

New Program Proposal
Bachelor of Science in Human Capital Education and Development
Clemson University

Summary

Clemson University requests approval to offer a program leading to the Bachelor of Science in Human Capital Education and Development, to be implemented in the Fall of 2021 through blended course delivery. The following chart outlines the stages of approval for the proposed program. The Committee on Academic Affairs and Licensing (CAAL) voted unanimously to recommend approval of the proposal. The full program proposal is attached.

Stages of Consideration	Date	Comments
Program Proposal Received	9/29/20	Not Applicable
Staff questions to the institution	10/27/20	Staff met with Clemson University representatives to discuss the CIP code, financial tables, similar programs, and concentration areas.
Revised Program Proposal Received	11/4/20	The revised proposal satisfactorily addressed the requested revisions.
ACAP Consideration	11/19/20	<p>The Clemson University representative presented the proposal as interdisciplinary by design, including the faculty providing instruction. Graduates of the program would be able to utilize skills in organizational learning, assessment, and personnel development to assist in diverse workforce settings related to training, change management, and career development. The program will attract a variety of students from different backgrounds. Faculty designed the curriculum of the program with associate degree holders in mind, and the program has the endorsement from the Technical College System. Presently, the institution is working to reach agreements with the Technical College System on seamless pathways for associate degree students. There are near no new costs associated with the program since affiliated personnel come from reallocated and absorbed costs from other programs.</p> <p>After remaining discussion, ACAP voted unanimously to recommend approval of the program proposal.</p>
CAAL Consideration	2/12/21	By unanimous consent, the Committee on Academic Affairs and Licensing (CAAL) favorably commended to the Commission five proposed programs, including the Bachelor of Science in Human Capital Education and Development.

Review

During review the committee made inquiry about micro certifications, employment trajectories, student recruitment, the proposed implementation date, program effectiveness, and alumni data collection. The committee commended Clemson on program design. Institutional representatives satisfactorily responded to committee inquiries.

Recommendation

The Committee on Academic Affairs and Licensing recommends the Commission approve the program leading to the Bachelor of Science in Human Capital Education and Development to be implemented in the Fall of 2021.

Clemson University Student and Program Data

Undergraduate In-/Out-of-State Enrollment, Fall 2018	13,734 (69.83%) / 5,935 (30.17%)
Number of Approved Programs in 10 Yrs. (FY 2010 - 2019)	16
Number of Terminated Programs in 10 Yrs. (FY 2010 - 2019)	40

Industry related Occupational Wages and Projections in South Carolina, 2018 – 2028*

Occupational Field ¹	2019 Median Income ²	2018-2028 Estimated Employment ³	2018-2028 Projected Employment	Total 2018-2028 Employment Change	2018-2028 Annual Avg. Percent Change	Total Percent Change
Education, Training, and Library ⁴	\$59,946	114,175	120,195	6,020	0.52%	5.27%

¹ “Occupational Field” represents the closest related occupation category that includes the occupations aligned with the program proposal.

² SC Department of Employment & Workforce (DEW), Labor Market Information. (2020). Occupational Employment and Wage Rates (OES) for All Major Groups in South Carolina in 2019 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>.

³ SC Department of Employment & Workforce (DEW), Labor Market Information. (2020). Occupational Projections (Long-term) for Multiple Occupations in South Carolina in 2018-2028 [Data file]. Retrieved from <https://jobs.scworks.org/vosnet/lmi/default.aspx?pu=1>

⁴ Total median income for the following categories is adjusted to accommodate occupations with missing median income data.

* Data downloaded December 18, 2020; Most recent data available.

NEW PROGRAM PROPOSAL FORM

Name of Institution: **Clemson University**

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

BS Human Capital Education and Development

Program Designation:

- | | |
|---|--|
| <input type="checkbox"/> Associate's Degree | <input type="checkbox"/> Master's Degree |
| <input checked="" type="checkbox"/> Bachelor's Degree: 4 Year | <input type="checkbox"/> Specialist |
| <input type="checkbox"/> Bachelor's Degree: 5 Year | <input type="checkbox"/> Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA) |
| <input type="checkbox"/> Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.) | |

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
 No

Proposed Date of Implementation: **Fall 2021**

CIP Code: **13.9999**

Delivery Site(s): **Clemson University (Main Campus); Online Degree Programs; Blended Distance Education**

Delivery Mode:

- | | |
|--|---|
| <input type="checkbox"/> Traditional/face-to-face
*select if less than 25% online | <input type="checkbox"/> Distance Education |
| | <input type="checkbox"/> 100% online |
| | <input checked="" type="checkbox"/> Blended/hybrid (50% or more online) |
| | <input type="checkbox"/> Blended/hybrid (25-49% online) |
| | <input type="checkbox"/> Other distance education (explain if selected) |

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

- **Dr. Janie Lindle, Eugene T. Moore Professor of Educational Leadership and Chair, Department of Education and Organizational Leadership Development (EOLD), jlindle@clemson.edu; 864-656-0629**
- **Dr. Kris Frady, Assistant Professor, EOLD, frady@clemson.edu; 864-656-7089**
- **Dr. Debbie Jackson, Professor Emeritus, Visiting Professor EOLD dbj@clemson.edu; 864-650-0667**
- **Dr. Jeremy King, Associate Provost for Institutional Effectiveness jking2@clemson.edu; 864-656-1492**

Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):

Department Curriculum Committee: 23 April 2020
College Curriculum Committee: 28 April 2020
University Undergraduate Curriculum Committee: 4 September 2020
Provost: 25 September 2020
President: 25 September 2020
Board of Trustees: 23 October 2020

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The Clemson University College of Education proposes to blend expertise from three successful programs (learning sciences, systems improvement science, and human resource development) to introduce a new degree in Human Capital Education and Development (HCED). HCED is an interdisciplinary, comprehensive program focused on organizational learning, assessment, and development preparing students for diverse occupational settings across a variety of industries. Applying learning theory at the individual, organizational and societal levels, this program enables students to design effective training, change management, and career development programs to meet an organization's or a community's human capital needs. This program prepares graduates for diverse careers in education and training; community development, government, and non-profit organizations; core sector-based industry areas of economic development importance in South Carolina; and systems improvement and organization development.

The primary goals of this program include:

1. Facilitating an understanding of the key issues and challenges that modern organizations and their employees face; identify, through a variety of assessment techniques, skill gaps among individuals and across organizational systems that may hinder the attainment of organizational objectives; design robust solutions to fill these gaps to meet organizational challenges.
2. Enabling students to design effective training, change management, and career development programs to meet an organization's or a community's human capital needs by applying learning theory at the individual, organizational and societal levels.
3. Preparing graduates for careers in education and training; community development, government, and non-profit organizations; core sector-based industry areas of economic development importance in South Carolina; and systems improvement and organization development.

Purpose and Background

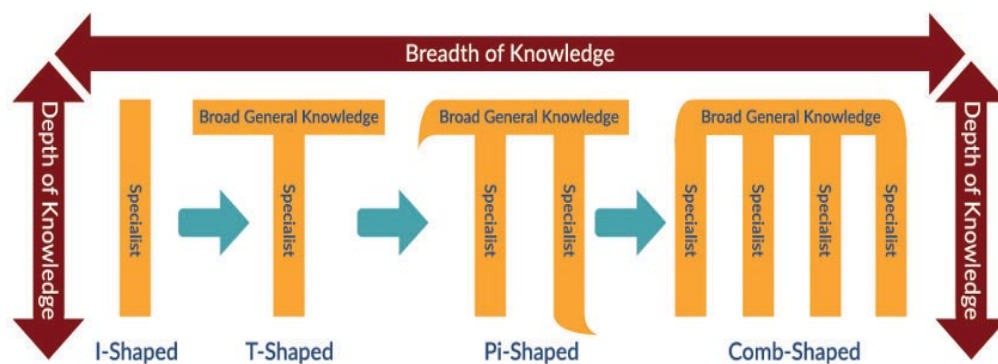
Place and distance are important factors influencing college access and decision-making. Education deserts describe communities and areas where baccalaureate postsecondary opportunities are scarce, largely unavailable; unfortunately, these deserts often geographically comprise the poorest and most racially minoritized communities. According to a national report, South Carolina has education deserts in commuting zones (more than a 60-minute drive), micropolitan areas (population of 10,000-50,000), and metropolitan areas (population of over 50,000). Education deserts span 57 percent of South Carolina's 26 counties and are present in 12 of 16 of the state's technical college service areas. To support equitable educational advancement preparing of all South Carolinians for the workforce of the future, dramatic and innovative changes to traditional educational models are necessary.

The velocity, scope, and systems impact of changing needs and trends spurred by the 4th Industrial Revolution are prompting the need for new workforce skills focused in change leadership, interdisciplinary skills, stronger command of professional and soft skills, and amplification of technical skill sets. Additionally, changing demographics in higher education show that increasing numbers of non-white, female, and nontraditional students are entering four-year colleges and universities with 49% having some type of previous enrollment in a community college. Newly envisioned, interdisciplinary pathways and programs built for a new type of student are in high demand.

Recent conversations with National Science Foundation Program officers have revealed key trends that are impacting the future of higher education and research. First, due to lower fertility rates caused by shrinking family sizes and economic forces such as the Great Recession, by the mid-2020s there is a predicted decline in traditional student enrollment. Next, enrollment trends are showing increasing numbers of non-white, female, and non-traditional (25+, independent, enrolled part-time, employed part- or full-time, minority, low income, parents, single parents) students. This suggests a need to focus on

more diverse and non-traditional pools of prospective students. Finally, on a national scale, two-year college institutions are increasing in significance. 49% (48% in SC) of students completing a four-year degree in 2015-16 enrolled in a community college in the past 10 years.

These ongoing conversations with the National Science Foundation, and those with industry, reveal that in this fourth Industrial Revolution, postsecondary institutions need to adjust preparation of students for the future of work. Today's problems, change leadership, and the workforce development challenges require the development of new models (World Economic Forum, 2018). As work is becoming more interdisciplinary, working across fields in diverse teams is an essential skill. Also, integrating teaching, research, and skill development integrates a new set of skills and experiences for students (McKinsey Global Institute, 2017). Developing stronger command of professional and soft skills is also critical to success in today's workplace (Burning Glass Technologies, 2019). Beyond professional skills, students need to amplify technical skill sets and develop t-shaped, pi-shaped, and even comb-shaped skills (MayIn-Smith, Blustein, Pillai, Parker, Gutowski, & Diamonti, 2017).



The Human Capital Education and Development program will be housed in the Educational and Organizational Leadership Development (EOLD) department in the College of Education. EOLD is currently home to two of the primary programs contributing to development and teaching of the HCED program (Human Resource Development and Education Systems Improvement Science). The other two departments in the College have also supported program development and will support program implementation. The Department of Education and Human Development learning sciences faculty and the Department of Teaching and Learning curriculum and instruction faculty also have expertise and experience to lend to successful implementation of this program.

