



# South Carolina Commission on Higher Education

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CHE  
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Agenda Item 5.02.E

June 5, 2014

## MEMORANDUM

**To:** Chairman John L. Finan and Members, S.C. Commission on Higher Education

**From:** Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing

### **Consideration of Request for Amendment to License to offer programs leading to the M.A., Community College Administration, Human Services, and Leadership Lenoir-Rhyne University, Hickory, NC, at its Center for Graduate Studies, Columbia**

#### **Summary**

Lenoir-Rhyne University (LRU), in Hickory, NC ([www.lr.edu](http://www.lr.edu)) requests an amendment to its license to offer programs leading to the M.A. degree in Community College Administration, Leadership, and Human Services. According to the proposal, the University will deliver the program through face-to-face, hybrid, and online modes to begin in fall 2014.

LRU is a non-profit corporation affiliated with the North Carolina Synod of the Evangelical Lutheran Church in America. The institution began in 1891 as Highland College; it became Lenoir-Rhyne College in 1924, and changed its name to Lenoir-Rhyne University in 2008. In 2012 LRU merged with the Lutheran Theological Southern Seminary (LTSS) in Columbia, where it continues the seminary, and also offers a M.A. degree in Counseling, the Commission approved in 2012. The campus address is 4210 North Main Street, approximately two miles north of Elmwood Avenue. LRU also has a Graduate Center in Asheville, NC.

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) has accredited LRU since 1928. The Commission on Accrediting of the Association of Theological Schools accredits the seminary and the Council for Accrediting of Counseling and Related Educational Programs (CACREP) accredits the M.A., Counseling program in Asheville and Hickory. LRU will submit its application for CACREP accreditation for the Columbia site when it meets the enrollment and graduation requirements. The M.A., Human Services program is developed for Council for Standards in Human Services Education (CSHSE) specialized accreditation. The institution will apply to CSHSE when it meets the enrollment and graduation requirements.

The following information from the U.S. Department of Education shows student loan default rates at LRU:

<b>Lenoir-Rhyne University</b>			
<b>Cohort Default Rates</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>
<b>Default Rate</b>	9.3%	5%	4.%
<b>No. in Default</b>	47	22	18
<b>No. in Repay</b>	505	434	377

The USDE sanctions a school when the school's three most recent cohort default rates are 25 percent or higher or if a school's current default rate is greater than 40 percent. Except in the event of a successful adjustment or appeal, such a school will lose FFEL, Direct Loan, and Federal Pell Grant program eligibility for the remainder of the fiscal year in which the school is notified of its sanction and for the following two fiscal years.

The program proposals are attached.

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends favorably to the Commission an amendment to the license of Lenoir-Rhyne University to offer programs leading to the Master of Arts degree in (1) Community College Administration, (2) Human Services, and (3) Leadership, at its Center for Graduate Studies in Columbia, provided no "unique cost" or other special state funding be required or requested. Further, that the institution seek Council for Standards in Human Services Education (CSHSE) accreditation for the M.A. degree in Human Services.

**Lenoir-Rhyne University**  
**Program Proposal**  
**Master of Arts in Community College Administration**  
**Submitted to CHE February 3, 2014**  
**Revised April 23, 2014**

Dr. Wayne Powell, President  
[powellw@lr.edu](mailto:powellw@lr.edu)  
 828-328-7334

Dr. Larry Hall, Provost  
[larry.hall@lr.edu](mailto:larry.hall@lr.edu)  
 828-328-7110

## 2. Classification

A.	Program title, level of degree, and total number of credit hours;	<b>MA in Community College Administration, graduate, 33 credit hours</b>
B.	CIP code from the current U.S. Department of Education's Classification of Instructional Programs;	<b>Community College: 13.0407</b>
C.	Proposed date of implementation;	<b>Fall 2014</b>
D.	Site;	<b>LRU, Center for Graduate Studies, Lutheran Theological Southern Seminary</b>
E.	Delivery mode (traditional, distance education, and/or blended);	<b>Blended and fully online offerings for all programs</b>
F.	Titles of institution approvals (e.g., faculty committees, institutional governing board, presidents or chief executive officer) and dates of each approval.	10/1/2011 – College 10/15/2011 – Graduate Studies Council 11/15/2011 – Academic Program Committee 12/07/2011 – Faculty Assembly 1/2012 – Board of Trustees

## 3. Purpose

The Master of Arts in Community College Administration (MACCA) program is designed for emerging community college administrative leaders who wish to develop the knowledge and skills needed to serve and advance in a variety of roles in community and technical colleges. The program focuses on three areas of study: community college fundamentals, administration, organization and supervision, and professionalism.

- Community college fundamentals include: the history, mission, organization and trends in the community college movement in the US; organization of the community college systems in North Carolina and nearby states in the Southeast; and current issues and topics facing community colleges.
- Administration, organization and leadership includes: community college administration, college and education politics, academic, continuing education, economic development and student services leadership and an internship at a community college.

- Professionalism includes skills and knowledge of: curriculum and program development, program evaluation, research, and adult education.

The program emphasizes exposure to a breadth of community college and higher education administration issues, programs and services. The MACCA program also includes an experiential/service learning component in which the adult learner participates in an approved community activity. The flexible structure of the program is designed to meet the personal and professional goals of adult learners.

### **Objectives of the program**

The MACCA curriculum will prepare students to demonstrate specific knowledge in the field of community college administration, including the skills and techniques necessary to enable them to:

- Identify, understand and adopt best-practice skills and models in community college organizational and leadership development, services for special populations, financial aid, policy and planning, admissions, marketing and promotion, evaluation, accountability and philosophy, learning skills development, counseling, finance, curriculum design, legal issues, and distance learning.
- Think critically and ethically about the purposes, design, functions and character of community college organizations and their service to society.
- Develop effective decision-making, leadership, management, and analytical skills.
- Examine the issues of governance in community colleges and institutional adaptation to the changing environment.

### **4. Justification**

US Bureau of Labor reports that the growth in jobs for individuals in the fields of Post-Secondary Education will be significantly higher than the average growth in America. Individuals working in this area can expect a 19% growth in job outlook over the next 10 years. The average job outlook for 2012-22 is 11%. (US Department of Labor – Bureau of Labor Statistics <http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm>)

The American Association of Community Colleges reported approximately 15 million enrolled students during the 2011-12 academic year (<http://www.aacc.nche.edu/AboutCC/Pages/fastfactsfactsheet.aspx>). The trend data shows that these numbers will grow as more individuals need post-secondary training and education in order to be prepared for a 21<sup>st</sup> Century job market. Lenoir-Rhyne's MA in Community College Administration was developed to help ground level community college administrators gain the skills to take on mid-level management positions in student affairs, business affairs, enrollment management, etc. As demand for community colleges grows so will the need for competent and inspired mid-level managers who can help to move the organization forward.

### **Relationship with other programs at the University**

The College of Education & Human Services at Lenoir-Rhyne University houses all of the newly proposed programs to be housed at the LTSS campus. As such, all of the proposed programs will fall under the same administration structures as those on the Hickory, NC campus. The MA in Community College Administration program has run successfully at the Lenoir-Rhyne Center for Graduate Studies in Asheville, NC for the past two years. Administration will ensure that the program is offered at the same level of quality and integrity in Columbia, SC.

The university has made strong efforts to make connections between programs as appropriate so that students may benefit from multiple sources of expertise and diverse perspectives on shared topics. For instance, courses in the Community College Administration program are shared with our Counseling, Leadership and Education programs to increase the diversity of instructors and peers with whom students have the opportunity to interact. Where possible, the university will continue to look for cross-curricular connections which will strengthen our students' experiences.

### Similar programs

Based on the National Center for Education Statistics, there are no graduate programs within the state of South Carolina focused specifically on mid-level community college administration. A College Navigator search of "Higher Education Administration" returned three results at USC Columbia: M.Ed. in Higher Education & Student Affairs, M.Ed. in Higher Education & Business Administration, and a certificate program in Higher Education Leadership. Though there are some shared themes across curricula, Lenoir-Rhyne's program is unique in its concentration on mid-level community college leadership.

### Similarities and differences

Institution	Total Credits	Similarities	Differences
USC Columbia, M.Ed. in Higher Education Administration	18-42 cr hrs.	-Shared themes in Adult Education theories and strategies -Higher Education administrative skills and dispositions development are shared objectives -The development of effective and ethical higher education leaders is a shared outcome -Student affairs and administrative management are common themes within both programs	-The MA in Community College Administration focuses solely on administration and leadership at the two- year community college level. Specifically, mid-level administration at this level. The M.Ed. in Higher Education Administration at USC has a broad focus on higher education including 4 year colleges and universities. -The MA in Community College Administration will be offered fully-online and blended to provide maximum access to potential students.

### 5. Admission criteria

Applicants must have earned an undergraduate degree with a minimum cumulative grade point average (GPA) of 2.7 on a 4.0 scale, OR A minimum GPA of 3.0 on a 4.0 scale in a master's degree program in education or related field.

