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CHE
7/06/2000
Agenda Item 3.02.A



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

1333 MAIN STREET

SUITE 200

COLUMBIA, S.C. 29201

RAYBURN BARTON
Executive Director

July 6, 2000

TELEPHONE
803/737-2260

FAX NUMBER
803/737-2297

MEMORANDUM

To: Mr. Dalton B. Floyd, Jr., Chairman, and Members,
Commission on Higher Education

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

Consideration of New Program Proposal

Attached you will find the staff analysis and proposal for the program leading to the B.A. degree in Information Management and Systems by USC-Spartanburg to be offered on campus at Spartanburg and at the University Center of Greenville.

/jb

Program Proposal
USC-Spartanburg
Bachelor of Arts in Information Management and Systems
at USC-Spartanburg and at University Center of Greenville

Summary

USC-Spartanburg requests permission to offer a program of study leading to the Bachelor of Arts in Information Management and Systems. If approved, this program will begin Fall 2000 at both the Spartanburg campus and at the Greenville University Center.

The proposed program received institutional approval on February 4, 2000. The USC Board of Trustees approved it on February 24, 2000. It was received by the Commission for review on February 15, 2000, and was approved without substantive comment by the Advisory Committee on Academic Programs on April 11, 2000.

The program proposal is one which falls within the defined mission of the institution as a metropolitan university which seeks to serve the community in which it is located with programs of value to that community's needs. The need for the program is said to be high and growing in the Upstate area, in South Carolina, and throughout the United States.

The program permits a student to choose one of several traditional areas within the curriculum (e.g., Teacher Education, Business, etc.) as a "concentration" of 18 semester hours. The concentration, together with the Computer Information and Technology Core (30 semester hours) and electives (7-8 semester hours), are combined with the General Education requirements (49-50 semester hours) for a degree which will require a minimum of 120 semester hours of coursework. Because of the innovative aspects of uniting a concentration in some field of practical application with a computer information and technology core courses, the program is thought to be unique. Therefore, if approved, this program will be the only degree program of its type in South Carolina.

USC-Spartanburg projects a student population for this program of 30 (26.2 FTE) in the first year, rising to 53 (47.2 FTE) in the second year, 75 (65.2 FTE) in the third year, and 100 (81 FTE) in the fourth and fifth years.

According to the proposal the new program will require a total of six new faculty positions. These will be added gradually with 2.5 FTE in the first year; 1.5 FTE in the second year; and 1.0 FTE in each of the third and fourth years. A new support staff person (.5 FTE) will also be added in the first year of the program's operation.

There will be a need for no new facilities in order to accommodate the new program.

Additional costs for the new program will amount to \$2,247,583 within the first five years of the program's operations. These costs will be for faculty salaries (\$1,749,543), clerical support/personnel (\$72,500), supplies and materials (\$69,000), library resources (\$75,000), equipment (\$203,040), and student assistants/peer tutors (\$45,000.)

Shown below are the estimated projections of existing and any new costs associated with implementation of the proposed program for its first five years as compared with the estimated revenues projected under the Mission Resource Requirement and the Resource Allocation Plan.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
1999-00	\$245,599	0	\$245,599	0	\$122,974	\$122,974
2000-01	\$442,453	0	\$442,453	\$95,421	\$221,655	\$317,076
2000-02	\$611,185	0	\$611,185	\$171,839	\$305,850	\$477,689
2000-03	\$759,294	0	\$759,294	\$237,562	\$380,238	\$617,800
2002-04	\$759,294	0	\$759,294	\$294,976	\$380,238	\$675,214

These data demonstrate that if USC-Spartanburg can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will not be able to cover new costs with revenues it generates throughout the first five years of its implementation. Nevertheless, the institution is committed to the program and to providing to the program the operating funds which it needs to be successful through internal reallocation of funds.

In summary, the program is needed, has been supported by USC-Spartanburg, the USC Board of Trustees, and the Advisory Committee on Academic Programs. It will be relatively cost effective, also.

