MUSC Guide to Developing New Academic Programs

A comprehensive guide for faculty and department heads considering creating and seeking approval to offer new academic programs.
Read this FIRST!

Edited and maintained by:

The Division of Education and Student Life
and
The Office of Institutional Effectiveness

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Purpose of this document

MUSC seeks to foster innovation in its educational mission while simultaneously ensuring adherence to all internal and external standards and regulatory authorities. The purpose of this document is to provide a comprehensive user-friendly resource for faculty and departmental leaders considering, even at the EARLIEST STAGES, developing a new academic program at MUSC. This guide is a critical resource, provided to ensure that a program is designed, from its conception, to adhere to all internal standards and externally-mandated requirements. By ensuring such adherence early, faculty can avoid unnecessary work, improve efficiency, and speed the time to final approval of the program and enrollment of students.

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Special Program Definitions

Discussing ideas for creative new academic programs can be an exercise fraught with miscommunication. Different types of programs have significantly different administrative procedures, approval processes, and reporting structures.

In order to establish a shared language for communicating between MUSC faculty, staff, and administrators, we have established a set of definitions for types of special programs.

**Joint Degree (program):** A single degree granted by two institutions which contribute to the education and where both institutions are represented on the diploma. (example: Joint PhD in Biomedical Data Science and Informatics [MUSC and Clemson])

**Dual Degree (program):** Two degree programs that are delivered by the same institution at the same time. Education and granting of credentials may occur largely **sequentially** or be fully integrated and **concurrent**. See chart under “Two Programs at once?” (example: MD/PhD)

**Collaborative Combined Program (note omission of “degree” in label):** An arrangement between two institutions that results in two degrees, typically at different academic levels. Both institutions contribute to the education which typically includes a period of overlap, but the degrees are granted separately. (Example: proposed 3+n programs with Clemson, MD/MBA memorandum of understanding with the Citadel)

“C”ertificate and “c”ertificate program: The term certificate has two very different meanings in education. Administration and faculty at MUSC distinguish between the two by referring to “Capital C certificate” and “Lowercase c certificate.” A disambiguation of the two usages can be found on the following page.
Disambiguation of the term “certificate” at MUSC

The term *certificate* is used in different contexts in higher education. As far as academic programs are concerned, we refer to lowercase “c” certificates and upper case “C” at MUSC to distinguish between the two very different implementations and their requirements and features.

<table>
<thead>
<tr>
<th></th>
<th>Unofficial “c”certificates</th>
<th>Official “C”certificates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Trustees approval</td>
<td>Not Required</td>
<td>Required</td>
</tr>
<tr>
<td>SC CHE approval</td>
<td>No</td>
<td>Required</td>
</tr>
<tr>
<td>SACSCOC reporting and assessment</td>
<td>No</td>
<td>Required</td>
</tr>
<tr>
<td>Students can participate while in another MUSC program</td>
<td>Yes</td>
<td>No, unless CHE approves it as part of a single program/curriculum leading to two credentials</td>
</tr>
<tr>
<td>Advertisement</td>
<td>Care should be taken not to present the unofficial certificate as “parallel” or equivalent to official CHE-approved credential offerings.</td>
<td>May be published and advertised with all other official MUSC credentials</td>
</tr>
<tr>
<td>Admission</td>
<td>Coordinated through department</td>
<td>Coordinated through Enrollment Management</td>
</tr>
<tr>
<td>Diploma appearance</td>
<td>Departmental logo, departmental head signatures, no MUSC seal</td>
<td>MUSC seal, Provost, Dean, President etc signatures</td>
</tr>
<tr>
<td>Credential mark on transcript</td>
<td>No (and no official MUSC transcript)</td>
<td>Yes</td>
</tr>
<tr>
<td>Credential verification</td>
<td>None, unless department keeps informal list</td>
<td>Yes, through Enrollment Management and NSLDS</td>
</tr>
<tr>
<td>Commencement</td>
<td>Not recognized</td>
<td>Recognized</td>
</tr>
<tr>
<td>Financial aid, including federal loans</td>
<td>No</td>
<td>Possibly, if the program meets criteria and is approved for it by DoE and MUSC is willing to do extensive Gainful Employment reporting</td>
</tr>
<tr>
<td>Includes official bulletin-listed MUSC courses and registration through the registrar’s office</td>
<td>Optional. Department may annually request official course rosters, but must track student progress internally</td>
<td>All curricula through bulletin-listed coursework.</td>
</tr>
<tr>
<td>Health insurance, student services, etc</td>
<td>Based on if and at what level the student is also enrolled in an official academic program.</td>
<td>Based on enrollment level</td>
</tr>
<tr>
<td>Special fees/tuition</td>
<td>Board of Trustees may approve special fees for individual MUSC courses, whether or not those courses could contribute to an unofficial certificate. Special course fees are billed by the Bursar’s office, and routing of revenue from them must be pre-arranged with the Bursar’s office. Any other fees required for the unofficial certificate are at the discretion of and collected by the department via mechanisms approved by Finance &amp; Administration.</td>
<td>ALL fees &amp; tuition must be approved by Board of Trustees before students are enrolled in program. All fees and tuition are billed by the Bursar’s office and routed to the College which houses the Certificate.</td>
</tr>
</tbody>
</table>
### Sequence of Activities for Proposing New Academic Programs

