



UNIVERSITY OF  
**SOUTH CAROLINA**

Office of Institutional Research and Assessment

November 12, 2019

Dr. Belle S. Wheelan, President  
Commission on Colleges  
Southern Association of Colleges and Schools  
1866 Southern Lane  
Decatur, GA 30033-4097

Dear Dr. Wheelan:

I am writing to notify the Commission on Colleges that the University of South Carolina Columbia is requesting approval for two new programs that will be offered by the University of South Carolina School of Law, a Master of Studies in Law in Health Systems Law and a Health Care Compliance Certificate. Both programs will take place on the Columbia, South Carolina campus, and both programs have a Fall 2020 expected implementation date. The instructional delivery method for the Master's Program will be a blended/hybrid model with 50% or more of the instruction online. The instructional delivery method for the Certificate Program will be 100% online.

The University of South Carolina Columbia has prepared a prospectus to request approval for offering these two new programs. Should you have any questions or require further information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink, appearing to read "Donald Miles".

Donald Miles, Director of Institutional Effectiveness and Accreditation and SACSCOC Accreditation Liaison

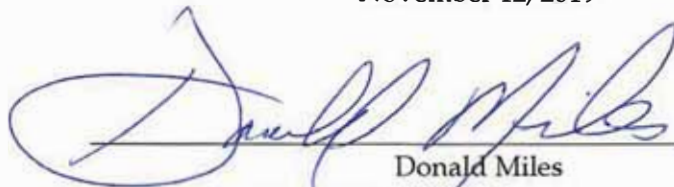
Enclosure

University of South Carolina - Columbia

Substantive Change Prospectus

Approval for Master of Studies in Law in Health Systems Law  
AND  
Health Care Compliance Certificate Program

November 12, 2019



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Donald Miles  
Director of Institutional Effectiveness and Accreditation  
SACSCOC Liaison

**Contact:**

Donald Miles, Director of Institutional Effectiveness and Accreditation, SACSCOC  
Accreditation Liaison  
Office of Institutional Research, Assessment, and Analytics  
University of South Carolina  
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Columbia, SC 29208  
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803 777-5415  
E-mail: [dmiles@mailbox.sc.edu](mailto:dmiles@mailbox.sc.edu)

**List of Degrees and Majors which the institution is authorized to grant: See [Appendix A](#)**  
**List of existing approved Off-campus sites and addresses: See [Appendix B](#)**

Cover Sheet for Submission of <b>Substantive Changes Requiring Approval</b>	<b>COMPLETE ONE FORM PER PROSPECTUS OR APPLICATION SUBMITTED.</b> For questions about this form, contact the Substantive Change Office at 404.679.4501, ext. 4526, or email Dr. Kevin Sightler at ksightler@sacscoc.org	<i>Complete, attach to submission, and send to:</i> Dr. Belle Wheelan, President Southern Association of Colleges and Schools Commission on Colleges 1866 Southern Lane Decatur, GA 30033
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OFFICIAL NAME OF INSTITUTION  <b>University of South Carolina Columbia</b>	MAIN CAMPUS CITY + STATE (OR NON-U.S. COUNTRY)  <table border="1"> <tr> <td data-bbox="1060 346 1291 409">           SUBMISSION DATE (MM/DD/YYYY)   <b>11/12/2019</b> </td> <td data-bbox="1291 346 1510 409">           INTENDED STARTING DATE (MM/YYYY)   <b>08/2020</b> </td> </tr> </table>	SUBMISSION DATE (MM/DD/YYYY)  <b>11/12/2019</b>	INTENDED STARTING DATE (MM/YYYY)  <b>08/2020</b>
SUBMISSION DATE (MM/DD/YYYY)  <b>11/12/2019</b>	INTENDED STARTING DATE (MM/YYYY)  <b>08/2020</b>		

Type of change (check the appropriate boxes)	<b>11/12/2019</b>	<b>08/2020</b>
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<input checked="" type="checkbox"/>	New program at the current degree level that is a significant departure from current programs  FULL NAME OF PROPOSED PROGRAM (E.G., CERTIFICATE IN CYBER SECURITY, BACHELOR OF SCIENCE IN CIVIL ENGINEERING) <b>Master of Studies in Law in Health Systems Law and Health Care Compliance Certificate</b>
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<input type="checkbox"/>	New off-campus instructional site where 50% or more of a program's credits are offered  <table border="1"> <tr> <td data-bbox="256 661 1060 724">           SITE NAME         </td> <td data-bbox="1060 661 1291 724">           CITY         </td> <td data-bbox="1291 661 1510 724">           STATE         </td> </tr> <tr> <td data-bbox="256 724 1060 787">           STREET ADDRESS         </td> <td data-bbox="1060 724 1291 787">           ZIP         </td> <td data-bbox="1291 724 1510 787">           COUNTRY         </td> </tr> <tr> <td colspan="3" data-bbox="256 787 1510 840">           Will the site be a <b>branch campus?</b> (see Substantive Change Policy, p. 16, for definition) <input type="radio"/> Yes <input checked="" type="radio"/> No         </td> </tr> </table>	SITE NAME	CITY	STATE	STREET ADDRESS	ZIP	COUNTRY	Will the site be a <b>branch campus?</b> (see Substantive Change Policy, p. 16, for definition) <input type="radio"/> Yes <input checked="" type="radio"/> No		
SITE NAME	CITY	STATE								
STREET ADDRESS	ZIP	COUNTRY								
Will the site be a <b>branch campus?</b> (see Substantive Change Policy, p. 16, for definition) <input type="radio"/> Yes <input checked="" type="radio"/> No										

<input type="checkbox"/>	Distance delivery: approval of the institution to offer 50% or more of programs electronically for the first time
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<input type="checkbox"/>	Competency-based educational program in which 50% or more of the credit is offered by direct assessment (see "Direct Assessment Competency-based Educational Programs" policy)
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<input type="checkbox"/>	Closing a program, instructional site, or institution  Type of closure: <input type="checkbox"/> Program closure <input type="checkbox"/> Site closure <input type="checkbox"/> Institution closure
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<input type="checkbox"/>	Degree Level Change (see Substantive Change Policy, p. 15, for definitions; for changes from Level III to IV and from Level V to VI, an Application is not required; contact Commission staff for guidance)  <table border="1"> <tr> <td data-bbox="256 1197 487 1260">           FROM LEVEL         </td> <td data-bbox="487 1197 717 1260">           TO LEVEL         </td> <td data-bbox="717 1197 1510 1260">           TO OFFER (E.G., BACHELOR OF SCIENCE IN COMPUTER SCIENCE)         </td> </tr> </table>	FROM LEVEL	TO LEVEL	TO OFFER (E.G., BACHELOR OF SCIENCE IN COMPUTER SCIENCE)
FROM LEVEL	TO LEVEL	TO OFFER (E.G., BACHELOR OF SCIENCE IN COMPUTER SCIENCE)		

<input type="checkbox"/>	Merger / consolidation, program acquisition, or site acquisition  DESCRIPTION AND LEAD INSTITUTION	NAMES AND ACCREDITORS OF ALL INSTITUTIONS
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<input type="checkbox"/>	Change of governance, ownership, control, or legal status  DESCRIPTION	NAMES AND ACCREDITORS OF ALL INSTITUTIONS
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<input checked="" type="checkbox"/>	Other (PLEASE DESCRIBE)  <b>This is a modified prospectus seeking approval of both the Master of Studies in Law Health Systems Law (Master's Program) and the Health Care Compliance Certificate (Certificate Program)</b>
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OFFICE USE ONLY	<input type="checkbox"/> On sanction   date imposed: _____ <input type="checkbox"/> Sanction recently removed for CR 2.11.1 or CS 3.10.1   date removed: _____	Institutional ID
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**HEALTH SYSTEMS LAW AND HEALTH CARE COMPLIANCE  
SACSCOC PROSPECTUS**

**1. ABSTRACT**

The purpose of this prospectus is to acquire approval for two new programs offered by the University of South Carolina School of Law (“Law School”), a Master of Studies in Law in Health Systems Law (“Master’s Program”) and a Health Care Compliance Certificate (“Certificate Program”). Both programs will take place on the Columbia, South Carolina campus, and both programs have a Fall 2020 expected implementation date. The instructional delivery method for the Master’s Program will be a blended/hybrid model with 50% or more of the instruction online. The instructional delivery method for the Certificate Program will be 100% online.

