 42 hours of General Education Requirements. (Select from categories A, B, or C; Global Issues and Cultures; Foreign Language; or courses approved for category E)

Δ Global Issues and Cultures: Students are required to take at least one of these courses prior to graduation.

TOTAL GENERAL EDUCATION REQUIREMENTS   42

MAJOR PROGRAM CORE REQUIREMENTS

   * HUS 201   3
   HUS 217 or HUS 235   3
   HUS 322, HUS 337, or HUS 389   3
   HUS 499   3
   * PSYC 101   3
   PSYC 203   3
   PSYC 212   3
   * SOCI 202   3

SOCI 398	3

MAJOR PROGRAM AREA REQUIREMENTS

Budgeting and Non-Profits (POLS 318 or SOCI 315)	3
Developmental Psychology and Well-Being (PSYC 303, PSYC 312, PSYC 314, PSYC 315, PSYC 362, Δ PSYC 405, PSYC 416, or SOCI 322)	3
Healthcare and Social Welfare (PSYC 311, SOCI 314, SOCI 317, or SOCI 321)	3

MAJOR PROGRAM ELECTIVES

200-level HUS, PSYC, or SOCI electives	9
300- or 400-level HUS, PSYC, or SOCI elective	6
TOTAL MAJOR PROGRAM REQUIREMENTS	51

ADDITONAL ELECTIVES   27

TOTAL FOR BS DEGREE	120

* Students must earn "C" or better.

Coursework must include at least 30 hours earned in 300 or above level courses, of which 12 hours must be in the major.

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
B.A. in Social Science, focus area on Human Services	121 hrs.	Allen University	Similar courses between the two programs include Intro to Human Services, Case Management, Child & Adolescent Welfare, Marriage and Family, 2 Social Statistics/Research courses, and a Social Welfare course that would be similar to the Social Welfare Policies and Programs course at Lander.	Allen's program is offered only in a traditional environment. Allen's focus area is not a full concentration in Human Services. Allen requires an Aging and the Family course, but its program does not provide the breath of PSYC coursework, particularly in Developmental Psychology and Counseling Psychology, that Lander provides. Allen requires no Budgeting or Non-Profits course. It is difficult to tell how many courses would have a policy application objective that would be part of several courses in Lander's program.
Bachelor of Human Services (B.H.S.)	120 hrs.	Anderson University (AU)	Intro courses in SOCI and PSYC are required by AU, as they are at Lander. Many courses with both institutions are similar in topic and in their level, e.g. 300-. These include Case Management and Crisis Intervention as upper-level courses and choices for students as they relate to Aging, Death & Dying. AU's Advocacy and Social Justice course looks at professionals as agents of social change, but it is not clear how much policy application is part of this course, even as it encourages critical thinking skills and information literacy, just as the Lander program would do. Thus, there are likely similar objectives in parts of the two programs, but slightly different pathways.	AU's program is offered only in a traditional environment. AU's program is not a B.A. or B.S. degree within the framing of a degree within the Liberal Arts and Sciences, as at Lander. AU has concentrations Adult Studies, Behavioral Health Gerontology, and Healthcare & Human Services Management. AU requires 45 hrs. of core courses across these programs, but the total number of major courses is 54 hrs. Thus, Lander's program is more flexible for students' choices. AU does not have as many developmental PSYC courses nor an emphasis on policy application and policy areas. Instead, it has an Administration course and an Assessment of Human Services Programs course, although this may be similar to the upper-level Research Methods course at Lander and some of the assignments related to other upper-level courses at Lander. AU's listed teaching faculty for their

				program are 1 dean, 1 lecturer, 1 part-time faculty member, and 1 adjunct professor—significantly smaller than Lander.
B.A. in Human Services	120 hrs.	Columbia College (CC)	CC requires a Political Science course in Public Policy as well as a Sociology course in Non-Profit Leadership that are likely to build policy application skills similar to Lander's program requiring POLS 101: American National Government and then one course from the Budgeting & Non-Profits category and another course from the Healthcare and Social Welfare category of courses. There is an upper-level research methods course as well, similar to what is provided at Lander. There is some similarity to Sociology-oriented topical courses as well.	CC's program is offered in a traditional environment and online, but all face-to-face classes are only in evenings. *(NOTE: The online delivery of this program is not included in CHE's inventory of programs).* CC's program requires an Associate's Degree in Human Services to be admitted and is only offered in the evening and online. CC's program also offers concentrations in Counseling and Leadership. Course requirements include two Political Science courses (State & Local Govt. and Public Policy), and CC's PSYC choices are more within Social Psychology rather than Developmental Psychology and Counseling Psychology, as at Lander. There are two undergraduate program pages for this program for 2018-19 on CC's website/ online catalog, but they are not the same. 33 hrs. is required for CC's major, but there is confusion on how the program is outlined given these different webpages.
B.S. in Human Services	120 hrs.	Southern Wesleyan University (SWU)	SWU requires an Intro to Psychology course. Many courses in PSYC are a part of this program, and the Counseling and Marriage and Family Services concentrations have many PSYC courses that would be similar to those at Lander, but not always offered at the same level. One example is that Social Problems is an upper-level course at SWU, but a 200-level course at Lander. An upper-level research methods course is required, as it is at Lander.	*NOTE: SWU's program in Public Administration and Social Sciences is listed in the CHE Inventory, but its program in Human Services is not.* SWU offers concentrations in Administration, Counseling, Criminal Justice, and Marriage & Family Services. Intro to Sociology is not required by SWU. An Intro to Human Services course and various 200-level HUS courses are not required by SWU, as at Lander. SWU has more interaction between Criminal Justice courses and the Human Services curriculum than would be found at Lander.