Recommendation

The Committee on Academic Affairs recommends to the Commission that the program of study leading to the Bachelor of Arts degree in Information Management and Systems at USC-Spartanburg be approved for implementation in Fall 2000, provided that no "unique cost" or other special state funds are required or requested.

/jb



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To: Mr. Dalton B. Floyd, Jr., Chairman, and Members,
Commission on Higher Education

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

**Consideration of the Medical University of South Carolina's
Follow-Up Report to CHE Consultants' Evaluation
of Existing Programs in Life Sciences (FY 1997-98)**

Background

At its meeting on October 14, 1998, the Committee on Academic Affairs approved the CHE Consultants' Evaluation of Existing Programs in Life Sciences. The report represented the findings of a team of six external consultants who reviewed during FY 1997-98 52 existing programs in Life Sciences. The consultants visited all twelve senior institutions.

The Commission's purposes in conducting these evaluations are:

- 1) to ensure that postsecondary opportunities of high quality are available to State residents and that the State's resources are used wisely in promotion of that end;
- 2) to improve educational effectiveness and strategic planning at the State level;
- 3) to guide the Commission and the public institutions in making decisions to continue or recommend discontinuation of existing programs and in considering requests for new programs; and

- 4) to assist the Commission and the public institutions in strengthening programs to ensure that public higher education in South Carolina remains vigorous, dynamic, and capable of renewal.

This report provides a summary of the actions taken by the Medical University of South Carolina (MUSC) for its Ph.D. in Experimental Pathology and Laboratory Medicine that was cited in the evaluation report as needing improvement and was granted Provisional rather than Full Approval. The recommendation to grant Provisional Approval for this program was approved by the Commission on November 5, 1998.

The Ph.D. program in Experimental Pathology and Laboratory Medicine was cited for low enrollment and for the need of a permanent department head, despite the fact that this program is considered to be an essential component of all medical schools. MUSC was urged to consider consolidating the Pathology program with Molecular and Cellular Biology and Pathology or with Microbiology and Immunology.

Summary of Institutional Response

MUSC has hired a new department chair for the Department of Pathology and Laboratory Medicine. The new chair has provided the department with a clear definition of the overall research mission, research focus, and objectives for the department. These have been accompanied by a plan of action.

Since the review, the department has added one new research faculty member. In addition, the institution has committed to the department three to five new faculty positions. One or two of the positions will be filled by July 1, 2000. Additional faculty are seen as important for enhancing the research capacity of the program, and thus allowing for the growth of the program in terms of graduate student research.

Enrollments in the program are expected to be at the level of three to four new students each academic year. The department has made the commitment not to admit students who do not have financial support. Other programs at MUSC will admit students without stipends, particularly for the first two years of study. Interest in the program is high with 15 applications to the program in 1999 for three slots. The number of stipends is expected to increase with the increase in faculty conducting externally funded research. The department is updating recruitment materials to be used by the College of Graduate Studies in its recruitment activities. The department also has an undergraduate summer research program that has also served as a recruitment tool.

The CHE consultants recommended that the department consider merging this Ph.D. degree program with the doctoral programs in Molecular and Cellular Biology and Pathobiology or with Microbiology and Immunology. The institution and the department state a number of reasons as to why this would not be feasible. Foremost is that the

program is designed to provide students with a unique educational experience that combines an understanding of human disease, structure, and function in the context of pathogenesis. The program allows students to have both a clinical experience as well as the experiences afforded through the basic sciences. Thus, students gain both clinical and research experiences. The other two programs do not afford such a mixture of experiences. In addition, neither of the other two programs would allow for the core pathology coursework included in the Experimental Pathology and Laboratory Medicine degree program. Faculties from these three departments do not overlap clinically or in the basic sciences and thus incorporating this Ph.D. program into these other departments would negatively impact the only Ph.D. pathology program in the State. The staff concurs that these are valid reasons not to consolidate the programs as suggested.

