



**SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION**

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November 4, 1999

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**MEMORANDUM**

**To:** Mr. R. Austin Gilbert, Jr., Chairman, and Members,  
Commission on Higher Education

**From:** Ms. Dianne Chinnes, Chairman *DC/gmm*  
Committee on Academic Affairs and Licensing

**Consideration of New Program Proposals**

Attached are the staff analyses and the Committee recommendations for five program proposals submitted for this cycle as listed below:

1. A.H.S., Veterinary Technology, Trident Tech
2. B.A., Women's Studies, USC-Columbia
3. B.S., Special Education/Learning Disabilities, USC-Spartanburg
4. M.S., Graphic Communications, Clemson
5. University Transportation Center, S.C. State

Please do not hesitate to call me or Dr. Morrison should you have questions about the staff analyses or Committee recommendations on the proposed programs.

Attachments

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**Program Proposal**  
**Associate in Health Science**  
**Major in Veterinary Technology**  
**Trident Technical College**

**Summary**

Trident Technical College requests approval to offer a program leading to the Associate in Health Science degree with a major in Veterinary Technology for implementation in Spring 2000.

The proposal was approved by the Area Commission of Trident Technical College on February 16, 1999, and by the State Board for Technical and Comprehensive Education on March 24, 1999. It was received by the Commission on Higher Education on April 12, 1999, and approved by the Advisory Committee on Academic Programs without substantive comment at its meeting on June 10, 1999.

The purpose of the program is to prepare students for entry-level positions as veterinary technicians to supply the burgeoning demand for persons with these skills in the Charleston area. The need for the program has been determined by a survey of local veterinarians conducted by the institution. Some Charleston area veterinarians have been reported by the institution as being so ready for the program that they have been willing to pay tuition for their employees to take advantage of it.

Based upon the institutional survey of employers, it is estimated that in the first three years of the program's operation, 58, 53, and 46 full-time position openings will occur in the Charleston region for the veterinarian technicians trained in this program. In that same three-year period, a total of 88 part-time positions are expected in the College's service region.

Currently, there is only one other program of this type in the Technical College system. That program is located at Tri-County Technical College in Pendleton. The Tri-County program has always been in good standing for degree productivity. Its location on the other side of the State has meant that its students and graduates are from and stay in that part of the State.

The curriculum consists of 76 semester hours of coursework. A total of 18 courses will be new to the curriculum at the institution.

The number of new faculty required for the program will be two: one FTE person who must be a Doctor of Veterinary Medicine (DVM) and, by the third year, one FTE person who will be a certified veterinary technician.

The number of students anticipated in the program is expected to begin at 12 ( 7.2 FTE) in Year 1, rising to 44 (50 FTE) in Year 2, and to 64 (67.6 FTE) in Year 3 and thereafter. Enrollment projections meet CHE productivity standards.

New costs anticipated for the program include faculty salaries and benefits at a total of \$300,550 for three years. New acquisitions for the library's collection of journals, databases, and books necessary for the new program will amount to a total of \$4,658 over three years. Equipment costs for the new program have been estimated by the institution to cost \$67,000 during the first three-year period of the program's operation.

Although the institution's academic program proposal also describes the need for a new laboratory facility and kennel at a total cost of \$200,000, a more recent institutional request (the A-1 Form) contained a revised request for a total of \$710,000 for the same laboratory facility and kennel. On September 2, 1999, the Commission on Higher Education approved the \$710,000 request, provided that the institution's academic program proposal was approved

Shown below are the estimated Mission Resource Requirement (MRR) costs and new costs not funded by the MRR associated with implementation of the proposed program for its first five years. Also shown are the estimated revenues projected under the MRR and the Resource Allocation Plan as well as student tuition.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
1999-2000	\$101,088	\$710,000	<b>\$811,088</b>	\$0	\$9,467	<b>\$9,467</b>
2000-2001	\$702,000	\$0	<b>\$702,000</b>	\$50,390	\$65,166	<b>\$115,556</b>
2001-2002	\$949,104	\$0	<b>\$949,104</b>	\$349,113	\$88,062	<b>\$437,175</b>
2002-2003	\$949,104	\$0	<b>\$949,104</b>	\$472,068	\$88,062	<b>\$560,130</b>
2003-2004	\$949,104	\$0	<b>\$949,104</b>	\$472,068	\$88,062	<b>\$560,130</b>

These data demonstrate that the program will be of significant cost for the institution and the State. The institution has indicated, however, that it is willing to cover any institutional costs which exceed revenues through internal reallocation of funds.