B.A. in Sociology, concentration in Human Social Services	120 hrs.	University of South Carolina Aiken (USCA)	An Intro to Sociology and an Intro to Human Services are required, as at Lander. Two research methods courses are required, but they are at the 200- and 400-level, rather than at the 300-level as at Lander. Optional courses to choose at USCA include some of the topics that students at Lander might choose within upper-level SOCI electives. These include courses on Gender, Family, and Race & Minority Relations. Some optional courses at USCA are offered at Lander, but under the discipline of Criminology, such as courses on delinquency and drugs or substance abuse.	USCA's program is only offered in a traditional environment. USCA's Human Services concentration is one of two optional concentrations within its Sociology major. At 36 hrs. of required coursework, USCA's program is smaller than Lander's. Everything within USCA's program is within the discipline of Sociology and not connected to Psychology, Human Services, or other disciplines, such as Political Science. The only explicit course on Human Services at USC Aiken is an Intro to Human Services course. Lander's goal of enhancing application skills and policy orientation does not seem to be shared because the only "policy oriented" courses at USCA seem to be Sociology of Medicine and Healthcare (similar to Lander's Medical Sociology course) and Sociology of Mental Health (as at Lander), but these are options—not required. USCA's program does not give students most courses found within Lander's program categories of Budgeting and Non-Profits or Healthcare or Social Welfare Policy, and there are no courses in Psychology that are part of USCA's program.
B.S. in Human Services	120 hrs.	University of South Carolina Beaufort (USCB)	USCB's program is offered face-to-face and online via Palmetto College. Lander and USCB's programs both integrate coursework in Sociology and Psychology. As at Lander, both introductory courses in Sociology and Psychology are required as is one statistics course and one research methods or design course. There are more options for the research methods or design course at USCB—across different levels and different disciplines. A Non-Profit Management and Funding course is	Lander is better positioned to serve the Upstate population than USCB because of USCB's base in the Lowcountry. USCB requires 3 internship courses, one of which is tied to the capstone seminar, whereas Lander does not require an internship, but encourages one as an upper-level course option. Lander's program requires students to have a lower-level course in Developmental Psychology (PSYC 203) and gives the option of many upper-level courses in Developmental, Counseling, or Community PSYC, whereas USC Beaufort simply requires 9 hrs. of

			required at USCB, whereas Lander students take either a Non-Profits course or Public Budgeting. It seems that both of these options present students with meeting the same goal. Similarly, USCB has a Human Services courses on one-on one-interviewing (USCB's HMSV 280), whereas Lander's course is PSYC 212: Interviewing and Counseling. Both programs have a Group Dynamics course. USCB has a 400-level Leadership and Ethics course that has similarities to the content that would emerge from the Healthcare and Social Welfare policy-oriented courses in Ladner's curriculum. Ethics would be addressed within several of Lander's courses and in its Senior Seminar, HUS 499. Thus, sometimes labeling of disciplines varies or course names vary, but a similar content is provided in USCB and Lander's curricula.	upper-level PSYC courses. Similarly, Lander requires a lower-level Social Problems course (SOCI 202) and then has a smaller number of upper-level SOCI options—mostly within the realm of applied Sociology (Social Work/Case Management, Mental Health) or policy courses, such as Sociology of Mental Health or Social Welfare Policy and Programs). Thus, USCB does not enhance the policy application objective as much as Lander—although shares this in some ways given its course on Human Services evaluation and the required course on Non-Profit Management.