<table>
<thead>
<tr>
<th>Task</th>
<th>Time Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Approval Preparation</strong></td>
<td></td>
</tr>
<tr>
<td>Study this guide</td>
<td>2 hours</td>
</tr>
<tr>
<td>Attend OEM-sponsored New Program Workshop</td>
<td>2 hours</td>
</tr>
<tr>
<td>Develop rough program concept and outline and gain approval to explore from your department head or Dean</td>
<td>1 to 5 days</td>
</tr>
<tr>
<td>Initial meeting with Associate Provost for Education &amp; Student Life, Associate Provost for Institutional Effectiveness, and Executive Director of Enrollment Management</td>
<td>2 hours</td>
</tr>
<tr>
<td>Meet with the Director of Information Resources and Collection Services in order to determine needs for library holdings and services.</td>
<td>5 to 7 days</td>
</tr>
<tr>
<td>Meet with any university support services if your program may require unusual support, as recommended in meeting above</td>
<td></td>
</tr>
<tr>
<td>For inter-institutional collaborations, expect multiple meetings with various administrators from both schools</td>
<td>May take many months</td>
</tr>
<tr>
<td>Review requirements for any profession-specific accreditations you will be seeking</td>
<td></td>
</tr>
<tr>
<td>Draft CHE Proposal, seeking input from OIE and Associate Provost for Education &amp; Student Life</td>
<td>1 to 4 weeks</td>
</tr>
<tr>
<td><strong>Internal Approval Process</strong></td>
<td></td>
</tr>
<tr>
<td>Gain approval from your college’s curriculum committee and Dean</td>
<td></td>
</tr>
<tr>
<td>Associate Dean presents to University Education Advisory Committee</td>
<td>Meets quarterly</td>
</tr>
<tr>
<td>Dean presents to Provost Council</td>
<td>Meets monthly</td>
</tr>
<tr>
<td>Finalize CHE Proposal in collaboration with Associate Provost for Education &amp; Student Life</td>
<td></td>
</tr>
<tr>
<td>Submit CHE proposal to Board of Trustees for approval</td>
<td><a href="http://academicdepartments.musc.edu/leadership/board/info/meeting_schedule.html">http://academicdepartments.musc.edu/leadership/board/info/meeting_schedule.html</a></td>
</tr>
<tr>
<td><strong>External Approval Process</strong></td>
<td></td>
</tr>
<tr>
<td>Provost notifies CHE of intent to submit</td>
<td>One month prior to CHE submission. December, March, June, or September.</td>
</tr>
<tr>
<td>Begin seeking profession-specific accreditation</td>
<td>Accrediting body may ultimately require CHE approval.</td>
</tr>
<tr>
<td>Submit to CHE for three stage review</td>
<td>Initiate in January, April, July, or October. Takes approximately 4 months. More if challenged. May submit to CHE-ACAP prior to Board of Trustees approval.</td>
</tr>
<tr>
<td><strong>Post-Approval Requirements</strong></td>
<td></td>
</tr>
<tr>
<td>Provide program bulletin description, and admissions criteria to OEM-Admissions</td>
<td></td>
</tr>
<tr>
<td>Begin advertising/recruiting/announcing for program</td>
<td>CANNOT do so prior to CHE approval</td>
</tr>
<tr>
<td>Provide attendance pattern and student budgets to OEM-Financial Aid</td>
<td></td>
</tr>
<tr>
<td>Provide curriculum committee-approved course descriptions for bulletin to OEM-Registrar’s office</td>
<td></td>
</tr>
<tr>
<td>Submit program assessment metrics to OIE</td>
<td>OIE will contact you</td>
</tr>
<tr>
<td>Begin accepting applicants</td>
<td></td>
</tr>
</tbody>
</table>
Outreach & Recruitment
Recruitment efforts/activities are arranged within the program’s college. You are encouraged to consult with your college’s diversity/outreach coordinator for ideas related to recruiting a diverse applicant pool. The Office of Enrollment Management’s admissions office responds to basic telephone and email inquiries regarding deadlines and basic requirements, but is not actively involved in outreach or other recruitment efforts. However, they are an experienced resource to help you identify best practices for how to evaluate and rank applicants within a legal framework.

Admissions Considerations
Timing of approval and class size expectations
Since the institution is not allowed to advertise or market for programs that have not yet been approved by the state’s Commission on Higher Education (CHE), if that approval comes close to the start of the intended admission cycle, the program should not expect a significant number of applicants. OEM encourages a realistic target for a program’s first start term in the CHE application, and realistic estimates of numbers of students to be enrolled in the new program in the first year of a program, considering the possibility of limited marketing time and a very small applicant pool.

General Education Requirements
For a student to be granted a bachelor degree (or a graduate degree that does not require a prior bachelors) from MUSC, they must have previously earned at least 60 credit hours, including a minimum of 30 credit hours in specific general education coursework, before MUSC enrollment. MUSC OFFERS NO GENERAL EDUCATION coursework. Therefore, MUSC must be able to document that the student previously earned at least those 60 hours of coursework. A new program can be designed to use one of two methods for documenting this:

- Course-by-course evaluation of prior transcripts. Verification requires 30-120 minutes per applicant.
- Require an Associate of Science or higher degree. Verification requires less than 5 minutes per applicant.

Program-specific Prerequisites
Beyond general education requirements, a program may consider requiring students to have specific prerequisite courses prior to admission. Historically, programs have underestimated the effort required to evaluate an applicant’s prior coursework for this purpose, and to communicate with applicants about how their prior coursework does or does not satisfy requirements. The skills and experience to do course evaluations are not "entry level" and the Office of Enrollment Management hires and trains staff accordingly. Programs that do not require a specific set of prerequisites require a fraction of staffing time/effort than those that do.