1. Submit an official copy of either the Miller Analogies Test (MAT) with a minimum score of 390 OR the GRE with a combined Verbal and Quantitative scores in the 35th percentile and with a minimum Verbal score in the 40th percentile;
2. Submit a detailed vita or resume;
3. Submit an autobiographical essay reflecting on the candidate's commitment to education, making sure to address prior teaching experiences and leadership opportunities working with students and adults, as well as academics;

4. Three recommendation forms completed by the candidate's current supervisor, a colleague who can speak to the candidate's academic abilities and dispositions, and/or other appropriate individuals of the candidate's choice.
5. Be available for an interview as requested.

*\*Candidates for the MA in Community College Administration program are strongly encouraged to hold a current position or have employment history within a community college.*

## 6. Enrollment

Estimates are based upon initial enrollment trends that have occurred at Lenoir-Rhyne's Center for Graduate Studies in Asheville, NC. We anticipate lower enrollment in the fall of 2014 but moderate increases in future semesters. Given that courses will be offered online for all of the proposed programs, we expect that the academic origin of students will be primarily from the Southeast region of the US but could expand to markets beyond this region as demand increases.

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2014- 15	5	30	10	60	10	60
2015 - 16	15	90	15	90	15	90
2016 - 17	20	120	20	120	20	120

## 7. Curriculum

### Master of Arts in Community College Administration (33crhrs)

Community College Foundations (9 credits)	
EDU 604	Introductory Seminar: Community College and American Education (3 credits)
EDU 630	The Adult Learner (3 credits)
EDU 650	Internship in Community College Administration (3 credits)
Administration, Organization and Leadership (9 credits)	
EDU 610	Organization and Administration of the Community College (3 credits)
EDU 612	Community College Budgeting, Finance and Management (3 credits)
EDU 620	Higher Educational Leadership (3 credits)
Professionalism Component (choose 15 credits)	
EDU 505	Research Methodology and Practicum (3 credits)
EDU 606	Technical Skills for 21st Century Community College Administration (3 credits)
EDU 621	Design and Development of Curricular Programs (3 credits)
EDU 631	Design and Development for Student Support and Development Programs (3 credits)
EDU 635	Planning and Assessing Two-Year Programs (3 credits)
EDU 637	Current Trends in Community College Administration (3 credits)
<b>Total Credit Hours: 33</b>	

All courses are currently established and in the university catalogue. No new courses are needed to begin this program.

## **8. Assessment**

### **Student learning outcomes.**

In addition to formative course assessments (e.g., quizzes, tests, projects, papers, and presentations), the MA in Community College Administration graduate students will complete a practicum experience. The practicum will be tied to the specific program learning outcomes and applied to an actual setting within a community college, preferably at the community college where the student is currently employed. Students working toward the MA degree will complete six hours of internship and practicum which includes an applied research project connected to their work within the community college organization. University faculty will supervise and evaluate the practicum experience and an applied research capstone project which will serve as part of the comprehensive examination for this degree program.

### **Programmatic assessment**

A comprehensive list of all program learning outcomes is below. The program will report annually on student performance related to these learning outcomes. Course grades, test data, practicum evaluations, and comprehensive examinations will be used to provide multiple points of data for the assessment of the overall program and tracks within. The annual report to the university will include quantitative and qualitative data tracking the programs strengths and needs as it grows. Once every five years, a formal program review will occur to ensure that the data being collected and reported is being used to improve the program and better serve its students.

In addition to course assessments, Community College Administration graduate students will complete an internship designed to enable the student to blend theory and practice in a community college setting. This internship project will include specific assessment methodology developed by the Community College Administration faculty which will be intentionally tied to the program's learning outcomes. In addition, students enrolled in the program must complete a Comprehensive Examination in their last semester of classed.

The learning outcomes for students completing the MA in Community College Administration program include the ability to:

- Manage community college organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.
- Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is supported by the college and the communities it serves.
- Promote a positive college culture, provide an effective instructional program, apply best practices to student learning, and design comprehensive professional growth plans for staff.
- Influence the larger political, social, economic, legal, and cultural context.
- Synthesize and apply these outcomes through substantial, sustained, standards-based work in real settings.

### **Program evaluation and student performance assessment to initiate changes to the program**

Lenoir-Rhyne University sustains a thorough set of policies and processes regarding the establishment, review, and assessment of all program curriculum and instruction. Programs

that are developed at the Columbia campus will follow the standard protocols used at the main campus and will be reviewed and assessed like all other programs at the Hickory, NC campus. In the cases of the proposed programs, the program coordinator/chair will reside in Hickory and all curriculum and assessment proposals/reviews will be managed at the main campus.

LRU ensures that each educational program for which academic credit is awarded is approved by the faculty and administration as mandated by its Board of Trustees through its *Faculty Handbook* and Faculty Constitution. The Board of Trustees is the final authority over academic programs and standards, as indicated in the Board of Trustees Bylaws. The University's *General Catalog* lists educational programs that award academic credit. Similarly, the University has established a series of policies and procedures that ensure that all academic programs are assessed to promote continual improvement of student learning outcomes. These two processes are outlined below.

### **Academic Program and Curriculum Review**

According to the LRU *Faculty Handbook*, effective practices require that faculty members are “key contributors in the development of institutional policies and procedures” in the educational mission of the University. Among the primary responsibilities of faculty are the “establishment and/or revision of course curriculum and the content of academic programs...” Depending on the discipline, faculty within a program (major) utilize a variety of resources to develop and/or revise curriculum, including program accreditation standards, national professional standards, input from advisory panels, student data, and professional judgment. Faculty members engage annually in program assessment practices and regularly in program review as mandated by LRU's institutional effectiveness policy and process.

Faculty furnish proposed changes in academic curriculum and/or policy to the Academic Policy Committee (APC), a campus-wide, representative council responsible for reviewing all proposals for academic program, course, and/or policy revisions. In special cases, other faculty committees review these proposals and furnish recommendations prior to APC action: graduate program-related courses (through the Graduate Studies Council); teacher education courses (through the Teacher Education Council); and core curriculum classes (through the Core Curriculum Committee). Upon APC recommendation, the Provost brings proposals to the full Faculty Assembly for consideration/approval. If the changes include the addition of new academic programs, the Board of Trustees further reviews and approves proposals. If proposals are approved, the Registrar makes necessary changes in the subsequent University General Catalog, which is revised annually.

Within the University's system of shared governance, LRU's administration contributes to the academic program and policy approval process. First, the University's chief academic officer, the Provost, serves as chair of the APC, coordinating all actions related to academic curriculum and policy deliberations. Second, if the APC receives proposals that require new resources, the Provost confers with the University's Budget Committee, an advisory committee of the University President, prior to the committee making any recommendations or the faculty any decisions. Third, if a submitted proposal affects other academic or administrative programs, the protocols require that these programs be engaged and informed prior to the initial submission of a proposal. Fourth, proposals including the creation of a new academic program ultimately require consideration and approval by the Board of Trustees, by recommendation through the Board's Instruction and Student Life Committee (which also includes the Provost and faculty representation).

## 9. Faculty

List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc.)	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor 1 (Community College Administration)	PhD	Higher Education Leadership	Yes

### Qualifications of new faculty and staff

Lenoir-Rhyne University is a regionally accredited university (through SACS) and, accordingly, abides by the standard expectations regarding quality and credentials of its teaching faculty. According to its *Faculty Handbook*, to teach Masters level courses, LRU faculty will be required to possess a terminal degree in the field-of-study. In rare circumstances, the University will consider faculty who may hold Master's degree along with exceptional professional experience or other qualities. All full-time faculty who teach in the MACCA programs will have a terminal degree in an area related to community colleges and educational administration, such as Educational Leadership, Community College Administration and Curriculum and Instruction. In addition, program faculty are or will have been employed in a community college in an administrative position ranging from Division Chair to President. Additional faculty expertise will be added through part-time and adjunct faculty engaged specifically to deliver this program. A Community College Administration committee will be formed to support the programs of study.

### Proposed changes in assignment

No currently-employed faculty or administrators will receive a change in assignment.

### Faculty development

Lenoir-Rhyne University provides extensive opportunities for faculty development across all academic programs. A detailed description of the university's plan for faculty development can be found at:

<http://facstaff.intranet.lr.edu/sites/facstaff.intranet.lr.edu/files/docs/SECTION%20II.pdf>.

### Definition of full-time equivalent (FTE)

The number of FTE students is calculated based on fall student headcounts as reported by the institution on the IPEDS Enrollment (EF) component (Part A). The full-time equivalent (headcount) of the institution's part-time enrollment is estimated by multiplying the factors noted below times the part-time headcount. These are then added to the full-time enrollment headcounts to obtain an FTE for all students enrolled in the fall. This formula is used to produce an FTE that is used annually in the Digest of Education Statistics.