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 of Psychology & Dept. Chair	PSYC 405	PhD in Social Psychology, Georgia State University	
Associate Professor of Psychology	HUS 235, 337, 389, 499; PSYC 212, 312, 362	PhD in Counseling Psychology, Ball State University	Licensed Psychologist (doctoral) #1443, State of South Carolina
Assistant Professor of Psychology	PSYC 101, 363, 379	PhD in Experimental Psychology, University of Alabama	
Professor of Psychology	PSYC 101, 203, 303, 312, 314, 315, 360	PhD in Psychology, University of Georgia	
Assistant Professor of Psychology	PSYC 101, 333, 379	PhD in Experimental Psychology, University of North Texas	
Professor of Psychology	PSYC 101, 203, 303, 314, 315, 416	PhD in Developmental Psychology, University of Akron	
Assistant Professor of Criminology and Sociology	SOCI 314, 315, 317, 322	MSW, University of Houston; ABD in Human Services, Walden University	Licensed Master of Social Work #4338, State of South Carolina; experience working for a state agencies and with non-profit orgs.
Visiting Assistant Professor of Sociology	SOCI 101, 202, 275, 301, 398	PhD in Sociology, University of Missouri	
Assistant Professor of Political Science	POLS 318	PhD in Public Administration and Public Policy, Auburn University	Experience working for a state agency
Part-Time Faculty Member (existing)	HUS 201, 235, 337, 389; PSYC 212, 371	MS in Clinical Psychology, Augusta University	Experience as Forensic Interviewer with a non-profit organization; pursuing licensure
Part-Time Faculty Member (existing)	PSYC 101, 311, 371, 379	MS in Community Psychology, Martin University; PhD in Educational Psychology, Walden University	Experience as community psychologist with several non-profit organizations
Part-Time Faculty Member (existing)	HUS 201, 235, 337, 389; PSYC 212, 371	MS in Clinical Psychology, Augusta University	Experience as Human Services Coordinator, Beckman Center for Mental Health Services; pursuing licensure
Part-Time Faculty Member (existing)	HUS 201, 235; PSYC 371, 379	MS in Human Resource Development, Clemson University; 24 hrs. of graduate coursework in Mental Health Counseling, Walden University; doctoral coursework in PsyD at California Southern University	Certified Adult Mental Health First Aid Instructor

Total FTE needed to support the proposed program:

Faculty: 1.0 existing; 3.0 new faculty

New faculty: 2 additional FTE for main campus; 1 additional FTE for UCG

Existing faculty related to program increases over time. See Budget Justification.

(details are explained below)

Staff: 1.5 new (1.0 for main campus in Year 1; 0.5 for UCG in Year 2)

The number of current students within the Department of Psychological Science will require Administrative Specialists to assist with students' needs. This staff position is most closely tied with managing students' needs.

Administration: 0.25 (for both sites)

The Chair of the Department of Psychological Science would have responsibility over 250+ students. Once a new faculty member in Human Services is hired in Year 1 (see details below), that person would serve as Program Coordinator.

Faculty, Staff, and Administrative Personnel

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

Full-time faculty members at Lander University teach 24 credit hours. Part-time faculty members are limited to 9 credit hours per semester.

Needs for Main Campus:

Lander University already operates healthy programs in Psychology and Sociology (248 majors in fall 2018) and many faculty in both disciplines contribute to the General Education curriculum, so 2 additional FTE faculty lines will be added in Year 1. Additional part-time faculty members will be added as the program grows. The necessary academic degrees and credentials are explained below.

In Year 1:

1) Assistant Professor of Human Services or Psychology (rank and title depend on credentials)

Academic degrees and credentials: PhD in Human Services or PhD in Psychology (focus area on Clinical or Counseling Psychology); a preference for persons with a license or pursuing licensure in their field of specialization

Courses taught: HUS 201, 235, 322 or 337, 389, 499 and PSYC 371; perhaps HUS 217, PSYC 311

2) Assistant Professor of Human Services or Sociology (rank and title depend on credentials)

Academic degrees and credentials: PhD in Human Services or PhD in Sociology (focus area on Social Work, Social Welfare Policy, Medical Sociology, or Mental Health in Sociology)

Courses taught: SOCI 314, 315, 317, 322, 372; perhaps SOCI 321, 361, 398

One of the above-mentioned faculty hires would become Program Coordinator and take that role away from the Chair, Department of Psychological Science.

In addition, in Year 1 and beyond, Lander will seek to hire any needed part-time faculty members with these credentials:

1) a master's degree and, possibly, experience and certification in an area such as drug and alcohol counseling or marriage and family therapy for the teaching of HUS 217 and 322.

2) a master's degree in Human Services or a Master of Social Work degree for the teaching of SOCI 314, 315, 317, 321, 322, and/or 361. Only one existing faculty member can teach these courses.

As indicated above, the number of current students within the Department of Psychological Science requires a new staff member, an Administrative Specialist, to be hired in Year 1 to assist students' needs.

Needs for University Center of Greenville

In Year 1 and beyond, Lander will hire needed part-time faculty with these credentials:

1) a master's degree and, possibly, experience and certification in an area such as drug and alcohol counseling or marriage and family therapy for the teaching of HUS 217 and 322.

2) a master's degree in Human Services or a Master of Social Work degree for the teaching of SOCI 314, 315, 317, 321, 322, and/or 361. Only one existing faculty member can teach these courses.