The Master’s Program will equip students with the knowledge of legal principles and skills necessary to work in a position of significant responsibility within the health care industry related to compliance, risk management, privacy, and regulatory oversight. The Certificate Program will equip students with the knowledge and skills necessary to work in a compliance position for a health care entity. Both programs will meet the need of giving individuals knowledge of health law that will enhance their careers and employment prospects in a range of health law-related positions.

As the only public law school in the state with a local, state, and national reputation for providing an excellent legal education, the Law School is particularly poised to meet this need. The Law School’s offering of these programs furthers its and the University of South Carolina’s (“University”) mission of educating the state’s citizens. Because the Master’s program will be offered in a blended/hybrid model and the certificate program will be offered online, these programs will be accessible to a wider range of students – in particular – working professionals both inside and outside the state. There are currently no similar Master’s or certificate health law programs in the state.

The primary target audience for the Master’s Program are those individuals interested in pursuing jobs in the health care industry that involve managing various compliance, risk management, privacy, and regulatory oversight obligations. The primary target audience for the Compliance Certificate Program are those individuals interested in pursuing jobs in the health care industry that involve managing various compliance related obligations. The projected number of students for both programs, which will be ongoing, are detailed below:

**Projected Master’s Program Enrollment**

<b>Year</b>	<b>Total Headcount</b>
FY 20-21	38
FY 21-22	87
FY 22-23	123
FY 23-24	140
FY 24-25	152

**Projected Certificate Program Enrollment**

<b>Year</b>	<b>Total Headcount</b>
FY 20-21	63
FY 21-22	87
FY 22-23	174
FY 23-24	204
FY 24-25	225

## 2. DETERMINATION OF NEED FOR THE CHANGE/RELATIONSHIP TO MISSION/PLANNING AND APPROVALS FOR THE CHANGE

*The primary mission of the University of South Carolina Columbia is the education of the state's citizens through teaching, research, creative activity, and community engagement. The mission of the University of South Carolina School of Law is to provide students, through an in-depth legal education, with a foundation upon which they can build successful careers; to contribute to the development of the law and legal theory through significant faculty scholarship on issues of state, national and international importance; and to advance the administration of justice through service to the legal profession, the state and the nation.*

Both the Master's and Certificate Programs further the University's mission of educating the state's citizens as they complement other University offerings in the health care field by focusing on the legal aspects of compliance work in the industry. They also provide the Law School with signature programs of emphasis in a field of growing popularity. These programs align with the following University and Law School goals:

- Educating the Thinkers and Leaders of Tomorrow;
- Assembling a World-Class Faculty of Scholars, Teachers, and Practitioners;
- Spurring Knowledge and Creation;
- Building Inclusive and Inspiring Communities;
- Ensuring Institutional Strength, Longevity, and Excellence;
- Improving Public Knowledge of the Law; and
- Providing Additional Resources to Make Law School Financially Accessible to Qualified JD Students.

Both the Master's and Certificate Programs are intended to give individuals knowledge of health law that will enhance their careers and employment prospects in a range of law-related positions. Health care employment has grown steadily and accounts for a significant portion of the national and regional economies. Many such positions are closely related to the law – ensuring compliance with a range of regulatory structures, managing a dynamic set of insurance requirements, and managing various forms of legal risk. In the Vogenberh & Santilli publication *Healthcare Trends in 2018* (<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5902765/>), it is noted that legislative and/or regulatory change is a solid trend. These changes affect the public and private sectors across the nations. New FDA regulations, employer regulations for healthcare, rising healthcare costs, and healthcare pressure on state governments are all important issues when dealing with health law and compliance.

Kennedy & Company, the consulting group retained by the Law School to conduct several surveys to assess viability, reports that, nationally, both the overall number of compliance personnel jobs and salaries paid for these jobs have increased over the past decade, and even increased during the great recession. While those trends are evident across multiple industries, they are particularly strong in the health care field. The consultants identified this field as one involving an “increasing number of jobs [which] value legal training,” but which do not require a J.D. These jobs include health care providers and insurers managing various compliance, risk management, privacy, and regulatory oversight obligations. The consultants considered a range of possible non-J.D. programs

which the Law School could explore, and ranked health law as “very strong” for its “market research & job outlook” – the highest possible ranking.

Data provided by Kennedy & Company indicate there is a strong market for these programs. Kennedy and Company predicts that student enrollment in the Master’s and Certificate Programs will gradually increase over the program’s first several years. While uncertainty about precise enrollment figures is inevitable, Kennedy and Company projects student enrollment that exceeds what would be necessary to cover costs of the programs, based on enrolling approximately 15 master’s students in the first year and increasing to 30-40 total master’s students after a several-year start-up phase and enrolling about 25 certificate students in the first year and increasing to about 75 new certificate students each year, after a several-year start-up phase.

Several peer and aspirant schools (e.g., Emory University, University of Georgia, Wake Forest, Loyola University Chicago, University of Pittsburgh) offer non-J.D. programs focused on health law. The Kennedy & Company consultants’ market research concludes that the market for students is large enough, and growing fast enough, to permit a new entrant to succeed.

In addition, while some other universities offer face-to-face only non-J.D. programs, the Law School’s plan to offer online courses as coursework is approved for online delivery will make our programs accessible to a wider range of students – in particular – working professionals.

Three factors support the belief that sufficient demand exists to sustain these programs. First, the number of non-J.D. programs offered by a range of peer and aspirant schools has grown over the last 5-10 years, including programs focused on health law. These programs include online and hybrid programs. The growth of these programs nationally and regionally strongly suggests that a market exists. These programs have operated consistently at a number of schools, and those schools would not continue to operate them if they did not generate a profit. Conversations with representatives from many of these programs being operated around the country confirm this fact.

Second, survey data suggests that significant interest exists in programs such as those proposed here. The consultants surveyed a sample of possible students, including University Capstone students, University Pre-Law students, and students from a variety of undergraduate institutions who had registered with the LSAC. A graduate degree program related to health law was the most popular specialization preference reported. Survey respondents reported a high degree of interest in master’s degree programs and interest in online or hybrid programs.

Third, the Law School had conversations with other schools within the University, especially the School of Medicine and College of Pharmacy, and it was noted that many of their students and alumni (and, by inference, alumni of similar schools at other universities) would have a strong interest in the proposed health systems law programs.

There are no similar law programs in the state and no closely related programs within the University. The Arnold School of Public Health does offer a Master’s in Health Administration. That program has two courses similar to proposed courses and which could be cross-listed with these programs.