The institution will seek accreditation for the program through the Committee on Veterinary Technician Education and Activities of the American Veterinary Medical Association (AVMA). Accreditation is required for maximizing state support under Performance Funding as well as for assuring credibility of graduates for purposes of employment. At this time no state law or regulation requires either national certification

or state licensure for a person to practice as a veterinary technician in South Carolina. However, the State does provide opportunities for trained veterinary technicians to sit for the national certifying examination of the AVMA for veterinary technicians.

No unique costs or other special state appropriations are required or requested.

**Recommendation**

The Committee recommends that the Commission approve the proposed program leading to the Associate in Health Science degree with a major in Veterinary Technology for implementation in Spring 2000, provided that no "unique cost" or other special State funds be required or requested.

/jb

**Program Proposal**  
**Bachelor of Arts in Women's Studies**  
**University of South Carolina**

**Summary**

USC-Columbia requests approval to offer a program leading to a Bachelor of Arts in Women's Studies to be implemented Fall 1999.

The Board of Trustees approved the proposal on June 23, 1999. This proposal was submitted for Commission review on May 6, 1999. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on June 10, 1999.

The purpose of the program is to "enable undergraduates to focus their energies on Women's Studies with the degree of concentration necessary to pursue the intellectual, personal, and civic opportunities offered by this significant and rapidly growing field of study." The degree will offer students an interdisciplinary program of study that will emphasize understanding the diverse expressions of gender in three general thematic areas: women's health, social activism and public policy, and arts/literature/culture. Students will be exposed to the latest research and writing in these three areas.

The need for the program is based on the increasing enrollments in undergraduate Women's Studies courses which have risen from 762 in 1995-96 to 1,553 in 1998-99. There are presently no undergraduate degree programs in Women's Studies in South Carolina although USC-Columbia offers a Certificate in Women's Studies. The program is also linked to the institution's interest in being invited to join the Association of American Universities (AAU). The proposal notes that of the 62 AAU institutions, 39 offer a B.A. degree in Women's Studies. The proposed program is viewed as a "vital force for the productive intellectual expression of the diversity that is the hallmark of the institution."

The curriculum consists of 120 credit hours of which 53-62 credit hours are in general education, 27 in the major, 12-18 in a cognate or minor (with a possibility of a second major), and 13-28 in electives. The proposed curriculum has been developed after review of Women's Studies curricula leading to the B.A. degree at other major research universities. Students will be required to complete a practicum, community service internship, or research project during the final 45 hours of the degree program. USC proposes four new courses in the major requirements. Additional courses required in the major are already part of the Women's Studies curriculum.

Two categories of faculty will support the proposed program: core faculty whose academic appointment is all or in part in the Women's Studies Program and faculty affiliates (56) from 28 different departments who teach core and cross-listed courses. The core faculty consists of two full-time and three half-time appointments. The University had agreed, prior to the development of the proposed program, to commit to five additional joint appointments over the next four years for a total of eight. The proposal indicates that these new positions are not required to staff the proposed program and are not included in the cost analysis. The number of faculty serving the new program is five headcount (2.6 FTE) for FY 1999-00 which will increase to 10 headcount (5.1 FTE) by FY 2003-04. Qualifications for joint appointments are a Ph.D. or terminal degree in the home discipline with a research and teaching emphasis in gender/women's studies or a Ph.D. in Women's Studies.