3) a minimum of a Master of Public Administration (M.P.A.) or a M.A. in Political Science for the teaching needs associated with POLS 318: Public Budgeting.

In Year 3, an additional FTE faculty member in Human Services will be hired to continue to meet the teaching needs of this program. It remains to be determined whether students have more demand for a faculty member with credentials in applied psychology or applied sociology and the courses related to these specializations. Either way, necessary academic degrees and credentials are explained below:

Assistant Professor of Human Services or Psychology (rank and title depend on credentials)
   Academic degrees and credentials: PhD in Human Services or PhD in Psychology (focus area on Clinical or Counseling Psychology); a preference for persons with a license or pursuing licensure in their field of specialization
   Courses taught: HUS 201, 235, 322 or 337, 389, 499 and PSYC 371; perhaps HUS 217, PSYC 311
OR
Assistant Professor of Human Services or Sociology (rank and title depend on credentials)
   Academic degrees and credentials: PhD in Human Services or PhD in Sociology (focus area on Social Work, Social Welfare Policy, Medical Sociology, or Mental Health in Sociology)
   Courses taught: SOCI 314, 315, 317, 322, 372; perhaps SOCI 321, 361, 398

NOTE: The main campus will hire two new full-time faculty members in Human Services in Year 1 of this program. If demand necessitates it, these individuals' teaching loads will be split between the main campus and University Center of Greenville. The costs of these two positions is placed int eh Financial Support table for the main campus, but it is possible that ¼ of the teaching load may be directed toward teaching delivery at UCG.

As indicated above, the number of current students within the Department of Psychological Science requires a ½ time new staff member, an Administrative Specialist, to be hired in Year 2 to assist students' needs.

Resources for the Main Campus

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.

Lander University's Jackson Library subscribes to a variety of online and print resources that support the curriculum for the B.S. in Humans Services to be housed within the Department of Psychological Science.

In addition to the full-text comprehensive multidisciplinary database *Academic Search Complete*, library database holdings include:

Psychology and Behavioral Sciences Collection: covers a broad range of subjects in psychology, behavioral sciences and related fields. This database provides access to nearly 800 full-text journals. Content areas related to Psychology include mental processes, emotional and behavioral characteristics, observational and experimental methods, and psychiatry and psychology.

PsycINFO: includes weekly updates, nearly 4 million bibliographic records, indexing of more than 2,500 peer-reviewed journals, authored and edited books and chapters, and dissertations. This database focuses on the discipline of Psychology and has the largest coverage of peer-reviewed literature in behavioral science and mental health.

SocINDEX with Full Text: offers the world's most comprehensive coverage of sociology, encompassing all sub-disciplines and closely related areas of study through an online database of *900 full-text journals and magazines and more than 850 full-text books* . In addition to full-text journals, it contains informative abstracts for core coverage journals dating as far back as 1895. This highest quality database also provides data mined from priority coverage journals and selective coverage journals. Complete with extensive indexing for books, monographs, conference papers and other non-periodical content sources, this database also includes searchable cited references. Subject areas include criminology, criminal justice, ethnic and racial studies, social psychology, sociological theory, violence, substance abuse and other addictions.

Social Sciences Full Text: provides access to a wide assortment of the most important English-language social science journals. This database includes full text of articles from some 620 journals dating as far back as 1895. Subject coverage includes addiction studies, economics, ethics, family studies, gender studies, international relations, law, mass media, minority studies, political science, psychiatry, psychology, public welfare, urban studies, and much more.

Women's Studies International: supports curriculum in the areas of sociology, history, political science and economy, public policy, international relations, arts, humanities, business and education. It provides indexing and abstracts for more than 630 essential sources including journals, newsletters, bulletins, books, book chapters, reports, theses, dissertations and grey literature. Coverage includes more than 980,000 records spanning from 1881 to the present.

PubMED: comprises more than 29 million citations for biomedical literature from MEDLINE, life science journals, and online books. This database includes many links to full-text content from PubMed Central and various publisher web sites.

University Press Scholarship Online: provides access to 847 ebooks from the Psychology collection of the Oxford University Press. This database covers a range of psychological topics such as clinical, developmental, cognitive, social, evolutionary, and health psychology.

Book and Film Collections

Our print resources include more than 2,000 books dealing with psychology, sociology, and their subfields. Library services subscribes to two major eBook databases, *EBSCO EBook Collection* and *ProQuest Ebrary Collection*. The *EBSCO EBook Collection* contains over 16,000 books on psychology, sociology, and their subfields. The *ProQuest Ebrary Collection* contains nearly 5,000 books on psychology, sociology, and their subfields.

The library also subscribes to a database of documentary films called *Films on Demand,* which contains nearly 20,000 films on all facets of psychology and sociology.