Recommendation

The Committee on Academic Affairs recommends that the Commission grant full program approval to the program leading to the Ph.D in Experimental Pathology and Laboratory Medicine at the Medical University of South Carolina.

/jb



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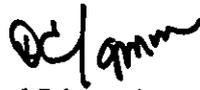
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MEMORANDUM

To: Mr. Dalton B. Floyd, Jr., Chairman, and Members,
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From: Ms. Dianne Chinnes, Chairman, 
Committee on Academic Affairs and Licensing

Consideration of
Guidelines for the S. C. Research Initiative
Competitive Grants Program, FY 2000-01

Summary

Please find attached for your consideration the *Guidelines for the S. C. Research Initiative Competitive Grants (SCRIG) Program* for FY 2000-01. The changes are the result of feedback which was received throughout the year from the institutions to improve the *Guidelines*. In April the Advisory Committee on Academic Programs reviewed the proposed *Guidelines* and provided additional input. At that meeting it was decided to send the revised *Guidelines* to the institutions for further opportunities for input at the institutional level. The revised draft of the *Guidelines* which has resulted from this process of consultation in many respects mirrors last year's *Guidelines* in intent and content. A number of changes, however, have been made to clarify terminology, to remove redundancy of language, and to simplify forms.

As was the case last year, this year's *Guidelines* call for a "90/10" split of available funds, so that the research institutions will receive 90% of all available funds and the comprehensive teaching universities will receive 10%. The funds available to the teaching universities will be distributed on a purely competitive basis.

In the case of the research universities, each one of the three research institutions will receive a percentage of the available funds (i.e., "the 90%") consistent with its

percentage of a two-year rolling average of research grant expenditures for the most recent two-year period in which these figures are available. (For all years beginning with next year, the three research institutions will receive a figure consistent with a three-year rolling average of their total research expenditures. This methodology is consistent with the methodology used in calculating various components of the MRR.)

As with last year's SCRIG appropriation, for the new grant cycle the General Assembly has authorized a total of \$2.5 million for the competitive grants portion of the SCRIG program. After a subtraction of \$40,000 for administrative costs to conduct the review and selection process, there is a grand total of \$2.46 million to be distributed. Of this amount, the three research institutions are eligible for \$2,214,000 and the teaching universities are eligible for \$246,000.

The research institutions' allotment is further subdivided based upon their two-year rolling average figures for research expenditures as follows:

	Two-Year Expenditure Average	Two-Year Percentage	Allocation
Clemson	\$41,538,612	24.3%	\$538,002
USC-Columbia	\$59,746,661	34.9%	\$772,686
MUSC	\$69,874,840	40.8%	\$903,312

Deletions or additions to the *Guidelines* are identified with strikeovers or larger bold type.

Recommendation

The Committee recommends that the Commission approve the revised *Guidelines*.

/jb

DRAFT - 6-21-2000

**SOUTH CAROLINA COMMISSION OF
HIGHER EDUCATION**

S. C. RESEARCH INITIATIVE GRANTS
(SCRIG)

CALL FOR PROPOSALS

ENTRY DEADLINE: MONDAY, SEPTEMBER 25, 2000

5:00 pm

GUIDELINES and APPLICATION

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PURPOSE

The principal purpose of the South Carolina Research Initiative Grants program (SCRIG) is to promote the economic development of the State of South Carolina by providing support for research projects conducted by public colleges and universities in South Carolina. This support is intended 1) to supply initial "seed money" to beginning researchers, and 2) to provide a mechanism for "leveraging" additional external support for research projects. Basic and applied research are both allowable under this program. Collaboration with other South Carolina public institutions of higher education and with business and industry in South Carolina is encouraged.