Enrollments in the proposed program are estimated to begin at five headcount (1.1 FTE) students in FY 1999-00 and increase to 40 (16.9 FTE) by FY 2003-04. Enrollment projections are based on current enrollments in other small interdisciplinary programs at USC, increased enrollments in Women's Studies courses, and student requests for the major. Students for the program will come from those who would have chosen traditional liberal arts undergraduate degrees and from transfers who are attracted to a Women's Studies degree program. Graduates of Women's Studies programs either pursue employment in health or social services or continue with graduate work in these areas. Enrollment projections meet CHE productivity standards.

The proposed program is not subject to any accreditation or other program certification.

There are no physical plant or equipment needs for the proposed program. The proposal indicates that the Library's holdings are sufficient to support an undergraduate degree program in Women's Studies and that there is no need for additional library resources.

USC indicates that the only new cost for the proposed program will be \$8,000 for resource materials in the first year of the program. The additional joint-appointment faculty are not included in the cost estimates because these faculty appointments were committed outside the need for staffing the degree program.

Shown below are the estimated Mission Resource Requirement (MRR) costs and new costs not funded by the MRR associated with implementation of the proposed program for its first five years. Also shown are the estimated revenues projected under the MRR and the Resource Allocation Plan as well as student tuition.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
1999-00	\$0	\$0	\$0	\$0	\$0	\$0
2000-01	\$12,449	\$0	\$12,449	\$0	\$7,715	\$7,715
2000-02	\$49,064	\$0	\$49,064	\$6,706	\$30,505	\$37,211
2000-03	\$63,710	\$0	\$63,710	\$26,384	\$39,850	\$66,235
2002-04	\$76,892	\$0	\$76,892	\$34,157	\$47,918	\$82,075

These data demonstrate that if the University of South Carolina can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will be able to cover new costs with the revenues it generates by the fourth year of its implementation.

The proposed program will allow undergraduates at USC to obtain a degree that will emphasize the understanding of diverse expressions of gender as they apply to women's health, social activism and public policy, and arts/literature/culture. The rapidly expanding enrollment in Women's Studies courses at the University clearly demonstrates strong student interest in such a degree program.

### **Recommendation**

The Committee recommends that the Commission approve the proposed program leading to a Bachelor of Arts in Women's Studies for implementation in Fall 1999, provided that no "unique cost" or other special State funding be required or requested; and provided further that USC remove from its 2000-01 catalog and any other recruitment or official literature the reference to the Bachelor of Arts in Interdisciplinary Studies (BAIS) under Women's Studies that states: "Students may pursue a major in Women's Studies through the BAIS degree program in the College of Applied Professions and the College of Liberal Arts."

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**Program Proposal**  
**Bachelor of Arts in Special Education/Learning Disabilities**  
**University of South Carolina-Spartanburg**

**Summary**

The University of South Carolina-Spartanburg requests approval to offer a program leading to a Bachelor of Arts in Special Education/Learning Disabilities to be implemented in Fall 2000.

The Board of Trustees approved the proposal on June 23, 1999. This proposal was submitted for Commission review on May 14, 1999. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on June 10, 1999.

The purpose of the program is to prepare teachers to meet the state's certification requirements for teaching students with learning disabilities (LD). Students completing this program will have the skills that will allow them to emphasize appropriate services, curriculum, assessment, and instruction required by students with special needs to facilitate their participation in the K-12 general education curriculum. As more school districts include LD students in regular classrooms, the LD teacher's consultation role is becoming very important. The proposed program will emphasize this role by integrating special education preparation with preparation of the teacher to teach in the regular classroom.

The need for the program is based on several criteria. The South Carolina State Board of Education has designated special education as a critical teaching need area. The South Carolina Center for Teacher Recruitment has identified the need for special education teachers as the area of greatest need in the State. USC-Spartanburg also conducted a needs assessment of eleven Upstate school districts. The results of the survey indicate that the need for special education teachers specializing in learning disabilities is either rated as a general, current need or as a strong critical need for all the school districts surveyed.

