PROGRAM MODIFICATION PROPOSAL FORM

Name of Institution: University of South Carolina Lancaster

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

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

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

N/A

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.)	

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

☒ Yes

☐ No

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

☐ Yes

☐ No

Proposed Date of Implementation: January 2019
CIP Code: 24.0101 (A.A. and A.S)

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

Proposed delivery site(s) and modes: Indian Land High School, 8063 River Road, Fort Mill, SC 29707

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

Dr. Walter P. Collins, III
Palmetto College Campus Dean; USC Lancaster
803-313-7002 | collinsw@sc.edu

Dr. Ron Cox
Associate Dean for Academic and Student Affairs; USC Lancaster
803-313-7101 | roncox@mailbox.sc.edu

Institutional Approvals and Dates of Approval:
Contract Approval: August 1, 2018
University of South Carolina Board of Trustees, pending approval, December 17, 2018

Background Information

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

The primary mission of the University of South Carolina is the education of the state's diverse citizens through teaching, research, creative activity, and service. Founded in 1801, the USC system is the largest university in the state, serving more than 50,000 students from its flagship Columbia campus, three comprehensive campuses (Aiken, Beaufort, and Upstate), and four regional campuses (Lancaster, Salkehatchie, Sumter, and Union).

The University of South Carolina Lancaster, a regional campus of the University of South Carolina, has as its mission to provide higher education and intellectual leadership to its service area, which includes Lancaster, Chester, Chesterfield, Fairfield, Kershaw, and York Counties. Its mission and vision statements were approved by the University's Board of Trustees in June 2016:
https://www.sc.edu/about/system_and_campuses/lancaster/about/mission_and_vision/index.php

To better serve constituents in the fast-growing northern part of Lancaster County, as well as adjacent communities in York County (due to the explosive growth of the metropolitan Charlotte, NC region), USC Lancaster seeks the establishment of an educational site in Indian Land, SC. The physical address of the site is 8063 River Road, Fort Mill, SC 29707.

Current course offerings at the site comprise less than 50% of courses applicable towards an associate degree, and SACSCOC was notified of this in May 2018 per the rule for offering 25-49% of the program at the site – which the site will reach in Spring 2019. Instructional methods employed for these courses consist of traditional in-class, on-site instruction, with USC-approved faculty members traveling to the site and teaching the classes.

Population growth and demographic changes within the target population have led to a demonstrated demand for additional courses at the site. In order to be able to meet its mission of serving these students, USC Lancaster is seeking approval from the South Carolina Commission on Higher Education to offer more than 50% of its Associate degrees at the Indian Land site (8063 River Road, Fort Mill, SC 29707).

Assessment of Need

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

South Carolina adults are, by and large, undereducated. According to recent statistics, only 25.1% of South Carolinians earn a bachelor's, graduate, or other professional degree, approximately 5% below the national average.
https://statisticalatlas.com/state/South-Carolina/Educational-Attainment

South Carolina's population has grown approximately 9% since 2010, with York and Lancaster Counties growing at about twice the average rate of the state. This growing population underscores the need for the site in Indian Land and is the primary reason for the request to offer more than 50% of courses required for an associate's degree at

the USC Lancaster campus which the site will reach Spring 2019.
https://www.heraldonline.com/news/local/article211810074.html

Expansion of these course offerings will enable USC Lancaster not only to offer more options for non-traditional students, but also to serve area traditional-aged undergraduate students by offering courses throughout the day.

Transfer and Articulation

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

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

Description of the Program

The AA and AS degree programs provide students with much of the general education requirements necessary for eventual completion of a bachelor's degree at the University of South Carolina. Three specialized associate's degrees – Business, Criminal Justice, and Technical Nursing – provide students with the skills and credentials necessary to enter directly into the workforce, while also allowing for them to continue their educational pursuits towards a bachelor's degree in their chosen field. A large percentage of the students attending USC Lancaster are place-bound with limited access to higher education opportunities. This new location will enable USC Lancaster (and USC in general) to better serve students and to meet community needs in a rapidly-growing area of the state.