Below please find a timeline of the relevant approvals for the Master’s and Certificate Programs:

- May 8, 2018 – Law School faculty meeting at which the faculty voted to approve the Curriculum Committee’s motion to approve the creation of the Master’s and Certificate Programs
- January 3, 2019 - Provost Joan Gabel approved the pre-authorizations for the Master’s and Certificate Programs
- May 14, 2018 - the University Graduate Council approved the Master’s and Certificate Programs
- June 7, 2019 - the Board of Trustees Academic Affairs Committee approved the Master’s and Certificate Programs
- June 21, 2019 - the full Board of Trustees approved the Master’s and Certificate Programs
- September 24, 2019 – 17/18 new program courses approved by Graduate Council
- October 2019 – final new program course expected to be approved by Graduate Council
- October 2019 – the Certificate Program expected to be sent to the South Carolina Commission on Higher Education for approval; approval expected January 2020
- November 2019 – the Master’s Program expected to be sent to the South Carolina Commission on Higher Education for approval; approval expected March 2020

**3. REQUIRED INFORMATION FOR THE SPECIFIC SUBSTANTIVE CHANGE: NEW PROGRAM**

The Law School seeks approval for two new programs, a Master of Studies in Law in Health Systems Law (“Master’s Program”) and a Health Care Compliance Certificate (“Certificate Program”). Both programs will take place on the Columbia, South Carolina campus, and both programs have a Fall 2020 expected implementation date. The instructional delivery method for the Master’s Program will be a blended/hybrid model with 50% or more of the instruction online. The instructional delivery method for the Certificate Program will be 100% online.

The Master’s Program will offer seven (7) required courses and twelve (12) elective courses. The Certificate Program will offer four (4) required courses and (7) elective courses. Many of the courses are anticipated to be offered jointly to master’s and certificate students. Below is a summary of the course offerings.

<b>Course Name</b>	<b>Master’s Degree</b>	<b>Compliance Certificate</b>
Legal Foundations of the Health Care System I	Required	Required
Legal Foundations of the Health Care System II	Required	Required
Legal Foundations of the Health Care System Lab	Required	Required
Public Health Systems	Required	
Bioethical Principles (Applied Learning)	Required	
Health Care Contracting (Applied Learning)	Required	
Medicare Compliance for Medical Facilities	Required	Required
Medicare Quality Compliance	Elective	Elective
Healthcare Fraud and Abuse Compliance	Elective	Elective
Third Party Billing Compliance	Elective	Elective
HIPAA and Electronic Medical Records Compliance	Elective	Elective
Health Policy Advocacy	Elective	

Antitrust Compliance	Elective	Elective
Comparative Studies in International Health Care	Elective	
Healthcare Structure Planning for Companies & Non-profits	Elective	
Risk Management	Elective	Elective
Certificates of Need	Elective	Elective
*The Intersection of Health Law and Technology	Elective	
Health Systems Legal Externship	Elective	

\* Existing Course in JD Program

All of the courses except for the existing course in the JD program are new courses that have received approval by the University’s Graduate Council. Because the new courses will be offered online in an asynchronous format, they have also been approved by the Office of Distributed Learning. In that process, the course syllabi and modules have had to comply with “minimum learning minutes per credit hour” requirements (2100 learning minutes for a 1-credit course; 4200 learning minutes for a 2-credit course; 6300 learning minutes for a 3-credit course). The course descriptions for all nineteen (19) courses are detailed below.

### **MASTER’S AND CERTIFICATE PROGRAMS COURSE DESCRIPTIONS**

#### **Legal Foundations of the Health Care System I** (3 credits) (required for Master’s and Certificate)

This course will introduce students to the structure of government, sources of federal, state, and local law, judicial and administrative processes, the role of the lawyer, and legal reasoning and analysis. This course will provide important foundational knowledge and skills to students without a previous legal background. This course will also provide a foundational understanding of the various sources of law which govern the U.S. health care system, and how those sources of law regulate access to and delivery of health care.

#### **Legal Foundations of the Health Care System II** (2 credits) (required for Master’s and Certificate)

This introductory course provides an understanding of the different pieces of the healthcare system and how they fit together. The constant pressures on the healthcare system are cost, access, and quality. The class explores sources of care, sources of payment, and regulatory and other legal systems that constrain and control the behavior of these sources. These systems include Medicare, FDA, EPA, state licensing, privacy and confidentiality regimes, hospital self-regulatory systems, as well as how private third party payers function as regulatory bodies in terms of quality regimes. The FDA coverage will include scope of jurisdiction and the product categories. This class is meant to give students a holistic understanding of the various parts of the system so that they can then select specific areas for more extensive training in regulatory compliance. Later courses build on the framing of this course, tying details back to how they fit within the overall system, leading to a more coherent understanding of health regulations.



Legal Foundations of the Health Care System Lab (1 credit) (required for Master's and Certificate)

This course focuses on methods used to locate sources of regulations that require compliance and to collect information that is required. It focuses heavily on research skills and developing comfort with finding sources, as well as utilizing methods for collecting and communicating the data to proper sources. These skills will provide a foundation for later electives focused on more specific areas of compliance, and will help students understand legal foundations of the health care system from a skills-based perspective.

Public Health Systems (2 credits) (Master's Program Only, required)

This course provides an understanding of the role and duties of public health officials in the healthcare system, the various public health regimes that require compliance, and the role of public health funding streams in achieving quality compliance for private parties.

Bioethical Principles (2 credits) (Master's Program Only, required)

This applied learning course utilizes extensive group or individual projects to develop research and analytic skills and to provide relevant doctrinal information. The course stresses moral obligations that influence professional norms and regulatory structures, especially autonomy and confidentiality. The students will work through typical bioethical problems in the system such as scarce resource allocation, withdrawing treatment due to futility, the capacity of impaired individuals to consent, and the ethical relationship between cost and access to pharmaceuticals. The goal is for the students to have a basic literacy in bioethical terminology and an ability to anticipate where bioethical issues may arise and have concrete impact on compliance issues.

Health Care Contracting (2 credits) (Master's Program Only, required)

This applied learning course utilizes extensive group or individual projects to develop research and analytic skills and to provide relevant doctrinal information. The class examines contracts that are common in health care. Examples include contracts between insurance companies and patients, insurance companies and hospitals, hospitals and employees, and among multiple health care providers. The expectation is that the student will be able to understand these contracts, anticipate areas that are likely to be covered by them, and understand when they should be concerned about minimum insurance market requirements, antitrust and nonprofit taxation issues that could arise.

Medicare Compliance for Medical Facilities (3 credits) (required for Master's and Certificate)

This course offers detailed training in helping hospitals fulfill all reporting and structural requirements for Medicare, including working with private certifying organizations and maintaining proper physician credentialing systems.

Medicare Quality Compliance (3 credits) (elective for Master's and Certificate)

Building upon principles learned in Medicare Compliance for Medical Facilities, this course provides an in-depth examination of compliance with various quality initiatives and an understanding of the sources for the regulations and rules. (Prereq.: Medicare Compliance for Medical Facilities)

Healthcare Fraud and Abuse Compliance (2 credits) (elective for Master's and Certificate)

This course examines federal laws and regulations meant to prohibit self-dealing, defrauding of Medicare and Medicaid, and related concerns, focusing on prevention of inadvertent compliance failures.

Third Party Billing Compliance (2 credits) (elective for Master's and Certificate)

This course provides an understanding of the requirements for properly coding and justifying reimbursement requests for federal, state, and private third-party payers.