The curriculum consists of 120 credit hours. Fifty of these credit hours will be general education requirements, 52 in professional education, 12 hours in the concentration (selected electives at the 300 or above level in Psychology) and six hours in support courses. Practicum experiences will occur in the first semester of the professional program (junior level) and continue through the senior year. Each student will have two seven-week field placements: one placement in a special education resource setting and one in a regular education classroom that includes students with learning disabilities. USC-Spartanburg has developed a partnership with the South

Carolina School for the Deaf and Blind, and all students will have a field placement at this school which will allow them to work with students with multiple disabilities. The S.C. School for the Deaf and Blind also has state-of-the-art assistive technologies for technology training of USC-Spartanburg students. The proposed curriculum is very closely aligned to that recommended by the National Council for the Accreditation of Teacher Education (NCATE) and the Council for Exceptional Children (CEC).

The S.C. Department of Education's Office of Teacher Certification has also reviewed the proposed program and indicates that the program is justified as a need in the State. The Office of Teacher Certification further recommends that USC-Spartanburg pay particular attention to Proviso 1.49 which requires teachers to demonstrate competency in technology.

USC-Spartanburg proposes 12 new courses to support the Special Education/Learning Disabilities degree program. USC-Spartanburg has provided catalog descriptions for the courses to be added and all focus on teaching students with learning disabilities. The S.C. Department of Education had recommended in its evaluation of the program that USC-Spartanburg include specific information on technology in the program proposal. USC-Spartanburg will require that students in the proposed program take a course titled "Resources in Teaching Students with Disabilities." This course will expose students to technology designed to facilitate growth and development of diverse learners and will use the state-of-the-art equipment at the S.C. School for the Deaf and Blind.

The number of existing faculty serving the new program is six headcount plus two new faculty members who will be hired in years one and two, respectively. Faculty support for the program has been designed to meet CEC/NCATE standards. By the second year of the program eight headcount faculty or 6.00 FTE will serve the program. The new faculty will be required to have an earned doctorate in special education, with at least a master's degree in learning disabilities. Significant K-12 special education teaching experience will also be required.

Enrollments in the proposed program are estimated to begin at 20 (20 FTE) students in FY 2000-01 and increase to 30 (30 FTE) by FY 2004-05. Enrollment estimates are based on a survey of students currently enrolled in USC-Spartanburg's education programs. USC-Spartanburg anticipates that students who plan to major in early childhood and elementary education will be attracted to the proposed program because of the excellent job market opportunities. Because of the critical need for special education teachers in the region and the state, employment concerns for graduates are minimal to non-existent. The proposed program does not duplicate a Special Education/Learning Disabilities baccalaureate degree at any of the public institutions. Three private institutions (Converse, Newberry, and Southern Wesleyan) offer bachelor-level degrees in Learning Disabilities and Francis Marion University offers a master's

level degree in the field. Seven public institutions offer generic undergraduate degrees in special education. Enrollment projections meet CHE productivity standards.

The proposed program will be subject to accreditation by NCATE. As part of the NCATE process, USC-Spartanburg will also be required to prepare a folio for review by the Council for Exceptional Children. Once the Commission has approved the program, it will also be submitted to the Professional Review Committee of the State Board of Education for approval as a new area of teacher certification at USC-Spartanburg.

There are no physical plant or equipment needs for the proposed program. Although the library resources meet the standards of the Association of College Research Libraries (ACRL) for the number of holdings supporting education, it appears that USC-Spartanburg will need to add to the holdings for special education. In order to meet this need, the program will require library support of \$5,500 for the first year, \$5,000 for years two and three, and \$3,000 for years four and five. By the fifth year, USC-Spartanburg will re-assess the holdings in terms of support needed.

Total new costs for the program are estimated to range from \$58,800 in year one to \$474,800 in year five. The majority of these costs derive from salaries for the two new faculty members, and modest allocations for supplies and materials, library resources, and travel to clinical settings.