Newspaper Resources

Newspaper Source Plus gives access to more than 1,200 full-text newspapers, news form 160 newswires, more than 83 million full-text articles, and nearly 2 million television and radio news transcripts. The library has also purchased campus-wide access to *The New York Times* as well as full-text digital collections of newspapers through *Newspapers.com: South Carolina Collection*.

Opposing Viewpoints in Context: with over 20,000 pro/con viewpoints, approximately 19,000 reference articles, interactive maps, infographics, and more, students will be able to study any side of a chosen issue.

- In addition to Lander's on-site print collections, the university's membership in PASCAL provides rapid delivery of books from other member libraries across the state. This enhances our service capacity by many thousands of high quality titles.

- The Financial Support table and Budget Justification sections explain that the Jackson Library will purchase EBSCO's Social Work Reference Center in order to support this 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.

Lander University's main campus has an Academic Success Center (ASC) that offers a Peer Tutoring Program free of charge to students. This service is linked to many courses within the existing Psychology and Sociology programs and will be utilized with the new major in Human Services.

The ASC also provides academic advisement to first-year students. Full-time faculty serve as advisors for sophomore, junior, and senior students. These advising services are already covered as costs and the expectations for faculty to serve as advisers is already been established.

Lander also has a Wellness Center (disability services, counseling center, and health services) available to students as well as a Division of Student Affairs division (student activities, etc.) that are established and ready to serve students.

Physical Resources/Facilities

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

This program will utilize existing spaces on Lander University's main campus.

Equipment
Identify new instructional equipment needed for the proposed program.

No equipment is needed, except for new office and computer equipment related to new teaching faculty members that is reflected in the budget. The cost of EBSCO's Social Work Reference Center is addressed in Library Resources.

Resources for the New Site, University Center of Greenville

Library Resources
No additional resources are needed to serve the University Center of Greenville Site because *s*tudents taking courses at UCG would have full access to the online and print collections of Lander's Jackson Library.

Students at all University Center of Greenville Member Universities share access to a 7000 sq.ft. library with Dell mid-range computers, large seating areas, numerous private student/group study rooms, and no-cost printing services that are available to all students enrolled in member institution courses. Member institutions also participate in an interlibrary loan program, where any enrolled student has access to any resource at any institution's library. They may order items that are delivered to UCG or may go to the main campus library of any consortium member and use the resources there.

University Center of Greenville is open Monday – Thursday 8:00 am to 9:00 pm, Friday – Saturday 8:00 am to 5:00 pm, and Sunday (Library only) 1:00 pm to 5:00 pm. UCG provides a Director of Library Services who holds a Master of Library and Information Science degree and Library and Operations Specialists to assist students, faculty, staff, and visitors.

Student Support Services
Consistent with this mission, Lander University provides a comprehensive array of coordinated student programs and services designed to maximize student success and enhance students' educational and co-curricular experiences outside of the classroom. A supportive learning environment is provided through the collaboration of numerous departments within the divisions of Academic Affairs, Student Affairs, and Business and Administration.

Lander University has approximately 3,000 students enrolled with approximately 50% of those students living off-campus and commuting to classes each day. In addition, some students are enrolled exclusively in online classes. Therefore, Lander already provides access to a variety of student support services through online mechanisms. For online students and commuting students, Student Affairs has a designated Off-Campus Student Services website (http://www.lander.edu/Student-Affairs/off-campus-student-services/overview) offering health, safety, and community resources and information. The site also provides students with a link to a printable Campus Map. Lander students at the University Center of Greenville will be welcome to use any of the student support services and facilities located on the main campus in Greenwood, SC (50 miles away).

Initially, Lander's offices at University Center of Greenville will be staffed by a full-time Director of Strategic Enrollment Programs. Additional support staff from the Offices of Admissions, Financial Aid, Military and Veterans Services, as well as Advising representatives will schedule office hours on-site on an as needed basis, probably one day per week. Lander University will continuously monitor growth of the academic programs and will provide additional student support services as needed.

Equipment

No new equipment is needed, except for office and computer equipment related to new teaching faculty members that is reflected in the budget. The cost for the EBSCO Social Work Reference Center research tool is addressed in Library Resources on the budget for the main campus.

University Center of Greenville provides state of the art instructional and digital technology which includes wired and wireless internet access consisting of Clemson University's C-Light Internet2 Fiber Optic Research University Internet and Spirit Commercial Internet along with over 60 high capacity seamless Aerohive wireless access points/devices. Therefore, students can connect to online or Main Campus resources from any mobile device.

Facilities

Lander University is leasing space from the University Center of Greenville and these costs (per student charge and percentage of rental fees attached to this program) are reflected in the Financial Support table. The lease agreement includes shared access to 65 classrooms including 5 computer classrooms. UCG is conveniently located near a variety of restaurants, banks, and other businesses.

University Center of Greenville provides facility security through Greenville Technical College Safety Officer and Police and Greenville City Police. Administrative staff for the facility includes Operations Director, Director of Community Relations, and various support staff.