HIPAA and Electronic Medical Records Compliance (3 credits) (elective for Master's and Certificate)

This course covers the requirements for organizations that handle protected health information, especially those required by HIPAA and the HITECH Act. It will include information about which entities need to comply with laws protecting such information and to what extent. It will focus primarily on the privacy, security, and breach response requirements of HIPAA and the information security requirements of the HITECH Act as they apply to both covered entities and business associates.

Health Policy Advocacy (2 credits) (elective for Master's only)

Students will learn methods for effectively communicating health policy concerns to different governmental decision makers. The goals are to encourage decision makers to allocate resources, to shape regulation, and to prevent harm using specific health policy methods and social justice methods to frame persuasive arguments that are based on data.

Antitrust Compliance (3 credits) (elective for Master's and Certificate)

This course considers potential antitrust issues for large scale organizations or those that may be subject to mergers or acquisitions. It offers a survey of situations that could trigger antitrust investigations and litigation from both state and federal antitrust enforcement agencies.

Comparative Studies in International Health Care (2 credits) (elective for Master's only)

This course examines health care systems from a legal and structural perspective in nations outside of the United States.

Healthcare Structure Planning for Companies & Non-profits (3 credits) (elective for Master's only)

This course covers the structure of health care practices and their relationships with others. Students will be trained to use their knowledge to anticipate the direction in which health care is moving, as well as how to understand underlying goals of regulatory schemes, so as to offer useful guidance to regulated industries. This course will examine the regulatory compliance requirements necessary to maintain nonprofit taxation status at the state and federal levels.

Risk Management (2 credits) (elective for Master's and Certificate)

This course examines how various employees and institutions can limit the risks to patients and risks (including risks of legal liability) to individual doctors, other medical

professionals, and health care institutions and businesses. The course also explores how health care institutions identify, prioritize, and manage various risks.

Certificates of Need (2 credits) (elective for Master's and Certificate)

Currently a majority of states have statutes requiring health care institutions to obtain certificates of need from state regulators before building new medical facilities, such as hospitals, rehabilitation facilities, or nursing homes. This course helps students understand and prepare to help health care institutions navigate the certificate of need process.

Health Systems Legal Externship (2 credits) (elective for Master's only)

An experiential learning experience in which students will work at an approved location for approximately 8-15 hours per week to gain first-hand experience in work related to their course of study. Students must meet periodically with a faculty member to reflect upon their fieldwork experiences.

The Intersection of Health Law & Technology (2 credits) (elective for Master's only)

Innovations in technology are continually reshaping the field of medicine – and the law, in turn, plays a significant role in shaping and enabling those innovations. Sometimes the role of the law is to fund or otherwise incentivize these technologies; other times, it is to regulate or even prohibit them. In each instance, the law plays an important role in shaping the future of medicine. This course will examine the many ways that the law intervenes in the development and implementation of medical technologies, with a particular focus on federal law. It will include an examination of how federal law regulates and interacts with medical technologies such as: health information technology, telemedicine, and the development of new drugs. Looking at these and other issues, the course will examine the conflicting social goals and values that often emerge when a new medical technology becomes possible – and the course will examine the ways, both successful and unsuccessful, that the law has attempted to manage these tensions.

A proposed curriculum, projected schedule of course offerings, admissions and graduation requirements, programmatic goals (objectives), and student learning outcomes for each program are detailed below.

**MASTER OF STUDIES IN LAW IN HEALTH SYSTEMS LAW PROGRAM PROPOSED CURRICULUM**

*Requirements for Admission:*

- Successful completion of undergraduate degree from a regionally accredited institution or the equivalent.
- Statement of interest and resume.
- Two professional or academic letters of recommendation.
- Qualifying scores on either the GRE or LSAT. Competitive applicants will have a combined GRE score or an LSAT score that is consistent with the prevailing admitted applicant profile for the JD program.

Credit Hours Required for Completion: 30

Required Courses (15 Credit Hours):

- LAWH 700 (3)\* Legal Foundations of the Health Care System I
- LAWH 701 (2) Legal Foundations of the Health Care System II
- LAWH 702 (1) Legal Foundations of the Health Care System Lab
- LAWH 710 (2) Public Health Systems
- LAWH 712 (2) Bioethical Principles (Applied Learning)
- LAWH 714 (2) Health Care Contracting (Applied Learning)
- LAWH 716 (3) Medicare Compliance for Medical Facilities

\* This requirement may be waived if a student has a J.D. degree or equivalent prior legal experience; in substitution, the student will be required to take 3 additional hours of electives.

Elective Courses (15 Credit Hours):

- LAWH 720 (2) Health Policy Advocacy
- LAWH 722 (2) Risk Management
- LAWH 724 (2) Certificates of Need
- LAWH 726 (2) The Intersection of Health Law and Technology
- LAWH 728 (2) Comparative Studies in International Health Care
- LAWH 730 (3) Healthcare Structure Planning for Companies & Non-Profits
- LAWH 732 (3) Medicare Quality Compliance
- LAWH 734 (2) Healthcare Fraud and Abuse Compliance
- LAWH 736 (2) Third Party Billing Compliance
- LAWH 738 (3) HIPPA and Electronic Medical Records Compliance
- LAWH 740 (3) Antitrust Compliance
- LAWH 750 (2) Health Systems Legal Externship

Comprehensive Assessment:

All candidates for a Master's degree must complete a comprehensive assessment in the major field of study that is distinct from program course requirements. A comprehensive assessment is one that requires a student to synthesize and integrate knowledge acquired in coursework and other learning experiences and to apply theory and principles in a situation that approximates some aspect of professional practice or research in the discipline. It must be used as a means by which faculty judge whether the student has mastered the body of knowledge and can demonstrate proficiency in the required competencies. Many different models are possible, including written and oral comprehensive examinations, portfolios, supervised practice placements with comprehensive evaluation, a major written paper such as a thesis or an applied research project, or development of case studies. Students may complete a project related to an elective course of their choice or an externship. Projects must reflect significant work in addressing a hypothetical or real issue involving legal compliance or health law or policy. Illustrative examples include:

- Students would work for an entity seeking to build a new medical facility. Students would identify regulatory issues likely to arise, and draft documents needed to address those issues, such as a certificate of need. Students would draft documents to provide to legal authorities and, as necessary, a memorandum or paper explaining how those documents satisfy regulatory standards.
- Students work for a hospital system which seeks to develop a nonprofit company to manufacture generic pharmaceuticals for use in the hospital. Students would identify regulatory issues likely to arise in such efforts and draft necessary documents to address those issues.
- Students work for an entity which has been cited for HIPAA and/or electronic medical records privacy violations. Students would develop compliance protocols to remedy these and prevent future violations.

Progression Standards:

- A student must achieve a minimum 3.0 grade point average in the three Legal Foundations courses before being permitted to take any electives.
- Students must attain a minimum 3.0 overall grade point average to earn a Master’s degree.
- Students must earn at least a grade of “C” to receive credit for any individual course.

Course Sequencing:

Students may begin the program at one of three times during the year. They must first complete the three “Legal Foundations” courses. During the first six weeks, they will complete Legal Foundations of the Health Care System I. During the next six weeks, they will complete Legal Foundations of the Health Care System II and Legal Foundations of the Health Care System Lab. Upon successful completion of those courses, students may enroll in other required courses or electives. Those courses will be offered in four nine-week terms, with the beginning dates of the terms set to allow students to move directly from the Foundations courses into their further study. The normal anticipated course load is 3 or 4 credit hours, but a student may take up to nine credit hours at one time. A year-round student could complete the Master’s degree in as little as one year by taking the maximum load, but the normal time for completion is expected to be 24-27 months. The degree must be completed within 5 years of first enrollment in the program.