Shown below are the estimated Mission Resource Requirement (MRR) costs and new costs not funded by the MRR associated with implementation of the proposed program for its first five years. Also shown are the estimated revenues projected under the MRR and the Resource Allocation Plan as well as student tuition.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
1999-00	\$140,533	\$0	\$140,533	\$0	\$64,736	\$64,736
2000-01	\$210,800	\$0	\$210,800	\$71,956	\$96,726	\$168,683
2000-02	\$210,800	\$0	\$210,800	\$107,857	\$96,726	\$204,584
2000-03	\$210,800	\$0	\$210,800	\$107,857	\$96,726	\$204,584
2002-04	\$210,800	\$0	\$210,800	\$107,857	\$96,726	\$204,584

These data demonstrate that if the University of South Carolina-Spartanburg can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will come very close to covering new costs with revenues it generates by the third year of its implementation.

In summary, the University of South Carolina-Spartanburg is to be applauded for developing an undergraduate degree program in Special Education/Learning Disabilities, a critical shortage area. This degree program will increase the State's capacity to meet this need, and the specific focus on students with learning disabilities appears to be well suited to the needs of the upstate region. Importantly, the program is designed to assist both special education and regular classroom teachers in supporting special needs students since many students with learning disabilities are mainstreamed into regular classrooms.

### **Recommendation**

The Committee recommends that the Commission approve the proposed program leading to a Bachelor of Arts degree in Special Education/Learning Disabilities for implementation in Fall 2000, provided that no "unique cost" or other special State funding be required or requested.

/jb

**Program Proposal**  
**Master of Science in Graphic Communications**  
**Clemson University**

**Summary**

Clemson University requests approval to offer a program leading to a Master of Science in Graphic Communications degree to be implemented in Fall 1999.

The proposal has received appropriate institutional approval. It was submitted to the Commission on May 15, 1999, and was reviewed without comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on June 10, 1999.

The overall purpose of the program is to prepare graduates who are dedicated, practical, and analytical for printing, publishing, packaging, imaging, and allied industries. Specific objectives for the program include:

- Preparation of graduate students with a well-rounded education;
- Development of a sound knowledge of the creation and production of graphic communications products by all major printing methods.
- Emphasis on the control of graphic communications manufacturing processes for improved productivity and quality by combining current technical and managerial theory with practical hands-on experiences.
- Amplification of research principles through application of self-motivating, self-directed activities for developing future graphic communications personnel.

The need for this program has already been demonstrated. While technically a new program because of its placement and coding, the Master of Science in Graphic Communications program will actually replace a well-subscribed and successful Graphic Communications Specialization within a Master of Industrial Education degree program. The reorganization of the University resulted in the division of the former Industrial Education Department into the Graphic Communications Department in the College of Business and Public Affairs and the Technology and Human Resource Development Department in the College of Health, Education and Human Development. This left a Graphic Communications Specialization within Clemson's Master of Industrial Education degree program in a separate department and college from its faculty, a situation that confused students and made little logistical sense.

Graduates of the current program, which will be terminated upon approval of this new program, commonly receive from two to seven job offers ranging from \$32,000 to \$55,000, with most starting employment within weeks of graduation. The only other

Master of Science in Graphic Communications program in the United States with a significant number of full-time students (approximately 55) is found at Rochester Institute of Technology in Rochester, New York.

The curriculum consists of a minimum 30 to 33 credit hours, depending on whether the student selects a non-thesis or thesis option. Of the required hours, at least 17 must be completed in Graphic Communications courses, seven in Research Methods and Application, and at least six in related support areas. Current plans call for the development of two new courses plus Master's Thesis Research during the next two years.

Clemson's Graphic Communications department currently employs five faculty holding the doctorate and two with all but the dissertation for the doctorate. Eight others have master's degrees. The department also has two adjunct faculty and one visiting professor who are not teaching but are internationally known experts in their specialty fields within the industry. They assist with industrial research and development projects, seminars, symposia, workshops and consulting within the department and industry. Three additional faculty members (3 FTE) will be added during the program's first five years.