Selection of the CIP Code for Human Capital Education and Human Development

This is a new and innovative degree that currently does not have a specific CIP code to accurately define it. Because the faculty wanted to clearly distinguish the educational component of this degree focusing on human capital, learning science, and education systems improvement the two-digit 13 code is an important designation. To date, Colleges of Education are engaging in other related fields of study, but typically under the human resource development CIP code (52.1005). This proposed degree program draws from the field of human resource development but also (based on industry feedback) has included strong elements of learning sciences (13.0607) and education systems improvement science (13.0699); thus, expanding beyond most undergraduate human resource development programs. Also, the majority of the education CIP codes are for programs which prepare students for teaching certification and this newly proposed program does not. Therefore, the six-digit code of 13.9999 enables this program to clearly indicate the educational foundation of the program goals and outcomes while also indicating that it is a blending of existing educational programs. In South Carolina, 13.9999 is currently being used with PhD programs at Clemson (Literacy, Language and Culture), Coastal Carolina (Education), and an MEd in Divergent Learning at Columbia College.

A review of use of the 13.9999 nationally was done using the National Student Clearinghouse CIP code lookup table and found that nationally this CIP code is used with other non-licensure, education programs such as outdoor education, nursing education, vocational education, academic reform, computers in education, business and marketing education, community education, education non-licensure, educational informatics, educational technology, human development and education, organization development and change/leadership, and training. Many of these types of programs nationally have elements that are consistent with the program areas of the proposed program in Human Capital Education and Development which further confirmed our decision to use the 13.9999 CIP code.

Alignment with Mission and Strategic Plan

The College of Education (CoE) through a strong focus on excellence, innovation, and transformation, supports and advances the Clemson University land-grant mission of serving the educational and economic needs of the citizens of South Carolina. The CoE serves as an incubator for innovation and houses award winning undergraduate and graduate programs, as well as centers of excellence that train teachers, counselors, and school leaders; prepare counselors for community practice; train higher education student affair leaders; and prepare training and development specialists for business and industry. Supporting Clemson's land grant mission and aligned to the mission and vision of the College of Education to be a transformative leader in systematically improving education throughout the state through improving educational opportunities and life outcomes of all learners, this state serving undergraduate degree program expands equity, access, and opportunity for all South Carolinians.

The CoE leadership, faculty, staff, and students act on a collective commitment to transform education in South Carolina. This program will serve as a hub connecting education to vibrant communities, workforce development, and economic prosperity. This state-serving degree program expands equity, access and opportunity for all South Carolinians. As such, it supports Clemson's land-grant mission and aligns with the mission and vision of the College of Education to be a transformative leader in systematically improving education throughout the state through improving educational opportunities and life outcomes of all learners, advocating for a civil and just society, and exploring complex social issues. This program also supports two key elements of the University's of the Clemson *FORWARD* strategic plan: strengthening our academic core, and supporting engagement of the University with external constituents, communities, and workforce partners.

Assessment of Need

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

Need Nationwide Shortage and Statewide Concerns for Supply and Demand

A regional Delphi study of employment demand revealed that 57% of companies surveyed are hiring undergraduate students with knowledge in HCED and an equal number expect growth in demand for Human Capital Education and Development Professionals. Findings from first two rounds of the Delphi study revealed that regional employers are indeed hiring undergraduate students with knowledge in learning sciences (29%), systems improvement (71%), human capital development (100%), and a combination of all three fields (57%).

Employers responded that the top eight Human Capital Education & Development competencies include:

1. *Diversity and inclusion*
2. *Research*
3. *Stats/quantitative reasoning*
4. *Learning technologies*
5. *Systems theory/thinking*
6. *Organizational development*

7. *Instructional design*
8. *Continuous improvement*

Finally, most employers responded that highly qualified students in Human Capital Education and Development should have interdisciplinary specialization areas (15 credit hours or more). The specialization areas most in demand include:

1. *Human resource management*
2. *Leadership*
3. *Advanced manufacturing*
Business management
Organization development
Project management
Workforce development
4. *Computer science*
Information technology
Talent development
Training

Currently we are conducting the third and final round of the Delphi study. After using initial industry feedback to develop the program and curriculum, the final round of the Delphi study is focused on (1) identifying and confirming that the elements in the Human Capital Education and Development program and curriculum can increase post-graduation employability and success and (2) clarifying the human capital education and development needs and workforce challenges of organizations who are major employers of undergraduate students, thus ensuring those needs are aligned with curriculum.

Working in partnership with the Clemson Center for Career and Professional Development, we have identified nine of Clemson's top undergraduate employers who represent a broad selection of industries ranging from manufacturing, to IT, to healthcare, to higher education. Additionally, through an established partnership with the Continuum, a regional center for education and training in innovative and technical skills and workforce development in Lake City, SC, five additional companies were identified to provide feedback. These companies represent a broad range of industry including commercial construction manufacturing, packaging, nuclear energy, chemical, and farm/agriculture and food packaging.

At least one representative from the 14 identified companies has been invited to participate in a brief pre-survey containing questions about program objectives and specific course curriculum and a 30-minute, semi-structured interview of 10 questions that further probes the responses given in the pre-survey. Preliminary analysis of the data from the ongoing interviews has revealed that: multiple organizations have recently filled positions for which HCED program graduates would be qualified; have commented on the strength of the curriculum specifically focusing on the importance of (a) adult training, learning, and education and (b) workforce and career development; and indicated a desire to engage as partners in implementing the curriculum as mentors, co-op or internship sponsors, or providers of real world challenges for capstone courses.

Long-term (2016-2026) projections of occupational demand in the most narrowly focused occupations of Instructional Coordinators, Management Analysts, Training and Development Managers, and Training and Development Specialists reveals an average of 445 annual openings and a position growth projection of 14%, which is higher than the 10% or less growth projections for all occupations across South Carolina (Projections Managing Partnership with Bureau of Labor Statistics, 2016). This also aligns with national job growth of these occupations projected to be between 10% and 14% with average annual salaries ranging from \$65,000 to \$121,000 in 2018 (U.S. Bureau of Labor Statistics, 2018).

We have also employed the Chmura Economics JobsEQ[®] Real Time Intelligence analytics suite to examine SC job posting history and SC-based degree gaps associated with the following eight SOCS2010-coded positions that we believe program graduates would be well-qualified to assume: Human Resources Managers; Training and Development Managers; Social and Community Service Managers; Human Resources Specialists; Management Analysts; Training and Development Specialists;

Operations Research Analysts; and Instructional Coordinators. Utilizing the most recent IPEDS data and 2020Q1 occupation data for SC, there is an annual SC bachelor's degree gap of 100 in degrees with CIP coding that is linked to these SOCS codes (the annual gap is 67 degrees at the master's level; 13 at the doctoral level; and 15 at the associate's level).

Since mid-March 2020, the volume of online new SC daily job postings for the SOCS-coded positions above has dropped by about 30% compared to last year. However, at present, those new SC daily job postings still number approximately 180—reflecting the velocity and vigor of the employment market available to program graduates.

Transfer and Articulation

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

This new degree program provides opportunities for both traditional college freshmen and associate degree graduates to advance their knowledge and skills in an interdisciplinary program using the science of learning, systems theory, and human resource development. We enthusiastically look forward to working with the Technical College System to ensure that general education courses and support areas requirements are communicated in the fervent belief and hope that HCED provides an attractive value-added baccalaureate credential for many students in the System. Clemson's College of Education has developed articulation agreements with technical colleges across the state to provide efficient pathways for technical college students to enter four-year teacher preparation programs. We recognize the challenges in creating seamless pathways for transfer students and will work to address these challenges to ensure a smooth transition and timely degree completion for HCED students.

Employment Opportunities

Occupation	State Outlook 2016-2026		National Outlook 2018-2028		Data Type and Source
	Expected Number of Jobs	Employ ment Projecti on	Expected Number of Jobs	Employ ment Projecti on	
Training and development managers	770 (current) + 100 (employment change) = 870	13%	37,800 (current) + 3,100 (employment change) = 40,900	8%	https://jobs.scworks.org/vosnet/analyzer/results.aspx?session=occpj Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook</i> , Training and Development Managers, on the Internet at https://www.bls.gov/ooh/management/training-and-development-managers.htm (visited June 21, 2020).
Training and development specialist	4,381 (current) + 674 (employment change) = 5,055	15.38 %	306,400 (current) + 28,900 (employment change) = 335,300	9%	https://jobs.scworks.org/vosnet/analyzer/results.aspx?session=occpj Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook</i> , Training and Development Specialists, on the Internet at https://www.bls.gov/ooh/business-and-financial/training-and-development-specialists.htm (visited June 15, 2020).
Instructional designer	Not available	Not available	43,900 (current) + 1,500 (employment change) = 45,400	3%	https://jobs.scworks.org/vosnet/analyzer/results.aspx?session=occpj Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook</i> , Industrial Designers, on the Internet at https://www.bls.gov/ooh/arts-and-design/industrial-designers.htm (visited June 22, 2020).
Management consultant/analyst	8,831 (current) + 1,527 (employment change) = 10,358	17.29 %	876,300 (current) + 118,300 (employment change) = 994,600	14%	https://jobs.scworks.org/vosnet/analyzer/results.aspx?session=occpj Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook</i> , Management Analysts, on the Internet at https://www.bls.gov/ooh/business-and-financial/management-analysts.htm (visited June 17, 2020).
Instructional coordinator	2,107 (current) + 230 (employment)	10.92%	181,600 (current) + 11,500 (employ	6%	https://jobs.scworks.org/vosnet/analyzer/results.aspx?session=occpj Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook</i> , Instructional Coordinators,

	change) = 2,337		ment change) = 193,100		on the Internet at https://www.bls.gov/ooh/education-training-and-library/instructional-coordinators.htm (visited June 15, 2020).
Social and community service manager	1,134 (current) + 206 (employment change) = 1,340	18.17%	168,800 (current) + 21,900 (employment change) = 190,700	13%	https://jobs.scworks.org/vosnet/analyzer/results.aspx?session=occpj Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook</i> , Social and Community Service Managers, on the Internet at https://www.bls.gov/ooh/management/social-and-community-service-managers.htm (visited June 05, 2020).
Human resources specialist or strategic advisor	6,510 (current) + 755 (employment change) = 7,265	11.6%	625,700 (current) + 33,000 (employment change) = 658,700	5%	https://jobs.scworks.org/vosnet/analyzer/results.aspx?session=occpj Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook</i> , Human Resources Specialists, on the Internet at https://www.bls.gov/ooh/business-and-financial/human-resources-specialists.htm (visited June 14, 2020).
Workforce analysts and researchers (operations research analysts)	933 (current) + 343 (employment change) = 1,276	36.76%	109,700 (current) + 28,100 (employment change) = 137,800	26%	https://jobs.scworks.org/vosnet/analyzer/results.aspx?session=occpj Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook</i> , Operations Research Analysts, on the Internet at https://www.bls.gov/ooh/math/operations-research-analysts.htm (visited June 09, 2020).
Administrative services manager	3,266 (current) + 420 (employment change) = 3,686	12.86%	300,200 (current) + 21,800 (employment change) = 322,000	7%	https://jobs.scworks.org/vosnet/analyzer/results.aspx?session=occpj Bureau of Labor Statistics, U.S. Department of Labor, <i>Occupational Outlook Handbook</i> , Administrative Services Managers, on the Internet at https://www.bls.gov/ooh/management/administrative-services-managers.htm (visited June 15, 2020).