The projected schedule of course offerings for the Master’s Program is detailed below.

**Total Credit Hours Required: 30 (Required Courses: 15 credits; Electives: 15 credits)**

Curriculum by Terms					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
6-Week Term I		6-Week Term II		9-Week Term I	
Legal Foundations of the Health Care System I	3	Legal Foundations of the Health Care System II	2	Required 1 (choose from required list)	2/3
		Legal Foundations of the Health Care System Lab	1	Required 2 (choose from required list)	2/3
Total Semester Hours	3	Total Semester Hours	3	Total Semester Hours	4/5
Year 2					
9-Week Term II		9-Week Term III		9-Week Term IV	
Health Care Contracting	2/3	Elective 1 (choose from elective list)	2-3	Elective 3 (choose from elective list)	2-3
Medicare Compliance for Medical Facilities	2/3	Elective 2 (choose from elective list)	2-3	Elective 4 (choose from elective list)	2-3
Total Semester Hours	4/5	Total Semester Hours	4-6	Total Semester Hours	4-6

Curriculum by Terms					
Course Name	Credit Hours	Course Name	Credit Hours		
Year 2					
9-Week Term V		9-Week Term VI			
Elective 5 (choose from elective list)	2-3	Elective 7 (choose from elective list)	2-3		
Elective 6 (choose from elective list)	2-3	Elective 8, if necessary (choose from elective list)	2-3		
Total Semester Hours	4-6	Total Semester Hours	4-6		

Programmatic Goals (Objectives) and Student Learning Outcomes:

The goal of the Master’s Program is to give individuals knowledge of health law that will enhance their careers and employment prospects in a range of law-related positions, particularly those individuals interested in pursuing jobs in the health care industry that involve managing various

compliance, risk management, privacy, and regulatory oversight obligations. **This degree, however, does not qualify a student to take a bar examination or prepare a student for the practice of law.**

The student learning outcomes for the program are as follows:

- Learn legal principles and skills necessary to work in a position of significant responsibility within a health care entity;
- Understand the role of law and the legal profession in health care system;
- Develop skills necessary to help identify relevant legal rules affecting health care entities;
- Develop skills necessary to help assist health care providers and entities comply with a variety of legal requirements; and
- Develop students' ability to adapt to a dynamic legal and market environment by applying learned skills as regulations and market forces change.

### **HEALTH CARE COMPLIANCE CERTIFICATE PROGRAM PROPOSED CURRICULUM**

#### **Admissions Requirement**

- Successful completion of undergraduate degree from a regionally accredited institution or the equivalent.

**Credit Hours Required for Completion:** 15

#### **Required Courses (9 Credit Hours):**

- LAWH 700 (3)\* Legal Foundations of the Health Care System I
- LAWH 701 (2) Legal Foundations of the Health Care System II
- LAWH 702 (1) Legal Foundations of the Health Care System Lab
- LAWH 716 (3) Medicare Compliance for Medical Facilities

\* This requirement may be waived if a student has a J.D. degree or equivalent prior legal experience; in substitution, the student will be required to take 3 additional hours of electives.

#### **Elective Courses (6 Credit Hours):**

- LAWH 722 (2) Risk Management
- LAWH 724 (2) Certificates of Need
- LAWH 732 (3) Medicare Quality Compliance
- LAWH 734 (2) Healthcare Fraud and Abuse Compliance
- LAWH 736 (2) Third Party Billing Compliance
- LAWH 738 (3) HIPAA and Electronic Medical Records Compliance
- LAWH 740 (3) Antitrust Compliance

Course Sequencing:

Students may begin the program at one of three times during the year. They must first complete the three “Legal Foundations” courses. During the first six weeks, they will complete Legal Foundations of the Health Care System I. During the next six weeks, they will complete Legal Foundations of the Health Care System II and Legal Foundations of the Health Care System Lab. Upon successful completion of those courses, students may enroll in the remaining required course or electives. Those courses will be offered in four nine-week terms, with the beginning dates of the terms set to allow students to move directly from the Foundations courses into their further study. The normal anticipated course load is 3 or 4 credit hours, but a student may take up to five credit hours at one time. A year-round student can complete the Certificate program in one year or less. The Certificate study must be completed within 3 years of first enrollment in the program.

The projected schedule of course offerings for the Certificate Program is as follows:

**Total Credit Hours Required: 15 (Required Courses: 9 credits; Electives: 6 credits)**

Curriculum by Terms					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
6-Week Term I		6-Week Term II		9-Week Term I	
Legal Foundations of the Health Care System I	3	Legal Foundations of the Health Care System II	2	Medicare Compliance for Medical Facilities	3
		Legal Foundations of the Health Care System Lab	1	Elective 1 (choose from elective list)	2/3
Total Semester Hours	3	Total Semester Hours	3	Total Semester Hours	5/6
9-Week Term II					
Elective 2	2-3				
Elective 3 (if necessary)	2-3				
Total Semester Hours	4-5				



*Programmatic Goals (Objectives) and Student Learning Outcomes:*

The goal of the Certificate Program is to equip students with the knowledge and skills necessary to work in a compliance position for a health care entity, particularly those individuals interested in pursuing jobs in the health care industry that involve managing various compliance related obligations. **This certificate does not qualify a student to take a bar examination or prepare a student for the practice of law.**

The student learning outcomes for the program are as follows:

- Learn knowledge and skills necessary to work in a compliance position for a health care entity;
- Understand the various governmental entities which govern the U.S. health system and regulate health care entities;
- Begin to understand the role of law and the legal profession in that system; and
- Develop skills necessary to help health care providers and entities comply with a variety of dynamic legal requirements.

The programmatic goals and student learning outcomes for both the Master's and Certificate Programs will be evaluated through the administration of on-line quizzes and examinations to assess students' knowledge. Students may also be tasked with completing projects and assignments. Students may also be surveyed after their completion of the program to ascertain the program's effectiveness in helping them meet their personal and professional goals. The Law School will use the assessment data from these measures to modify the curriculum, student advisement, career placement services, etc. as need be to achieve the program objectives. The University of South Carolina Columbia assesses program learning outcomes through the Assessment Plan Composer utilized by the Office of Institutional Research, Assessment and Analytics. These programs will be a part of that assessment process.

The Law School anticipates hiring a Graduate Program Director who will have administrative oversight over both the Master's and Certificate Programs to ensure the quality of the programs. The Graduate Program Director will report to the Associate Dean for Academic Affairs.

To ensure that students in these compressed six- to nine-week timeframe programs are achieving the levels of knowledge and competencies comparable to those required in traditional semester formats, each course includes several opportunities for assessment and feedback throughout the course. Such opportunities will enable the instructors, the Graduate Program Director, and the Director of Academic Success to intervene as necessary to provide additional instruction, assistance, and support to help students achieve the academic goals of the programs.