CHE PROGRAM CONTACTS

Lynn Kelley, Ph. D., Program Coordinator, Division of Academic Affairs and Licensing.
(803) 737-2247, lkelley@che400.state.sc.us

Gail Morrison, Ph. D., Director, Division of Academic Affairs and Licensing.
(803) 737-2243, gmorriso@che400.state.sc.us

ELIGIBILITY REQUIREMENTS

All public four-year institutions of higher education in South Carolina are eligible to submit proposals under the South Carolina Research Initiative Grants program in accordance with the following criteria:

1. The principal investigator and any co-principal investigator(s) submitting South Carolina Research Initiative Grants proposals must be full-time, tenure-track or full-time, permanent research faculty. Consideration will be given to other individuals only under specific, and very special, circumstances.
2. No principal investigator or co-principal investigator shall be funded for the same or similar research project more than once every third year of the SCRIG program. Faculty may submit proposals on different research topics in subsequent years of the SCRIG program.
3. A faculty member who has received competitive grant funds from nationally competitive grant programs sponsored by federal agencies for six of the previous ten consecutive years (as defined by the official grant initiation and termination dates) while employed in South Carolina's public institutions of higher education is ineligible to apply under the SCRIG Program. EPSCoR is considered to be a nationally competitive process for purposes of this grant program. This restriction does not apply, however, to awards received by faculty which are either "flow through" federal funds from state agencies or funds that are awarded only by local or regional competition.

AWARD INFORMATION

- Amount of funds available: approximately \$2.5 million which is to be distributed through a competitive grants process with 90% allocated to research institutions and 10% to comprehensive teaching institutions.
- Anticipated date of awards to be announced: November, 2000 –December, 2000

- Projects will commence January 2001. The award period is for 12 months. Maximum award is \$150,000.
- Awards will average between \$75,000-\$150,000
- For the comprehensive teaching universities, there are no limitations on the number of proposals that can be submitted. For the research institutions, each institution is required to conduct its own internal review and selection process to ensure submission of a package of proposals judged competitive and responsive to the SCRIG program. The requested funding in each research institution's approved package of proposals cannot exceed three times the institution's funding allocation.

SUBMISSION INSTRUCTIONS

- **Letter of Intent:** To be considered for this year's competition for the South Carolina Research Initiative Grants program, a Letter of Intent (along with a list of suggested reviewers) must be received by 5 p.m. Monday, August 21. (Forms attached; see pp. 18-21.) For the research universities, Letters of Intent should only be submitted by P.I.s whose proposals have undergone their institutions' internal review and evaluation process, as verified by the "signature of authorizing individual" on the Letter of Intent form.
- **PROPOSAL DEADLINE:** *Proposals must be received at CHE by 5:00 p.m. on Monday, September 25, 2000*
- **Mail or deliver proposal packages to:** Division of Academic Affairs and Licensing, SC Commission on Higher Education, 1333 Main Street, Suite 200, Columbia, SC 29201.
- ~~There is no limitation on the number of proposals an institution can submit.~~ However, Only one project for a principal investigator or co-principal investigator will be funded in any given year.
- A single project may be funded by only one grant from CHE.
- Proposals must be prepared and submitted on the forms provided in this Request for Proposals. Copies of the forms can be reproduced, but CHE cannot provide additional copies.
- **What to submit:**
 1. Six (6) copies, including the signed original copy, which should be bound with a clip and not stapled; other copies may be stapled in the upper left-hand corner.
 2. All copies of the proposal should be printed only on one side.
 3. Every page of the proposal must be numbered at the bottom center.

4. The font size should be 12 point, double-spaced.
5. One copy of the proposal on 3.5" disk in MS Word must be provided. separated into (1) project summary, and (2) entire proposal.

6. One copy of the proposal should be transmitted electronically as an email attachment to Dr. Scott Little at little@psc.psc.sc.edu

SECTIONS OF THE PROPOSAL

1. Cover Page

The title of the proposed project should be brief, informative and intelligible to a literate reader in the discipline and suitable for use in the public press. In consultation with the Principal Investigator, the Commission may edit the title of a project before making an award.

One copy of the proposal must be signed by the principal investigator, any co- principal investigators, and an official authorized to commit the institution in business and financial affairs. Proposals will not be accepted for review if endorsement signatures are omitted.