International Applicants
To be able to accept non-US citizen/non-Permanent Residents into a program, the program must apply for approval from MUSC’s Office of Global Initiatives. Without this approval from OGI (which ensures the program adheres to federal regulations specified by the Department of Homeland Security), no international student may be admitted to the program. The nature of many programs preclude admission of international students, whether online or residential. If a program does not admit international students, websites should clearly state that so that international applicants do not waste their time completing an application for admission. Among other requirements, for a program to accept international applicants, a standard for English language competency must be established and published, typically via TOEFL or IELTS scores. The Admissions office can advise what standard other programs have established. If the program has degree or prerequisite requirements, applicants will typically need to pay a third party to translate and evaluate non-US transcripts. See Appendix B

Making Offers
All offers of admission are made by and signed by the Dean of the college (not the program director). In rare situations, an applicant can be admitted Conditionally if grades from coursework currently being taken elsewhere or other supporting documents have not yet been received. In even more rare situations, applicants may be accepted Provisionally if their incoming academic credentials are near a threshold. Unless a program is specifically designed and approved through CHE for such, an applicant should never be accepted into an MUSC program with the expectation/assumption that they will complete prerequisite coursework elsewhere at a later date.
Federal Student Aid eligibility

Basic Program Eligibility for Federal Aid

- An academic term must be at least 10 weeks of instructional time to allow students to receive federal aid. The number of weeks of instructional time is based on the period that begins on the first day of classes in the academic year and ends on the last day of classes or examinations. A week of instructional time is any period of 7 consecutive days in which at least one day of regularly scheduled instruction, examination, or (after the last day of classes) at least one scheduled day of study for examinations occurs. Instructional time does not include periods of orientation, counseling, homework, vacation, or other activity not related to class preparation or examination. Therefore, the weeks of instructional time may be less than the number of calendar weeks that elapse between the first day of classes and the last day of classes or examinations.

- An academic year must include a minimum of 30 weeks of instructional time.

- An academic program must be at least 12 months long to be eligible for financial aid.

- In order to receive aid in any particular term, a student must be enrolled at least half-time. For Undergraduate Programs, the regulations establish that the school can define Full Time enrollment no lower than 12 semester hours, and therefore half-time (and eligibility for financial aid) can be no lower than 6 semester hours. For Graduate programs, regulations do not establish a minimum for a school's definition of Full-time, and therefore students are eligible for financial aid with at least half the semester hours that the graduate program defines as Full time. See below for current college-defined Full Time definitions.

- Due to extensive federal "gainful employment" regulations and the additional staffing that would be required to adhere to them, MUSC does not currently offer federal financial aid for Certificate programs.

Loans for Undergraduate students

There are lifetime (aggregate) limits to the amount of federal loans a student can obtain for undergraduate education. Many of our students with more than four years of undergraduate education are at or near this limit. If these students need loans for their MUSC education, they must seek Private loans which often come with difficult credit requirements. Undergraduate programs at MUSC should be aware of this when targeting applicant populations. High tuition rates will constrain the economic profile of our undergraduate students more so than graduate students.

Loans for Graduate students

There are aggregate lifetime limits for federal loans which also apply to graduate education. However, these limits are higher, and it is uncommon for graduate students to need to seek out Private loans.

State Scholarship Eligibility

LIFE and Palmetto Fellows scholarships offer several thousand dollars to high performing SC high school graduates for a few years after they graduate from a SC high school. If your program is undergraduate, does not require a bachelor’s degree, and will be geared towards students within the first four years of graduating from high school, you can indicate on your CHE application that you wish the program to be LIFE eligible. Students with a bachelor degree, or who initially enrolled in college 4 or more years ago, are ineligible for LIFE and Palmetto Scholarships.

Attendance patterns, terms, and program length

Federal guidelines require that the beginning date of classes and final date of exams for each semester be determined on an annual basis to insure that financial aid awards are made and monies disbursed in accordance with regulations. The information must be provided by the college to the financial aid office before each aid year. This information is used by lenders and the MUSC Bursar's Office to determine the dates that loan proceeds will be disbursed to your students. In the event of withdrawal or leave of absence, these dates are used for the required Return to Title IV funds calculation, determining the amount of aid actually earned.

The dates for a program’s defined “Academic Year” may not span more than 12 months. Additionally, the dates must be consistent for all students in the same year of the curriculum. Overlapping dates between years in the curriculum may cause ineligibility for financial aid.
New courses for new programs
The Center for Academic Excellence/Writing will assist you in designing or reviewing new courses and syllabi before you send the information to the registrar to ask for a course number, credits, and inclusion in the bulletin. MUSC Guidelines for establishing credit for new courses can be found here (http://academicdepartments.musc.edu/esl/bulletin/bulletin_policies/credithours.html). New courses must be submitted to the registrar’s office for assignment of course numbers and inclusion in the bulletin. A Syllabus should accompany the Course Request Form found here (http://academicdepartments.musc.edu/esl/em/records/forms/course_request_bulletin.pdf). The Registrar will review the form for accuracy, paying close attention to the credit hours, before the course is assigned a number.

What is Full Time
For undergraduate programs wishing to be eligible for financial aid, full time is 12 semester hours. For graduate programs, full time is defined by the college and published here (http://academicdepartments.musc.edu/esl/bulletin/bulletin_policies/fulltime.html)

Diplomas and commencement ceremonies
MUSC currently offers three graduation ceremonies; May, August, and December. The May ceremony is a university-wide, centrally-coordinated event. Commencement ceremonies for August and December are handled by the graduating program’s College. For August and December ceremonies the Registrar’s Office will provide the diplomas to the College so that they can be issued at the ceremony. If a ceremony takes place before the degree date, the Registrar’s Office will instead begin mailing those diplomas one week after the degree date, giving the students time pick up their diplomas from the Registrar’s Office.

For programs that result in multiple degrees, each degree receives its own diploma. If the degrees are issued at the university-wide ceremony in May, the student will process with the higher degree group and both diplomas will be announced and issued then. Also, a notation will be made in the commencement program indicating that the student earned multiple degrees.