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

Lander currently offers majors in both Psychology and Sociology that will be impacted by the creation of a B.S. in Human Services. Existing faculty expertise in both disciplines offers students a broad preparation in applied Psychology and applied Sociology in order to elevate preparedness for careers in Human Services. In order to continue to provide high-quality instruction in existing programs as well as offer high-quality instruction in a new Human Services program, additional full-time faculty members are needed even though Lander has existing part-time faculty members with degrees and relevant experience that assist in delivery of a new Human Services major. Lander is confident that the major programs in Psychology and Sociology will remain healthy even as some current/existing students may choose to pursue the major in Human Services.

Financial Support for Main Campus

	Sources of Financing for the Program by Year											
	1st		2nd		3rd		4th		5th		Grand Total	
Category	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	10 $107,000	40 $428,000	20 $214,000	60 $642,000	30 $321,000	80 $856,000	90 $963,000	90 $963,000	100 1,070,000	100 $1,070,000	$2,675,000	$3,959,000
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	$107,000	$428,000	$214,000	$642,000	$321,000	$856,000	$963,000	$963,000	$1,070,000	$1,070,000	$2,675,000	$3,959,000

	Estimated Costs Associated with Implementing the Program by Year											
	1st		2nd		3rd		4th		5th		Grand Total	
Category	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/ Staff Salaries	$229,800	$332,914	$234,600	$337,714	$234,600	$389,271	$234,600	$440,828	$234,600	$440,828	$1,168,200	$1,941,555
Facilities, Equipment, Supplies, and Materials	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$20,000	$100,000	$100,000
Library Resources	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$2,000	$10,000	$10,000
Other	$500	$500	$500	$500	$500	$500	$500	$500	$6,600	$6,600	$8,600	$8,600
Total	$252,300	$355,414	$257,100	$360,214	$257,100	$411,771	$257,100	$463,328	$263,200	$469,428	$1,394,200	$2,060,155
Net Total (Sources of Financing Minus Estimated Costs)	$175,700	$72,586	$384,900	$281,786	$598,900	$444,229	$705,900	$499,672	$806,800	$600,572	$1,280,800	$1,898,845

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 for Main Campus
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 **Sources of Financing** comes from tuition generated from new students recruited to Lander University as well as continuing Lander students who changed into this program in its first three years. By the fourth year, it is assumed that all students in the program are new students to this major.

The **Estimated Costs** are explained below:
Program Administration & Faculty/Staff Salaries
Year 1 = 2 new HUS faculty members + 6 adjunct classes + 1 new staff member (Administrative Specialist) + 1 existing PSYC faculty + funds to maintain or attain licensure or certification
Year 2 = 2 new HUS faculty members + 8 adjunct classes + 1 new staff member (Administrative Specialist) + 1 existing PSYC faculty + funds to maintain or attain licensure or certification
Year 3 = 2 new HUS faculty members + 8 adjunct classes + 1 new staff member (Administrative Specialist) + 1.5 existing PSYC faculty + funds to maintain or attain licensure or certification
Year 4 = 2 new HUS faculty members + 8 adjunct classes + 1 new staff member (Administrative Specialist) + 2 existing PSYC faculty + funds to maintain or attain licensure or certification
Year 5 = 2 new HUS faculty members + 8 adjunct classes + 1 new staff member (Administrative Specialist) + 2 existing PSYC faculty + funds to maintain or attain licensure or certification + stipend for work to prepare for accreditation

The costs associated with any full-time faculty or staff member assumes 37% of the total cost is devoted to benefits and insurance.

Facilities, Equipment, Supplies, and Materials – Existing campus facilities are used for the teaching needs of this program. New costs relate to the office and equipment needs of new full-time faculty and part-time faculty as well as increased needs on Lander's Office of Information Technology Services to provide online teaching and Blackboard workshops for faculty members.

Library Resources of $2000 annually cover the purchase of campus-wide access to EBSCO's Social Work Reference Center as well as a small fund for additional collection development needs.

Other Costs cover institutional memberships in the Council for Standards in Human Services Education (CSHSE) that is affiliated with the National Organization for Human Services. In Year 5, membership, an application fee, and a stipend for the Program Coordinator is provided as Lander seeks accreditation from CSHSE.

It should be noted that general overhead costs (utilities, costs of general university operations) are not included as costs on the table above.