Due to the fact that the vast majority of the students in the existing Graphic Communications Specialty are expected to change to the Master of Science in Graphic Communications program as soon as possible, enrollments in the new program are estimated to begin at 35 in FY1999-2000. With the largest baccalaureate program in graphic communications in the United States (400 students), strong student interest, and high demand for graduates, it is anticipated that enrollment will increase to 50 by FY 2003-2004.

At the present time, there is no accreditation agency for graphic communications programs, and graduates are not required to be licensed or certified to practice in the field.

Although the department is searching for additional space to accommodate a doubling of the undergraduate enrollment in the last four years, such additional space needs are not tied to this master's degree proposal. Nor are additional equipment or library resources requested for this proposed program.

Total estimated new costs are expected to range from \$15,000 in the program's first year to \$232,600 in its fifth year. The majority of the costs occur in faculty salaries, ranging from \$15,000 in year one to \$180,000 by year five; graduate assistants, ranging from \$7000 to \$49,000 over the first five years; and modest expenditures for supplies and materials.

Shown below are the estimated Mission Resource Requirement (MRR) costs and new costs not funded by the MRR associated with implementation of the proposed program for its first five years. Also shown are the estimated revenues projected under the MRR and the Resource Allocation Plan as well as student tuition.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
1999-2000	\$135,990	0	\$135,990	\$0	\$57,539	\$57,539
2000-01	\$331,815	0	\$331,815	\$64,767	\$139,984	\$204,751
2000-02	\$620,113	0	\$620,113	\$208,279	\$262,054	\$470,333
2000-03	\$777,860	0	\$777,860	\$296,451	\$328,450	\$624,901
2002-04	\$815,938	0	\$815,938	\$372,275	\$344,449	\$716,724

These data demonstrate that even if the University can meet the projected student enrollments and finance costs as shown in the proposal, the program will not be able to cover new costs with revenues it generates. The proposal therefore projects that other funding (endowment, auxiliary, research, etc.) will be allocated to the program.

In summary, the proposed program would meet the needs of Graphic Communications industries in South Carolina as well as the nation. Employers have indicated that there is a great need for master's level trained professionals in Graphic Communications. The program is well designed and is one of only two such master's degree programs in the United States.

### **Recommendation**

The Committee recommends that the Commission approve the proposed program leading to a Master of Science degree in Graphic Communications for immediate implementation, provided that no "unique cost" or other special State funding be required or requested and providing further that the Graphic Communications specialization within the program leading to the Master of Industrial Education degree be discontinued.

/jb

**Program Approval**  
**University Transportation Center**  
**South Carolina State University**

**Summary**

South Carolina State University requests approval for a new University Transportation Center within its School of Engineering Technology and Sciences. The University will implement the Center immediately upon Commission approval.

The President of S.C. State University approved the Center on May 15, 1999. The Commission's Advisory Committee on Academic Programs unanimously recommended approval of the proposal without substantive comment at its June 10, 1999, meeting.

The purpose of the new Center is to work through various research and technology transfer initiatives to improve transportation services and systems in South Carolina and indeed throughout the nation. In this context, the Center will also focus on enhancing the training of minorities and women for transportation-related employment.

The University Transportation Center is unique in South Carolina in that it is the only unit of its kind in the state to receive designation through the Federal University Transportation Centers Program. The designation comes in the wake of a multi-million dollar Federal grant recently awarded to South Carolina State that will partially fund the Center's operations.

There are no programmatic components to the Center and thus no student enrollment, although several graduate assistantships will be funded through the Center. Also, the Center will work to enhance existing degrees related to transportation at South Carolina State and at other institutions in the state such as Clemson University and USC-Columbia. According to the proposal, S.C. State University hopes to work toward the possible development of joint degree programs with these institutions in the future. The Center will also work with the South Carolina Department of Transportation, the Ports Authority, and the Federal Highway Administration on inter-modal transportation issues.