For joint degree programs, the primary institution will generate diplomas. The diploma will clearly indicate the degree is a joint degree by bearing signatures and seals from both institutions. Additionally, degree candidates should participate in commencement ceremonies at the primary institution only and coordinate their attendance at that ceremony according to the timelines set by that institution.
Two programs at once?

A student cannot be enrolled in two PROGRAMS at once, however, there are ways that a student may seek two DEGREES at (roughly) the same time. In order for a student to earn two degrees, she must be enrolled in a Dual Degree program (concurrent or sequential) or leave one temporarily to pursue another (alternating). The following table describes each option with Pros and Cons.

<table>
<thead>
<tr>
<th></th>
<th>Option A</th>
<th>Option B</th>
<th>Option C</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Concurrent Dual Degree Program</td>
<td>Sequential Dual Degree Program</td>
<td>Two alternating Degree Programs</td>
<td>The amount of common area in Option A depends on degree of collaboration between the two programs</td>
</tr>
<tr>
<td></td>
<td>A single, integrated degree program</td>
<td>Complete one degree then begin another, where some courses from first degree meet requirements for the second degree</td>
<td>Start one degree, switch to the other via LOA, return to the first. Courses in one degree do not count toward requirements in the other</td>
<td></td>
</tr>
<tr>
<td>PROS (YES IS GOOD = GREEN)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing as dual degree possible</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Potential reduction in length of study</td>
<td>YES</td>
<td>Yes-but only for the second degree</td>
<td>Maybe-if unused summers are used</td>
<td></td>
</tr>
<tr>
<td>One application</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Easy step out</td>
<td>NO</td>
<td>YES</td>
<td>YES</td>
<td>Leaving the dual degree pursuit for a single degree</td>
</tr>
<tr>
<td>CONS (YES IS BAD = RED)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degrees must be granted simultaneously</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Requires application to CHE</td>
<td>YES</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>Dependent on common academic calendar</td>
<td>NO</td>
<td>Maybe-depends on End/Start terms</td>
<td>YES</td>
<td>Not having a common academic calendar presents financial aid issues for the student</td>
</tr>
<tr>
<td>Requires high level of collaboration between two departments</td>
<td>YES</td>
<td>NO</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>May challenge on-time graduation rate</td>
<td>NO</td>
<td>NO</td>
<td>YES</td>
<td>As defined by % students in an entering cohort of a degree program that graduate within 150% time of starting the degree</td>
</tr>
</tbody>
</table>
Considerations for Joint Degree Programs

Joint degree programs result in a degree officially granted by two institutions. This presents challenges that cannot be overcome, via anything short of a merger, unless different aspects of student enrollment are delegated to one institution or the other.

Admissions processing
It is best if admissions application processing and evaluation services are provided by only one of the two institutions, with deference to the school who has prior experience in the majority of requirements specific to the program (test scores, transcript evaluations etc.). The selected admissions processing institution can supply data to a joint committee and to registrar offices at each institution. The same institution can collect any admissions/application fees with annual splitting of those fees between institutions handled via prior arrangement.

Financial Aid
It is required for federal compliance that each student have a single “Home” institution for financial aid purposes, regardless of where instruction physically occurs. The Home institution is responsible for the processing, awarding and disbursement of federal, state, and institutional aid, monitoring satisfactory academic progress and other financial aid eligibility criteria along with calculating any returns of funds should a student withdraw.

In some joint degree arrangements, students may register for courses, be billed, and pay tuition at both institutions in the same year. While this is possible, it is administratively challenging and poses greater risk for error or delays. If this happens, financial aid, bursar, and registrar offices at both institutions must communicate, throughout each semester, registration and billing information from each campus. While the student receives aid from only the Home institution, they are responsible for using that aid to pay the other institution themselves. A more fail-safe arrangement is for all courses in a year to be listed and billed through the Home institution, with a separate agreement between institutions covering sharing of tuition revenue and providing student access to both campuses’ resources.

Note: It is possible and often practical for the financial aid Home institution to change from year to year if the majority of the curriculum (and therefore tuition charges) migrates from one institution to another.

Registrar
One institution should be designated to generate official degree-bearing transcripts for each student, throughout their enrollment in the program, and as alumni. This institution can be referred to as the student’s “Primary” institution.

It is essential that as part of a joint degree program, institutions come to an agreement on a common grade scheme to use for all coursework. The non-Primary institution’s registrar office must provide the Primary institution with registration and grade information each semester so that it can be recorded on the transcript. The Primary institution’s transcript MUST show all courses. The other institution can produce transcripts, but they will only reflect any courses taken at that institution prior to enrollment in the joint program. An annotation on the other institution’s transcript after the student’s last term may denote the student was subsequently enrolled in a joint program with the Primary institution, but not indicate degree earned or duplicate course listings, grades, or GPAs.

Upon graduation, a degree mark will be placed on the Primary institution transcript, clearly indicating the degree is a joint degree from both institutions. The other institution’s transcript must NOT show the degree mark. The Primary institution will also generate all diplomas for graduating students and alumni. The diploma will clearly indicate the degree is a joint degree from both institutions. Both seals, both sets of signatures, etc.
Seeking SC-CHE Approval

In addition to institutional approvals, any new (or, significantly changed) academic program requires approval from the South Carolina Commission on Higher Education (SC CHE). The information below corresponds to the major sections of the program application from the South Carolina Commission on Higher Education. We recommend that those exploring new programs begin by reading carefully the application itself (link below). When ready to craft your new application, explore the content in each of the sections below for guidance and referral to more specialized resources of information.

SC-CHE Program Application (effective October 9, 2015).

Proposal Form Instructions

Please complete the required form using ARIAL 10 pt. font. Do not exceed the space allotted for each response (see character limitations for each element). If the proposal contains more information than requested (i.e., it exceeds the maximum length allowed or contains unrequested attachments), the proposal may be returned for revision, which may, in turn, delay the proposal’s progress.