Projected Enrollment						
Year	Fall Headcount		Spring Headcount		Summer Headcount	
	New	Total	New	Total	New	Total
2018-19	13	13	7	20	0	0
2019-20	35	35	7	42	0	0
2020-21	50	50	8	58	3	3
2021-22	65	65	8	73	10	10
2022-23	80	80	10	90	12	12

Explain how the enrollment projections were calculated.

Enrollment projections are based on current admissions data for the past several years in the associate's degree programs, and reflect plans for marketing and recruitment efforts in the growing geographic area. Classes are budgeted to generate three credit hours/registration.

Curriculum

Attach a curriculum sheet identifying the courses required for the program. See Appendix A.
No changes to degree curricula are necessary to implement this program change.

Curriculum Changes

Courses Eliminated from Program	Courses Added to Program	Core Courses Modified
N/A	N/A	N/A

New Courses
List and provide course descriptions for new courses.
No new courses are necessary to implement this program change.

Similar Programs in South Carolina offered by

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

This proposal does not seek to create any new degree programs but rather is designed to make existing associate degree programs available in a rapidly-growing part of the USC Lancaster service area.

The AA and AS degrees are offered at each of USC's Palmetto College Campuses (Lancaster, Salkehatchie, Sumter, Union, and Extended University). The specialized associate's degrees in Business, Criminal Justice, and Technical Nursing are unique, within the USC system, to USC Lancaster, but similar programs are available at some institutions around the state.

Regarding the business degree, for example, York Technical College (which is the closest in proximity to the proposed expansion site) awards associate's degrees in business-related fields (e.g., accounting, management, etc.). However, USC Lancaster's degree is specifically designed to lead a student directly into a USC bachelor's degree. In addition to meeting 28 hours of the University's Carolina Core (general education), students must complete 15 hours of approved USC professional area courses, and another 15 hours of courses specifically related to business. These courses will vary somewhat depending on the bachelor's degree program which the student plans to pursue (e.g., Business, Integrated Technology, Organizational Leadership, etc.).

The same is true of the Criminal Justice degree. In addition to meeting 34 hours of the University's general education requirements, USC Lancaster's degree requires – as a part of the CRJU "major" – five courses specifically required for completing the USC Criminal Justice bachelor's degree (CRJU 101, 202, 311, 312, and 313).

The Technical Nursing degree is a collaborative program between USC Lancaster and York Technical College, and none of the "major" courses (LANU) will be offered on the proposed expansion site, as they are clinical courses based in area hospitals.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences

Faculty

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

No additional full-time faculty will be required to implement the program. The new location will require a faculty site director and one administrative support assistant. Existing full-time faculty and part-time faculty will be used for instruction. Additional faculty may eventually be sought, based on enrollment growth and program demand.

Resources

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

Library Resources: No new library resources will be needed to serve this new location. Medford Library at USC Lancaster was established to support "the curricular, scholarly, and pedagogical needs of USC Lancaster students, faculty, and staff." Two tenured faculty librarians and one staff librarian ensure access to library resources and books both in hard copy and electronic formats. Librarian contact information is readily available on the Medford Library main page: https://sc.edu/about/system_and_campuses/lancaster/experience/library/index.php

The physical library is 25 minutes from the Indian Land location. Students will be able to request materials from PASCAL and Interlibrary Loan and place physical materials on hold at Medford Library. Their pick up location will be Medford Library and they will need to come to the library with their Carolina Card to check materials out. Access to the library's holdings is easily accessible off site. The library's electronic card catalog is available here: http://libcat.csd.sc.edu/search~S16

Similarly, Medford Library makes available a wide array of resources through the internet. A selection of databases (numbering 218) to which Medford Library subscribes and which support the academic areas of study at USC Lancaster can be found at this link: http://usclancaster.libguides.com/az.php

Many services are made available to faculty, staff, and students including Inter-Library Loan, PASCAL Delivers, and the Library of Things. Other services can be found here: http://usclancaster.libguides.com/c.php?g=322991&p=2163768

Equipment: USC Lancaster has most of the required equipment and technology to initially support this program extension. Although no major equipment purchases are anticipated to get the program off the ground, small items may be obtained to support individual disciplines as the program evolves. Such small items might include laptop computers, printers, projectors, screens, document cameras, and consumable items such as dry erase markers, copy/printer paper, and other incidental office supplies. Small purchases will be absorbed into the proposed budget for this site and other existing campus

budgets such as the IT budget. As enrollments and space requirements grow, unique needs such as supplies for art classes or science classes will be identified and added to the annual operating budget.