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Based on occupation projections by the SC Department of Employment and Workforce, eight of the nine occupations listed above (there is no SC data on instructional design) are considered “Bright Outlook” occupations. O-NET classifies an occupation as “Bright Outlook” if it is projected to have above average (or over 7%) growth. Nationally, six of the nine occupations qualify as “Bright Outlook” occupations. This indicates strong anticipated growth in Human Capital Education and Development related employment opportunities.

Additionally, the College of Education has conducted a Delphi study where regional employers were interviewed and surveyed to determine specific skills and overall demand for students in HCED. This regional study of employment demand revealed that 57% of companies surveyed are hiring undergraduate students with knowledge in HCED and an equal number expect growth in demand for Human Capital Education and Development Professionals. In fact, demand in HCED occupations is expected to grow 14% in South Carolina with similar national growth projections. Annual average salaries for HCED professionals ranged from \$60,000 to \$108,000 in 2018.

Examples of careers and fields that graduates will be prepared to successfully enter may include:

- *Education and training* as training managers or specialists, and e-learning consultants;
- *Community development, government, and non-profit organizations* working in advocacy and outreach, higher education, and career and workforce development;
- *Core sector industry areas such as manufacturing, healthcare, information technology, STEM, and business* as human resource development generalists or strategic advisors, systems advisors, and continuous improvement leaders; and
- *Systems improvement and organization development* as program managers, management consultants, program evaluators, organization development consultants, performance consultants or coaches, and workforce analysts and researchers.

Description of the Program

<i>Projected Enrollment – Detailed Model</i>												
Year	Fall Headcount				Spring Headcount				Summer Headcount			
	New	Continuing	Lost	Graduate	New	Continuing	Lost	Graduate	New	Continuing	Lost	Graduate
2022-23	10	0	0	0	0	10	0	0	0	0	0	0
2023-24	25	10	0	0	0	35	0	5	0	0	0	0
2024-25	30	30	0	0	0	60	0	12	0	0	0	0
2025-26	45	48	0	0	0	93	0	25	0	0	0	0
2026-27	50	68	0	0	0	118	0	47	0	0	0	0

Projected Enrollment- CHE Summary Table			
Year	Fall Headcount	Spring Headcount	Summer Headcount
2022-2023	10	10	
2023-2024	35	35	
2024-2025	60	60	
2025-2026	93	93	
2026-2027	118	118	

Explain how the enrollment projections were calculated.

Enrollment will be a combination of new freshmen, change of majors, and transfer students, as well as applicants who currently hold an AA/AS degree. The transfer students will have completed their general education course work, while AA/AS degree holders will have already completed their technical course

requirements. About half of "New" students are anticipated to be AA/AS degree holders and transfer students and are expected to graduate at the end of their second year. New FTFT freshman students are expected to graduate in 4 years. Summer enrollment is not part of the current curriculum structure and is omitted although it is realized undergraduates from programs across the University may pursue summer coursework if they elect to do so and if desired courses are available. The model reaches steady state enrollment after 5 years. As the program progresses, additional students will be recruited from working professionals who hold an associate degree in an industry sector.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

Yes

No

We note that this degree provides multiple pathways to enable both traditional college freshmen and associate degree graduates to advance their knowledge and skills in an interdisciplinary program using the science of learning, systems theory and human resource development. These inclusive pathways will map to differing admissions and onboarding/advising processes as a matter of practice, but the admissions processes and requirements are in accord with those for other programs.

Pathway 1: Newly enrolling AA/AS students – technical college coursework will be evaluated for a 15-hour interdisciplinary core and general education course requirements.

Pathways 2 and 3: Clemson freshmen and major changers - These students will take their general education block, a 15-hour support block, and electives prior to enrolling in the HCED courses.

Pathways 4 and 5: Graduates—both expected/recent and those that have graduated and are extant working professionals—from technical colleges with associate degrees in non-traditional university transfer programs. These are important pathways with General Education requirements as potential barriers. We are currently engaging in conversations on innovative ways to efficiently meet the educational needs of students desiring to enter through these pathways.

Curriculum

Human Capital Education and Development is an interdisciplinary, comprehensive program focused on organizational learning, assessment, and development preparing students for diverse settings across a variety of industries. The primary goal of this program is to facilitate an understanding of the key issues and challenges that modern organizations and their employees face. Another key goal is to identify skill gaps among individuals and across organizational systems that may hinder the attainment of organizational objectives and design robust solutions. By applying learning theory at the individual, organizational and societal levels, this program enables students to design effective training, change management, and career development programs to meet the human capital needs of an organization or community. This program prepares graduates for careers in education and training; community development, government, and non-profit organizations; core sector-based industry areas of economic development importance in South Carolina; and systems improvement and organization development.

New Courses

List and provide course descriptions for new courses.

EDHC 3100 Systems and Organizational Learning Improvement (3 cr)

Introduction to systems and organizational improvement focused on human capital education and development topics. This course focuses on systems design and change with a focus on theory and models, leadership, data analytics, communication, networking, and evaluation.

EDHC 3200 Learning and Motivation Across the Lifespan (3 cr)

Introduction to learning, development, and motivation across the lifespan. Emphasis is on the physical, social, emotional, and cognitive characteristics of each stage of the lifespan and the implications of those developmental characteristics as related to learning and motivation.

EDHC 3210 Practical Research (3cr)

This is a course in research methodology embedded in cross-disciplinary contexts. Students are taken through the process of identifying a problem, choosing a research design, collecting relevant data, analyzing and interpreting data, drawing conclusions, and communicating those conclusions to a wide audience.

EDHC 3300 Concepts of Human Capital Education and Development (3 cr)

Principles, concepts, and techniques concerned with human capital education and development. Emphasizes the science of learning, systems theory, career readiness and development, skill enhancement, organizational design, and strategic learning and development. Contexts and settings such as education, public and private businesses, nonprofit organizations, and postsecondary educational institutions will provide real world and problem-based learning contexts in the course.

EDHC 3900 Seminar in Human Capital Education and Development (Variable Credit, 1-3 cr)

A seminar-based course that will focus on developing skills in critical thinking, problem solving, professional ethics, research, and development of a proposal for the capstone project. Topics in this seminar course will be related to application of the science of learning, systems theory, integration of technology, and workforce leadership and development in diverse settings and contexts.

EDHC 4100 Program Evaluation (3 cr)

Introduction to program evaluation concepts, including the purpose and methods of evaluation with a focus on program theory, design, process, implementation, outcomes, and impact in context for organizational improvement in human capital education and development settings.

EDHC 4110 Improvement Science (3 cr)

Introduction to improvement science principles, models, and application in a learning organization. Understand the development of improvement as a science and the complexity of planning, implementing, and expanding change in an organization with a focus on human capital education and development contexts.

EDHC 4200 Design Based Thinking (3 cr)

Introduction to Design Based Thinking in the organizational arena. Emphasis on using design thinking to understand and address organizational challenges using innovative human-centered approaches.

EDHC 4210 Assessment and Learning Analytics (3 cr)

This course is an introduction to assessment and data analytics from a learning perspective. The focus is on fundamental theories and core methods in learning analytics and applications to human learning and systems.

EDHC 4220 Effective Online Learning and Development (3 cr)

Creation and delivery of effective online training/instruction, with an emphasis on participant engagement, instructor presence, course facilitation, best practices, and emerging tools and methods used in online learning and development.

EDHC 4300 Human Capital and Learning Analytics (3 cr)

Introductory course of human capital education and development data analytics and needs assessment development concentrating on organizational learning, career development, organizational design, and change management. Focuses on analytic strategies, models, and frameworks to measure and expand human capital and organizational learning.

EDHC 4310 Organizational Learning and Career Development (3 cr)

Introduces students to foundational concepts in learning and development (training), career development, and building a learning culture as a talent development strategy. This course focuses on preparing students to build the knowledge, skills, and abilities of others to help employees develop and achieve their potential to improve organizational success and performance.

EDHC 4320 Workforce and Organization Development (3 cr)

Introduction to theory, methods, and practices of organization development within the context of a dynamic workforce. This course will discuss the challenges of a contemporary workforce and related workforce development frameworks as well as introduce organization development methodology, strategies, and processes that foster effective organizations.

EDHC 4330 Contemporary Technological Issues (3 cr)

Provides students with an understanding of the issues and contributions of technology and the future of work at the human-technology frontier. Examples of these relationships are taken from political, economic, social, geographic, historical contexts, and from analyses of contemporary technological interventions in a globalized society.

EDHC 4900 Directed Research in Human Capital Education and Development (Variable Credit, 1-6 cr)

Faculty mentored disciplinary and multidisciplinary group research projects with the goal of developing the students' ability to discover, analyze, evaluate, and communicate findings from human capital data and authentic research investigations.

EDHC 4910 Internship in Human Capital Education and Development (Variable Credit, 1-9 cr)

Internship under faculty supervision in an approved organization. Internships provide students with work experience in learning sciences, systems improvement, and/or human resource development. Students submit a comprehensive report at the end of the internship.

EDHC 4920 Co-Op in Human Capital Education and Development (Variable Credit, 1-9 cr)

Co-op under faculty supervision in an approved organization. Co-op opportunities provide students with full-time work experience in learning sciences, systems improvement, and/or human resource development. Students submit a comprehensive report at the end of the co-op.

EDHC 4930 Applied Research in Human Capital and Development (Variable Credit, 1-9 cr)

Mentored research projects introduce undergraduate students to the planning and execution of research and the presentation of research findings in the field of human capital development.

EDHC 4940 Capstone Human Capital Education and Development (3 cr)

Students will combine Human Capital Education and Development theory with practical applications using real world professional situations requiring the command, analysis, and synthesis of knowledge and skills acquired during the undergraduate experience. Students will complete a comprehensive project on a technical subject and use digital portfolio technology to assess their education.