2. Economic Development Description (Limited to 1 page)

The principal mandate of the SCRIG program is to promote the economic development of the State of South Carolina by supporting research at public institutions of higher education in the state. To assist the Commission in determining the merit of the proposed project, the principal investigator must provide a description of the anticipated economic development benefits of the project. This description must accompany each copy of the proposal. Proposals not meeting this requirement will be ineligible to compete in the SCRIG program.

3. Table of Contents

Provide a Table of Contents to include the location of each section of the proposal.

4. Project Summary (Limited to 1 page)

The proposal must contain a one-page summary of the proposed activity, suitable for publication. This summary must not be an abstract of the proposal, but rather a self-contained description of the activity that would result if the proposal were funded. The summary must include a statement of objectives, methods to be employed, and the significance of the proposed activity to the advancement of knowledge and economic development in South Carolina.

The summary should be informative to other persons working in the same or related field and be understandable, insofar as possible, to a literate reader in the discipline.

5. Project Description (Limited to 10 pages)

The main body of the proposal should be a detailed statement of the work to be undertaken and must include:

- general plan of work, including the broad design of activities to be undertaken;
- adequate description of methods and procedures;
- objectives for the period of the proposed work and expected significance or contribution to the field;
- relation to longer-term goals of the investigator's project;
- relation to the present state of knowledge in the field including work in progress by the investigator and work in progress elsewhere;
- description of any substantial collaboration with individuals not referred to in the budget should be described and documentation of the collaboration with a letter from the collaborator's organization should be included in the appendix;
- specific contributions the proposed work will make toward extending or developing the knowledge and technology base and toward developing the economy of the state;
- (for science and engineering proposals only) identification of potential advances or new discoveries that are expected as a result of the research;
- brief description of **evidence results** that the research is expected to use in future proposal submissions to continue the work in subsequent years, and/or (2) to demonstrate how the funds will serve as "seed" monies and will give the investigator a competitive edge when submitting major proposals to federal and other sponsors.

6. Bibliography

A bibliography of pertinent literature is required. Citations should be presented according to the standard format used in the discipline of the proposal.

7. Biographical Sketches (Limited to 2 pages)

Vitae of senior personnel (i.e., the Principal Investigator/Project Director, any Co-Principal Investigator[s], Faculty, and Other Senior Associates) and a list of each investigator's publications during the past five years, including those in process of publication, must be provided. The vitae must list only academic essentials.

8. Budget Information

Proposals must include a budget in the format provided. Funds may be requested under any of the categories listed so long as the item and amount are necessary, reasonable, and allocable to the proposed project. Round all dollar figures to the nearest hundred. *Indirect costs are not allowed, but may be identified as an institutional contribution to the project.* Information on budget preparation is provided below. In addition to the budget form, up to two pages of budget justification and explanation may be included.

Salaries and Wages: Requested salaries must be consistent with the institution's regular practices.

- **Senior personnel: Salaries for faculty release time for up to two months of salary are allowable; extra compensation/ supplemental salary is not allowable.** Show amount of time and effort of all senior personnel being paid by the grant.
- **Other personnel:** Includes postdoctoral associates, graduate and undergraduate students, other professionals; in the budget justification section, include an explanation of the role in the project of each person listed. Show amount of time each is being paid by the grant.

Fringe Benefits: Fringe benefit amounts and rates of personnel paid on the grant must be consistent with the institution's regular practice.

Equipment: CHE for purposes of these proposals defines equipment as an item of property that has an acquisition cost of \$5,000 or more and an expected service life of more than one year. Items of needed equipment must be listed individually with description and estimated cost, including tax, and adequately justified. Allowable items will ordinarily be limited to scientific equipment and apparatus that are not already available for the conduct of the work. With the exception of computers and computer-related equipment such as software, general purpose office equipment will normally not be considered eligible for support. **The research institutions are required to provide 30% institutional cost sharing on requested equipment purchases. There is no cost share required for the comprehensive teaching institutions.**

Travel: The type and extent of travel and its relation to the proposed activities must be specified. Funds may be for related travel (such as field work, attendance at meetings, and conferences directly associated with the project), and specialized training. Travel to meetings and/or conferences and travel out of the continental US must be clearly explained and justified as to relevance to the proposed project.