In terms of funding, S. C. State University will request \$3,600,000 from the state as a "below the line" appropriation to fund the Center over the next five years. The University has received \$600,000 from the State for fiscal year 1999-00 and is requesting \$500,000 for FY 2000-01. S.C. State University will continue to request annual "below-the-line" State appropriations through FY 2003-04. Moreover, the University has already received the first installment of a total of \$3,600,000 in Federal money that will be awarded over the first five years of the Center's operation. Thus, the institution will obtain \$7,200,000 in new funding for the first five years of operation to support the

Center. Specific new costs include \$400,000 in new library resources, the hiring of six new administrative and support staff in year 1, increasing to eight in year 2, and \$600,000 in facilities renovations. All costs for the Center will be financed through new state and Federal funds.

**Recommendation**

The Committee recommends that the Commission approve the proposal to establish the University Transportation Center at South Carolina State University for immediate implementation.

/jb



**SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION**

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November 4, 1999

**MEMORANDUM**

**To:** Mr. R. Austin Gilbert, Jr., Chairman, and Members,  
Commission on Higher Education

**From:** Ms. Dianne Chinnes, Chairman *DC / gmm*  
Committee on Academic Affairs and Licensing

**Consideration of Request to Renew License**  
**Cleveland Institute of Electronics, Inc., Cleveland, Ohio**  
**A.A.S. in Electronics Engineering Technology**

**Summary**

Cleveland Institute of Electronics requests approval of a renewal of its license to offer a program leading to the A.A.S. degree in Electronics Engineering Technology.

The State Department of Education licensed Cleveland Institute of Electronics (CIE) from July 1, 1974, until October 1, 1991, under the authority of Act 405, 1971 S.C. General Assembly, which previously governed out-of-state institutions. The Commission assumed the authority for all licensing activities in the State in October 1991. Although CIE does not teach within the State, it solicits residents of the State through advertising and with in-state agents. Those activities create a physical presence in South Carolina; therefore, CIE must be licensed to operate under the Nonpublic Postsecondary Institution License Act.

CIE has been educating individuals in technical electronics skills through home study methods since 1934. The Accrediting Commission of the National Home Study Council, Washington, DC, accredits the Institute.

The Commission has delegated to the licensing staff licensing approvals and renewals for institutions that offer only diploma and certificate programs. Since CIE offers diploma programs in addition to degree programs, the staff is including information about the diploma programs with this proposal. CIE offers diplomas in Automotive

Electronics, Broadcast Engineering, Computer Programming, Electronic Communications, Electronics Engineering, Electronics Technology with FCC License Preparation, Electronics Technology & Advanced Troubleshooting I & II, Electronics Technology with Digital & Microprocessor Laboratories, Electronics Technology with Laboratory, and Industrial Electronics. The staff has approved renewal of those diploma programs.

Most of CIE's programs, including the A.A.S., contain the same initial 93 lessons that teach basic electronics. The A.A.S. program includes 254 lessons and 397 laboratory experiments. The completion time allowed is a maximum of eight terms of study of six months each; students enroll in a minimum of 12 credit hours each term. Students pay tuition for each term and pay only for as many terms as they need to complete the program requirements. Graduates qualify for jobs as technicians and engineering assistants.

Tuition for the associate degree program is \$1,495 for each six-month term. CIE offers graduates (at no extra charge) preparation to pass the basic electronics portion of the Certified Electronics Technical (CET) Exam, given by the National Electronic Service Dealers Association, Inc. Equipment is included in the tuition for those programs that include labs, except for the PC system required for Computer Programming.

CIE reports the following enrollments of South Carolina residents:

	1994	1995	1996	1997	1998
AAS	68	68	15	9	13
All non-degree	265	129	28	15	37

### **Recommendation**

The Committee recommends that the Commission approve the proposed renewal for five years of Cleveland Institute of Electronics' license to recruit South Carolina residents into a program leading to the A.A.S. in Electronics Engineering Technology.

/jb