When marking the appropriate response for the checkboxes, highlight the box, click on properties, and select “checked.”

For charts pertaining to employment opportunities, list of similar programs, curriculum, course descriptions, faculty, and student learning assessment, unused rows may be deleted to add space to previous rows; however, the chart cannot exceed the space allotted (i.e., it cannot continue onto the next page).

Assessment of Need

This section of the application seeks to understand why the state or region needs the new program (a separate section seeks to understand the related employment opportunities for program graduates in the state or region, see below). As with all sections of this application, it is crucial that responses are thoroughly consistent.

Example:

The United States is in the midst of its largest health IT investment ever as the majority of health care organizations implement or upgrade EHR systems. Driven largely by the influx of federal incentive dollars available through the Health Information Technology for Economic and Clinical Health Information (HITECH) Act of 2009, eligible hospitals and physician practices seek not only to adopt EHR systems but to demonstrate “meaningful use,” [1] indicating that providers have achieved certain thresholds and quality indicators. [2] Providers who fail to achieve meaningful use by 2015 will experience a reduction in Medicare payments. Furthermore, with impending changes in reimbursement, a shift from fee-for-service to fees determined by outcomes/quality, health care providers must have the tools to easily capture, analyze, and act on patient and population-level health information. Individuals trained in health informatics with strong leadership and data analytical skills will be critical to their organization’s success [3] in improving quality of care and containing health care costs. Graduates of the MSHI program will be prepared to assume positions as data analytics officers, clinical system analysts, health IT project managers, and chief medical/nursing information officers in hospitals, physician practices, and other health care settings. We conducted a market analysis survey of major hospitals in South Carolina with responding hospitals ranging in size from 90 to 1200 beds. Based on a ratio of staff-to-hospital beds, we found a reported statewide need of at least 415 new certificate-trained and 71 master’s degree trained health informatics specialists in South Carolina within the next two years alone.
**Employment Opportunities**

The commission is interested in understanding how our programs fit the needs of the region and state. The following questions are excerpted from the program application:

<table>
<thead>
<tr>
<th>Employment Opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupation</td>
</tr>
<tr>
<td>-------------</td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

Provide additional information regarding anticipated employment opportunities for graduates. (1000 characters)
Where Can You Find Data?

Regional Data
To find the most up-to-date labor statistics and labor projections, and educational attainment for the Charleston Metro Region (or any region or county in South Carolina) use SCWorks Online Services. These reports can provide the following type of information:

<table>
<thead>
<tr>
<th>Occupation</th>
<th>2012 Estimated Employment</th>
<th>2022 Projected Employment</th>
<th>% Change</th>
<th>Replace</th>
<th>Growth</th>
<th>Total</th>
<th>Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home health aides</td>
<td>1,294</td>
<td>1,623</td>
<td>48</td>
<td>21</td>
<td>53</td>
<td>74</td>
<td>$20,920</td>
</tr>
<tr>
<td>Substance abuse and behavioral disorder counselor</td>
<td>94</td>
<td>137</td>
<td>46</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>$35,410</td>
</tr>
<tr>
<td>Occupational therapy assistants</td>
<td>68</td>
<td>97</td>
<td>43</td>
<td>4</td>
<td>12</td>
<td>16</td>
<td>$48,933</td>
</tr>
<tr>
<td>Diagnostic medical sonographers</td>
<td>147</td>
<td>208</td>
<td>41</td>
<td>2</td>
<td>6</td>
<td>8</td>
<td>$64,845</td>
</tr>
<tr>
<td>Medical secretaries</td>
<td>1190</td>
<td>1680</td>
<td>41</td>
<td>14</td>
<td>49</td>
<td>63</td>
<td>$33,410</td>
</tr>
<tr>
<td>Physical therapist assistants</td>
<td>203</td>
<td>282</td>
<td>39</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>$48,908</td>
</tr>
<tr>
<td>Physicians assistants</td>
<td>154</td>
<td>212</td>
<td>38</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>$87,003</td>
</tr>
<tr>
<td>Nurse practitioners</td>
<td>200</td>
<td>274</td>
<td>17</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>$86,191</td>
</tr>
<tr>
<td>Dental hygienists</td>
<td>441</td>
<td>599</td>
<td>36</td>
<td>11</td>
<td>16</td>
<td>27</td>
<td>$55,735</td>
</tr>
</tbody>
</table>

Regional data can also be found at SCWorkforceinfo.com.

State Data
The South Carolina Office for Healthcare Workforce, a division of the South Carolina Area Health Education Consortium (SC-AHEC), produces employment forecasts and job growth projections for many health professions for the state of South Carolina.

In order to find Bureau of Labor Statistics employment projects on a state by state basis, visit Career One Stop and Projections Central.

National Data
The best source for national data is the Bureau of Labor Statistics, a division of the U.S. Department of Labor.

Interpretation
To find articles, analysis, position papers, etc., on issues around education and the economy, some of these organizations may provide help.

Lumina Foundation:

South Carolina Chamber of Commerce:
Program Impact

Each new program is asked to assess its potential impact within its home institution. Internal impacts might be the reassignment of faculty, the phasing-out of a current program, the realignment of budgets, etc.

Program Assessment

Each academic program, research support unit, student support unit, administrative unit, and community service program has an annual assessment plan with stated outcomes, metrics, and targets, which are centrally maintained in the Office of Institutional Effectiveness. While data collection and review occurs annually for each program, at least every three years, unit leaders, program directors, and university administration conduct a comprehensive review of outcomes and document how data are used to make changes to improve outcomes, thereby closing the loop. The Office of Institutional Effectiveness offers consulting services to help develop and update your assessment plan (Contact).