Part-time undergraduate enrollment

Public 4-year (.403543)

Private (not-for-profit and for-profit) 4-year (.392857)

Public 2-year and <2-year (.335737)

All other institutions (.397058)

Part-time first-professional enrollment

Public 4-year (.600000)

Private (not-for-profit and for-profit) 4-year (.545454)

Part-time graduate enrollment

Public 4-year (.361702)

Private (not-for-profit and for-profit) 4-year (.382059)

## **10. Physical Plant**

### **Description of facilities**

The program will be offered on the University's Columbia campus at 4201 N. Main Street, (formerly the Lutheran Theological Southern Seminary), through its newly developed Center for Graduate Studies of Columbia. The merger of the University and Seminary occurred on July 1, 2012; SACS-COC approved the merger at its December 2013 meetings. The approximately 20 acre campus serves as the main base for the University's new School of Theology (including the seminary) and will also serve other graduate programs as they are developed and approved for delivery through the new Center. The campus fully supports all University functions and includes curricular, co-curricular, administrative, and residential facilities: classrooms; faculty and staff offices; a substantial library (also connected virtually with the Hickory campus system); chapel; apartments and townhouses; auditorium; student union and dining hall; and well maintained grounds. Upon merger, Lenoir-Rhyne designated significant resources to the immediate improvement of the campus, e.g., full campus wireless capacity; renovation of the library; improvement of academic classrooms and offices; and other technologies allowing direct virtual linkage to the University's Hickory and Asheville campuses. <http://ltss.lru.edu/visitors-and-friends/seminary-campus>

The LTSS campus provides a full slate of teaching and learning facilities normally found on a traditional college campus, e.g., multiple classroom facilities, library, student union, auditorium/chapel facility, student living spaces, faculty and staff offices. Class scheduling for these new programs will be coordinated with existing classes of the seminary to satisfy space needs. A detailed campus map made be viewed at [http://www.ltss.edu/visitors\\_and\\_friends/campus\\_map/](http://www.ltss.edu/visitors_and_friends/campus_map/).

### **Additional physical plant requirements**

Adequate office, teaching, and residential space is available for the delivery of the program.

## **11. Equipment**

### **Major equipment**

The University will utilize all of the existing facilities at the Lutheran Theological Southern Seminary (LTSS) to furnish its face-to-face courses. (LTSS is a fully accredited graduate school of theology by the Association of Theological Schools, holding accreditation continuously since 1944.) LTSS has more than adequate classroom facilities to meet the needs of these additional academic programs.

In addition, LTSS is under the Lenoir-Rhyne University "umbrella" regarding technology. For example, LRU utilizes LAMP (<https://sakai.lampschools.org/portal/>), its online classroom management system, which allows the development and implementation of online, hybrid, and web-enhanced classes. All existing administrative systems are integrated into LRU operations. LRU utilizes PowerCampus (MYlr: <http://lr-ss1.lru.edu/selfservice/Home.aspx>) for its registration, academic records, financial, and other administrative operations. All off-site operations including LTSS are integrated into this centralized system.

## **12. Library Resources**

### **Qualitative and quantitative (i.e., number of monographs, number of serials, etc.) assessment of current holdings in view of the new program being proposed**

Students in all three fields of study will have access to the library facilities at the Lutheran Theological Southern Seminary (LTSS) campus. In addition, all electronic resources will be available to the students through the LRU library.

LTSS is served by Lineberger Memorial Library, which provides access to a wide variety of print and on-line resources which support the curriculum. The collection, of approximately 100,000 volumes, contains classics as well as the most up-to-date material. It also contains smaller collections of non-academic materials, such as fiction, non-fiction, videos and dvds. The library subscribes to almost 400 journals and provides access to others through the online theology periodical index ATLAS. Through the Eastern Cluster of Lutheran Seminaries partnership, the library shares an online catalog, ECCO, and students have access to materials from the LTSS Library and those of the Eastern Cluster partners, the Lutheran seminaries at Gettysburg and Philadelphia. Students can borrow materials from any of the three facilities. Interlibrary loan services are also available for materials not found in ECCO. There is a photocopier/scanner available for student use. Students will also be served by Rudisill Library on the campus of Lenoir-Rhyne University in Hickory, NC.

Lineberger Library is staffed by two professional librarians, one full-time staff person, and a number of students who are enrolled at LTSS. Rudisill Library is staffed by four professional librarians, three full-time staff members, and university student workers.

Lineberger Library is open 74 hours per week during the semester and 40 hours per week during Semester Break and the Summer break. Rudisill Library is open 85 hours per week and somewhat less during semester breaks and the summer semester.

The library building, a gift of the Lineberger family of Belmont, North Carolina, is an open pleasant place to work and study. The library building was completed in the summer of 1975. Designed by Walter Dodd Ramberg, it won a Merit Award from the American Institute of Architects in 1976 and was cited by the American Library Association as one of the finest academic library buildings constructed in the previous year.

The building offers individual carrels, a meeting room, a common computer lab, a music listening room, and study tables, as well as wireless computer access. A copy of Lineberger Library's objectives and policies is available on the institution's web site:  
[http://www.ltss.edu/current\\_community/lineberger\\_memorial\\_library/](http://www.ltss.edu/current_community/lineberger_memorial_library/). Its handbook is also available on the website:  
[http://www.ltss.edu/public/files/docs/New\\_Student\\_Library\\_Handbook2011.pdf](http://www.ltss.edu/public/files/docs/New_Student_Library_Handbook2011.pdf)

Basic reference and bibliographic works for the fields of human services, leadership, and community college administration will be available at the time the program begins. Appropriate titles will be determined in consultations with program faculty members. Students will have access to all of the 79 online databases available to Lenoir-Rhyne students. These databases cover approximately 11,765 community college administration-related resources, the majority of which full-text articles and books.

### **Independent acquisitions**

Program	5 Yr Avg # Books	5 Yr Avg \$ Books	5 Yr Avg Total \$	Annual Database \$
Community College Administration	2,540	\$62.09	\$157,693.72	\$70,000

### **13. Accreditation, Approval, Licensure, or Certification**

#### **Accreditation**

Lenoir-Rhyne University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award bachelor's and master's degrees. Its last accreditation review occurred in 2012 with a full reaffirmation of accreditation at the regional level. Evidence of and information on accreditation status may be viewed at: <http://sacscoc.org/details.asp?instid=42560>.

#### **Approval, licensure, or certification**

No approval, licensure, or certification is required of graduates to attain employment in the occupational field for which the program provide preparation.

### **14. Tuition and fees**

Tuition is \$475 per credit hour. The total tuition cost for the M.A., Community College Administration is \$15,675.

**Lenoir-Rhyne University  
Program Proposal  
Master of Arts in Human Services  
Submitted February 3, 2014  
Revised April 23, 2014**

Dr. Wayne Powell, President  
[powellw@lr.edu](mailto:powellw@lr.edu)  
828-328-7334

Dr. Larry Hall, Provost  
[larry.hall@lr.edu](mailto:larry.hall@lr.edu)  
828-328-7110

## 2. Classification

A.	Program title, level of degree, and total number of credit hours;	<b>MA in Human Services, graduate, 33 credit hours</b>
B.	Concentrations, options, and tracks;	<b>Human Services: General Management, Addictions Counseling, Career Development</b>
C.	CIP code from the current U.S. Department of Education's Classification of Instructional Programs;	<b>Human Services: 44.0000</b>
D.	Proposed date of implementation;	<b>Fall, 2014</b>
E.	Site;	<b>LRU, Center for Graduate Studies, Lutheran Theological Southern Seminary</b>
F.	Delivery mode (traditional, distance education, and/or blended);	<b>Blended and fully online offerings for all programs</b>
G.	Titles of institution approvals (e.g., faculty committees, institutional governing board, presidents or chief executive officer) and dates of each approval.	<b>12/15/2013 – College 2/7/ 2014 – Graduate Studies Council 2/28/ 2014 – Academic Programs Committee 3/5/ 2014 – Faculty Assembly 4/2014 – Board of Trustees</b>

## 3. Purpose

The Master of Arts in Human Services program requires scholarly and professional activities designed to advance the student substantially beyond the educational requirements of a baccalaureate degree program. The degree is structured to prepare students for professional practice through the creative application of knowledge, theory, and skills. The curriculum provides opportunity for a broad conceptual mastery of the field through an understanding of subject matter, bibliographic resources, theory, practice, and scholarly research. The intent of the curriculum is to develop within students the capacity to interpret, analyze, synthesize, and

communicate knowledge, and to develop those skills needed to effectively practice and advance the profession.

### **Objectives of the program**

The MA in Human Services will prepare human services professionals that have a broad range of knowledge and expertise in the following domains:

Theoretical Foundations & History of Human Services
Human Systems
Human Services Delivery Systems
Information Management for Human Services Professionals
Human Services Program Planning and Evaluation
Interventions and Direct Delivery Human Services
Interpersonal Communications for Human Services Professionals
Administration and Management of Human Services Delivery Systems
Human Services Client-Related Values and Attitudes
Human Services Clinical Applied Research

### **4. Justification**

US Bureau of Labor reports that the growth in jobs for individuals in the fields of Human Services will be significantly higher than the average growth in America. For individuals working in Substance Abuse and Behavioral Disorders fields, there is a 31% expected growth in the job outlook over the next 10 years. The average job outlook for 2012-22 is 11%. Individuals who work in the fields of Social and Human Services Assistants can expect 22% growth in job outlook for the next 10 years. (US Department of Labor – Bureau of Labor Statistics <http://www.bls.gov/ooh/community-and-social-service/home.htm>)

Human Services is one of the fastest growing undergraduate majors in the country and the National Organization for Human Services predicts that a significant number of these undergraduate students will pursue graduate studies to further their careers in this sector. <http://www.nationalhumanservices.org/>

### **Relationship with other programs at the University**

The College of Education & Human Services at Lenoir-Rhyne University houses all of the proposed programs. As such, all of the proposed programs will fall under the same administration structures as those on the Hickory, NC campus. Currently, the university houses BA degree in Human and Community Services which provides a potential bridge for those students wishing to pursue the MA in Human Services program. Beyond this undergraduate to graduate bridge program, no other undergraduate programs are deliberately related.