Facilities: Furniture and office supplies will be supplied from existing sources. In year three plans are to relocate classes into the existing vocational center and modify the space to accommodate future growth. Some additional desks, tables and chairs may eventually be needed. A capital request has been submitted to acquire appropriations to facilitate these enhancements.

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

☐Yes

☒No

Financial Support

Estimated Sources of Financing for the New Costs						
Category	1st	2nd	3rd	4th	5th	Total
Tuition Funding	42,557	98,306	142,146	194,662	239,381	717,051
Program-Specific Fees	0	0	0	0	0	0
Special State Appropriation	0	0	0	0	0	0
Reallocation of Existing Funds	0	0	0	0	0	0
Federal, Grant, or Other Funding	100,000	100,000	100,000	100,000	100,000	500,000
Total	142,557	198,306	242,146	294,662	339,381	1,217,051
Estimated New Costs by Year						
Category	1st	2nd	3rd	4th	5th	Total
Program Administration and Faculty and Staff Salaries	82,350	89,100	132,000	144,375	152,625	600,450
Facilities, Equipment, Supplies, and Materials	30,000	28,500	28,500	30,000	28,500	145,500
Library Resources	0	0	0	0	0	0
Other (specify)	0	0	0	0	0	0
Total	112,350	117,600	160,500	174,375	181,125	745,950
Net Total (i.e., Sources of Financing Minus Estimated New Costs)	30,207	80,706	81,646	120,287	158,256	471,101

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

All new costs of delivering this program to the new site will be funded through tuition revenue generated from new students attending at the location, as outlined above. Tuition and fees will be site specific attributable to the courses offered. Campus administration has the support and annual funding of $100,000 each year from the Lancaster County Commission for Higher Education. Expenses will also be site specific for instruction, supplies, equipment, use of the facility, and promotional efforts.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
1) Effective Communication Through Writing	Students must be able to identify and analyze issues, develop logical and persuasive arguments, and communicate ideas clearly for a variety of audiences and purposes through writing and speaking.	This is a Carolina Core principle that is assessed with the CMW (effective, engaged, and persuasive communication: written component) rubric.
2) Aesthetic and Interpretive Understanding	Students must be able to create or interpret literary, visual or performing arts.	This is a Carolina Core principle that is assessed with the AIU (aesthetic and interpretive understanding) rubric.
3) Analytical Reasoning and Problem Solving	Students must be able to apply the methods of mathematical, statistical, or analytical reasoning to critically evaluate data, solve problems, and effectively communicate findings verbally and graphically.	This is a Carolina Core principle that is assessed with the ARP (analytical reasoning and problem-solving) rubric.
4) Global Citizenship and Historical Thinking	Students must be able to use the principles of historical thinking to understand past human societies.	This is a Carolina Core principle that is assessed with the GHS (global citizenship and multicultural understanding: historical thinking) rubric.
5) Global Citizenship and Multicultural Understanding	Students must be able to use the principles of the social sciences to explore diverse cultural identities and to analyze political and environmental issues.	This is a Carolina Core principle that is assessed with the GSS (global citizenship and multicultural understanding: social sciences) rubric.
6) Values, Ethics, and Social Responsibilities	Students must be able to examine different kinds of social and personal values, analyzing the ways in which these are manifested in communities as well as individual lives.	This is a Carolina Core principle that is assessed with the VSR (values, ethics, and social responsibility) rubric.

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

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

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

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

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

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

For courses relevant to its specialized associate's degree programs (Business, Criminal Justice, and Nursing), USC Lancaster has a local Assessment Committee consisting of qualified faculty members.