Financial Support for New Site, University Center of Greenville

Sources of Financing for the Program by Year												
	1st		2nd		3rd		4th		5th		Grand Total	
Category	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	$214,000	$214,000	$428,000	$428,000	$428,000	$428,000	$428,000	$428,000	$428,000	$428,000	$1,926,000	$1,926,000
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	$214,000	$214,000	$428,000	$428,000	$428,000	$428,000	$428,000	$428,000	$428,000	$428,000	$1,926,000	$1,926,000
Estimated Costs Associated with Implementing the Program by Year												
	1st		2nd		3rd		4th		5th		Grand Total	
Category	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/ Staff Salaries	$25,600	$25,600	$58,950	$58,950	$121,950	$121,950	$121,950	$121,950	$128,350	$128,350	$456,800	$456,800
Facilities, Equipment, Supplies, and Materials	$30,810	$30,810	$35,090	$35,090	$44,370	$44,370	$44,370	$44,370	$46,510	$46,510	$201,150	$201,150
Library Resources	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Other	$6,050	$6,050	$6,050	$6,050	$6,050	$6,050	$6,050	$6,050	$6,050	$6,050	$30,250	$30,250
Total	$62,460	$62,460	$100,090	$100,090	$172,370	$172,370	$172,370	$172,370	$180,910	$180,910	$688,200	$688,200
Net Total (Sources of Financing Minus Estimated Costs)	$151,540	$151,540	$327,910	$327,910	$255,630	$255,630	$255,630	$255,630	$247,090	$247,090	$1,237,800	$1,237,800

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

The **Sources of Financing** comes from tuition generated from the new students in this program. No current Lander students or students enrolled at the main campus generate tuition revenue.

The **Estimated Costs** are explained below:
Program Administration & Faculty/Staff Salaries
> **Year 1** = 8 courses taught by part-time faculty
> **Year 2** = 12 courses taught by part-time faculty + ½ new Administrative Specialist
> **Year 3** = 1 new faculty member + 6 courses taught by part-time faculty + ½ new Administrative Specialist
> **Year 4** = 1 new faculty member + 6 courses taught by part-time faculty + ½ new Administrative Specialist
> **Year 5** = 1 new faculty member + 8 courses taught by part-time faculty + ½ new Administrative Specialist

> The costs associated with any full-time faculty or staff member assumes 37% of the total cost is devoted to benefits and insurance.

Facilities, Equipment, Supplies, and Materials – Fees per student taking courses through the University Center of Greenville as well as this program's share of facilities rent by Lander University have been included in this category. Additional monies for office and equipment needs of teaching faculty and technology training for hybrid course delivery are also a part of this category.

Library Resources are $0 because all expenses are included on the costs of the program tied to Lander's main campus. Students taking courses at the University Center of Greenville would have full access to all resources (print and online) of Lander's Jackson Library.

Other Costs include expenses for per diem and travel to the University Center of Greenville by teaching faculty members or administrators based on Lander University's main campus in Greenwood. This category also includes the second site cost of an institutional membership with the Council for Standards in Human Services Education (CSHSE).

It should be noted that general overhead costs (utilities, costs of general university operations) are not included as costs on the table above.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Knowledgeable students who understand career options	Demonstrate knowledge and understanding	Exams and assignments in core classes will measure knowledge and understanding. HUS 499 will measure understanding of career options. In addition, HUS 499 will administer the National Survey of Student Engagement (NSSE) every three years and use its score for students' ability for "acquiring job or work related knowledge and skills."
Critical thinkers who are adaptable in the field of Human Services	Demonstrate the ability to think critically	This objective will be measured in projects and assignments within the Developmental Psychology and Well-Being category of courses. One course is required by all students. In addition, HUS 499 administers the ETS Proficiency Profile that measures critical thinking skills, another indicator for this objective. Finally, every three years HUS 499 will administer the National Survey of Student Engagement (NSSE) and use its score for students' ability to "think critically and analytically."
Students with the ability to apply knowledge into different career settings (public, private, or non-profit) or toward specific policy areas.	Demonstrate application skills	This objective will be measured in courses within the Budgeting & Non-Profits as well as the Healthcare & Social Welfare categories of courses. One course in each category is required. If an internship is chosen, its assessment (by faculty member and/or workplace supervisor) may substitute or provide an additional indicator for this objective.

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 progress of program assessment will be multifaceted and designed to evaluate all aspects of the proposed program. Course assignments, exams, and projects across many courses as well as the ETS Proficiency Profile are the primary components of this comprehensive assessment plan. Data from these measures will be analyzed annually by the Program Coordinator or Department Chair to identify strengths and any areas that may need modification. Feedback from the summary data will be provided to teaching faculty to improve the goal of providing students with knowledge and enhancing critical thinking, application, and communication skills.

Faculty members teaching core classes will supervise all measures of assessing knowledge and understanding and will design assignments based upon scaffolding so that as students move from introductory knowledge, to development of skills, to master of skills so that students' understanding is enhanced over time. The scaffolding of the program's objective of knowledge and understanding as well as students' understanding of (and preparation for) career options will be measured in HUS 499: Senior Seminar (see the HUS 499 course description for details, such as working on resumes and discussions about ethics and professional conduct). In addition, Lander administers the National

Survey of Student Engagement (NSSE) to seniors on a three year reporting cycle. One of the reports generated is perceived gains among students. This reflects the degree to which students rate their own proficiency, development, and growth in a given area due to their experiences through the curriculum at Lander. NSSE's score of students "acquiring job or work related knowledge and skills" will be another measure of the knowledge students have gained within this curriculum.