The university has made strong efforts to make connections between programs as appropriate so that students may benefit from multiple sources of expertise and diverse perspectives on shared topics. For instance, tracks within the MA in Human Services curriculum include Counseling coursework which is relevant to the course of study. As such, students taking these courses will be exposed to faculty from the School of Counseling as well as students who are studying similar topics from different perspectives. Where possible, the university will continue to look for cross-curricular connections which will strengthen our students' experiences.

### Similar programs

Based on the National Center for Education Statistics, no graduate level programs in Human Services currently exist in South Carolina. Both USC Columbia and Winthrop University support a Master of Social Work degree that lead to professional licensure and qualifies graduates for distinctly different occupations. Springfield College also offers a program leading to the M.S., Human Services.

### Similarities and differences

Institution	Total Credits	Similarities	Differences
USC Columbia Master of Social Work	60 cr hrs	-Prepares students for positions in social service fields.	MSW leads to licensure. MA in Human Services does not. MSW graduates typically work as high level case workers within social service agencies. MA in Human Services graduates are typically mid-level in social service agencies and non-profit organizations
Winthrop University Master of Social work		-Concentrates on the delivery of support services to individuals, families and communities. -Both programs work under national standards specific to their discipline	

### 5. Admission criteria

Candidates for the MA in Human Services program will meet the following admissions criteria in order to be accepted to the graduate program. All Lenoir-Rhyne graduate admission materials can be found at : <http://www.lr.edu/graduate/apply>

1. Have earned an undergraduate degree with a minimum cumulative grade point average (GPA) of 2.7 on a 4.0 scale, OR A minimum GPA of 3.0 on a 4.0 scale in a master's degree program in education or related field;
2. Submit an official copy of either the Miller Analogies Test (MAT) with a minimum score of 390 OR the GRE with a combined Verbal and Quantitative scores in the 35th percentile and with a minimum Verbal score in the 40th percentile;
3. Submit a detailed vita or resume;
4. Submit an autobiographical essay reflecting on the candidate's commitment to education, making sure to address prior teaching experiences and leadership opportunities working with students and adults, as well as academics;
5. Three recommendation forms completed by the candidate's current supervisor, a colleague who can speak to the candidate's academic abilities and dispositions, and/or other appropriate individuals of the candidate's choice.
6. Be available for an interview as requested.

### 6. Enrollment

Estimates are based upon initial enrollment trends that have occurred at Lenoir-Rhyne's Center for Graduate Studies in Asheville, NC. We anticipate lower enrollment in the fall of 2014 but

moderate increases in future semesters. Given that courses will be offered online for all of the proposed programs, we expect that the academic origin of students will be primarily from the Southeast region of the US but could expand to markets beyond this region as demand increases.

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2014- 15	5	30	10	60	10	60
2015 - 16	15	90	15	90	15	90
2016 - 17	20	120	20	120	20	120

## 7. Curriculum

MA in Human Services General Track 33 credit hours		
Course #	Course Title	Credit Hours
HCS 6XX	Theoretical Foundations & History of Human Services	3
HCS 6XX	Human Systems	3
HCS 6XX	Human Services Delivery Systems	3
HCS 6XX	Information Management for Human Services Professionals	3
HCS 6XX	Human Services Program Planning and Evaluation	3
HCS 6XX	Interventions and Direct Delivery Human Services	3
HCS 6XX	Interpersonal Communications for Human Services Professionals	3
HCS 6XX	Administration and Management of Human Services Delivery Systems	3
HCS 6XX	Human Services Client-Related Values and Attitudes	3
HCS 6XX	Practicum & Applied Research in Human Services Management	6

MA in Human Services Addictions Counseling Track		
Course #	Course Title	Credit Hours
COU 549	Addictions Counseling	3
COU 550	Psychopathology, Diagnosis & Treatment	3
HCS 6XX	Practicum & Applied Research in Addictions Counseling	6

MA in Human Services Career Development Track		
Course #	Course Title	Credit Hours
COU 545	Career Counseling	3
HCS 6XX	Career Consultation, & Assessment	3
HCS 6XX	Practicum & Applied Research in Career Development	6

### New courses

HCS 6XX – Theoretical Foundations & History of Human Services. This course provides students with a broad conceptual understanding of the philosophical and theoretical underpinnings of the profession including the history of human services professions, legislative factors affecting human services, political ideologies surrounding human services, and issues of advocacy and social change. Three credit hours.

HCS 6XX – Human Systems. This course provides students with knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. Three credit hours.

HCS 6XX – Human Services Delivery Systems. This course addresses the scope of conditions that promote or inhibit human functioning and discusses the major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning through social change initiatives. Three credit hours.

HCS 6XX – Information Management for Human Services Professionals. This course provides students with the skills necessary to effectively research, analyze, report and use information from a broad array of sources to inform their practice as a human services professional and impact change for individuals and groups served. Three credit hours.

HCS 6XX – Human Services Program Planning and Evaluation. This course provides students with knowledge, theory and skills in the systematic analysis of service needs; the selection of appropriate strategies, services, or interventions; and the evaluation of outcomes. Three credit hours.

HCS 6XX – Interventions and Direct Delivery Human Services. This course provides students with the theory, knowledge and intervention skills to effectively interact with clients using appropriate prevention, intervention, and maintenance strategies and techniques to achieve maximum autonomy and functioning. Three credit hours.

HCS 6XX – Interpersonal Communications for Human Services Professionals. This course provides students with knowledge and skills to effectively communicate with a variety of constituents. Conflict management strategies and ethical communication practices receive focused attention in the course. Three credit hours.

HCS 6XX – Administration and Management of Human Services Delivery Systems. This course provides students with knowledge, theory, and skills in the administrative aspects of the services delivery system including organizational management, supervision, strategic planning and budgeting. Three credit hours.

HCS 6XX – Human Services Client-Related Values and Attitudes. This course prepares students to incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice. This course will be taken in conjunction with the Human Services practicum. Three credit hours.

HCS 6XX – Practicum & Applied Research. This professional practicum is a learning experience in a human services delivery organization. It is a process of experiential learning that integrates the knowledge, theory, skills, and professional behaviors that are concurrently taught in the classroom. It should be an integral part of the total education process. Six credit hours.

HCS 6XX – Career Consultation & Assessment. Through this course, students gain a comprehensive overview of the process, and methods in the field of career counseling consultation and assessment as well as the qualifications required of the career counselor to consult in a variety of settings. Students learn the techniques that career counselors may employ within different models of consultation, and they explore the different types of assessments used in clinical, educational, and organizational settings. Three credit hours.

## **8. Assessment**

### **Student learning outcomes**

In addition to formative course assessments (e.g., quizzes, tests, projects, papers, and presentations), the MA in Human Services graduate students will complete a practicum experience. The practicum will be tied to the specific program learning outcomes and applied to an actual setting within a human services organization (e.g., group home, senior care, addictions counseling agency, career development agency, etc.). Students working toward the MA degree will complete a six-hour practicum which includes an applied research project connected to their work within the human services organization. University faculty will supervise and evaluate the practicum experience and an applied research capstone project which will serve as the comprehensive examination for this degree program.

The MA in Human Services will prepare human services professionals to have a broad range of knowledge and expertise in:

### **Theoretical Foundations & History of Human Services**

- The historical roots of human services.
- The creation of the human services profession.
- Historical and current legislation affecting services delivery.
- How public and private attitudes influence legislation and the interpretation of policies related to human services.
- Differences between systems of governance and economics.
- Exposure to a spectrum of political ideologies.
- Skills to analyze and interpret historical data for application in advocacy and social change.

### **Human Systems**

- Theories of human development.
- Overview of how small groups are used in human services settings,
- Theories of group dynamics, and
- Group facilitation skills.
- Changing family structures and roles.
- An introduction to the organizational structures of communities.
- An understanding of the capacities, limitations, and resiliency of human systems.
- Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, age, learning styles, ability, and socio-economic status) in determining and meeting human needs.
- Processes for social change through advocacy work at all levels of society including community development, community and grassroots organizing, and local and global activism.

### **Human Services Delivery Systems**

- The range and characteristics of human services delivery systems and organizations.
- The range of populations served and needs addressed by human services.
- The major models used to conceptualize and integrate prevention, maintenance, intervention, rehabilitation, and healthy functioning.
- Economic and social class systems including systemic causes of poverty.
- Political and ideological aspects of human services.

- International and global influences on services delivery.
- Skills to effect and influence social policy.

### **Information Management for Human Services Professionals**

- Knowledge and skills to obtain information through observation and research.
- Respect for client confidentiality and appropriate use of professionally relevant client data.
- Knowledge and skills to assess the significance, relevance, timeliness, adequacy, accuracy, and validity of information provided by others.
- Knowledge and skills to compile, synthesize, and categorize information and present it orally or in writing to clients, colleagues, or other members of related services systems and to utilize the information for community education and public relations.
- Information literacy, including skills to effectively locate, evaluate, and utilize information through library databases, world wide web, and other electronic resources.
- Familiarity with methods, statistics, quantitative and qualitative research and the application of technology.
- Completion of a research project or scholarly paper.