The Associate's degree in Business is an accredited program through ACBSP and, in addition to the course evaluations of all business courses, undergoes annual assessment and evaluation as a part of the requirements for reaccreditation. Faculty work with the Assessment Committee to collect data related to program learning outcomes and prepare an Annual Quality Assurance Report. These may be found online at (https://www.sc.edu/about/system_and_campuses/lancaster/internal/faculty_and_staff/assessment/index.php). Results are shared with faculty and with the Assessment Committee for use in making program modifications and curricular changes.

For the Associate's degree in Criminal Justice, all CRJU courses are reviewed annually. Results of the course evaluations are shared with CRJU faculty and with members of the Assessment Committee for use in making recommendations for changes to the degree curriculum, program learning outcomes, and improvements in student success rates.

USC Lancaster's Associate's degree in nursing is a collaborative program with York Technical College and is approved by the Board of Nursing for South Carolina, as well as fully accredited by ACEN (the Accreditation Commission for Education in Nursing). In addition to the course evaluations conducted in all classes, the program undergoes annual evaluation and assessment of learning outcomes as a part of its approval and accreditation process. Student achievement data may be found online at https://www.yorktech.edu/uploadedFiles/Smartform_Content/Major/ACEN_Published_student_achievement_data_.pdf.

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

☐ Yes

☒ No

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

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

☐ Yes

☒ No

Appendix A – Curriculum

Associate in Arts (A.A.)

Course Requirements

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

ENGL 101	3	
ENGL 102	3	
3 hours of Math, Computer Science, Statistics, or Logic, chosen from among the following courses or any approved ARP courses: MATH 111i, MATH 111, MATH 115, MATH 122, MATH 141, MATH 142, MATH 170, MATH 172, STAT 110, STAT 112, STAT 201, STAT 205, CSCE 101, CSCE 102, CSCE 145, PHIL 114 (previously PHIL 110).		
	3-4	
7 hours total of lab science, (including at least one associated laboratory course) chosen from among approved SCI courses: BIOL 110, BIOL 120(L), BIOL 206, BIOL 243(L), BIOL 244(L), BIOL 270(L), BIOL 101(L), BIOL 102(L), CHEM 102, CHEM 105, CHEM 111, ENVR 101(L), GEOG 202, GEOL 101, GEOL 103, GEOL 110, MSCI 101, MSCI 102, MSCI 210(L), MSCI 215(L), PHYS 201(L), PHYS 202(L), PHYS 211(L), PHYS 212(L).		
Foreign Language course at the 109 level or higher, or a score of 2 on any foreign language placement test.		
3 hours chosen from among approved GHS courses: HIST 101, HIST 102, HIST 104, HIST 108, HIST 109, HIST 111, HIST 112.		
	3	
6 hours chosen from among approved GSS courses: AFAM 201, ANTH 101, ANTH 102, CRJU 101, GEOG 103, POLI 101, POLI 201, PSYC 101, SOCY 101, WGST 112.		
	3	
	3	
6 hours chosen from among approved AIU courses: ARTE 101, ARTH 105, ARTH 106, ARTS 103, ARTS 104, ENGL 270, ENGL 282, ENGL 283, ENGL 284, ENGL 285, ENGL 286, ENGL 287, ENGL 288, FILM 180, FILM 240, MUSC 110, MUSC 140, THEA 170, THEA 200.		
	3	
	3	

3 hours chosen from CMS, INF or VSR courses (may not be a course used above): SPCH 140, STAT 112, HIST 108, PHIL 211, PHIL 320, POLI 201, BIOL 208, WGST 112, RELG 205.		

Students must have a cumulative GPA of 2.0 on USC coursework and must have at least 15 hours of coursework from the home campus.
Note: Completion of this degree plan will satisfy at least 25 hours of the Carolina Core: 6 hours CMW, 7 hours SCI, 3 hours GFL, 3 hours GHS, 3 hours GSS, 3 hours AIU, and 3 hours from CMS, INF, or VSR.

Associate in Science (A. S.)

