



June 28, 2024

Dr. Michael T. Benson
President and Professor of History
Coastal Carolina University
107 Founders Drive
Conway, SC 29526

Dear Dr. Benson:

Thank you for submitting the following substantive change:

Substantive change:

New Program-Approval

Graduate Certificate in Spanish for Healthcare and Social Services Professions

Submission date:

12/21/2023

Intended Implementation date:

8/1/2024

Case ID:

SC024983

SACSCOC requested additional information via email on January 14, 2024. The institution's response on June 7, 2024, was added to the record and is reflected in the narrative below.

The institution proposes the implementation of a Graduate Certificate in Spanish for Healthcare and Social Services Professions in the institution's Thomas W. and Robin W. Edwards College of Humanities and Fine Arts with a launch date of August 1, 2024. The Graduate Certificate is a 4-course, 12-hour program that will be offered exclusively by distance education (online). The program is targeted toward healthcare providers who work with monolingual Spanish speaking patients and community members. Projected enrollment is ten students in fall 2024 and increases to 14 by fall 2028. The institution was approved by SACSCOC to offer distance learning on June 6, 2011. The program will be ongoing.

Strengths cited by the institution to offer the program include faculty in the Department of Languages and Intercultural Studies who have experience in the content area; a thriving undergraduate minor in Spanish for Health Professions; medical centers and offices that have reached out with requests for undergraduate interns who can assist with Spanish in their offices; and considerable Hispanic/Latinx population growth with anticipated demand for Spanish speaking providers. The need for the program has become apparent due to the increase in the national and local Hispanic population. While the overall population in the institution's county rose by 30% from 2010 to 2020, the Hispanic/Latinx population grew by 46%.

The mission of the institution is to develop *productive, responsible, healthy citizens with a global perspective*. Additionally, the institution's Strategic Plan calls for the development of programs



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rooted in the liberal arts and based upon respect for diversity and inclusion. The certificate directly addresses the need to train professionals to communicate with and advocate for diverse audiences. This certificate will not only be the first of its kind in South Carolina, it will be the first of its kind in the United States. The certificate focuses on learning both the Spanish language and the strong cultural component on medical culture.

Faculty from the Department of Languages and Intercultural Studies developed the certificate program curriculum and the courses. The department faculty voted to approve the Graduate Certificate in Spanish for Healthcare and Social Services on September 20, 2022. Faculty members from the College of Humanities and Fine Arts sit on the Graduate Committee, which also approved the certificate. The program was subsequently approved by the Graduate Council, the Faculty Senate, the Provost, and the President. The institution received system approval for the change from the South Carolina Commission on Higher Education on March 25, 2024. Documentation was provided.

The program curriculum includes 12 credits and can be completed in two terms. The program includes courses in Spanish language, courses on medical culture and traditional medicine, and specific content for social services professions. The certificate also includes two prerequisite courses for students with no previous familiarity or knowledge of Spanish. The program coordinator will determine into which prerequisite course each student should be placed, or the prerequisite may be waived if during an interview, the student can demonstrate competency in basic Spanish. The curriculum, projected schedule, and four student learning outcomes were provided. Assessment measures for the student learning outcomes were provided. SLOs will be measured directly through oral and written examinations and translation/interpretation assignments. Course descriptions for all program courses were provided and appear to be appropriate.

The program will be offered exclusively in a distance learning (online) format.

Requirements for admission into and graduation from the program were provided and are consistent with higher education practices. The policies for awarding credit appear to be appropriate and consistent with higher education practice. The institution defines a credit hour consistent with federal requirements.

Administrative oversight of the Graduate Certificate will be provided by the Chair of the Department of Languages and Intercultural Studies and the program coordinator, Dr. Edurne Beltran de Heredia Carmona. The program coordinator was appointed by and reports directly to both the Chair and the Dean of the College of Humanities and Fine Arts. The program coordinator will be responsible for recruiting, marketing, and promotion; advising students; chairing the Department's Graduate Committee; reviewing graduation applications; directing initiatives on curriculum revisions; and coordinating all program assessment activities. Dr. Beltran de Heredia Carmona appears to be qualified for her role as program coordinator.



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The Graduate Certificate in Spanish for Healthcare and Social Services Professions will not be offered in a compressed timeframe.

The institution provided a faculty roster with four full-time faculty. All faculty provided on the faculty roster appear to be qualified to teach the courses to which they are assigned. A primary faculty member assigned for each course in the program demonstrates that every course is assigned to qualified full-time faculty. The number of existing full-time faculty appears to be adequate for the projected number of students, as only one section of each course per academic year will need to be offered.

Keep in mind that the ultimate determination of faculty qualifications and faculty adequacy is the responsibility of the peer review team who will assess the program as part of the institution's next SACSCOC accreditation review.

The library and learning resources supporting the new program appear to be appropriate and adequate. The library provides access to all holdings, print and electronic, via the library website. The institution provided a detailed description of the library's physical facilities. The library offers information literacy classes, which are offered in the library's three instruction labs. Research guides provide curated library resources related to specific programs, which include links to books/journals, databases, and tutorial videos. Online access to periodicals is provided via aggregator databases, publisher packages, open access titles, and direct online subscriptions. Students are made aware of library and learning/information resources through Graduate Student Orientation. Point of need assistance for services and research is available in person, chat, text, email, and phone. Librarians also provide individual research consultations to assist students with in-depth research. A librarian with subject expertise is available to support faculty in designing instruction and assignments in which library holdings are a critical element. This librarian is also available to provide direct, online asynchronous and synchronous instruction to support the use of library resources to meet course objectives. Course-integrated instruction sessions and also available.