### **Human Services Program Planning and Evaluation**

- Program planning and design.
- Program implementation.
- Program evaluation.
- Knowledge, theory, and skills to perform a community-needs assessment.

### **Interventions and Direct Delivery Human Services**

- Skills to provide direct services to individuals or groups.
- Theory, knowledge and intervention skills to interact with clients using appropriate prevention, intervention, and maintenance strategies and techniques to achieve maximum autonomy and functioning.
- Application of skills to analyze the needs of clients, develop goals, and design and implement a plan of action.
- Skills to evaluate the outcomes of the action plan.
- Knowledge, theory, and skills in the following areas:
  - Case management,
  - Intake interviewing,
  - Individual counseling,
  - Group facilitation and counseling,
  - Location and use of appropriate resources and referrals, and
  - Use of consultation.

### **Interpersonal Communications for Human Services Professionals**

- Clarifying expectations.
- Dealing effectively with conflict on varying levels of societal systems.
- Establishing rapport with clients, colleagues, and constituents.
- Maintaining behavior that is congruent with the values and ethics of the profession.
- Critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes.

## **Administration and Management of Human Services Delivery Systems**

- Organization management.
- Supervision.
- Operational and strategic planning including assessment practices.
- Developing budgets and monitoring expenditures.
- Grant and contract negotiation.
- Legal/regulatory issues and risk management.
- Managing professional development of staff.
- Recruiting and managing volunteers.
- Constituency building and other advocacy techniques such as lobbying, grassroots movements, and community development and organizing.

## **Human Services Client-Related Values and Attitudes**

- Respect for client self-determination.
- Respect for confidentiality of information.
- Recognition of the worth and uniqueness of the individual including ethnicity, culture, gender, sexual orientation, age, learning styles, ability, and socio-economic status.
- Recognition that individuals, services systems, and society change.
- Interdisciplinary team approaches to problem solving.
- Respect for appropriate professional boundaries.
- Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education

## **Clinical Experience & Applied Research**

- Practical application of knowledge and skills garnered throughout the program of study in a setting aligned with the student's track. An applied research project which includes the assessment, diagnosis, and delivered intervention for an individual or group is required.

## **Programmatic assessment**

In addition to formative course assessments (e.g., quizzes, tests, projects, papers, and presentations), the MA in Human Services graduate students will complete a practicum experience. The practicum will be tied to the specific program learning outcomes and applied to an actual setting within a human services organization (e.g., group home, senior care, addictions counseling agency, career development agency, etc.). Students working toward the MA degree will complete a six-hour practicum which includes an applied research project connected to their work within the human services organization. University faculty will supervise and evaluate the practicum experience and an applied research capstone project which will serve as the comprehensive examination for this degree program.

## **Program evaluation and student performance assessment to initiate changes to the program**

Lenoir-Rhyne University sustains a thorough set of policies and processes regarding the establishment, review, and assessment of all program curriculum and instruction. Programs that are developed at the Columbia campus will follow the standard protocols used at the main campus and will be reviewed and assessed like all other programs at the Hickory, NC campus. In the cases of the proposed programs, the program coordinator/chair will reside in Hickory and all curriculum and assessment proposals/reviews will be managed at the main campus.

LRU ensures that each educational program for which academic credit is awarded is approved by the faculty and administration as mandated by its Board of Trustees through its *Faculty Handbook* and Faculty Constitution. The Board of Trustees is the final authority over academic programs and standards, as indicated in the Board of Trustees Bylaws. The University's *General Catalog* lists educational programs that award academic credit. Similarly, the University has established a series of policies and procedures that ensure that all academic programs are assessed to promote continual improvement of student learning outcomes. These two processes are outlined below.

### **Academic Program and Curriculum Review**

According to the LRU *Faculty Handbook*, effective practices require that faculty members are “key contributors in the development of institutional policies and procedures” in the educational mission of the University. Among the primary responsibilities of faculty are the “establishment and/or revision of course curriculum and the content of academic programs...” Depending on the discipline, faculty within a program (major) utilize a variety of resources to develop and/or revise curriculum, including program accreditation standards, national professional standards, input from advisory panels, student data, and professional judgment. Faculty members engage annually in program assessment practices and regularly in program review as mandated by LRU's institutional effectiveness policy and process.

Faculty furnish proposed changes in academic curriculum and/or policy to the Academic Policy Committee (APC), a campus-wide, representative council responsible for reviewing all proposals for academic program, course, and/or policy revisions. In special cases, other faculty committees review these proposals and furnish recommendations prior to APC action: graduate program-related courses (through the Graduate Studies Council); teacher education courses (through the Teacher Education Council); and core curriculum classes (through the Core Curriculum Committee). Upon APC recommendation, the Provost brings proposals to the full Faculty Assembly for consideration/approval. If the changes include the addition of new academic programs, the Board of Trustees further reviews and approves proposals. If proposals are approved, the Registrar makes necessary changes in the subsequent University General Catalog, which is revised annually.

Within the University's system of shared governance, LRU's administration contributes to the academic program and policy approval process. First, the University's chief academic officer, the Provost, serves as chair of the APC, coordinating all actions related to academic curriculum and policy deliberations. Second, if the APC receives proposals that require new resources, the Provost confers with the University's Budget Committee, an advisory committee of the University President, prior to the committee making any recommendations or the faculty any decisions. Third, if a submitted proposal affects other academic or administrative programs, the protocols require that these programs be engaged and informed prior to the initial submission of a proposal. Fourth, proposals including the creation of a new academic program ultimately require consideration and approval by the Board of Trustees, by recommendation through the Board's Instruction and Student Life Committee (which also includes the Provost and faculty representation).

## 9. Faculty

List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc.)	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor 1 (Human Services)	PhD	Human Services	Yes

### Qualifications of new faculty and staff

Lenoir-Rhyne University is a regionally accredited university (through SACS) and, accordingly, abides by the standard expectations regarding quality and credentials of its teaching faculty. According to its *Faculty Handbook*, to teach Masters level courses, LRU faculty will be required to possess a terminal degree in the field-of-study. In rare circumstances, the University will consider faculty who may hold Master's degree along with exceptional professional experience or other qualities. For the MA in Human Services, faculty will possess a terminal degree in a Human Services or appropriately related field.

### Proposed changes in assignment

One new faculty member will be hired to direct and teach in the MA in Human Services program. The faculty member will be housed in Columbia on Lenoir-Rhyne's LTSS campus. No currently-employed faculty or administrators will receive a change in assignment based on the requested programs.

### Faculty development

Lenoir-Rhyne University provides extensive opportunities for faculty development across all academic programs. A detailed description of the university's plan for faculty development can be found at:

<http://facstaff.intranet.lr.edu/sites/facstaff.intranet.lr.edu/files/docs/SECTION%20II.pdf>.

### Definition of full-time equivalent (FTE)

The number of FTE students is calculated based on fall student headcounts as reported by the institution on the IPEDS Enrollment (EF) component (Part A). The full-time equivalent (headcount) of the institution's part-time enrollment is estimated by multiplying the factors noted below times the part-time headcount. These are then added to the full-time enrollment headcounts to obtain an FTE for all students enrolled in the fall. This formula is used to produce an FTE that is used annually in the Digest of Education Statistics.

#### Part-time undergraduate enrollment

Public 4-year (.403543)

Private (not-for-profit and for-profit) 4-year (.392857)

Public 2-year and <2-year (.335737)

All other institutions (.397058)

#### Part-time first-professional enrollment

Public 4-year (.600000)

Private (not-for-profit and for-profit) 4-year (.545454)

#### Part-time graduate enrollment

Public 4-year (.361702)

Private (not-for-profit and for-profit) 4-year (.382059)

## **10. Physical Plant**

A description of facilities that will support the program and an explanation of whether or to what extent the existing physical plant will be adequate to provide space for the proposed program for at least the first three years for associate degree programs or five years for all other degree programs;

The program will be offered on the University's Columbia campus at 4201 N. Main Street, (formerly the Lutheran Theological Southern Seminary), through its newly developed Center for Graduate Studies of Columbia. The merger of the University and Seminary occurred on July 1, 2012; SACS-COC approved the merger at its December 2013 meetings. The approximately 20 acre campus serves as the main base for the University's new School of Theology (including the seminary) and will also serve other graduate programs as they are developed and approved for delivery through the new Center. The campus fully supports all University functions and includes curricular, co-curricular, administrative, and residential facilities: classrooms; faculty and staff offices; a substantial library (also connected virtually with the Hickory campus system); chapel; apartments and townhouses; auditorium; student union and dining hall; and well maintained grounds. Upon merger, Lenoir-Rhyne designated significant resources to the immediate improvement of the campus, e.g., full campus wireless capacity; renovation of the library; improvement of academic classrooms and offices; and other technologies allowing direct virtual linkage to the University's Hickory and Asheville campuses. <http://ltss.lru.edu/visitors-and-friends/seminary-campus>

The LTSS campus provides a full slate of necessary teaching and learning facilities normally found on a traditional college campus, e.g., multiple classroom facilities, library, student union, auditorium/chapel facility, student living spaces, faculty and staff offices. Class scheduling for the new program will be coordinated with existing classes of the seminary to satisfy space needs. A detailed campus map made be viewed at [http://www.ltss.edu/visitors and friends/campus map/](http://www.ltss.edu/visitors_and_friends/campus_map/).