Each academic (degree) program must set both program outcomes and student learning outcomes. Outcomes should reflect the program’s mission statement. We recommend establishing 1–2 program outcomes and 3–5 student learning outcomes (it is acceptable to have more). Each outcome should be measured by at least two metrics and at least one must be a direct metric. Metrics should be compared to specific performance targets established by the program.

- One program measure should be on-time graduation. The MUSC goal is 90% graduation at 150% of program length. Programs may set more aggressive goals.
- If program graduates must pass a national board/certification exam (e.g., USMLE, NAPLEX), then the first time pass rate on that exam should be used as a measure of program or student success. The MUSC target is \( \geq \) national first time pass rate.
Direct vs. Indirect Measures

Programs sometimes struggle with the distinction between direct and indirect metrics. Two diagnostic questions can help distinguish them.

1. Who decides what was learned and how well it was learned?
   - Direct Measure: A credentialed professional makes the decision (e.g., a professor evaluates an exam or performance).
   - Indirect Measure: A student decides what was learned or how well it was learned (e.g., surveys or course evaluations).

2. Is learning measured or is an index/proxy measured?
   - Direct Evidence: Student work/performance/products.
   - Indirect Evidence: Student participation in learning activities, student opinions, student satisfaction, final course grades, etc.

It is likely that programs already have a wealth of direct measures built into various layers of their curricula. In other words, faculty already engage in a wide variety of individual student assessments and many programs culminate in national or board exams for graduates. Good assessment often involves developing an aggregate view of those individual assessments. Thus, assessment is not used for evaluating the performances of individual students or faculty. It is used to monitor longitudinal trends within programs. Data that is both aggregate and longitudinal provides the best basis for determining the health of a program and for developing plans to preserve or improve that health.

(Palomba & Banta, 2013; Middaugh 2010; DePaul Teaching, Learning, Assessment)

Budget Justification

For assistance on this section, please consult with the Associate Provost for Education & Student Life, during initial meetings about the program.
Appendix A

SACSCOC Accreditation Standards for Academic Programs

Under construction – pending SACSCOC Board approval of 2017 Principles of Accreditation.
Appendix B

Considerations for International Student Participation (F-1 Visa Status)

New academic programs may elect not to accept international (F-1 Visa Status) students. If the program will not accept international students, this fact should be clearly stated on admissions/recruitment websites. However, if the program wishes to accept international students, there is an approval process that must be followed with the US Department of Homeland Security beforehand. Some programs are not allowed to accept international (F-1 Visa Status) students.

As a Student and Exchange Visitor Program (SEVP) certified school, federal law and regulations require MUSC to update the Student and Exchange Visitor Information System (SEVIS) to reflect material changes, such as changes to the University’s name, address, curriculum, sites of instruction, or any other material changes to the scope of our offerings. Failure to notify SEVIS is grounds for withdrawal of certification or denial of recertification. A material change involves updating one or more relevant fields on the school’s Form I-17.

All new academic program proposals must be submitted to Denise Smith in the Center for Global Health prior to considering applications for international student participation. If it is determined that the program may be appropriate for international student participation, a request to update Form I-17 will be submitted to SEVIS. As the SEVP Principal Designated School Official, Denise Smith is the only person that can update the Form I-17.

Evidence for adjudication is required to be submitted simultaneously with a request to update Form I-17. Adjudication must be approved by SEVIS prior to the issuance of Forms I-20 for international student participation in the new program. Please note that adjudicated updates to Form I-17 can take numerous months to be approved by SEVP. Waits of 4 months or more are not uncommon. This must be considered when planning the development and implementation of a new program of study.

Evidence Required for the Addition of a New Program of Study

Evidence for adjudication is required to be submitted simultaneously with a request to update Form I-17 and approved prior to the issuance of Forms I-20 for international student participation. Evidence for post-secondary programs based on credit hours is required to be submitted via email to SEVIS in the form of a statement in the format below and include the following:

- Program name
- Degree type (if non-degree, specify non-degree program type)
- The visa classification (this is F classification)
- Date on which instruction of the program ORIGINALLY began at MUSC (if program has not yet started, include anticipated start date)
- Mode of delivery (for example: is the program in-person, online, distance, hybrid, etc.) NOTE: For hybrid and/or online, indicate the total percentage of hybrid or online instruction for each academic session
- Total credit hours per academic session at the time necessary to complete the program for a full-time student
- Instructional sites at which the program will be taught, Admission standards, and enrollment criteria
- Evidence of SC-CHE approval
- Evidence of SACSCOC approval
- Evidence of all other recognized accreditation organizations
- Memorandum of Understanding or Agreement (for joint degree program)

If a new or current academic program will be taught at an instructional site or a new campus that is not currently listed on MUSC’s I-17, evidence must be submitted to SEVIS to request approval.

Evidence for the Addition of a New Campus or Instructional Site

The addition of a new instructional site or new campus to Form I-17 may require a site visit and a site visit fee which is currently $655. As there has been no separate policy guidance published addressing the site visit and site visit fee, MUSC must contact the SEVP Resource Center for guidance on this issue before determining if either will be required.

Please note that a new program and a new instructional site may be included in the same Form I-17 update request.
Considerations for an International Student Acquiring F Status

Federal regulations require conditions to be met by MUSC prior to issuance of a Form I-20, an F-1 Certificate of Eligibility, to a prospective student. The required conditions are as follows:

- The prospective student has made a written application to the school
- The written application, the prospective student’s transcripts or other records of courses taken, proof of financial responsibility for the prospective student, and other supporting documents have been received, reviewed, and evaluated at the school’s location in the United States
- The appropriate school authority has determined that the prospective student’s qualifications meet all standards for admission
- The official responsible for admission at the school has accepted the prospective student for enrollment in a full course of study

Failure to comply with the above conditions is a cause for withdrawal of MUSC’s approval to enroll nonimmigrant students.