Total Credit Hours Required: **120 credit hours**

Curriculum by Year					
Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1					
Fall		Spring		Summer	
ENGL 1030 Composition and Rhetoric	3	Oral Communication Requirement ¹ (e.g., COMM 1500 Introduction to Human Communication or COMM 2500 Public Speaking)	3		
Arts and Humanities (Non-Literature) Requirement ¹ (e.g., PHIL 1010 Introduction to Philosophic Problems or PHIL 1020 Introduction to Logic)	3	Arts and Humanities (Literature) Requirement ¹ (e.g., ENGL 2120 World Literature; ENGL 2130 British Literature; ENGL 2140 American Literature; ENGL 2150 Literature in 20th- and 21st-Century Contexts)	3		
Cross Cultural Awareness Requirement ¹ⁿ (e.g., HIST 1720 The West and the World I or HIST 1730 The West and the World II)	3	Natural Science with Lab Requirement ¹ (e.g., BIOL 1030/1031 General Biology I or CH 1050/1051 Chemistry in Context I)	4		
Math or Natural Science Requirement ¹ (e.g., MATH 1010 Essential Mathematics for the Informed Society or BIOL 2000 Biology in the News or ENSP 2000 Introduction to Environmental Science)	3	Social Science Requirement ¹ (e.g., PSYC 2010 Introduction to Psychology or SOC 2010 Introduction to Sociology)	3		
Elective	3	Elective	2		
Total Semester Hours	15	Total Semester Hours	15		
Year 2					
Fall		Spring		Summer	
Mathematics Requirement ¹ (e.g., STAT 2300 Statistical Methods I)	3	Science and Technology Requirement ¹ (e.g., STS 1010 Survey of Science and Technology in Society)	3		
Support Area Requirement ²	6	Support Area Requirement ²	9		
Elective	3	Elective	3		
Elective	3				
Total Semester Hours	15	Total Semester Hours	15		

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 3					
Fall		Spring		Summer	
EDHC 3100 Systems and Organizational Learning Improvement	3	EDHC 3900 Seminar in EDHC	1		
EDHC 3200 Learning and Motivation Across the Lifespan	3	EDHC 4100 Program Evaluation	3		
EDHC 3210 Research Design	3	EDHC 4200 Design Based Thinking	3		
EDHC 3300 Concepts of Human Capital Education and Development	3	EDHC 4210 Assessment and Learning analytics	3		
EDF 4800/4801 Foundations of Digital Media and Learning	3	EDHC 4300 Human Capital Learning and Analytics	3		
EDHC 3900 Seminar in EDHC	1	EDHC 4330 Contemporary Technological Issues	3		
Total Semester Hours	16	Total Semester Hours	16		
Year 4					
Fall		Spring		Summer	
EDHC 3900 Seminar in EDHC	1	EDHC 4940 Capstone for EDHC	3		
EDHC 4110 Improvement Science	3	Select one of the following: EDHC 4910 Internship in EDHC or EDHC 4920 Co-Op in EDHC or EDHC 4930 Applied Research in EDHC	9		
EDHC 4220 Effective Online Learning and Development	3				
EDHC 4310 Learning, Career and Talent Development	3				
EDHC 4320 Workforce and Organization Development	3				
EDHC 4900 Directed Research in EDHC	3				
Total Semester Hours	16	Total Semester Hours	12		

¹ See General Education List

² Support Area Requirements: Select 15 credits from this approved list of courses and minors. Many courses have prerequisites and elective credits can be used to fulfill them.

Support Area #1: Improvement Science

Select 15 hours from:

- PSYC 2010 Introduction to Psychology
- PSYC 2030 Fundamentals of Psychological Science
- PSYC 3090 Introductory Experimental Psychology
- PSYC 3680 Organizational Psychology
- PSYC 3690 Leadership in Organizational Settings
- STAT 3090 Introductory Business Statistics
- MGT 3900 Operations Management
- IE 4620 Six Sigma Quality

Support Area #2: Human Resource development

Select 15 hours from:

- ECON 3010 Economics of Labor
- ECON 4010 Labor Market Analysis
- MGT 2010 Principles of Management
- MGT 3070 Human Resource Management
- MGT 3900 Operations Management
- LAW 3220 Legal Environment of Business
- MGT 3120 Decision Models for Management
- MGT 4230 International Business Management

Support Area #3: Learning Sciences

15 hours from:

Required course (6 hrs.):

- PSYC 2010 Introduction to Psychology
- STAT 2220 Statistics in Everyday Life or STAT 2300 Statistical Methods I

Select 9 hours from:

- PSYC 3240 Cognitive Psychology
- CPSP 1210 Computational Thinking
- PSYC 3770 The Psychology of Group and Team Dynamics
- PSYC 3520 Social Psychology or PSYC 3640 Industrial Psychology or PSYC 3680 Organizational Psychology
- HIST 3210 History of Science or HIST 3220 or History of Technology
- PHIL 3250 Philosophy of Science or PHIL 3260 Science and Values or PHIL 3270 Philosophy of Social Science or PHIL 3550 Philosophy of Mind and Cognitive Science
- Second Statistical Course (STAT 2220 or STAT 2300 based on which was selected earlier.)

Support Area #4: Transfer Student Sector

- 15 credit hours in one of five technical sectors (Business, Human Services, Nursing, Healthcare, Information Technology, Manufacturing and STEM)
- Review required at the time of admission.

Support Area #5: Minors

Select one of the following University approved minors:

- Business Administration Minor (21 CR)
- Management Minor (15 CR)

- Human Resource Management Minor (15 CR)
- Management Information Systems Minor (15 CR)
- Entrepreneurship (15 CR)
- Computer Science (16 CR) (preq: CPSC 1020)
- Sustainability (18 CR)
- Cybersecurity Minor (15)
- Global Health Certificate (12 CR)
- Nonprofit Leadership (18 CR)
- Travel and Tourism (15 CR)
- Race, Ethnicity and Migration (18 CR)
- Sociology (18 CR)
- Military Leadership Minor (19 CR)
- Communication Studies Minor (16 CR)
- Leadership Cert. (9 CR plus two additional courses selected from Support Area 1, 2 or 3)
- Psychology Minor (18 CR)
- Public Health Cert. (9 CR plus two additional courses selected from Support Area 1, 2 or 3)
- Public Policy Minor (18 CR)
- Sociology Minor (18 CR)
- Quality and Six Sigma Cert. (9 CR plus two additional courses selected from Support Area 1, 2 or 3)
- Any Cluster Minor (15 CR)

Similar Programs in South Carolina offered by Public and Independent Institutions

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

Human Capital Education and Development is a distinctive educationally based degree program using CIP code 13.9999 combining other the College of Education programs of learning sciences (13.0607), systems improvement science (13.0699), and human resource development (52.1005). Search for similar programs first began by searching for other programs using these CIP codes at the undergraduate level revealing only one matching program, Human Resource Development at Limestone College. Next, searching was expanded to use key terms derived from program outcomes and objectives including: “training” (zero undergraduate programs using training in a corporate context), “human resource development” (Limestone College), “learning” (zero programs with corporate context), and “systems” (zero programs of related context). Finally, professional studies and interdisciplinary programs were analyzed for similarities to the proposed HDEC program. This proposed degree program draws from the field of human resource development but also (based on industry feedback) has included strong elements of learning sciences and education systems improvement science resulting in a unique curriculum in Human Capital Education and Development.

There is an important distinction between Human Capital Education and Development’s use of educational fields and contexts of Human Resource Development (training/learning and development, career development, and organizational development/change management) and the business fields of Human Resource Management (Management) and Business Administration. Human Resource Development and Human Resource Management, although both applied in a corporate context, differ drastically. Human Resource Management related programs are found in Colleges of Business and include Management and Business Administration programs which have a heavy focus on core business knowledge such as accounting, finance, economics, business law, marketing, entrepreneurship, and human resource management. Human Capital and Human Resource Development programs have no courses in these business areas and instead focus on individual and organization development and improvement through training/learning and development, career development, and organizational development/change management. However, since graduates of both types of programs may enter the corporate or business arena, to ensure the programs were distinct, all management and business administration programs were searched. In the list below, a few select business programs with a specialized concentration or unique degree focus with some perceived similarity were included to demonstrate thoroughness of the evaluation of other similar programs available.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
Organizational Leadership Human Resource Admin (BOLS/HRA)	120	Anderson University	<ul style="list-style-type: none"> Organizational leadership course topics of job analysis, training and development, and leadership skills are similar Designed for working adults Prepares students for a graduate degree in human resource development 	<ul style="list-style-type: none"> Course topics include HR management emphasis such as employment and placement, employee benefits, compensation Offered as a BOLS not a BS Fully online
Organizational Management (BS)	125	Charleston Southern University	<ul style="list-style-type: none"> Major courses focus on organizational behavior Nontraditional student focus 	<ul style="list-style-type: none"> Major courses accounting, economics, law, HR management, finance, marketing, entrepreneurship
Organizational Management (BS)	123	Claflin University	<ul style="list-style-type: none"> Specifically designed for nontraditional student Course focus on organizational leadership theory 	<ul style="list-style-type: none"> Course focus on finance, marketing, entrepreneurship, and business law
Management - Human Resource Management Concentration (BSBA)	120	Coastal Carolina University	<ul style="list-style-type: none"> MGMT 341 - Managing Talent and Developing 21st Century Leaders is a 3CR course which provides an overview of training, career planning, and employee relations issues. The HCED program focuses in more specifically on these topics across a series of courses. 	<ul style="list-style-type: none"> Coastal core course topics include HR management emphasis such as accounting, economics, business law, operations and organization management, management information systems, and strategic management MGMT 308 also contains the words "human capital" but is focused on management where this course focuses on human behavior theories, conflict management, staffing, evaluating, and rewarding people - these are not topics included in the development perspective of HCED Other course topics in the HRM emphasis area appear to have some alignment but examination of the course descriptions reveals major

				<p>differences in focuses on managing employee rights, retaining employees, recruitment/selection/orientation of employees - all these emphases are directly different from HCED course topics</p>
<p>Professional Studies (2 concentrations) Organizational Lead and Management (BPS) Project Management (BPS)</p>	50+	College of Charleston	<ul style="list-style-type: none"> Includes courses in training and development, performance management, project management, and organizational behavior (however these are offered only as electives) Designed for adult learners and degree completion 	<ul style="list-style-type: none"> Offered as Bachelor of Professional Studies not a BS Includes courses in human resource management, accounting, law, economics, healthcare management, and marketing
Human Services – Leadership (BA)	120	Columbia College	<ul style="list-style-type: none"> Prepares students for non-profit or advocacy organizations or human resource services Designed as an Associate's to bachelor's program 	<ul style="list-style-type: none"> Offered as a BA not a BS Prepares students for social work or counseling Strong emphasis on behavioral science and psychology
Human Services	120	Columbia International University	<ul style="list-style-type: none"> Emphasis on identifying and growing human strengths, interpersonal skills, ethics, and diversity in a variety of settings 	<ul style="list-style-type: none"> Strong emphasis on clinical settings, social and psychological dimensions, and human interactions Bible studies core courses
Human Resource Training and Development	120	Limestone University	<ul style="list-style-type: none"> 6 CR emphasis in performance management, and development & training Prepares students for training and training materials development 	<ul style="list-style-type: none"> Course focus in accounting, economics, business law, staffing/labor/compensation/benefits, management, marketing, finance Prepares students to be Human Resource Generalists/Managers
Interdisciplinary Studies – Business Administration (BS)	128-130	North Greenville University	<ul style="list-style-type: none"> Program allows students to combine primary and secondary concentration areas and use courses taken in any 	<ul style="list-style-type: none"> Business Administration degree courses focus in finance, human resource management, finance, and accounting No training, career development, organizational development