Participant Support Costs: Costs in this category will be unusual, but if appropriate, include costs of transportation, per diem, stipends, and other related costs. Discuss the relevance to the project in the Budget Justification section.

Other Direct Costs: Other costs necessary to carry out the project may include supplies and materials, consultants, subcontracts, service fees, computer costs. For the costs in each line item, provide a clear explanation in relationship to the project. The following line items require additional information:

- **Consultants:** Information on each consultant must include the expertise, organizational affiliation, daily compensation rate, number of days of expected service, and travel expenses. Include in the appendix a letter from the proposed consultant agreeing to the conditions of the work.
- **Subcontracts:** Subcontractors must be identified in the proposal in order to receive the necessary CHE prior approval. Each subcontract must contain a complete budget and scope of work signed by an official authorized to commit the organization. Collaborative work with another institution may be reflected as a subcontract.

9. Facilities and Equipment

Describe briefly the resources that are directly available to the principal investigator and relevant to the proposed project. Identify other facilities that may be used in the performance of the project. This section will assist the reviewers in assessing the adequacy of resources needed to conduct the project.

10. Current and Pending Support

Current project support from any source must be listed showing the project title, the commitment of time of all senior personnel (even if salary is not paid), project dates, annual direct costs, and name of sponsoring organization. Indicate the relationship of each to this SCRIG proposal. Similar information must be provided for any proposals already submitted or planned for the near future.

11. Previous Federal Competitive Grants

On the Federal Competitive Grants form provided, list all federal agency grant awards stemming from national competitive grant programs that the principal investigator(s) has received during the previous ten-year period. (See page 2, Eligibility #3.)

12. Appendices

All information necessary for the review of the proposal should be contained in the sections noted above. Other information, such as the Contractor's commitment letter, may be included in an Appendix, but should not be used to circumvent the page limitations.

13. Recommended Reviewers

Proposals may contain a list of five potential reviewers with national prominence and experience who are experts in the field of research appropriate to the proposal. Potential reviewers may not reside or work in the State. Care must be taken to avoid any possible conflict of interest, e.g., co-publisher in the last five years, dissertation advisor, business or financial partner, and any others with whom the researchers listed in the grant proposal have had a close working relationship. Potential reviewers will be disqualified if they have been contacted by the grant applicants.

Names, complete addresses, telephone numbers, and e-mail addresses of potential reviewers should be provided on a separate page. At the end of that page, applicants may list the name(s) of any individual(s) whom they would prefer not to review their proposal.

CHECKLIST for PROPOSAL SUBMISSION

A complete proposal submitted under the South Carolina Research Initiative Grants (SCRIG) program consists of **six (6) copies** of the following materials in the order below: **When completed, staple this Checklist faced reversed as the last page of the ORIGINAL proposal.**

- _____ Cover Page (with required signatures)
- _____ Eligibility Requirement Sheet (form provided)
- _____ Economic Development Description (1 page)
- _____ Table of Contents
- _____ Project Summary (1 page)
- _____ Project Description (maximum 10 pages)
- _____ Bibliography (will not be counted in the 10 page limitation)
- _____ Biographical Sketches (2 pages per investigator)
- _____ Summary Budget (form provided)
- _____ Current and Pending Support (form provided)
- _____ Appendices
- _____ List of recommended reviewers (form provided)
- _____ (Copy of this Checklist page)
- _____ One 3.5 inch computer disk of the entire proposal

DEADLINE to be received at the CHE offices:

MONDAY, SEPTEMBER 25, 2000 - 5:00 pm

Mail or hand deliver to:

**SOUTH CAROLINA RESEARCH INITIATIVE GRANTS (SCRIG) PROGRAM
SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
DIVISION OF ACADEMIC AFFAIRS AND LICENSING
1333 MAIN STREET, SUIT 200
COLUMBIA, SC 29201**

COVER PAGE

SOUTH CAROLINA RESEARCH INITIATIVE GRANTS PROPOSALS

CHE PROPOSAL NUMBER:
(To be assigned by CHE)

AMOUNT REQUESTED:
(Round to nearest hundred dollars)

SPECIFIC PROJECT FOCUS:

PROJECT START DATE:

PROJECT END DATE:

NAME OF INSTITUTION:

DEPARTMENT:

TITLE OF PROPOSED PROJECT:

PRINCIPAL INVESTIGATOR: (Name and Title)

SIGNATURE

ADDRESS:

E-MAIL ADDRESS:

PHONE:

CO-PRINCIPAL INVESTIGATOR(S):
(Name and Title)

SIGNATURE(S)

1.

2.

3.

4.

5.

AUTHORIZING SIGNATURE(S)
(Name and Title)

SIGNATURE(S)

1.

2.

3.

4.

5.

SUMMARY PROPOSAL BUDGET FOR SCRIG

NAME OF INSTITUTION					
PRINCIPAL INVESTIGATOR/PROJECT DIRECTOR					
A. SENIOR PERSONNEL: PI/PD, Co-PIs, Faculty and Other Senior		Number of Person-months		Funds Requested	Funds Awarded
		CAI	ACAD	SUMR	
1.				\$	\$
2.					
3.					
4.					
5.					
6. () OTHERS (LIST INDIVIDUALLY ON BUDGET EXPLANATION PAGE)					
7. () TOTAL SENIOR PERSONNEL (1-6)					
B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS)					
1. () POSTDOCTORAL ASSOCIATES					
2. () OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.)					
3. () GRADUATE STUDENTS					
4. () UNDERGRADUATE STUDENTS					
5. () SECRETARIAL - CLERICAL (IF CHARGED DIRECTLY)					
6. () OTHER					
TOTAL SALARIES AND WAGES (A + B)					
C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS)					
TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A + B + C)					
D. EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING \$5,000.)					
TOTAL EQUIPMENT (minus 30% cost share if Research Institution)					
E. TRAVEL 1. DOMESTIC (INCL. CANADA, MEXICO AND U.S. POSSESSIONS)					
2. FOREIGN					
F. PARTICIPANT SUPPORT					
1. STIPENDS	\$	_____			
2. TRAVEL	\$	_____			
3. SUBSISTENCE	\$	_____			
4. OTHER	\$	_____			
TOTAL NUMBER OF PARTICIPANTS ()					
TOTAL PARTICIPANT COSTS					
G. OTHER DIRECT COSTS					
1. MATERIALS AND SUPPLIES					
2. PUBLICATION/DOCUMENTATION/DISSEMINATION					
3. CONSULTANT SERVICES					
4. COMPUTER SERVICES					
5. SUBCONTRACTS					
6. OTHER					
TOTAL OTHER DIRECT COSTS					
H. TOTAL DIRECT COSTS (A THROUGH G)				\$	\$
I. CONTRIBUTED INDIRECT COSTS, IF APPLICABLE (RATE X BASE)					
J. TOTAL DIRECT AND INDIRECT COSTS (H + I)				\$	\$

LIST OF SUGGESTED REVIEWERS⁴

(Attach to original proposal only - do not include in reviewers copies)

List the names and addresses of five potential reviewers. Do not contact them or they will be disqualified. These referrals must be experts in your field with national prominence and experience. Only one person per institution/organization will be eligible to serve as a reviewer. Also, those potential reviewers must not reside or work in the State of South Carolina. Avoid any conflict-of-interest. This would include co-publishers in the last five years, your dissertation advisor, a business or financial partner, and others with whom you have had a close working relationship. If you are not sure, contact your research office or the CHE staff for clarification. Please include complete address, telephone numbers, and e-mail addresses if available. If there are any individuals that you prefer not review this proposal, please list them at the end of this sheet.