Once the above conditions are met, a SEVIS record is created and a Form I-20 is issued for the prospective student. The Form I-20 is then sent to the prospective student for use in obtaining an F-1 visa at a U.S consular office or for use in applying for a change of status from one nonimmigrant status to F-1 status, if already in the United States in another nonimmigrant category.

If the prospective student is applying for a visa to enter the United States, visa processing times can vary widely by consulate and by whether or not a security clearance must be requested. Some visa applications require further administrative processing which takes additional time after the applicant’s interview by a consular officer. Most administrative processing is resolved within 60 days of the visa interview. Allowance for visa issuance must be considered when determining the prospective student’s program start date.

If the prospective student is applying for a change of status while in the United States, the process can get complicated depending on the time of filing, the status the prospective student is in at the time of filing, and the length of time it takes the USCIS to adjudicate the application. A change of status application is a personal application of the prospective student and can impact the prospective student’s immigration status and eligibility for future immigration benefits. Although it is recommended that our office be contacted for the purpose of discussing the general issues surrounding the change of status, ultimately, if the prospective student needs immigration advice and assistance with planning an immigration strategy, they should defer to an experienced immigration attorney. Please note that the fact that a prospective student has applied for a change of status does not guarantee that the prospective student will be able to begin the program at the requested program start date. Change of status applications can take several months to be adjudicated by the USCIS.
Appendix C

Standard MUSC Statements

Library and Learning Resources

MUSC’s Library provides students, faculty, and staff with learning and information resources to support MUSC’s tripartite mission of education, research, and clinical care. The Library’s collections and resources are extensive and sufficient to support healthcare providers, clinical and basic scientists, and students studying for the degrees MUSC offers (all of which are related to healthcare, healthcare management, or biomedical sciences).

The service mission of the university, specifically its Continuing Medical Education activities, is equally well-supported by the Library's learning/information resources. For example, the Library licenses several information products that offer CME credit including ClinicalKey and UpToDate.

The Library's physical space is 106,000 sq. ft. (including 98,000 usable sq. ft.). The facility houses study carrels, large group study tables, group study rooms, and open space for individual or group study. Wireless Internet access is available throughout the building. There is 24/7 access to the Library and its resources. Access to the physical space after hours is secured through the use of ID badges (issued to all MUSC students, faculty, and staff); access to the Library’s online resources is secured through the use of a netID, which is issued to both traditional and distance education students, and to all MUSC employees.

Student Support Services

Education and Student Life is a centrally-housed division directed by the Associate Provost for Educational Affairs and Student Life. Its constituent units are described below.

Center for Academic Excellence and Writing Center

The Center for Academic Excellence and Writing Center (CAE/WC) provides academic support and writing assistance to all MUSC students, including distance education students. These include individual appointments for writing instruction (conducted via Skype, phone, and/or email for distance learning students); instruction in professional/academic writing; individual appointments for study skills, test taking, and time management; assessment of “learning preference” (i.e., learning style); supplemental instruction (peer-to-peer tutoring); and instruction that stresses the necessity and value of incorporating the humanities in health care. In addition, CAE/WC provides seminars and one-on-one instruction for all national/certifying exams.

Much of the one-on-one teaching by the faculty in the CAE/WC is devoted to writing assistance. Each student is encouraged to schedule as many appointments with a CAE/Writing Center faculty member as he or she needs. Students reserve an hour-long instructional session with a CAE/WC faculty member, during which time they read the student’s paper together and the CAE/WC faculty provides feedback and recommendations for strengthening it. For distance education students, the paper is emailed to the CAE/WC faculty member, and the faculty uses Microsoft Word’s track changes and commenting features to provide feedback on the paper and communicates with the student via email. Often such sessions may be followed by a Skype or telephone conference. Following the teaching session, the CAE/WC faculty member sends the student’s academic faculty a report describing the instructional components of the session and the recommendations of the CAE/WC faculty.

Educational and Technology Services

The Office of Instructional Technology and Faculty Resources (ITFR) supports the needs of faculty, staff, and students by implementing and maintaining instructional systems, scheduling and maintaining classrooms and classroom technology, providing technical support for distance education classes, video conferencing and emergency support for all centrally scheduled classrooms. ITFR assists faculty by providing resources that encourage new technological and pedagogical teaching strategies, fosters collaborations across disciplinary and university boundaries, and promotes the teaching of collaborative, interprofessional health care delivery. ITFR also provides digital video production, distribution, and editing capabilities as well as a sound studio for live and taped SCETV public radio broadcasts (statewide) and podcast capabilities for the vast array of educational applications accessible through MUSC webpages.

The university also has an Education Technology Knowledge Base. A Knowledge Base is a database in which information is collected, organized, shared, searched, and used (in this case, related to educational technology). Knowledge bases provide a 24/7 resource by providing tutorials and answers to frequently asked questions. It provides a technology support resource for students (traditional and online), faculty, and staff.
The site, accessed with valid netID, is a one-stop portal to begin a search for help. It includes instructions on configuring MUSC email on a smartphone or troubleshooting log-in issues with the university's learning management system, Moodle. Other site features include an application support contacts page, application status page, configurable email alerts for new and updated content, and a suggestion page to guide how the site grows.

The Knowledge Base is populated with answers to frequently asked questions. New content is added based on suggestions by users (via the Suggestion box found within the site). The Knowledge Base was developed and maintained by the university's Online Educational Technology Advisory Committee (chaired by the Executive Director of Information Technology and Faculty Resources).