#### **4. FACULTY QUALIFICATIONS**

Faculty teaching in the Master's and Certificate Programs will be comprised of one full-time tenure track law faculty, two full-time non-tenure track law faculty, and eleven part-time adjunct faculty. All faculty teaching in the programs will have demonstrated content knowledge and teaching ability. The one tenure track faculty is already an assistant professor at the Law School and will

teach the existing JD course that will serve as an elective in the Master's Program. The full-time non-tenure track faculty will be hired to teach the required introductory courses as well as three elective courses for both programs. The adjunct faculty will be hired to teach required and elective courses for both programs. The incorporation of adjunct faculty in the programs will assist in providing students with perspectives from professionals currently working in the health care industry, which will enrich their educational experience. In addition to the faculty teaching in the programs, another full-time tenured Law School professor who teaches health law related courses such as public health law, health law and policy, and bioethics seminar may also contribute her expertise to the programs.

In searching for full-time non-tenure track faculty to teach in the programs, the Law School will be looking for the following qualifications:

- J.D., Ph.D., or equivalent degree;
- Distinguished academic record;
- Demonstrated commitment to effective teaching; and
- Experience teaching or working in the health care industry or related field.

In searching for part-time adjunct faculty to teach in the programs, the Law School will be looking for the following qualifications:

- J.D., Ph.D., or equivalent degree or Master's degree in related field;
- Strong academic credentials;
- Demonstrated commitment to effective teaching; and
- At least two years teaching or working in the health care industry or related field.

The Graduate Program Director in collaboration with the Associate Dean for Academic Affairs will identify and hire adjunct faculty. The Law School faculty will assess the qualifications of the full-time non-tenure track faculty and vote to approve their hires.

Please see [Appendix C](#) for the Faculty Roster Form providing the programs' anticipated faculty listing.

## **5. LIBRARY AND LEARNING RESOURCES**

As is typical in the 21st century, most fundamental library resources are available online through the University of South Carolina Law Library ("Law Library") and the University of South Carolina library system. As the only research law library in South Carolina, the Law Library provides a deep collection of legal materials that will support the Master's and Certificate Programs. Students can go to the Law Library website at [https://www.sc.edu/study/colleges\\_schools/law/law\\_library/index.php](https://www.sc.edu/study/colleges_schools/law/law_library/index.php), and log in using their university systems information. Certain legal databases are accessed by username and password only. Students are provided information on how to set up their account for these resources. Each term, instructors have the opportunity to invite a librarian to address their classes and provide further information and demonstrations on accessing these resources. The librarians, upon request, create research guides for different classes, projects, and/or subject areas.

The Library can help instructors serve distance students by creating courses on TWEN or other course management platforms such as Blackboard and can provide links to library databases, including streaming video as well as journal articles. Library staff can also scan articles from the Library's print collection at faculty or student request if the article is not available online.

In addition, law students have access to the extensive collections, both print and electronic, of the University of South Carolina libraries, including the Thomas Cooper Library. Students enrolling in the Law School have full privileges and use of the Thomas Cooper Library, the primary library for all students at the University of South Carolina. Thomas Cooper houses seven levels of research materials, subject matter experts, and partner organizations to complement the students' learning experience.

[https://sc.edu/about/offices\\_and\\_divisions/university\\_libraries/about/locations/tcl/index.php](https://sc.edu/about/offices_and_divisions/university_libraries/about/locations/tcl/index.php)

Library services include books, iPads, lockers, group study spaces, interlibrary loan, scan and deliver, and free workshops.

[https://sc.edu/about/offices\\_and\\_divisions/university\\_libraries/find\\_services/index.php](https://sc.edu/about/offices_and_divisions/university_libraries/find_services/index.php)

The Thomas Cooper Library has numerous online resources available to students. Students are able to request materials from PASCAL and Interlibrary Loan, as well as place physical materials on hold. Students residing outside Richland and Lexington counties have access to the Book Delivery system and can request library materials mailed to their home address. Access to the library's holdings is easily accessible off-site, and the library catalog includes many e-books and e-book collections, including Oxford Reference Premium, AccessPharmacy, Sage Reference Online (Handbooks), and Gale Virtual Reference Library

[https://sc.edu/about/offices\\_and\\_divisions/university\\_libraries/find\\_services/off-campus\\_access/index.php](https://sc.edu/about/offices_and_divisions/university_libraries/find_services/off-campus_access/index.php)

Law students may also access the collection of the Medical School Library. The journal collection, both print and online, of the Law Library and the University of South Carolina libraries is extensive and includes thousands of journals. Students have access to this collection off-campus through the proxy server and through a scan and deliver service. The list of primary learning resources available to students is provided in **Appendix D**.

## **6. STUDENT SUPPORT SERVICES**

All students admitted into the Master's and Certificate Programs are provided an array of student services including academic advisement, course navigation, and career counseling. The Graduate Program Director as well as a student services assistant, who will be hired to assist the Graduate Program Director, will be available to support and assist students in the programs. The Director of Academic Success will provide academic assistance and support services to the students in both programs in the areas of legal analysis, writing, and/or research. He will be available to meet with them either in person or remotely to provide such assistance. Student Affairs will assist students in both programs with any personal or family issues that may arise as well as assist them with academic accommodation needs. Career Services will assist students in both programs with identifying and pursuing professional goals. The Academic Technology Department will assist

master's and certificate students with any technology-related issues associated with distance education. The new student services assistant will work with the existing Career Services office, Registrar's office, Student Affairs office and the Graduate School Admissions office to support all the student service needs of the master's and certificate students. We do not anticipate that any new services will be needed.

### Academic Integrity

The Academic Integrity office promotes academic integrity, upholds the Honor Code, and supports the ideals set forth in the Carolinian Creed to foster a better living and learning environment in the University Community. Academic ethical behavior is essential for an institution dedicated to the promotion of knowledge and learning. The University of South Carolina is committed to fostering a university environment which exemplifies the values embodied in the Carolinian Creed. All members of the University Community have a responsibility to uphold and maintain the highest standards of integrity in study, research, instruction, and evaluation; as well as adhering to the Honor Code. An online tutorial is available to help students understand why academic integrity is important to our community and to navigate their obligations.

### Academic Success Initiatives

Academic Success programs include course-specific support, assistance with study skills, and early intervention referrals.. Course specific support includes supplemental instruction and tutoring, which provide high quality, peer guided, assistance to enhance learning and academic success. Supplemental instruction focuses on introductory courses that are critical to students' academic progression and is delivered by trained peer leaders in a group setting. Tutoring provides support for a wide range of courses and is delivered by trained peer leaders in 1:1, group, and online settings. Assistance with study skills is provided by success consultants who engage with individual students in one-on-one appointments to set goals, explore study and time management strategies, develop action plans, and make referrals to appropriate university resources. The early intervention referral program, Success Connect, facilitates outreach to at-risk students based on faculty referrals or student self-identification. Success consultants meet individually with referred students and assist them in accessing appropriate resources and support.

### Campus Recreation

The mission of Campus Recreation is to provide the entire university with community, individual, economic and environmental benefits for the purpose of developing and reinforcing healthy lifestyles. Campus Recreation maintains over 400,000 square feet of indoor space in two facilities (the Solomon Blatt Physical Education Center and the Strom Thurmond Wellness and Fitness Center), eight multipurpose playing fields, three tennis courts and four sand volleyball courts. Facility amenities include: weight rooms, cardio-vascular training areas, basketball / volleyball courts, racquet sport courts, swimming pools, climbing wall, multipurpose rooms, and locker rooms. Programs offered include: intramural sports, sport clubs, group exercise classes, aquatics, adventure trips and clinics, and informal recreation.