### **Additional physical plant requirements**

No additional physical plant requirements will result from the implementation of the proposed program.

## **11. Equipment**

### **Major equipment**

The University will utilize all of the existing facilities at the Lutheran Theological Southern Seminary (LTSS) to furnish its face-to-face courses. (LTSS is a fully accredited graduate school of theology by the Association of Theological Schools, holding accreditation continuously since 1944.) LTSS adequate classroom facilities to meet the needs of the program.

In addition, LTSS is under the Lenoir-Rhyne University "umbrella" regarding technology. For example, LRU utilizes LAMP (<https://sakai.lampschools.org/portal/>), its online classroom management system, which allows the development and implementation of online, hybrid, and web-enhanced classes. All existing administrative systems are integrated into LRU operations. LRU utilizes PowerCampus (MYlr: <http://lr-ss1.lru.edu/selfservice/Home.aspx>) for its registration, academic records, financial, and other administrative operations. All off-site operations including LTSS are integrated into this centralized system.

## 12. Library Resources

A. a qualitative and quantitative (i.e., number of monographs, number of serials, etc.) assessment of current holdings in view of the new program being proposed;

Students in all three fields of study will have access to the library facilities at the Lutheran Theological Southern Seminary (LTSS) campus. In addition, all electronic resources will be available to the students through the LRU library.

LTSS is served by Lineberger Memorial Library, which provides access to a wide variety of print and on-line resources which support the curriculum. The collection, of approximately 100,000 volumes, contains classics as well as the most up-to-date material. It also contains smaller collections of non-academic materials, such as fiction, non-fiction, videos and DVDs. The library subscribes to almost 400 journals and provides access to others through the online theology periodical index ATLAS. Through the Eastern Cluster of Lutheran Seminaries partnership, the library shares an online catalog, ECCO, and students have access to materials from the LTSS Library and those of the Eastern Cluster partners, the Lutheran seminaries at Gettysburg and Philadelphia. Students can borrow materials from any of the three facilities. Interlibrary loan services are also available for materials not found in ECCO. There is a photocopier/scanner available for student use. Students will also be served by Rudisill Library on the campus of Lenoir-Rhyne University in Hickory, NC.

Lineberger Library is staffed by two professional librarians, one full-time staff person, and a number of students who are enrolled at LTSS. Rudisill Library is staffed by four professional librarians, three full-time staff members, and university student workers.

Lineberger Library is open 74 hours per week during the semester and 40 hours per week during Semester Break and the Summer break. Rudisill Library is open 85 hours per week and somewhat less during semester breaks and the summer semester.

The library building, a gift of the Lineberger family of Belmont, North Carolina, is an open pleasant place to work and study. The library building was completed in the summer of 1975. Designed by Walter Dodd Ramberg, it won a Merit Award from the American Institute of Architects in 1976 and was cited by the American Library Association as one of the finest academic library buildings constructed in the previous year.

The building offers individual carrels, a meeting room, a common computer lab, a music listening room, and study tables, as well as wireless computer access. A copy of Lineberger Library's objectives and policies is available on the institution's web site: [http://www.ltss.edu/current\\_community/lineberger\\_memorial\\_library/](http://www.ltss.edu/current_community/lineberger_memorial_library/). Its handbook is also available on the website: [http://www.ltss.edu/public/files/docs/New\\_Student\\_Library\\_Handbook2011.pdf](http://www.ltss.edu/public/files/docs/New_Student_Library_Handbook2011.pdf)

Basic reference and bibliographic works for the fields of human services, leadership, and community college administration will be available at the time the program begins. Appropriate titles will be determined in consultations with program faculty members. Students will have access to all of the 79 online databases available to Lenoir-Rhyne students. These databases cover approximately 12,983 human services-related resources, the majority of which full-text articles and books.

B. a quantitative estimate of independent acquisitions needed annually for at least the first three years for associate degree programs and for the first five years for all other degree programs; and

<b>Program</b>	<b>5 Yr Avg # Books</b>	<b>5 Yr Avg \$ Books</b>	<b>5 Yr Avg Total \$</b>	<b>Annual Database \$</b>
Human Services	704	\$103.18	\$72,658.65	\$104,000
<b>TOTAL</b>	<b>6712</b>	<b>\$218.32</b>	<b>\$414,340.07</b>	<b>\$273,000</b>

### **13. Accreditation, Approval, Licensure, or Certification**

#### **Accreditation**

Lenoir-Rhyne University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award bachelor's and master's degrees. Its last accreditation review occurred in 2012 with a full reaffirmation of accreditation at the regional level. Evidence of and information on accreditation status may be viewed at:

<http://sacscoc.org/details.asp?instid=42560>.

#### **Approval, licensure, or certification**

No licensure or certification is required of graduates to attain employment in the occupational fields for which the program provides preparation.

### **14. Tuition and fees**

Tuition is \$475 per credit hour. The total tuition cost for the M.A., Human Services, is \$15,675.

**Lenoir-Rhyne University**  
**Program Proposal**  
**Master of Arts in Leadership: General, Higher Education, Community**  
**& Non-Profit, & Second Language Community**  
**Submitted to CHE February 3, 2014**  
**Revised April 23, 2014**

Dr. Wayne Powell, President  
[powellw@lr.edu](mailto:powellw@lr.edu)  
 828-328-7334

Dr. Larry Hall, Provost  
[larry.hall@lr.edu](mailto:larry.hall@lr.edu)  
 828-328-7110

## 2. Classification

A.	Program title, level of degree, and total number of credit hours;	<b>MA in Leadership, graduate, 33 credit hours</b>
B.	Concentrations, options, and tracks;	<b>Leadership: General, Higher Education, Community &amp; Non-Profit, Second Language Communities</b>
C.	CIP code from the current U.S. Department of Education's Classification of Instructional Programs;	<b>Leadership: 44.0201</b>
D.	Proposed date of implementation;	<b>Fall, 2014</b>
E.	Site;	<b>LRU, Center for Graduate Studies, Lutheran Theological Southern Seminary</b>
F.	Delivery mode (traditional, distance education, and/or blended);	<b>Blended and fully online offerings for all programs</b>
G.	Area of certification for programs that prepare teachers and other school professionals, and	<b>NA</b>
H.	Titles of institution approvals (e.g., faculty committees, institutional governing board, presidents or chief executive officer) and dates of each approval.	12/15/2013 – College 2/7/2014 – Graduate Studies Council 2/28/2014 – Academic Programs Committee 3/5/2014 – Faculty Assembly 4/2014 – Board of Trustees

## 3. Purpose

The Master of Arts in Leadership program prepares professionals who are committed to building strong organizations and communities. Students who complete the program will recognize leadership styles, develop effective communication and motivation skills, procure,

allocate, and utilize resources for effective change, and foster collaborative local and global networks. An educational and organizational leadership perspective is used for addressing these areas, with supporting coursework in communications and business to target organizational management issues. This program is designed for practical application in the workplace. Concentration areas are designed to allow students to develop skills and engage in clinical experiences for their future careers.

### **Objectives of the program**

The MA in Leadership program has the following objectives:

- To develop leaders who use their sense of self to ethically and effectively lead organizations at all levels.
- To develop leaders who are effective communicators, and who are capable of maximizing the potential of others.
- To develop leaders who are capable of responsibly managing resources.
- To develop leaders who are effective at leading within climates of change
- To develop leaders who are capable of building collaborative networks.
- To develop leaders with an innovative spirit and the skills to develop or assume leadership roles in new enterprises and organizations.

## **4. Justification**

The vision of the University for programs on the Columbia campus is to enrich the seminary community and provide connections between the seminary, graduate students in service-related fields, and the local community. The currently offered M.A. degree in Counseling provides a certificate track in Counseling from a Christian Perspective. Similarly, the MA in Leadership program is working closely with the seminary to create a track for Church Leadership to integrate laity studies with those currently offered to seminarians. We see this as an opportunity to build community amongst various student and faculty groups and to work toward shared projects of service for the local community.

US Bureau of Labor reports that the growth in jobs for individuals in the fields of social and community services management will be significantly higher than the average growth in America. Typically, students completing this program will work in community, non-profit, or service organizations including private institutions of higher education. Individuals working in this area can expect a 21% growth in job outlook over the next 10 years. The average job outlook for 2012-22 is 11%. “Social and community service managers, who administer programs that provide these services, will likely be needed to meet this increased demand. As a result, employment of social and community service managers is expected to grow fastest in industries serving the elderly, such as home health care services and services for the elderly and persons with disabilities.” (US Department of Labor – Bureau of Labor Statistics <http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm> )

### **Relationship with other programs at the University**

The College of Education & Human Services at Lenoir-Rhyne University houses all of the newly proposed programs at the Columbia campus. As such, all of the proposed programs will fall under the same administration structures as those on the Hickory, NC campus. The MA in Leadership program provides a route for individuals working in social and

community service organizations to undertake leadership responsibilities and potentially gain mid-level leadership positions.