Human Resources Management (BS)	122	USC Columbia	<ul style="list-style-type: none"> • One optional course in Talent Management is offered which appears to be a broad overview of the competencies covered in detail in HCED • One optional course in Employee Engagement appears to focus on developing effectiveness of people and groups, the HCED program has several courses which focus on individual and organization performance improvement 	<ul style="list-style-type: none"> • HCED courses and competencies cover systems improvement, learning science and training, workforce and career development • One optional course on Talent Management (recruiting, selection, training) • USC has an internationalization focus of 9 CR - HCED only has 3 international studies hours in the Gen Ed core • Although the occupations appear to be similar and many are in the HR department, the actual job of an HCED graduate will not be in management of people but rather development through training, career development, and organization performance improvement • HCED has a semester focus on application on learning in the capstone and internship/co-op courses • USC course topics include HR management emphasis such as operations, commercial law, management, marketing, finance, economics, and other management topics
Organizational Management	128	Voorhees College	<ul style="list-style-type: none"> • Can be used as a degree completion program • Courses may include adult development, workplace and social problems, strategical planning, and ethics 	<ul style="list-style-type: none"> • Core courses in business including accounting, management/supervision, finance, marketing, and law
Business Administration - Human Resource Management (BS)	120	Winthrop University	<ul style="list-style-type: none"> • MGMT 522 Growing and Developing Talent, a 3CR course, topics are related to performance management and employee development 	<ul style="list-style-type: none"> • MGMT 322 Intro to Talent Management emphasizes behavioral sciences approach to manage HR. HCED is more focused on the educational training and talent development. • Core courses are in HR topics such as business law, finance, business

				information systems, management, marketing, accounting, economics, and econometrics
Human Development and Family Studies – Consumer Studies	120	Winthrop University	<ul style="list-style-type: none"> Courses in career education and human development within an educational context 	<ul style="list-style-type: none"> Courses in communicating/working with families, parenting, human sexuality, nutrition, developmental psychology Specializations in Child and Adolescent Studies, Child and Family Services, Gerontology

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
Dept Chair/Head Professor #1 (F)	<p>Fall 2019 EDL 8850, Policy Investigations, 1 (G) EDL 9910, Doctoral Dissertation Research, 1 (G)</p> <p>Spring 2020 EDL 7450, Resource Mgt for School Ldrs, 3 (G) EDL 9910, Doctoral Dissertation Research, 1 (G)</p> <p>EDHC Courses</p> <ul style="list-style-type: none"> EDHC 3100 - Systems and Organizational Learning Improvement EDHC 4100 - Program Evaluation EDHC 4110 - Improvement Science EDHC 4930 - Applied Research Human Capital Education and Development EDHC 4900 - Directed Research in Human Capital Education and Development 	<p>PhD, Educational Administration. University of Wisconsin, 1983.</p> <p>MS, Educational Administration. University of Wisconsin, 1982.</p> <p>BA, Special Education. University of North Carolina, 1976.</p>	<p>Licensures and Certifications</p> <ul style="list-style-type: none"> Kentucky Professional School Certificate for College Faculty, Kentucky Professional Standards Board. (August 2000 - Present). Wisconsin Elementary Principal (K-8), Wisconsin Department of Public Instruction. (August 1982 - Present). WI Unlimited Life Elementary Teacher (K-8) Learning Disabilities, Wisconsin Department of Public Instruction. (August 1978 - Present). WI Special License Secondary Teacher (7-12) Learning Disabilities, Wisconsin Department of Public Instruction. (August 1976 - Present). WI Unlimited Life Elem (K-8) Secondary (7-12) Teacher Mental Retardation, Wisconsin Department of Public Instruction. (August 1976 - Present). North Carolina Exceptional Children (K-12), North Carolina Department of

			Public Instruction. (June 1976 - Present).
Alumni Professor #2 (F)	<p>Fall 2019 EDL 9910, Doctoral Dissertation Research, 1 (G) EDSA 2990, Creative Inq in Counselor Ed, 1 (UT) EDSA 8040, Theories Student Dev in Hi Ed, 3 (G) EDSA 8440, Student Affairs Internship, 3 (G) EDSA 8441, Student Affairs Internship Lab, 0 (G)</p> <p>Spring 2020 EDL 9910, Doctoral Dissertation Research, 1 (G) EDSA 2990, Creative Inq in Counselor Ed, 1 (UT) EDSA 8060, Student Affairs Issues, 3 (G) EDSA 8090, Higher Ed Administration, 3 (G) EDSA 8340, Student Affairs Practicum, 3 (G) EDSA 8341, Student Affairs Practicum Lab, 0 (G) EDSA 8440, Student Affairs Internship, 3 (G) EDSA 8441, Student Affairs Internship Lab, 0 (G)</p> <p>EDHC Courses</p> <ul style="list-style-type: none"> • EDHC 3100 - Systems and Organizational Learning Improvement • EDHC 4100 - Program Evaluation • EDHC 4110 - Improvement Science • EDHC 4930 - Applied Research Human Capital Education and Development • EDHC 4900 - Directed Research in Human Capital Education and Development 	<p>PhD, Counselor Education, Student Development. Mississippi State University, 1995.</p> <p>MA, Sociology. University of Tennessee, 1983.</p> <p>BA, Sociology and Honors Psychology. University of Tennessee, 1981.</p>	
Associate Professor #1 (F)	<p>Fall 2019 EDL 7100, Org Improv in School Leadership, 3 (G) EDL 9910, Doctoral Dissertation Research, 1 (G)</p> <p>Spring 2020</p>	<p>PhD, Educational Leadership and Policy Analysis. University of Wisconsin, 2010.</p> <p>MEd, Teaching and Curriculum. University</p>	

	<p>EDL 7200, School Personnel Development, 3 (G) EDL 9910, Doctoral Dissertation Research, 1 (G)</p> <p>EDHC Courses</p> <ul style="list-style-type: none"> • EDHC 3100 - Systems and Organizational Learning Improvement • EDHC 4100 - Program Evaluation • EDHC 4110 - Improvement Science • EDHC 4930 - Applied Research Human Capital Education and Development • EDHC 4900 - Directed Research in Human Capital Education and Development 	<p>of Sydney (Australia), 1995.</p> <p>BS, Elementary Education. University of Southern Maine, 1991.</p>	
<p>Assistant Professor #1 (F)</p>	<p>Fall 2019 EDL 9910, Doctoral Dissertation Research, 1 (G) HRD 8600, Instruc Mat Devel, 3 (G)</p> <p>Spring 2020 EDL 9910, Doctoral Dissertation Research, 1 (G) HRD 8490, Eval of T&D/Hrd Prog, 3 (G) HRD 8900, Hpi Instrumentation, 3 (G)</p> <p>EDHC Courses</p> <ul style="list-style-type: none"> • EDHC 3300 - Concepts of Human Capital Education and Development • EDHC 4300 - Human Capital Learning and Analytics • EDHC 4310 - Organizational Learning and Career Development • EDHC 4320 - Workforce and Organizational Development 	<p>EdD, Curriculum and Instruction. University of Florida, 2012.</p> <p>MAT, Business Education. University of South Carolina, 2007.</p> <p>BS, Management. Clemson University, 2003.</p>	

	<ul style="list-style-type: none"> • EDHC 4330 - Contemporary Technological Issues • EDHC 4940 - Capstone Human Capital Education and Development • EDHC 3900 - Seminar in Human Capital Education and Development • EDHC 4910 - Internship Human Capital Education and Development • EDHC 4920 - Co-op Human Capital Education and Development 		
<p>Assistant Professor #2 (F)</p>	<p>Fall 2019 EDL 8550, App Res & Eval in He, 3 (G) EDL 8850, Law & Ethics, 1 (G) EDL 9910, Doctoral Dissertation Research, 1 (G) EDSA 8080, Legal/Ethical Issues in St Aff, 3 (G)</p> <p>Spring 2020 EDL 7650, Assessment Hi Edu, 3 (G) EDL 9860, Internship in Ed Leadership, 3 (G) EDL 9861, Internship Ed Leadership Lab, 0 (G) EDL 9910, Doctoral Dissertation Research, 1 (G) EDSA 8190, Contemporary College Student, 3 (G)</p> <p>EDHC Courses</p> <ul style="list-style-type: none"> • EDHC 3100 - Systems and Organizational Learning Improvement • EDHC 4100 - Program Evaluation • EDHC 4110 - Improvement Science • EDHC 4930 - Applied Research Human Capital 	<p>PhD, Higher Education Leadership. Iowa State University, 2013.</p> <p>MEd, Higher Education Leadership. University of Arkansas, 1996.</p> <p>BS, History. Iowa State University, 1990.</p>	

	<p>Education and Development</p> <ul style="list-style-type: none"> • EDHC 4900 - Directed Research in Human Capital Education and Development 		
<p>Assistant Professor #3 (F)</p>	<p>Fall 2019 EDL 7050, Contemp Iss in School Leadshp, 3 (G) EDL 9910, Doctoral Dissertation Research, 1 (G)</p> <p>Spring 2020 EDF 9790, Qualitative Research in Educ, 3 (G) EDL 9110, Systematic Inq Ed L, 3 (G) EDL 9910, Doctoral Dissertation Research, 1 (G)</p> <p>EDHC Courses</p> <ul style="list-style-type: none"> • EDHC 3100 - Systems and Organizational Learning Improvement • EDHC 4100 - Program Evaluation • EDHC 4110 - Improvement Science • EDHC 4930 - Applied Research Human Capital Education and Development • EDHC 4900 - Directed Research in Human Capital Education and Development 	<p>PhD, Educational Leadership. Pennsylvania State University, 2016.</p> <p>MEd, Elementary Education & Child Studies. Smith College, 2003.</p> <p>BA, Studio Art. Wellesley College, 2000.</p>	<p>Licensures and Certifications Elementary Education (K-6) Professional License, Massachusetts Department of Education. (May 8, 2013 - Present).</p> <p>Art Education, K – 12, Initial License, Massachusetts Department of Education. (December 23, 2003 - Present).</p>
<p>Assistant Professor #4 (F)</p>	<p>Fall 2019 EDL 9910, Doctoral Dissertation Research, 1 (G) EDSA 8100, Advising and Supporting, 3 (G)</p> <p>Spring 2020 EDL 8850, Independent Study-SA, 1 (G) EDL 9910, Doctoral Dissertation Research, 1 (G) EDSA 8110, Social Justice and Inclusion, 3 (G)</p> <p>EDHC Courses</p>	<p>EdD, Education. University of Massachusetts-Amherst, 2014.</p> <p>MS, College Student Counseling and Personnel Services. University of Dayton, 2000.</p> <p>BA, American Studies. University of Dayton, 1996.</p>	

	<ul style="list-style-type: none"> • EDHC 3100 - Systems and Organizational Learning Improvement • EDHC 4100 - Program Evaluation • EDHC 4110 - Improvement Science • EDHC 4930 - Applied Research Human Capital Education and Development • EDHC 4900 - Directed Research in Human Capital Education and Development 		
<p>Assistant Professor #5 (F)</p>	<p>Fall 2019 EDF 9270, Quant Rsrch & Stats for Ed, 4 (G) EDF 9271, Quant Rsrch & Stats for Ed Lab, 0 (G) EDL 9910, Doctoral Dissertation Research, 1 (G)</p> <p>Spring 2020 EDIS 9360, Advanced Program Evaluation, 3 (G) EDL 9910, Doctoral Dissertation Research, 1 (G)</p> <p>EDHC Courses</p> <ul style="list-style-type: none"> • EDHC 3100 - Systems and Organizational Learning Improvement • EDHC 4100 - Program Evaluation • EDHC 4110 - Improvement Science • EDHC 4930 - Applied Research Human Capital Education and Development • EDHC 4900 - Directed Research in Human Capital Education and Development 	<p>PhD, Educational Policy and Evaluation, Research Methods. Arizona State University, 2014.</p> <p>PhD, Educational Policy and Evaluation. Arizona State University, 2014.</p> <p>MEd, Curriculum and Instruction. Concordia University, 2008.</p> <p>MEd, Curriculum and Instruction. Concordia University-Wisconsin, 2008.</p> <p>BA, History and Political Science. University of Wisconsin - Milwaukee, 2004.</p> <p>BA, History and Political Science. University of Wisconsin-Milwaukee, 2004.</p>	<p>Licensures and Certifications Standard Educator Certificate, State of Arizona. (June 2008 - October 2025).</p>
<p>Assistant Professor #6 (F)</p>	<p>Fall 2019 EDL 9910, Doctoral Dissertation Research, 1 (G)</p> <p>Spring 2020 HRD 8800, Research Concepts, 3 (G)</p>	<p>PhD, Organizational Leadership. University of Maryland-Eastern Shore, 2014.</p>	