Course Requirements

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

ENGL 101	3	
ENGL 102	3	
6 hours of Math, Computer Science, Statistics, or Logic, chosen from among the following courses or any approved ARP courses: MATH 111i, MATH 111, MATH 112, MATH 115, MATH 122, MATH 141, MATH 142, MATH 170, MATH 172, STAT 110, STAT 112, STAT 201, STAT 205, CSCE 101, CSCE 102, CSCE 145, PHIL 114 (previously PHIL 110).		
8 hours total of lab science, (including at least two associated laboratory courses) chosen from among approved SCI courses: BIOL 110, BIOL 120(L), BIOL 208, BIOL 243(L), BIOL 244(L), BIOL 270(L), BIOL 101(L), BIOL 102(L), CHEM 101, CHEM 102, CHEM 105, CHEM 111, ENVR 101(L), GEOG 202, GEOL 101, GEOL 103, GEOL 110, MSCI 101, MSCI 102, MSCI 210(L), MSCI 215(L), PHYS 201(L), PHYS 202(L), PHYS 211(L), PHYS 212(L)		
Foreign Language course at the 109 level or higher, or a score of 2 on any foreign language placement test.		
3 hours chosen from among approved GHS courses: HIST 101, HIST 102, HIST 104, HIST 108, HIST 109, HIST 111, HIST 112		
	3	
6 hours chosen from among approved GSS courses: AFAM 201, ANTH 101, ANTH 102, CRJU 101, GEOG 103, POLI 101, POLI 201, PSYC 101, SOCY 101, WGST 112		
	3	
	3	
3 hours chosen from among approved AIU courses: ARTE 101, ARTE 260, ARTH 105, ARTH 106, ARTS 103, ARTS 104, ARTS 210, ENGL 270, ENGL 282, ENGL 283, ENGL 284, ENGL 285, ENGL 286, ENGL 287, ENGL 288, FILM 180, FILM 240, MUSC 110, MUSC 140, THEA 170, THEA 200		
	3	

3 hours chosen from CMS, INF or VSR courses (may not be a course used above): SPCH 140, STAT 112, HIST 108, PHIL 211, PHIL 103, PHIL 320, POLI 201, BIOL 208, WGST 112, RELG 205.		
	3	
Additional elective credit to meet 60 hours total. No more than 3 hours of PEDU courses may be included.		

Students must have a cumulative GPA of 2.0 on USC coursework and must have at least 15 hours of coursework from the home campus.

Note: Completion of this degree plan will satisfy at least 25 hours of the Carolina Core:
6 hours CMW, 7 hours SCI, 3 hours GFL, 3 hours GHS, 3 hours GSS, 3 hours AIU, and 3 hours from CMS, INF, or VSR.

Appendix B—Shared use of a K-12 facility

USC Lancaster will begin by using the Indian Land High School building as an extension location for college course instruction after regular high school hours (after 4:00 pm). As alluded to earlier in this document, in the third year, the school district has agreed to allow us to use a separate, free-standing building at the same address, and we plan to transition to a full-day operation afterwards. After this transition, there will be a simultaneous use of the school buildings by both the Lancaster County School District and USC Lancaster but isolated in separate and individual buildings with college instruction occupying the smaller separate building.

At all times both now and in the future, USC Lancaster faculty, site administrators, and assistants associated with the Indian Land Location will conduct all official USC Lancaster instruction and business including the handling of student records and other protected information using our University systems and equipment (hardware and software) thus insuring FERPA privacy and other protections for USC Lancaster students.

All USC Lancaster faculty and staff undergo background checks at their time of hire per policy to help ensure the safety and security of the general operations of our campus. The school district will also register USC Lancaster faculty and staff in their system and issue the district photo ID badges that allow for controlled building access (i.e. ID badges that double as swipe door entry cards). The door entry system will work with these cards only during specific coordinated periods (e.g. 4:00 pm to 8:30 pm or 8:00 am to 5:00 pm depending on our operation).

USC Lancaster officials will work regularly and closely with the administrators of the Lancaster County School District to ensure mutual protection of information related to all students (both college and LCSD students) using the buildings.