The university has made strong efforts to make connections between programs as appropriate so that students may benefit from multiple sources of expertise and diverse perspectives on shared topics. For instance, tracks within the MA in Leadership program has collaborated extensively with the School of Business' MBA program and the Center for Commercial and Social Entrepreneurship to cross-list courses as appropriate. This will allow students in the leadership program to benefit from the business and administrative expertise of faculty in multiple colleges. The leadership program also utilizes courses from education, community college administration, and counseling to increase the diversity of faculty and peers with whom students will have the opportunity to interact during their programs of study. Where possible, the University will continue to look for cross-curricular connections which will strengthen our students' experiences.

**Similar programs in the state**

Based on the National Center for Education Statistics, only one program in South Carolina currently provides a "general" leadership degree program which is not specifically connected to business leadership. The program is an MA in Organizational Leadership at Charleston Southern University.

**Similarities and differences**

<b>Institution</b>	<b>Total Credits</b>	<b>Similarities</b>	<b>Differences</b>
Charleston Southern University	33 credit hours	<ul style="list-style-type: none"> <li>-Cultivates leadership skills for professionals working in non-profit organizations.</li> <li>-Focuses on organizational change, and ethical leadership competencies</li> <li>-Online program offering to increase accessibility</li> <li>-Broad leadership focus as opposed to an MBA preparation.</li> <li>- Credit hours</li> </ul>	<ul style="list-style-type: none"> <li>- Tracks are significant different except for the non-profit track. Charleston Southern has tracks for business and military leadership while LRU's leadership program has tracks in higher education, second language community services, and general management.</li> <li>- Charleston Southern's program is housed within the School of Business and taught primarily by business faculty. LRU's program is housed within the School of Education and taught by education, counseling, community college administration, and business faculty.</li> </ul>

## 5. Admission criteria

Candidates for admission to the Master of Arts degree in Leadership must meet the following criteria:

1. Have earned an undergraduate degree with a minimum cumulative grade point average (GPA) of 2.7 on a 4.0 scale, OR A minimum GPA of 3.0 on a 4.0 scale in a master's degree program in education or related field;
2. Submit an official copy of either the Miller Analogies Test (MAT) with a minimum score of 390 OR the GRE with a combined Verbal and Quantitative scores in the 35th percentile and with a minimum Verbal score in the 40th percentile;
3. Submit a detailed vita or resume;
4. Submit an autobiographical essay reflecting on the candidate's commitment to education, making sure to address prior teaching experiences and leadership opportunities working with students and adults, as well as academics;
5. Three recommendation forms completed by the candidate's current supervisor, a colleague who can speak to the candidate's academic abilities and dispositions, and/or other appropriate individuals of the candidate's choice.
6. Be available for an interview as requested.

## 6. Enrollment

Estimates are based upon initial enrollment trends that have occurred at Lenoir-Rhyne's Center for Graduate Studies in Asheville, NC. We anticipate lower enrollment in the fall of 2014 but moderate increases in future semesters. Given that courses will be offered online for all of the proposed programs, we expect that the academic origin of students will be primarily from the Southeast region of the US but could expand to markets beyond this region as demand increases.

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2014- 15	5	30	10	60	10	60
2015 - 16	15	90	15	90	15	90
2016 - 17	20	120	20	120	20	120

## 7. Curriculum

<b>M.A., Leadership</b>	
<b>Core Courses 24 credit hours</b>	<b>Credit Hours</b>
LED 5XX, Theories of Leadership & Administration	3
EDU 505, Research Methodology	3
LED 5XX, Legal and Ethical Issues of Leadership	3
COM 520 Business and Prof. Communication	3
BUS 5XX, Organizational Development & Change	3
LED 5XX, Strategic Planning and Budget Management for Leaders	3
LED 5XX, Field Practicum in Leadership & Applied Research	6

<b>Professional 9 credit hour tracks (students choose one track)</b>	<b>Credit Hours</b>
<b>Higher Education Leadership</b>	
EDU 630, The Adult Learner	3
EDU 620, Higher Education Leadership	3
EDU 631, Design and Support for Student Services Programs	3
<b>Community &amp; Non-Profit Leadership</b>	
BUS 531, Entrepreneurship and Intrapreneurship	3
BUS 504, Creativity & Innovation	3
BUS 5XX, Social Entrepreneurship	3
<b>Second Language Community Leadership</b>	
EDU 515, Family School & Community	3
EDU 518, Leadership & Collaboration for ESL	3
EDU 519, Linguistics	3
<b>General Leadership (choose 3 courses)</b>	
BUS 504, Creativity & Innovation	3
BUS 5XX, Entrepreneurship	3
BUS 525, Business Strategy & Planning	3
BUS 5XX, Multicultural Management	3
BUS 520, Negotiation & Conflict Resolution	3
HCS 6XX, Human Systems	3
HCS 6XX, Human Services Delivery Systems	3
HCS 6XX, Administration & Mgmt. of Human Services Systems	3

### **New courses**

LED 5XX, Theories of Leadership & Administration

This course provides students with a fundamental and practical understanding of leadership and administration theory as it is understood by scholars and practitioners across disciplines; encourages students to develop their own conceptual and ethical frameworks for diagnosing and intervening in organizational systems; and provides students with opportunities to test and integrate their learning with experience in order to further their capacities for exercising both leadership and administrative authority. Three credits.

#### LED 5XX, Legal and Ethical Issues of Leadership

This course deals with the roles and responsibilities of organizations in a global society; teaches models of ethical decision-making that incorporate multiple points of view, including diverse cultural worldviews and legal perspectives; and addresses those factors that contribute to and constrain ethical behavior in and by organizations. Students will then apply these concepts to relevant organizational problems. Three credits.

#### LED 5XX, Strategic Planning and Budget Management for Leaders

This course will examine strategies for developing long and short-term strategic goals for organizations with an emphasis on collaborative planning and fiscal responsibility. Students will also develop an understanding of budget planning and management aligned with organizational goals.

#### LED 5XX, Field Practicum in Leadership & Applied Research

Students will be placed in an internship within their selected concentration field. The experience requires at least 90 hours of site-based practicum hours. Students will complete an applied research project during the course of the internship experience. Six credits.

### **8. Assessment**

#### **Student learning outcomes**

In addition to formative course assessments, MA in Leadership graduate students will complete six hours of applied research (capstone) and internship experience. The applied research (specific leadership tasks) products will be tied to the specific learning outcomes and applied to an actual setting within a higher education, community, religious, or civic organization. Students will develop a research paper and present it to appropriate faculty and professionals in the human services community. Students will also be encouraged to present their scholarly work to the academic community of the university.

#### **Programmatic assessment**

Below is a list of program learning outcomes and their association with courses in the curriculum. The program will report annually on student performance related to these learning outcomes. Course grades, test data, practicum evaluations, and comprehensive examinations will be used to provide multiple points of data for the assessment of the overall program and tracks within. The annual report to the university will include quantitative and qualitative data tracking the programs strengths and needs as it grows. Once every five years, a formal program review will occur to ensure that the data being collected and reported is being used to improve the program and better serve its students.

The MA in Leadership graduate will:

1. Develop an awareness of “self as leader.”
2. Demonstrate effective communication as a tool for maximizing potential of others.
3. Demonstrate responsible management of resources.
4. Effectively lead within climates of change.
5. Build collaborative networks.
6. Acquire knowledge, skills and dispositions for effective organizational change efforts.

#### **Program evaluation and student performance assessment to initiate changes to the program**

Lenoir-Rhyne University sustains a thorough set of policies and processes regarding the establishment, review, and assessment of all program curriculum and instruction. Programs

that are developed at the Columbia campus will follow the standard protocols used at the main campus and will be reviewed and assessed like all other programs at the Hickory, NC campus. In the cases of the proposed programs, the program coordinator/chair will reside in Hickory and all curriculum and assessment proposals/reviews will be managed at the main campus.

LRU ensures that each educational program for which academic credit is awarded is approved by the faculty and administration as mandated by its Board of Trustees through its *Faculty Handbook* and Faculty Constitution. The Board of Trustees is the final authority over academic programs and standards, as indicated in the Board of Trustees Bylaws. The University's *General Catalog* lists educational programs that award academic credit. Similarly, the University has established a series of policies and procedures that ensure that all academic programs are assessed to promote continual improvement of student learning outcomes. These two processes are outlined below.

### **Academic Program and Curriculum Review**

According to the LRU *Faculty Handbook*, effective practices require that faculty members are "key contributors in the development of institutional policies and procedures" in the educational mission of the University. Among the primary responsibilities of faculty are the "establishment and/or revision of course curriculum and the content of academic programs..." Depending on the discipline, faculty within a program (major) utilize a variety of resources to develop and/or revise curriculum, including program accreditation standards, national professional standards, input from advisory panels, student data, and professional judgment. Faculty members engage annually in program assessment practices and regularly in program review as mandated by LRU's institutional effectiveness policy and process.