	<p>EDHC Courses</p> <ul style="list-style-type: none"> • EDHC 3300 - Concepts of Human Capital Education and Development • EDHC 4300 - Human Capital Learning and Analytics • EDHC 4310 - Organizational Learning and Career Development • EDHC 4320 - Workforce and Organizational Development • EDHC 4330 - Contemporary Technological Issues • EDHC 4940 - Capstone Human Capital Education and Development • EDHC 3900 - Seminar in Human Capital Education and Development • EDHC 4910 - Internship Human Capital Education and Development • EDHC 4920 - Co-op Human Capital Education and Development 	<p>MEd, Human Development. Harvard University, 1978.</p> <p>BS, Psychology. Lake Forest College, 1977.</p>	
<p>Assistant Professor #7 (F)</p>	<p>Fall 2019 EDL 9880, Directed Research, 3 (G) EDL 9910, Doctoral Dissertation Research, 1 (G) EDSA 8030, Student Dev Servc in Higher Ed, 3 (G)</p> <p>Spring 2020 EDL 9100, Intro Phd Seminar, 3 (G) EDL 9910, Doctoral Dissertation Research, 1 (G) EDSA 8190, Contemporary College Student, 3 (G)</p> <p>EDHC Courses</p>	<p>PhD, Educational Leadership. Iowa State University, 2011.</p> <p>MS, Student Affairs Administration in Higher Education. Texas A&M University, 2005.</p> <p>BA, Psychology. Texas A&M University-Kingsville, 2003.</p>	

	<ul style="list-style-type: none"> • EDHC 3100 - Systems and Organizational Learning Improvement • EDHC 4100 - Program Evaluation • EDHC 4110 - Improvement Science • EDHC 4930 - Applied Research Human Capital Education and Development • EDHC 4900 - Directed Research in Human Capital Education and Development 		
<p>Assistant Professor #8</p>	<p>Fall 2019 EDF 8710, Cultural Diversity in Education, 3 (G) EDL 9910, Doctoral Dissertation Research, 1 (G)</p> <p>Spring 2020 EDL 7150, Comm Relations for Sch Lead, 3 (G) EDL 9910, Doctoral Dissertation Research, 1 (G)</p> <p>EDHC Courses</p> <ul style="list-style-type: none"> • EDHC 4200 - Design Based Thinking • EDHC 3200 - Learning and Motivation Across the Lifespan • EDHC 3210 Practical Research • EDHC 4220 - Effective Online Learning and Development • EDHC 4210 - Assessment and Learning Analytics 	<p>EdD, Educational Leadership & Cultural Foundations. University of North Carolina-Greensboro, 2014.</p> <p>MA, Teacher Education. University of North Carolina, 2005.</p> <p>BA, Social Studies. University of North Carolina, 1991.</p>	
<p>Assistant Professor #9</p>	<p>Fall 2019 EDF 4800, Digital Media & Learning, 3 (UT) EDF 4801, Digital Media & Learning Lab, 0 (UT) EDF 9940, Directed Research, 1 (G)</p> <p>Spring 2020 EDF 4800, Digital Media & Learning, 3 (UT)</p>	<p>PhD, Educational Psychology. University of Wisconsin, 2017.</p> <p>MS, Educational Psychology. University of Wisconsin, 2012.</p> <p>MA, Mathematics Education. Columbia University, 2008.</p>	

	<p>EDF 4801, Digital Media & Learning Lab, 0 (UT) EDF 9910, Doctoral Dissertation Research, 1 (G)</p> <p>EDHC Courses</p> <ul style="list-style-type: none"> • EDF 4800 - Foundations of Digital Media and Learning • EDF 4801 - Foundations of Digital Media and Learning Laboratory 	<p>BS, Mechanical Engineering. University of Illinois, 2007.</p>	
<p>Senior Lecturer #1(F)</p>	<p>Fall 2019 EDF 4800, Digital Media & Learning, 3 (UT) EDF 4801, Digital Media & Learning Lab, 0 (UT) EDHD 3110, CI- Experiences and Autism, 1 (UT) EDLT 4800, Found in Adolescent Literacy, 3 (UT) HON 4000, Honors Contract - EDF 4800, 0 (UT)</p> <p>Spring 2020 ED 8710, STEAM Transdisc Teaching, 3 (G) ED 8711, STEAM Transdisc Teach Lab, 0 (G) EDF 4800, Digital Media & Learning, 3 (UT) EDF 4801, Digital Media & Learning Lab, 0 (UT) EDHD 3110, CI- Experiences and Autism, 1 (UT)</p> <p>EDHC Courses</p> <ul style="list-style-type: none"> • EDHC 4200 - Design Based Thinking • EDHC 3200 - Learning and Motivation Across the Lifespan • EDHC 3210 Practical Research • EDHC 4220 - Effective Online Learning and Development • EDHC 4210 - Assessment and Learning Analytics 	<p>PhD, Curriculum and Instruction. Clemson University, 2009.</p> <p>MEd, Counseling and Guidance Services. Clemson University, 2000.</p> <p>BS, Environmental Science. College of William and Mary, 1995.</p>	
<p>Clinical Assistant Professor #1 (F)</p>	<p>Fall 2019 HRD 8300, Concepts of H R D, 3 (G)</p>	<p>EdD, Adult Education & Human Resource Development.</p>	

	<p>HRD 8450, Needs Assess Ed/Ind, 3 (G)</p> <p>Spring 2020 EDL 8850, HRD Directed Research, 1 (G) HRD 8250, Organization Development, 3 (G) HRD 8470, Instru System Design, 3 (G)</p> <p>EDHC Courses</p> <ul style="list-style-type: none"> • EDHC 3300 - Concepts of Human Capital Education and Development • EDHC 4300 - Human Capital Learning and Analytics • EDHC 4310 - Organizational Learning and Career Development • EDHC 4320 - Workforce and Organizational Development • EDHC 4330 - Contemporary Technological Issues • EDHC 4940 - Capstone Human Capital Education and Development • EDHC 3900 - Seminar in Human Capital Education and Development • EDHC 4910 - Internship Human Capital Education and Development • EDHC 4920 - Co-op Human Capital Education and Development 	<p>University of Georgia, 2015.</p> <p>MEd, Workforce Development Education. University of Arkansas, 2012.</p> <p>BA, English. Georgia State University, 1995.</p>	
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Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

Total FTE needed to support the proposed program: 4.0

- Faculty: 3.5 FTE teaching

- Administration: 0.5 FTE Program Coordinator

The College of Education faculty across three departments have backgrounds and educational expertise to teach the courses in the HCED curriculum plan of study as indicated in the Faculty table. The course teaching assignments to individual faculty will occur as the program is implemented. The program will require one tenure track full time faculty member Year 1 to support the teaching load, a tenure track faculty will be added year 3, and a full-time lecturer will be needed be added year 4, and the final lecturer, year 5. One full time lecture's time will be divided between teaching (50%) and student advising (50%) for the new HCED program. One tenure track faculty member will teach (50%) and serve as program coordinator (50%). One current tenure track faculty member will be reassigned to the Human Capital Education and Development program in the first year.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

The Clemson University library resources required for the proposed program are already in place; therefore, there is no need for additional library resources. All major journals in our files are available online or through open access. The Clemson University Libraries hold more than 1.8 million items including books, periodicals, electronic resources, digital media collections, government publications and patents, musical recordings, maps and microforms. Over 4,000 print journal titles, 49,000 e-journals, 170,000 e-books, and 480 online databases are available. Cooper Library is linked electronically to the On-line Computer Library Center Inc. and *WorldCat* database providing access to more 71,000 libraries worldwide for interlibrary loan services. PASCAL and Kudzu Consortium provide access to 12 million volumes held by academic libraries in SC and 30 million volumes by 17 SE universities.

Students request journal articles through interlibrary loan and are emailed in 2-3 days. Reference librarians assist students by telephone, text, instant message and in-person consultation 79 hours per week and the College of Education has a dedicated research librarian. In addition to annual expenditures, current Library policy allocates additional funds for the exclusive purchase of materials for newly approved programs, if needed. Prioritizing funds for electronic resources, CU demonstrates a commitment to online educational programs and no new funding is required to support the library and learning resources.

My Library Account: Students enrolled in off campus programs can log in to their My Library Account to search the Clemson Libraries catalog and request the delivery of print books. In addition to print books, Clemson affiliates have access to 458,239 electronic books via individual subscriptions, aggregator databases, and consortial agreements.

Books and Articles not owned by Clemson University Libraries: Students may use the PASCAL Delivers service to borrow books from any college or university in South Carolina. Requests are made through the Clemson University Libraries home page and delivered to a participating Charleston library. Students can borrow up to 25 books for six weeks, with an additional three-week renewal period.

If a book is not owned by the Clemson University Library and is not available via PASCAL Delivers, students may directly request the item from the Reference Librarian. Approved books will be rush ordered/cataloged and sent to the requesting patron, who will be responsible for returning them to Cooper Library (via either mail or return to a PASCAL Delivers library.)

Articles owned by Clemson University Libraries: Students requiring articles from print journals owned by the Library may request a scanned copy via <http://www.clemson.edu/culib/forms/secure/ill/emp/dd-rp.php>. Articles not available from Clemson University Libraries: Students also have free access to interlibrary

loan to request copies of articles from journals not available at Clemson. Students must create an account prior to borrowing via the following website: <http://libguides.clemson.edu/ill>.

Reference Assistance: Students encountering difficulties finding resource materials may contact the Reference Librarian, who will respond to requests often immediately or within 24 hours. Students also have access to the Ask a Librarian service to request immediate assistance via phone/chat /text/ or email during normal Reference Desk hours.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

The College of Education has enhanced the role and staff of its Associate Deans to include specific progress-to-degree data systems and student scheduling support. Given the nature of the focus for this program on non-traditional and distance learners enrolled in a blended delivery program, a Special Faculty Program Coordinator will be responsible for aiding students in navigating institutional requirements, advising students on development of programs of study, manage field study placements (internships and co-ops), and provide other general advising support to students. This Special Faculty Program Coordinator will work in conjunction with the data systems, other faculty in the program, and regional industry partners to deliver personalized and professionalized advising services to the HCED students.