Office of Enrollment Management

The Office of Enrollment Management (OEM) provides personalized, streamlined, and highly accessible admissions, registration and financial aid processes to ensure excellent customer support while assuring compliance with federal and state regulations. The lists below show some of the activities conducted under each function:

Admissions: application document processing; admissions prerequisite evaluation; applicant interview scheduling; admissions counseling and status notification; admissions reporting; assists with state authorization compliance; admissions committee guidance; application ranking calculations; applicant rejection notification.

Registrar services: enrollment reporting; graduation eligibility audits; commencement ceremony coordination; Bulletin (academic catalog) maintenance; withdrawal/leave of absence processing; transcripts; student information system design, testing, troubleshooting, access & training.

Financial aid services: financial aid reporting; federal and state regulatory guidance; loan, grant and scholarship processing; in-state residency determination; financial aid counseling; federal aid compliance.

Counseling and Psychological Services

Counseling and Psychological Services (CAPS) supports the educational mission of the university by providing confidential, evidence-based mental health services to MUSC students to support their health, well-being, and academic success. CAPS provides individual and couples therapy, psychopharmacological assessment and management, educational workshops on prevention and management of common student difficulties, and consultation to faculty and students who are concerned about students who may be experiencing difficulties.

Student Health Services

Student Health Services (SHS) provides convenient, economical (no professional or office charges for services rendered at clinic), unlimited services to students for:

- Evaluation and treatment of acute/chronic medical issues.
- Medical consultation and lab draws for students being managed at Counseling and Psychological Services.
- Office Procedures and Treatment: Incision and Drainage of skin lesions, suture lacerations, nebulized Bronchodilator Therapy for asthma flare-ups, Cryotherapy, IUD insertion.
- Health Maintenance/Screening: Physical Exams, cholesterol screening, STD screening, pap smears.
- Contraceptive Management: Oral Contraceptive, IUD placement, Depo-Provera injections.
- Travel Medicine: consultation and care for pre- and post-international travel (anti-malarial medication, immunizations, counseling).
- Allergy shot maintenance.
- Venipuncture for outpatient labs.
- Occupational Health Care: (1) Ensure that students are in compliance with MUSC immunization requirements. (2) Maintain a secure database of documented immunizations for each student, which is accessible to each student through a secure web-based portal. (3) Provide annual influenza immunizations to all students. (4) Provide annual Tuberculosis Skin Testing for all students. (5) Maintain 24/7 coverage for the evaluation and treatment of Blood Borne Pathogen Exposures occurring with MUSC students.
- Student Health Insurance - an affordable health insurance plan is available through MUSC Student Health Services to all students taking 6 or more credit hours in a degree seeking academic program.
Wellness Center

The MUSC Wellness Center provides convenient and well-managed facilities that promote health and fitness for students, employees, and the community. Amenities and services provided include a Junior Olympic pool, indoor and outdoor track, gymnasium, group exercise studios, tennis courts, cardiovascular equipment, strength training, racquetball and squash courts, personal training, fitness programs, and massage therapy.

Student Programs

Student Programs provides educational and social opportunities for students including leadership development, interprofessional collaboration, volunteer service, and intercultural training/education. The Office of Student Programs also provides physical resources for university student organizations (such as the Student Government Association, described below). The Office of Student Programs provides policy and procedural information/assistance for all student organizations via publications and personal contact. The office also manages University-wide student communications including student broadcast emails (daily email announcements to all students) and student news and events.

All units within Student Programs maintain online student resources including the Student Handbook and Student Government Association websites which are easily accessible for all students (including distance education students) from the Student Programs website. These include community housing information; intramural sports; and student discounts.

Volunteer and Service Learning

MUSC Gives Back is a Student Community Volunteer Program that increases the value of students’ education by promoting and encouraging community volunteer experiences that allow students to observe and address health care problems in the communities they will ultimately serve.

MUSC Gives Back provides assistance in selecting, organizing, and implementing student community volunteer activities; recruits volunteers and promotes community events and projects through monthly newsletters, flyers, a web site, and announcements at organized student meetings; offers a catalog of community volunteer opportunities; conducts individual interviews and provides placement services to match students with their particular volunteer interests.

Physical Resources

MUSC's campus (there are no branch campuses or off-campus locations) is located on 82 acres of contiguous space in downtown Charleston. The campus comprises 83 buildings and over 7.6 million gross square feet of space, with 3.6 million net assignable square feet of space in the university, including academic buildings, administrative and support buildings, and laboratories. A campus map shows the co-location of the Medical University Hospital, outpatient clinical facilities, the six colleges that constitute the university, student support services (e.g., Wellness Center, Student Health Services), research and laboratory space, and the Colbert Education Center and Library.

The co-location of the facilities that support MUSC's tripartite mission of education, research, and clinical care offers more than just convenience. It encourages valuable synergies among the university's constituents and services. For example, students are more easily able to gain research experience because those laboratories are located on campus where they attend class. Research scientists are able to work in interdisciplinary teams to conduct translational research because basic science laboratories are located near clinical laboratories and clinical service facilities. Clinicians can accommodate requests to leave the clinic for an hour to provide a lecture to students on their area of expertise because the classroom is less than 200 yards from the clinic. Students from different colleges can take courses together and learn with, from, and about each other. In short, MUSC's most valuable physical resource is the property itself and the collaborative relationships it fosters.

MUSC’s technology infrastructure uses a local area network (LAN), a large IP-based, enterprise-wide network encompassing 60,000 switched ports with 45,000 active nodes in 110 buildings. The core campus network is a 10 Gigabit Cisco Nexus backbone with distribution and access layers delivering gigabit connectivity to the desktop. The LAN is best described as a hierarchical multilayer network design. The institution has a high-speed core network for interconnecting the various campus buildings. Each campus building has a main distribution switch/router that is used to feed access layer switches throughout the building and perform routing for all of the building subnets. In addition, there are 48 wide area network (WAN) sites, connected primarily by switched ethernet.