Faculty furnish proposed changes in academic curriculum and/or policy to the Academic Policy Committee (APC), a campus-wide, representative council responsible for reviewing all proposals for academic program, course, and/or policy revisions. In special cases, other faculty committees review these proposals and furnish recommendations prior to APC action: graduate program-related courses (through the Graduate Studies Council); teacher education courses (through the Teacher Education Council); and core curriculum classes (through the Core Curriculum Committee). Upon APC recommendation, the Provost brings proposals to the full Faculty Assembly for consideration/approval. If the changes include the addition of new academic programs, the Board of Trustees further reviews and approves proposals. If proposals are approved, the Registrar makes necessary changes in the subsequent University General Catalog, which is revised annually.

Within the University's system of shared governance, LRU's administration contributes to the academic program and policy approval process. First, the University's chief academic officer, the Provost, serves as chair of the APC, coordinating all actions related to academic curriculum and policy deliberations. Second, if the APC receives proposals that require new resources, the Provost confers with the University's Budget Committee, an advisory committee of the University President, prior to the committee making any recommendations or the faculty any decisions. Third, if a submitted proposal affects other academic or administrative programs, the protocols require that these programs be engaged and informed prior to the initial submission of a proposal. Fourth, proposals including the creation of a new academic program ultimately require consideration and approval by the Board of Trustees, by recommendation through the Board's Instruction and Student Life Committee (which also includes the Provost and faculty representation).

## 9. Faculty

List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc.)	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Professor 1 (Leadership)	PhD	Educational Leadership	Yes
Professor 2 (Leadership)	PhD	Business	Yes

### Qualifications of new faculty and staff

Lenoir-Rhyne University is a regionally accredited university (through SACS) and, accordingly, abides by the standard expectations regarding quality and credentials of its teaching faculty. According to its *Faculty Handbook*, to teach Masters level courses, LRU faculty will be required to possess a terminal degree in the field-of-study. In rare circumstances, the University will consider faculty who may hold Master's degree along with exceptional professional experience or other qualities. For the MA in Leadership, faculty will possess a terminal degree in a Educational Leadership, Leadership, Business, or appropriately related field.

### Proposed changes in assignment

No currently-employed faculty or administrators will receive a change in assignment based on the requested programs. All courses will be served by current professors at the university as a part of their normal teaching load.

### Faculty development

Lenoir-Rhyne University provides extensive opportunities for faculty development across all academic programs. A detailed description of the university's plan for faculty development can be found at:

<http://facstaff.intranet.lr.edu/sites/facstaff.intranet.lr.edu/files/docs/SECTION%20II.pdf>.

### Definition of full-time equivalent (FTE)

The number of FTE students is calculated based on fall student headcounts as reported by the institution on the IPEDS Enrollment (EF) component (Part A). The full-time equivalent (headcount) of the institution's part-time enrollment is estimated by multiplying the factors noted below times the part-time headcount. These are then added to the full-time enrollment headcounts to obtain an FTE for all students enrolled in the fall. This formula is used to produce an FTE that is used annually in the Digest of Education Statistics.

#### Part-time undergraduate enrollment

Public 4-year (.403543)

Private (not-for-profit and for-profit) 4-year (.392857)

Public 2-year and <2-year (.335737)

All other institutions (.397058)

#### Part-time first-professional enrollment

Public 4-year (.600000)

Private (not-for-profit and for-profit) 4-year (.545454)

#### Part-time graduate enrollment

Public 4-year (.361702)

Private (not-for-profit and for-profit) 4-year (.382059)

## **10. Physical Plant**

The program will be offered on the University's Columbia campus at 4201 N. Main Street (formerly the Lutheran Theological Southern Seminary), through its newly developed Center for Graduate Studies of Columbia. The merger of the University and Seminary occurred on July 1, 2012; SACS-COC approved the merger at its December 2013 meetings. The approximately 20 acre campus serves as the main base for the University's new School of Theology (including the seminary) and will also serve other graduate programs as they are developed and approved for delivery through the new Center. The campus fully supports all University functions and includes curricular, co-curricular, administrative, and residential facilities: classrooms; faculty and staff offices; a substantial library (also connected virtually with the Hickory campus system); chapel; apartments and townhouses; auditorium; student union and dining hall; and well maintained grounds. Upon merger, Lenoir-Rhyne designated significant resources to the immediate improvement of the campus, e.g., full campus wireless capacity; renovation of the library; improvement of academic classrooms and offices; and other technologies allowing direct virtual linkage to the University's Hickory and Asheville campuses. <http://ltss.lr.edu/visitors-and-friends/seminary-campus>

The LTSS campus provides a full slate of teaching and learning facilities normally found on a traditional college campus, e.g., multiple classroom facilities, library, student union, auditorium/chapel facility, student living spaces, faculty and staff offices. Class scheduling for these new programs will be coordinated with existing classes of the seminary to satisfy space needs. A detailed campus map made be viewed at [http://www.ltss.edu/visitors and friends/campus map/](http://www.ltss.edu/visitors_and_friends/campus_map/).

### **Additional physical plant requirements**

Adequate office, teaching, and residential space is available for the delivery of these programs.

## **11. Equipment**

### **Major equipment**

The University will utilize all of the existing facilities at the Lutheran Theological Southern Seminary (LTSS) to furnish its face-to-face courses. (LTSS is a fully accredited graduate school of theology by the Association of Theological Schools, holding accreditation continuously since 1944.) LTSS has more than adequate classroom facilities to meet the needs of these additional academic programs.

In addition, LTSS is under the Lenoir-Rhyne University "umbrella" regarding technology. For example, LRU utilizes LAMP (<https://sakai.lampschools.org/portal/>), its online classroom management system, which allows the development and implementation of online, hybrid, and web-enhanced classes. All existing administrative systems are integrated into LRU operations. LRU utilizes PowerCampus (MYlr: <http://lr-ssi.lr.edu/selfservice/Home.aspx>) for its registration, academic records, financial, and other administrative operations. All off-site operations including LTSS are integrated into this centralized system.

## **12. Library Resources**

Students in all three fields of study will have access to the library facilities at the Lutheran Theological Southern Seminary (LTSS) campus. In addition, all electronic resources will be

available to the students through the LRU library.

LTSS is served by Lineberger Memorial Library, which provides access to a wide variety of print and on-line resources which support the curriculum. The collection, of approximately 100,000 volumes, contains classics as well as the most up-to-date material. It also contains smaller collections of non-academic materials, such as fiction, non-fiction, videos and DVDs. The library subscribes to almost 400 journals and provides access to others through the online theology periodical index ATLAS. Through the Eastern Cluster of Lutheran Seminaries partnership, the library shares an online catalog, ECCO, and students have access to materials from the LTSS Library and those of the Eastern Cluster partners, the Lutheran seminaries at Gettysburg and Philadelphia. Students can borrow materials from any of the three facilities. Interlibrary loan services are also available for materials not found in ECCO. There is a photocopier/scanner available for student use. Students will also be served by Rudisill Library on the campus of Lenoir-Rhyne University in Hickory, NC.

Lineberger Library is staffed by two professional librarians, one full-time staff person, and a number of students who are enrolled at LTSS. Rudisill Library is staffed by four professional librarians, three full-time staff members, and university student workers.

Lineberger Library is open 74 hours per week during the semester and 40 hours per week during Semester Break and the Summer break. Rudisill Library is open 85 hours per week and somewhat less during semester breaks and the summer semester.

The library building, a gift of the Lineberger family of Belmont, North Carolina, is an open pleasant place to work and study. The library building was completed in the summer of 1975. Designed by Walter Dodd Ramberg, it won a Merit Award from the American Institute of Architects in 1976 and was cited by the American Library Association as one of the finest academic library buildings constructed in the previous year.

The building offers individual carrels, a meeting room, a common computer lab, a music listening room, and study tables, as well as wireless computer access. A copy of Lineberger Library's objectives and policies is available on the institution's web site:  
[http://www.ltss.edu/current\\_community/lineberger\\_memorial\\_library/](http://www.ltss.edu/current_community/lineberger_memorial_library/). Its handbook is also available on the website:  
[http://www.ltss.edu/public/files/docs/New\\_Student\\_Library\\_Handbook2011.pdf](http://www.ltss.edu/public/files/docs/New_Student_Library_Handbook2011.pdf)

Basic reference and bibliographic works for the fields of human services, leadership, and community college administration will be available at the time the program begins. Appropriate titles will be determined in consultations with program faculty members. Students will have access to all of the 79 online databases available to Lenoir-Rhyne students. These databases cover approximately 15,763 leadership-related resources, the majority of which full-text articles and books.

## Independent acquisitions

<b>Program</b>	<b>5 Yr Avg # Books</b>	<b>5 Yr Avg \$ Books</b>	<b>5 Yr Avg Total \$</b>	<b>Annual Database \$</b>
Leadership	3,468	\$53.05	\$183,987.70	\$99,000

### 13. Accreditation, Approval, Licensure, or Certification

#### Accreditation

Lenoir-Rhyne University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award bachelor's and master's degrees. Its last accreditation review occurred in 2012 with a full reaffirmation of accreditation at the regional level. Evidence of and information on accreditation status may be viewed at:

<http://sacscoc.org/details.asp?instid=42560>.

#### Approval, licensure, or certification

No approval, licensure, or certification is required of graduates to attain employment in the occupational field for which the program provides preparation.

### 14. Tuition and fees

Tuition is \$475 per credit hour. The total tuition cost for the M.A., Leadership, is \$15,675.