In addition to library and learning resources, several academic and student support services are available to all undergraduate students—including online students—at Clemson University:

- **Clemson Computing and Information Technology (CCIT)** provides a leading-edge integrated information environment integral to learning and research. Students may (but are not limited to) take advantage of services such as Clemson email account, emergency text messages, mobile guidebooks, video conferencing, web development, and data storage. Help services are available via phone, email, or online chat.
- **Student Accessibility Services** –Students may register with Student Accessibility Services to use services such as academic access letters, assistive technology, communication services, test proctoring center and electronic textbooks.
- **Center for Career and Professional Development** – Clemson University is dedicated to engaging students in career development that will empower them to successfully pursue their educational and professional goals. Services provided by the career center include career workshops, resume writing, career development, job search assistance, and networking.
- **Legal Assistance** - All Clemson students are eligible to receive one legal aid voucher per semester. Each voucher entitles the student to one-half hour consultation with a lawyer off campus.
- **Counseling and Psychological Services (CAPS)** - Counseling and Psychological Services (CAPS), the mental health department of Student Health Services, offers a wide array of services along a continuum of intensity for various psychological issues.
- **Undergraduate Student Life** – Operating under the Division of Student Affairs, this is a central body to enhance the overall student life experience.
- **Clemson University Writing Center** – The goal of the writing center is to help all members of the Clemson community become more confident and effective writers.
- **The Harvey and Lucinda Gantt Multicultural Center** - The Harvey and Lucinda Gantt Multicultural Center is committed to creating diverse learning environments that enhance the intercultural competence of our students. The center supports and

advocates for the needs of all students, challenges students to think critically about themselves and their communities, provides engaging experiential learning opportunities and empowers students to be positive change agents.

- **Clemson Online** - Clemson Online staff are here to ensure that all online students have access to the same resources and support that a first-class Clemson education comprises for students enrolled in in-person programs. Clemson University is devoted to ensuring an innovative and substantive educational experience for all students.

Physical Resources/Facilities (*Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.*)

The College of Education's main campus facility encompasses recently renovated space that includes housing department offices, graduate student offices, a technology center, digital media center, technology labs, and classrooms as well as space for research and general use. The existing facilities will be adequate for the proposed program.

Equipment (*Identify new instructional equipment needed for the proposed program.*)

No new instructional equipment is needed. All classrooms have been upgraded to provide enhanced hybrid technology for all courses.

Impact on Existing Programs

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

Yes

No

Our University strategic enrollment management plan envisions 2% per annum (roughly 400 students per year) growth in undergraduate student enrollment over the next few years. This cumulative growth accommodates approximately an order of magnitude larger number of new students than the steady state model enrollment of the program. Accordingly, we do not believe it will significantly affect or constrain enrollment and services in other programs at the University.

Financial Support

Sources of Financing for the Program by Year												
	1st		2nd		3rd		4th		5th		Grand Total	
Category	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Tuition Funding	\$0	\$163,200	\$0	\$588,336	\$0	\$1,038,833	\$	\$1,658,497	\$0	\$2,167,460	\$0	\$5,616,326
Program-Specific Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Special State Appropriation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Reallocation of Existing Funds	\$	\$157,930	\$288,412	\$	\$	\$ 406,698	\$	\$530,300		\$549,058		\$1,932,398
Federal, Grant or Other Funding	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL		\$321,130		\$867,748		\$1,445,531		\$2,188,797		\$2,716,518		\$7,548,724
Estimated Costs Associated with Implementing the Program by Year												
	1st		2nd		3rd		4th		5th		Grand Total	
Category	New	Total	New	Total	New	Total	New	Total	New	Total	New	Total
Program Administration, and Faculty/Staff Salaries		\$152,680		\$283,162		\$401,448		\$525,050		\$543,808		\$1,906,148
Facilities, Equipment, Supplies, & Materials		\$5,250		\$5,250		\$5,250		\$5,250		\$5,250		\$26,250
Library Resources		\$0		\$0		\$0		\$0		\$0		\$0
Other		\$0		\$0		\$0		\$0		\$0		\$0
TOTAL		\$157,930		\$288,412		\$406,698		\$530,300		\$549,058		\$1,932,398
Net Total (Sources of Financing Minus Estimated Costs)		\$163,200		\$588,336		\$1,038,833		\$1,658,497		\$2,167,460		\$5,616,326

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.

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

Revenue Highlights:

- **Tuition:** Tuition revenue is found under Total category: a) undergraduate revenue at Clemson is centrally held and not directly allocated to baccalaureate programs based on enrollment, and b) the current program will not, per se, attract additional net students to Clemson in this budget model. Rather, enrollment will come from a redistribution of total future student enrollment, guided by a University-level strategic enrollment plan and tactical admissions processes, over existing programs and this program. This does not necessarily have a negative impact on other degree programs. While Clemson asks students to declare a major on admission, student freely change between majors at the university. A certain number of students are admitted as “undeclared” as well. Therefore, students may select the HCED program of study rather than undeclared. In 2020, 150 students enrolled who were classified as undeclared majors, and each will need to select a major from those available across the campus. The Office of Institutional Research provided cohort data on graduation of students entering as Freshmen in 2013. Of the 2749 students who graduated within six years, 996 changed majors.
- **Reallocation of Existing Funds:** The proposed program leverages faculty across three academic disciplines in the College of Education: learning sciences, human resource development and system improvement sciences. A combination of extant continuing faculty resources and vacated faculty lines (occurring in three budget years) are being repurposed by the College of Education to support this program, yielding no new net personnel expense. These reallocated resources are entered as revenues as well.

Expense Highlights:

- **Program Administration and Faculty and Staff Salaries:** The reallocated resources, which support human capital expenditures, will be used to support the faculty and staff salaries. As faculty retire or leave, their lines will be reallocated to the new faculty (tenure-track, lecturers) needed to implement this program.
- **Operational Costs:** \$5,250 is budgeted annually to provide supporting promotional materials, marketing, and advertising services.

Evaluation and Assessment

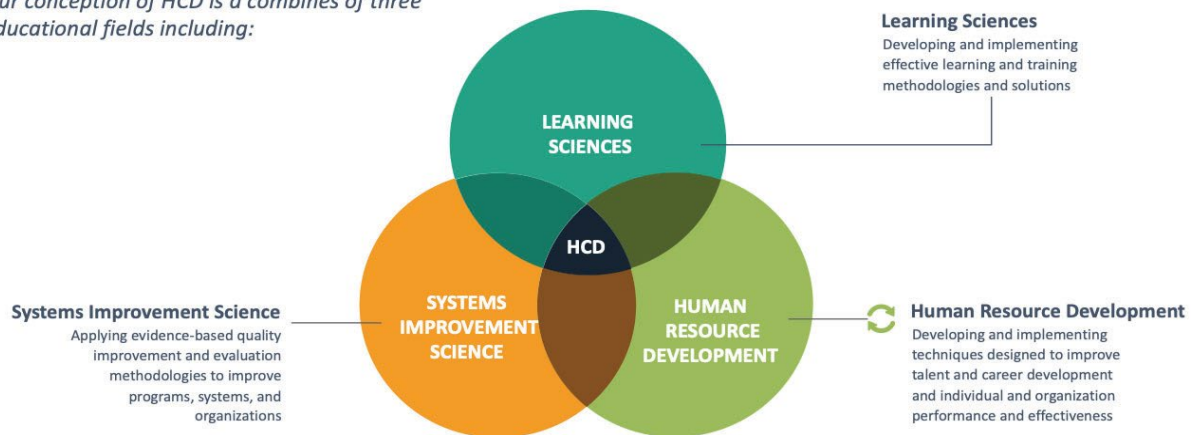
Human Capital Education and Development is an interdisciplinary, comprehensive undergraduate program focused on organizational learning, assessment, and development preparing students for diverse settings across a variety of industries.

This program prepares graduates for careers in education and training; community development, government, and non-profit organizations; core sector-based industry areas of economic development importance in South Carolina; and systems improvement and organization development.



The Human Capital Education and Education curriculum combines the theory and practice of three education fields of study:

Our conception of HCD is a combines of three educational fields including:



Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Facilitate an understanding of the key issues and challenges that modern organizations and their employees face and subsequently, through a variety of assessment techniques identify skill gaps among individuals and across organizational systems that may hinder the attainment of organizational objectives and design robust solutions.	(a) Address contemporary organizational learning and development challenges associated with technology, global awareness, leadership, ethics, strategy, and diversity in the workplace (b) Apply and synthesize knowledge of important terminology, facts, concepts, principles, analytic techniques and theories to explore and understand learning and systems improvement science issues	EDHC 3210 Research proposal and final report plan demonstrating research design knowledge EDHC 4330 Technology related human performance improvement interventional proposal EDHC 3900 Digital portfolio template and capstone proposal
Apply learning theory at the individual, organizational and societal levels, this program enables students to design effective training, change management, and career development programs to meet an organization's or a community's human capital needs.	Apply design-based research methods and design thinking to identify and implement opportunities for change, innovation and improvement across a variety of settings in learning, organization, and career development contexts	<u>Learning Science</u> -EDHC 4200 Design based thinking proposal and presentation -EDHC 4210 Learning Analytics and Assessment course portfolio including group presentation and demonstration in expo/science fair style -EDHC 4220 Online Learning and Development training/education plan integrating learning theory, engagement and personalization techniques, and online tools and resources <u>Systems Improvement Science</u> - EDHC 4100 Evaluation pilot study final report - EDHC 3100 Final Project (report and presentation) applying concepts of Systems and Organizational Improvement <u>Human Resource Development</u> - EDHC 4310 Proposal for learning/training and development intervention aimed to improve career and talent development -EDHC 4320 Workforce and Organization Development plan
Prepare graduates for careers in education and training;	(a) Design, manage, and evaluate programs for training	EDHC 3900 - Professional Items (resume, cover letter, career

<p>community development, government, and non-profit organizations; core sector-based industry areas of economic development importance in South Carolina; and systems improvement and organization development.</p>	<p>and development, performance improvement, individual human development, and organizational effectiveness. (b) Work effectively on cross-disciplinary teams to evaluate, design, develop, assess and implement learning and human development systems</p>	<p>pathway plan), Development of personal board of advisors 9 CR of EDHC 4910 (Internship) and/or EDHC 4920 (Co-op) and/or EDHC 4930 (Applied Research) comprehensive final report EDHC 4940 Capstone – Digital portfolio containing artifacts collected throughout program completion</p>
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Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

The University uses a web-based, cloud-hosted enterprise-level SaaS suite to collect program and student learning outcome data. The system allows the departmental faculty to plan assessment strategies annually and then collect data using departmental rubrics as appropriate to the program to collect individual data that is then summarized and analyzed by faculty. Faculty use the results of the analysis in adjusting the program design, content and/or delivery. For example, the faculty-developed rubrics for capstone courses, research proposal, and projects that allow data to be collected that can be summarized and used for program improvement, and assures that all graduates meet the expected student learning outcomes.

Direct assessment measures in courses include, but are not limited to, projects, portfolios, research papers, simulations, reflection and analysis papers, and so forth. The program is built on three primary fields of study including Learning Sciences, Systems Improvement. Cross cutting concepts that are evident in all courses include research, statistics, quantitative/qualitative reasoning, analytics; ethics and ethical leadership; equity, diversity, and inclusion; and learning and systems improvement.