The objective of enhancing critical thinking will be measured in different assignments and projects across courses within the Developmental Psychology and Well-Being category of courses. Lander administers the ETS Proficiency Profile every semester to students in all capstone courses. One of the scores generated by this test is a critical thinking score that tests students' ability to "recognize assumptions, recognize the best hypothesis according to information presented, recognize flaws and inconsistencies in arguments, and draw valid conclusions from information presented." Thus, this ETS score will also measure critical thinking skills. Again, NSSE has a measure of students' ability to "think critically and analytically," so this measure every three years is another indicator of this objective.

The objective of enhancing application skills will be measured in assignments and projects across courses within two categories: Budgeting and Non-Profits as well as Healthcare and Social Welfare. Students are required to take at least one course in each of these categories, so faculty will work to ensure that students demonstrate the ability to apply knowledge into different career settings (public, private, or non-profit) or toward specific policy areas, such as mental health or social welfare. Lander has long subscribed to programs that promote experiential learning, so assessment of an internship (through measures used by faculty members or workplace supervisors) may substitute for assessing this objective of enhancing application skills. While an internship is not required for students majoring in Human Services, the majors in both Psychology and Sociology have strong internship programs and placements for students across a variety of public, private, and non-profit environments, both locally and across the S.C. Upstate. Thus, Lander is confident that these opportunities would be developed for students in the Human Services program. Students with an Associate's degree in Human Services may have already participated in a 200-level internship course and/or be working professionals who would not benefit from an internship in the same way as a student who is 18-22 years old. Thus, internships are not required in Lander's Human Services curriculum.

Instructors of HUS 499: Senior Seminar will administer exit surveys that seek to measure students' thoughts about the curriculum and its delivery, but also give feedback about certain content and gain students' information about initial employment and long-term plans. These surveys will be anonymous, but the instructor will separately gather personal contact details in order to administer surveys to alumni periodically in the future. A new software system recently obtained by The Lander Foundation (that operates the Office of University Advancement) will enable the Department Chair or Program Coordinator to readily keep up with alumni of this program and gain information to track employment data.

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

Lander will pursue accreditation of its B.S. in Human Services from the Council for Standards in Human Services Education (CSHSE) that is affiliated with the National Organization for Human Services. Institutions must be members to apply for accreditation and must keep current membership consistently though the application process. Lander believes that five years of program data are needed for the self-evaluation within CSHSE's application. This would include information related to the Human Services Advisory Committee that Lander would form. Thus, Lander plans to initiate the application process in Year 5 and plan for site visits by CSHSE officials in the years that follow.

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.

n/a -- Students earning a B.S. in Human Services from Lander University would not be ready for any immediate licensure or certification.

Students would have the skills to pursue graduate programs that connect with licensure and certification. These include, but are not limited to, programs such as a Master of Social Work as well as master's degrees (in Psychology, Education, or by another name depending on institution) in fields related to marriage and family therapy, rehabilitation counseling, or mental health counseling --- fields that are a part of any search in the *Occupational Outlook Handbook* of the U.S. Department of Labor.

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

Letter of Endorsement

Greenville Technical College

P.O. Box 5616 • Greenville, SC 29606-5616
(864) 250-8000 • www.gvltec.edu

Barton Campus • Benson Campus • Brashier Campus
Center for Manufacturing Innovation • Northwest Campus

July 12, 2019

Scott L. Jones, PhD
Provost and Vice President of Academic Affairs
Lander University
Greenwood, SC 29649

Dear Dr. Jones,

It is with great gratitude and excitement that I write this letter of support on behalf of Greenville Technical College's administration, faculty, staff and specifically the students within the programs of human services and paralegal studies.

The development of your proposed baccalaureate completion degrees in the areas of human services and paralegal studies at the University Center of Greenville, approximately five minutes from our Barton Campus, provides a seamless pathway for students completing our Associate of Applied Science Degree within these respective areas. Until now, we have not had a transfer institution for our graduates to attend after completing their degree and our students are excited about these programs.

With 163 active students in our human service students and 123 paralegal students, I believe that enrollment in both programs will grow with students knowing that completion program exists within their community; and the brand and academic quality of Lander University makes this an attractive option for our students.

We look forward to working with you and your faculty on developing this pathway as we both attempt to fill the workforce needs in these professions within the region. Thanks again for your partnership and leadership in making this opportunity a reality.

Sincerely,

Dr. Jermaine Whirl
VP of Learning and Workforce Development

cc: Dr. Pamela Wash, Dean of Education and Professional Studies