### Career Center

The Career Center provides comprehensive career related services and programs that are available to all students. Services include individual and small group career counseling, resume critiques, mock interviews, online job and internship postings with on-campus interview

scheduling, and resources to research employers and identify contacts for networking. The Career Center coordinates experiential education opportunities such as job shadowing, internships, and cooperative education. Potential employers are brought to the community via multiple job fairs each year, and workshops on topics ranging from career fair preparation to graduate school are provided. Career planning and related services are critical to student identity and purpose as well as life goal development.

### Carolina Productions

Carolina Productions is a student-operated organization that provides entertaining, educational, traditional and diverse programs to students, faculty, staff and community members. These programs encompass the ideas, issues, and interests of the University of South Carolina community, as well as the Carolinian Creed and University mission. Carolina Productions also provides accessible opportunities for the social, cultural, intellectual, and leadership development of University of South Carolina students.

### Community Service Programs

Community Service Programs promotes volunteer service as an integral part of the educational values of the University of South Carolina. Programs emphasize a deep commitment to learning through reflection. Community service and service-learning allow students to interact directly with challenging environments while using skills and knowledge gained in the classroom. Through the integration of community service across the curriculum and co-curriculum, students become prepared for a lifetime of community leadership and responsible citizenry. Over 80 non-profit agencies in the Columbia area partner with the office to provide these experiences.

### Counseling and Psychiatric Services

Counseling and Psychiatric Services provides psychological counseling, psychiatry, education, and consultation, to the University community, as well as clinical supervision for selected mental health graduates. Our multi-disciplinary team offers services that promote social, emotional, physical, and cognitive well-being for people facing developmental or unplanned challenges.

### Diversity Education

The Office of Multicultural Student Affairs offers Diversity Education Initiatives for all students that include, but are not limited to, an annual Civil Rights Tour, Social Justice and Diversity Education presentations presented by trained student peer educators, the Diversity Dialogue Series, cultural and heritage month celebrations, and an annual Diversity Retreat and Diversity Week. The intention of these programs is to reach a large majority of students on campus by reaching out through multiple venues to emphasize the need for multicultural competence. Students are challenged to take a deeper look at their own cultural background, identify personal prejudices, and to adopt a larger and more inclusive worldview.

### Financial Aid and Scholarships

The Office of Financial Aid and Scholarships supports the instructional and service missions of the University by removing financial barriers so that qualified students, both undergraduate and graduate, may attend the University. Financial aid staff provides assistance, education, and support for students and families in securing the funding they need to attend the University. They administer scholarships and financial aid programs in accordance with the

mission of the University, and state and federal law. They also provide online tools to assist students with reviewing their aggregate borrowing history and estimating loan repayment (housed within Self-Service Carolina) as well as information for managing educational debt.

### Healthy Carolina

The mission and purpose of the Healthy Carolina program is to create a campus environment that encourages and promotes the development and maintenance of a healthy body, mind, and spirit through the collaborative development, promotion and assessment of a wide-ranging array of wellness programs and services for all students, faculty and staff at the University. Healthy Carolina will guide the planning and implementation of programs, interventions and policies that support a healthy campus environment to live, learn, work, and play. Healthy behaviors and habits directly support and promote optimal learning and development.

### Registrar

The Office of the Registrar supports students by providing the following services: maintenance of the master schedule of classes and classroom assignments; maintenance of the online registration system; collection of and recording of official grades; coordination of the commencement exercises; and transcript issuance and stewardship of student records. These services are critical for facilitating an effective learning environment and providing official records of student progress and achievement. The Office of the Registrar also is also the functional owner of Self-Service Carolina, the portal for the University's student information system, Banner; DegreeWorks, a degree audit tool; and College Scheduler, a course planning and scheduling tool.

### Religious and Spiritual Development

A variety of opportunities for religious worship, study, and recreational and social activities are available to students. Ordained chaplains, other University-recognized religious workers, and student leaders from many denominations, faiths, and registered religious organizations serve students on campus and in religious centers located near campus. Registered religious workers are available as pastors, mentors, and counselors and for sacramental and ceremonial occasions.

### Russell House University Union

The Russell House University Union is an indispensable campus resource where students, faculty, and staff meet, eat, and gather as part of their daily activities. The Russell House University Union promotes student learning and development by providing services and resources pertinent to the daily needs of the student body and through sponsorship of programs and activities designed to educate and entertain members of the university community. Open 7-days a week, the Russell House contains a variety of student-centered organizations and activities: the Leadership and Service Center; restaurants and eateries; the Barnes and Noble-managed University Bookstore; student postal services; meeting spaces and offices; and the Department of Student Life.

### Student Government

Student Government consists of both policymaking and programming constituents. From academic affairs to student services, the Student Government is committed to submitting policies that represent the voice of the students to the University administration, local government and state government. Members of the Student Government also work to improve campus life through a variety of programming initiatives that protect student interests, and support student groups.

### Student Organizations

Students on Carolina's campus have created over 300 groups with mutual interests in academic, social, or active pursuits. Full-time faculty or administrative staff members serve as advisors to each group. Participation in student organizations helps foster leadership skills, team building, networking, and overall development.

### Substance Abuse Prevention and Education

The Substance Abuse Prevention and Education Office serves to educate students so that they can make informed decisions regarding substance-related behaviors and other student-wellness issues. Through collaboration with other service areas and departments on campus, SAPE provides programs, services, and resources that encourage Carolina students to recognize their decisions impact not only themselves, but also the greater University and City of Columbia communities. The SAPE Office advises a Peer Education Team and administers programs such as AlcoholEdu and Students Taking Initiative and Responsibility (STIR). SAPE also provides Carolina students with a Gamecock tailgate party before each home football game; and is called upon to provide presentations and information to various entities on campus to support responsible decision-making in the student development process.

## **7. PHYSICAL RESOURCES**

Opened in June 2017, the new Law School building is a state-of-the-art legal education facility complete with the physical space and technological capabilities to support both the Master's and Certificate Programs and the delivery of online courses. The Law Building includes 18 classrooms ranging in seating capacity from 20-300. All of the classrooms are outfitted with the following technology:

- Digital Projector
- Sound System with Microphone amplification (including lapel wireless microphone and choir ceiling microphones (except for one classroom))
- Smart Podium
- Crestron Touch Panel
- Built in Computer with monitor
- Extron Annotation System
- Wolfvision Document Camera
- Apple TV
- Extron Sharelink Screen Share system
- Cable TV
- Blu Ray/DVD Player
- Laptop HDMI, VGA, USB-C & Ethernet connections
- Polycom Video Conference Codecs in some of the classrooms; ability to set up Webex videoconference in any of the classrooms
- All classrooms are connected back to a dedicated rack in an AV closet in each of the classroom floors. This includes a dedicated capture appliance for each classroom that is

connected to a Panopto Recorder software application that records and streams classes upon request.

The Law School has a dedicated Student Commons area with the following hardware and software:

- Twenty-Four (24) Dell All-in-One Windows 10 enterprise computer workstations. Each workstation has access to the internet, Microsoft Office 365 and Adobe Acrobat Professional. Students must use their USC network ID and password to use the workstations.
- Three black and white printers and one color printer dedicated for computer workstation printing.
- Two dedicated black and white printers for students printing from the wireless network via a print server website restricted by USC ID and password.

The Student Services Suite, which is conveniently located on the first floor of the Law School building, houses the Admissions, Registrar, Student Services, and Career Services offices. The centralization of these offices enables all students, including master's and certificate students, to conveniently meet with and obtain assistance from various student support personnel throughout their educational experience.