All institutional academic and student support services are available to program students. Services include academic advising, accessibility services, career services, counseling services, health services, library services, veterans services, and instructional technology. Students in the certificate will also have access to the College of Graduate and Continuing Studies, which services as the primary resources for students regarding graduate admissions, program requirements, degree status, registration, procedures, graduate assistantships, and graduate research. The Graduate Certificate will be supported by the institution's current technology equipment. All classrooms to be used are connected to the internet and have Smartboard technology. Information Technology Services provides students with assistance on technical issues. Students receive support and training for the Moodle LMS through the Office of Academic Technology website and the Student Technology website, both of which provide access to comprehensive student guides, FAQ documents, and links to YouTube videos on how



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to navigate the Moodle software. The Online Programs Advisement Coordinator in the College of Graduate and Continuing Studies is available for student assistance.

The program will be delivered exclusively online; however, students may take advantage of on-campus services and facilities. Existing facilities are adequate to support the program. Faculty have on-campus offices and access to eight YuJa equipped lecture capture classrooms. The institution provides Zoom and Teams licensing for all faculty, staff, and students. The program will require no equipment, other than instructional technology necessary to provide online instruction and any relevant software. Information technology personnel provide support to faculty and students via web information, video training, and person help desk communication.

The institution appears to have a sound financial base and stability. Budget projections for the first five years were provided. Proposed revenues consist primarily of tuition. Proposed expenditures listed faculty salaries/benefits (expenses includes only direct expenses necessary for delivering program courses and administration). The institution uses a 50% gross academic margin assessment to ensure that new graduate programs will provide sufficient revenues to support their expense impact on institutional operations. The Graduate Certificate's gross academic margin is 73.08%. Revenue is projected to exceed expenses beginning in the first year.

The institution provided a contingency plan should expected revenue not materialize or should costs exceed estimates. A conservative projection is used when budgeting for tuition and fees which includes a \$26,119,214 contingency line to allow for unforeseen circumstances such as low enrollment in new programs.

The institution's evaluation and assessment processes were provided and appear to be adequate. The program, in keeping with all academic programs at the institution, will engage in a comprehensive evaluation and assessment process annually. The process includes planning, assessing, analyzing the data, and determining the use of results. Multiple measures are used in the assessment.

The Board of Trustees of the Southern Association of Colleges and Schools Commission on Colleges reviewed the materials seeking approval of the Graduate Certification in Spanish for Healthcare and Social Services Professionals. It was the decision of the Board to approve the program and include it in the scope of accreditation.

An invoice for \$500 to help defray the cost of reviewing the prospectus is enclosed with the liaison's copy of this letter.

Should you need assistance, please contact Dr. Lynne S. Crosby at (404) 492-5390 or via email at lcrosby@sacscoc.org.



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Please include the Case ID number above in all submissions or correspondence about this substantive change.

Sincerely,

A handwritten signature in black ink, reading "Belle S. Wheelan". The signature is written in a cursive style with a large initial "B".

Belle S. Wheelan, Ph.D.
President

BSW/TBB:lp

Enclosure (invoice with liaison's copy only)

cc: Ms. Holly J. Legg, Director of Institutional Research, Assessment, and Analysis, Coastal
Carolina University
Dr. Lynne S. Crosby, Vice President, SACSCOC

R. Wes Hayes, Jr.
Chairman

Gregory D. Little, Ed.D.
Acting President and Executive Director



March 25, 2024

Dr. Daniel Ennis, Executive Vice President for Academic Affairs and Provost
Coastal Carolina University
PO Box 261954
Conway, SC 29528

Dear Dr. Ennis:

I am pleased to inform you that the Office of Academic Affairs and Licensing, under the authority of the South Carolina Commission on Higher Education (CHE), approved the program notification for Coastal Carolina University's New Certificate in Spanish for Healthcare and Social Services (CIP: 16.0905/Site: 85750) beginning in August 2024.

Sincerely,

A handwritten signature in blue ink, appearing to read "G. Little", is positioned above the typed name and title.

Gregory Little, Ed.D.
Acting President and Executive Director

CC: Dr. Teresa Burns, Associate Provost for Faculty Affairs and Academic Programs



803-737-2260

1122 Lady St, Ste 400
Columbia, SC 29201

www.che.sc.gov





Office of Institutional Research, Assessment and Analysis

December 22, 2023

Dr. Kevin Sightler
Director of Substantive Change
Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, GA 30033-4097

Dear Dr. Sightler,


Please accept this request for approval for a new graduate certificate in Spanish for Healthcare and Social Services Professions beginning August 2024 at Coastal Carolina University (CCU). This new program is pending program approval from the South Carolina Commission on Higher Education (SCCHE). Approval is anticipated to be received on June 6, 2024.

The Graduate Certificate in Spanish for Healthcare and Social Services Professions is a distance education program designed to provide healthcare and social services industry professionals the language and cultural skills necessary for assisting their monolingual Spanish speaking patients. The target audience for this graduate certificate include healthcare providers (e.g. doctors, nurses, dentists, physicians, psychologists, therapists, and social workers) who work with monolingual Spanish speaking patients and community members. The Graduate Certificate in Spanish for Healthcare and Social Services Professions will help professionals in the region and around the state by supporting monolingual Spanish speakers who seek assistance and care from healthcare and social service professionals and who encounter language and cultural barriers in the process.

Enclosed are the substantive change cover sheet and prospectus.

Please let me know if you have any questions or need clarification.

Sincerely,



Holly J. Legg
Institutional Accreditation Liaison
Director