General and foundational program knowledge will be assessed through:

- EDHC 3210 Research proposal and final report plan demonstrating research design knowledge
- EDHC 4330 Technology related human performance improvement interventional proposal
- EDHC 3900 Digital portfolio template and capstone proposal

As students progress into courses that focus on design-based methods and direct application, their knowledge will be assessed through applied projects in each Human Capital Education & Development field including:

- Learning Science
 - EDHC 4200 Design based thinking proposal and presentation
 - EDHC 4210 Learning Analytics and Assessment course portfolio including group presentation and demonstration in expo/science fair style
 - EDHC 4220 Online Learning and Development training/education plan integrating learning theory, engagement and personalization techniques, and online tools and resources
- Systems Improvement Science
 - EDHC 4100 Evaluation pilot study final report
 - EDHC 3100 Final Project (report and presentation) applying concepts of Systems and Organizational Improvement
- Human Resource Development
 - EDHC 4310 Proposal for learning/training and development intervention aimed to improve career and talent development
 - EDHC 4320 Workforce and Organization Development plan

When students enter their last 12 credit hours of the program, assessment of knowledge will shift to professional preparation and application in real-world environments. Artifacts for measuring student knowledge at this phase include:

- EDHC 3900 - Professional Items (resume, cover letter, career pathway plan), Development of personal board of advisors
- EDHC 4910 (Internship) and/or EDHC 4920 (Co-op) and/or EDHC 4930 (Applied Research) comprehensive final report

The final program requirement will be development and implementation of a culminating capstone project and final program digital portfolio to be completed in EDHC 4940 Capstone. The digital portfolio will include the 12 artifacts bulleted above and any other artifacts relevant to the student.

The following outcomes will be analyzed annually and across time:

- A. All program graduates will report positive self-efficacy ratings across knowledge and skills addressed within the program (e.g. explicit instruction, assessment, curriculum-based measurement, intervention and training program development).
- B. All program graduates will be employed in their field of study within one year of graduation.
- C. Employers will rate program graduate's competency as effective.

Data will be collected annually and will be analyzed to facilitate program improvement. Indirect measures include focus groups, exit interviews, graduation rates, surveys, and preceptor reports and evaluation. Examples of the data plan includes:

- Department tracking of students' incoming credentials (as maintained by the university).
- Department tracking of program graduates.
- End-of-program survey of students' self-efficacy rating related to program components.
- Follow-up survey of program graduates regarding employment positions/locations.
- Follow-up survey of graduates' employers related to graduates' competency.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

Yes

No

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

Yes

No

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

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

Yes

No

References

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Appendix A: Letter of Support, SC Technical College System, Hope E. Rivers, Executive Vice President (attached)



September 30, 2020

Tim Hardee
System President

South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201

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Molly M. Spearman
Ex Officio

Robert M. Hitt III
Ex Officio

I am writing to express my support for the Clemson University College of Education Bachelor of Science in Human Capital Education and Development. Throughout the previous year, I have met with College of Education personnel to advise the College on activities and educational opportunities which align with the needs of South Carolina technical colleges. The Bachelor of Science Human Capital Education and Development proposal submitted by the College of Education will be of great benefit to our efforts to provide more seamless transfer education pathways to South Carolina technical college students.

There are many areas throughout South Carolina that have more limited access to a variety of higher education opportunities, areas that the Clemson College of Education refers to as education deserts. Implementation of this type of degree program would support greater access and more equitable educational advancement for all South Carolinians. Further, since this program is being designed with transfer students in mind, the low residency and online format will allow state technical college students who may be working or have family obligations to remain in their communities while earning a bachelor's degree. Finally, use of a technical college degree as a seamless pathway into the Human Capital Education and Development degree will significantly reduce the amount of money required to earn a high-quality four-year degree. The combination of all these factors will make the opportunity for building new educational opportunities onto an associate degree a viable option for many students throughout the state.

Once approved, we will continue to work with the College of Education to ensure that this new undergraduate degree will link with our technical college programs to support a more seamless transfer for current students. Additionally, we will partner with the College of Education to ensure that technical college students are aware of this new educational pathway. Finally, within the SC Technical College System, we have a pool of students who would like the opportunity to go to Clemson but have a passion for fields such as Mechatronics. A unique program like the B.S. in Human Capital Education and Development provides those students with not only a plan to transfer but also a designed pathway for a student to complete both an associate degree and a degree at Clemson.

Please feel free to contact me if you have additional questions.

Sincerely,

Hope E. Rivers
Executive Vice President
South Carolina Technical College System



South Carolina State Board of Technical and Comprehensive Education

111 Executive Center Drive | Columbia, SC 29210 | (803) 896-5320 | Fax (803) 896-5201 | www.scstechsystem.edu



8 February 2021

South Carolina Commission on Higher Education
1122 Lady Street, Suite 300
Columbia, SC 29201

Dear Commissioners, Commission Staff Members, and CAAL members,

This letter confirms our continuing institutional commitment to the new program proposal for a BS Human Capital Education and Development degree to be reviewed before the Committee on Academic Affairs and Licensing at its 12 February 2021 meeting. After re-examining the proposal in light of uncertainties related to the current COVID19 pandemic, the University still strongly endorses the need for and goals of this proposal.

This continued endorsement is based on four key factors:

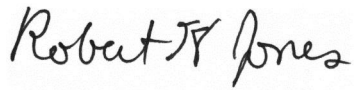
- The growing desire of employers in both the public and private sectors to increase attention to organizational learning, assessment, and personnel development. This growing need is well met by the capabilities within our College of Education centered on learning theory at individual, organization, and societal levels.
- Our analysis of a current 100 degree annual shortfall in South Carolina to meet demand in occupations we believe are seamlessly linked to the program preparation and which we envision our students filling.
- High volume, despite a decline, throughout the pandemic in daily job postings for the occupations we believe are seamlessly linked to the program preparation and which we envision our students filling.
- The attractiveness and conscious design of the program that makes it an excellent post-technical college destination for associates degree students, which makes the program an important addition in a portfolio seeking to attract, retain, and serve well students from a breadth of socioeconomic backgrounds.

Robert H. Jones
Executive Vice President for
Academic Affairs and Provost

Office of the Provost
Clemson University
206 Sikes Hall
Clemson, SC
29634

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provost@clemson.edu

Please let us know if we can answer any additional questions or provide further information about this new program proposal.

A handwritten signature in black ink that reads "Robert H. Jones". The signature is written in a cursive style with a large, prominent "R" and "J".

Robert H. Jones
Executive Vice President for
Academic Affairs and Provost

BS, Human Capital Education and Development, Clemson University

Responses to February 2021 CAAL Questions/Comments

Commissioner 1

Clemson Human Capital Education—I commend the analytical/technical curricula design included in this program. Industry has a need here that general organizational development programs have not historically met.

Response: Thank you.

Commissioner 2

- 1. Proposed implementation states Fall of 2021; yet on page 11, in the implementation graph, it states student enrollment begins in Spring of 22-23 year. Can they clarify?**

Response: The program will appear in the application materials distributed in the fall of 2021 for applications for new freshmen and transfer students applying for Fall of 2022. The timing of CHE approvals did not allow for recruitment and enrollment as we had hoped for the fall of 2021. Though we do hope to begin to advise students about the program and admission requirements once we have the full CHE approval.

Commissioner 3

- 1. Since associate graduates are a primary target, when will you finalize the transfer Tech Sector transfer agreements? If the program is to be offered in fall, will articulation be in effective in a timely manner to allow for recruiting over summer of 2021?**

Response: The program design and admission process does not require that we have transfer agreements in place. At the same time, we are committed to developing transfer agreements so that students are well-informed about the program requirements and to ensure that their technical college course work applies toward this BS degree. We are in communication with the technical colleges and are working toward finalizing agreements.

Student advising is critical for all undergraduate students, but this program will require close attention to the student's goals and point of entry. One lecturer's time has been allocated in the budget to student advising for this reason.

Additionally, the University has a searchable public transfer credit evaluation database so that students, families, advisors know what courses at what institutions are transferable to Clemson, and their transfer equivalency:

<https://www.clemson.edu/admissions/undergraduate-admissions/tcel.html>

<https://transferringcredits.app.clemson.edu/transferequivalency.php>

2. Why do you describe this as a four-year program if approximately half the Ss will be associate grads?

Response: We view different sets of students that are being recruited for the program: 1. New Clemson freshmen, 2. Clemson undergraduate students who are seeking a change of majors; 3. Transfer students; and 4. Graduates and working professionals with technical college degrees (AA, AS).

This degree provides multiple pathways to enable both traditional college freshmen and associate degree graduates to advance their knowledge and skills in an interdisciplinary program using the science of learning, systems theory and human resource development. These inclusive pathways will map to differing admissions and onboarding/advising processes as a matter of practice, but the admissions processes and requirements are in accord with those for other programs.

The description as a four-year program is standard nomenclature for standard baccalaureate programs. Indeed, CHE's own New Program Proposal form uses "Bachelor's Degree: 4 Year" as a choice of Program Designation.

3. You state in data gathering section, "At least one representative r\ from the 14 identified companies. . ." One rep? or one rep from each company?

Response: One person (at a minimum) from each of the 14 companies were invited to participate in this third round of the Delphi study. It was important that all 14 companies were represented since it included nine of Clemson's top undergraduate employers and five additional companies identified through the Continuum (a Lake City, SC regional center for workforce development and training).

4. How will you track (locate) Ss to gather assessment data once they are employed to determine program effectiveness?

Response: The University and College uses Alumni Surveys of graduates and employers to gather data about graduate employment. We begin the data gathering process at graduation when students will complete surveys about their plans following graduation, including their employment and salary, graduate school plans, and other data collected. This is a critical component of all programs across campus, and we continue to assess our methodologies about placement data of graduates. The College of Education has personnel and systems in place for our teacher preparation programs that can be applied to the Human Capital Education and Development program. These resources will allow the program faculty to collect completer satisfaction and employer satisfaction.

5. What is the process by which you will assess the goal that "Employers will rate program graduates' competency as effective" ?

Response: We use employer surveys to gather data about our graduates. Each survey is designed to elicit responses relate to program goals and student learning outcomes.

6. How will you determine which employment choices Ss make ought to be considered appropriate to judge whether individuals are employed in jobs logically connected to their training in the HCED program?

Response: Given the interdisciplinary nature of this program (relying on a wide variety support areas and technical sectors identified on pg. 15 of the original proposal), students will work across a variety of fields and serve in many roles related to education sciences, human resource development, and improvement science. Since we are preparing students for jobs that may not exist today. It is about the knowledge and skills to encourage students to apply learning sciences, systems improvement science, and human resource development across a variety of industries. Surveys ask graduates about their positions and about the skills/knowledge/content required to be successful. Questions may include: Do they feel qualified and able to perform and meet the expectations of the position? What do they recommend (content, experiences) that we add into the curriculum?

Commission 4

I applaud Clemson on this innovative business oriented diverse program. We have viewed education in a monolithic way for too long. This program traverses business & educational sectors to complement them with an educational human resource perspective which enables business to comprehensively address the challenges ahead. A very smart program!

I believe this innovative combination of employability assets will make each graduate an employee in high demand with multi- faceted skills for various areas of the workplace.

Please consider offering any pertinent badges or micro certification awards which will enhance the employability of the graduate. A well thought our proposal. Thank you.

Response: Thank you. Enrolled students have opportunities to focus on additional minors or certificates while enrolled. Advising students is a critical component of all undergraduate programs to ensure that they are aware of the options available to them.