The Graduate Program Director, student services assistant, and the two non-tenure track faculty members who will teach in the Master's and Certificate Programs will occupy vacant office space within the Law School building; therefore, the new programs are not expected to have an impact on the physical facilities. The Law School currently has the technology to offer courses online; therefore, it does not anticipate the need for new instructional equipment for the program, other than office computers for the new hires.

To support online courses, the Law School has access to Adobe Connect and Blackboard offered through the University, both of which the Law School has successfully used in the past to offer an online course. The Law School also has access to the following for online courses:

- Westlaw TWEN
- LexisNexis
- Panopto Hosted Lecture Capture System
- Webex.

The Law School Academic Technology Department currently has five staff members, including a dedicated Audiovisual Support Technician, an Audiovisual Instructional Technology Specialist and a Faculty, Staff and Student Desktop Support Technician, all of whom will be able to assist Master's and certificate students. The Law School's Academic Technology Department also has a website (<http://law.sc.edu/it>) and IT helpdesk email account ([lawhelp@law.sc.edu](mailto:lawhelp@law.sc.edu)) to assist students.

Blueprints and detailed maps of the Law School are provided in **Appendix E**.



## **8. FINANCIAL SUPPORT**

Both the Master's and the Certificate Programs will create a critical revenue stream for the Law School independent of JD tuition. Over time, additional programs can be added using some of the same staff resources, resulting in an even stronger return on investment. The programs will also develop a stronger reputation for the Law School as a place to study health law. The programs also supplement the University's broader efforts to develop comprehensive expertise in health-related fields.

The Law School will fund initial start-up costs for the programs from its carry-forward funds. Included in these costs are significant expenditures in marketing and advertising for the programs. These planned expenditures are shown in the supplies and materials category included in the projected budgets detailed below. The start-up costs are projected to have been recovered by Year 5 of both programs. No new tenure-track faculty lines will be required. The two companion programs being proposed (Master's and Certificate) will share all costs. The proposed budgets allocate those costs between the programs by anticipated credit hour enrollment in each FY. Revenues are those directly attributable to enrollment in each program. Sustainability depend upon offering both programs, thereby maximizing revenue, with overlapping courses, allowing for the allocation of costs between the two programs. The projected enrollment figures were calculated by Kennedy & Co. and are considered by them to be relatively conservative projections. In the event that sufficient tuition revenue resources do not materialize for either or both programs, the Law School will consider terminating one or both programs in a manner that is responsible to enrolled students.

The five-year projected budget for the Master's Program and the three-year projected budget for the Certificate Program are detailed below.

Master's Program Five-Year Projected Budget

Sources of Financing for the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$133,560	\$133,560	\$302,400	\$302,400	\$443,520	\$443,520	\$504,000	\$504,000	\$577,080	\$577,080	\$1,960,560	\$1,960,560
Program-Specific Fees												
Special State Appropriation												
Reallocation of Existing Funds												
Federal, Grant, or Other Funding												
<b>Total</b>	\$133,560	\$133,560	\$302,400	\$302,400	\$443,520	\$443,520	\$504,000	\$504,000	\$577,080	\$577,080	\$1,960,560	\$1,960,560

Estimated Costs Associated with Implementing the Program by Year												
Category	1 <sup>st</sup>		2 <sup>nd</sup>		3 <sup>rd</sup>		4 <sup>th</sup>		5 <sup>th</sup>		Grand Total	
	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration and Faculty/Staff Salaries	\$217,828	\$223,128	\$281,800	\$289,300	\$234,639	\$242,639	\$236,788	\$244,388	\$271,397	\$279,297	\$1,242,452	\$1,278,752
Facilities, Equipment, Supplies, and Materials	\$46,986	\$46,986	\$57,252	\$57,252	\$53,756	\$53,756	\$49,908	\$49,908	\$60,965	\$60,965	\$268,867	\$268,867
Library Resources	\$2,443	\$2,443	\$3,037	\$3,037	\$2,693	\$2,693	\$2,550	\$2,550	\$2,707	\$2,707	\$13,430	\$13,430
Other (allocated support costs)	\$11,353	\$11,353	\$25,704	\$25,704	\$37,699	\$37,699	\$42,840	\$42,840	\$49,052	\$49,052	\$166,648	\$166,648
<b>Total</b>	\$278,610	283,910	\$367,793	\$375,293	\$328,787	\$336,787	\$332,086	\$339,686	\$384,121	\$392,021	\$1,691,397	\$1,727,697
<b>Net Total (Sources of Financing Minus Estimated Costs)</b>	\$(145,050)	\$(150,350)	\$(65,393)	\$(72,893)	\$114,733	\$106,733	\$171,914	\$164,314	\$192,959	\$185,059	\$269,163	\$232,863

Note: New costs - costs incurred solely as a result of implementing this program. Total costs - new costs; program's share of costs of existing resources used to support the program; and any other costs redirected to the program.

**Certificate Program Three-Year Projected Budget**

<b>Sources of Financing by Year</b>				
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>Total</b>
Tuition Funding	\$190,080	\$306,720	\$574,560	\$1,071,360
Other Funding				
<b>Total</b>	\$190,080	\$306,720	\$574,560	\$1,071,360
<b>Estimated Costs Associated with Implementing the Program by Year</b>				
<b>Category</b>	<b>1<sup>st</sup></b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>	<b>Total</b>
Program Administration and Faculty and Staff Salaries	\$361,678	\$333,462	\$354,623	\$1,049,763
Facilities, Equipment, Supplies, and Materials	\$78,014	\$67,748	\$81,244	\$227,006
Library Resources	\$4,057	\$3,593	\$4,070	\$11,720
Other (allocated support costs))	\$16,157	\$26,071	\$48,838	\$91,066
<b>Total</b>	\$459,906	\$430,874	\$488,775	\$1,379,555
<b>Net Total</b> (i.e., Sources of Financing Minus Estimated Costs)	\$(269,826)	\$(124,154)	\$85,785	\$(308,195)

## **9. DESCRIPTION OF INSTITUTIONAL EVALUATION AND ASSESSMENT PROCESSES**

Course evaluations for each course included in the Master's and Certificate Programs will be carried out using Class Climate, the online course evaluation system maintained by the University of South Carolina Columbia's University Technology Services. Students receive evaluation invitations and reminders via email. Links contained in these emails and within the students' Blackboard accounts provide access to the online evaluation system. Additionally, faculty support personnel provide course instructors with the results of their course evaluations after their final grades have been submitted. Because the course evaluation process is conducted entirely through email and online, master's and certificate students engaged in distance learning will have the same evaluation experience as other students at the University. Master's and certificate students' evaluation experience will vary from that of JD students only in so far as faculty support personnel administer course evaluations for the JD program in class; however, they also utilize the Class Climate evaluation system in doing so.

The Master's and Certificate Programs will be incorporated into the Law School's University and American Bar Association assessment and assurance of learning outcomes related to these programs. The Law School's assessment process will involve the Curriculum and Assessment Committee (the "Committee") coordinating directly with the programs' administration and course instructors to identify assessment measures and collect student outputs. Students may also be surveyed after their completion of the program to ascertain the program's effectiveness in helping them meet their personal and professional goals. The Law School will use the assessment data from these measures to modify the curriculum, student advisement, career placement services, etc. as need be to achieve the programs' objectives. The University of South Carolina Columbia assesses program learning outcomes through the Assessment Plan Composer utilized by the Office of Institutional Research, Assessment and Analytics. These programs will be a part of that assessment process.