1) Name: _____

Institution: _____

Address: _____

Phone #: _____

E-Mail: _____

2) Name: _____

Institution: _____

Address: _____

Phone #: _____

E-Mail: _____

3) Name: _____

Institution: _____

Address: _____

Phone #: _____

E-Mail: _____

4) Name: _____

Institution: _____

Address: _____

Phone #: _____

E-Mail: _____

5) Name: _____

Institution: _____

Address: _____

Phone #: _____

E-Mail: _____

Reviewers for this proposal should have expertise in the area(s) of :

Individuals you prefer not review this proposal (please list name and institution):

1.

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3.

4.

5.

GENERAL INFORMATION

- ❖ **Final Project Report:** Within 60 days after the expiration of the grant, the principal investigator is required to submit a brief (1-3 pages) project report. Include a section that shows how the SCRIG program has been used to achieve or contribute to economic development of South Carolina. For projects which used the SCRIG funds to leverage additional support for continuation of the project in subsequent years, associated accomplishments must be discussed briefly. *Additional instructions and report due dates will be issued with the CHE award letter.*
- ❖ **Final Expenditure Report:** The institution is asked to submit to CHE a final expenditure report within 90 days following the end of the project.
- ❖ Any publications that include data obtained with support provided by the SCRIG program must give recognition to CHE.
- ❖ Any inventions, patents, and/or copyrights developed under this program will remain the property of the institution to which the grant has been awarded.
- ❖ It is the responsibility of each investigator and institution to ensure that institutional requirements for the use of humans in research, animals, and/or biohazards in research have been satisfied before activating an award.
- ❖ Funded projects are expected to have been completed within one year of the project's start. However, if additional time is required, a written explanation, signed by the principal investigator and the institution, must be submitted to and approved by CHE prior to the end date. The institution will be informed of CHE's decision.

PROPOSAL SELECTION CRITERIA

Proposals submitted under the SCRIG program will first be reviewed to ensure that eligibility requirements have been met, including the principal mandate of the SCRIG program to promote economic development in South Carolina (See page 2, Purpose).

Using the *Excellent, Very Good, Good, Fair, Poor* rating system of evaluation all proposals meeting the test of eligibility will be next reviewed by a panel of external peer reviewers based on the following criteria:

- ❖ Likelihood that the proposal can be accomplished, based on the qualifications capabilities of the investigators, soundness of the proposed approach, and adequacy and appropriateness of available resources;
- ❖ Merit of the proposal, based on the likelihood that the proposed work will lead to new discoveries, new knowledge, technical transfer or fundamental advances in the field.
- ❖ Relevance of the proposed work to extrinsic goals, including economic development, new or improved technology, solution to societal problems, and enhanced public awareness and appreciation of the field.

These criteria constitute an integral set and will be applied in a balanced way to all SCRIG proposals in accordance with the stated objectives and content of each proposal.

LETTER OF INTENT
COVER SHEET FOR RESEARCH GRANT PROPOSALS
 Commission on Higher Education

CHE PROPOSAL NUMBER:
 (To be assigned by CHE)

AMOUNT REQUESTED:
 (Round to nearest hundred dollars)

SPECIFIC PROJECT FOCUS:

PROJECT START DATE:

PROJECT END DATE:

NAME OF INSTITUTION:

DEPARTMENT:

TITLE OF PROPOSED PROJECT:

PRINCIPAL INVESTIGATOR:
 NAME

TITLE

SIGNATURE

ADDRESS:

E-MAIL ADDRESS:

PHONE:

CO-PRINCIPAL INVESTIGATOR(S)
 NAME

TITLE

SIGNATURE

Signature of Authorizing Individual _____ Title _____

The signature of the authorizing individual is required. This signature indicates that the proposed project has been approved internally as one consistent with the mission and objectives of the institution and congruent with the goal of increased economic development.

N.B.: At the time it is sent to the CHE, a copy of this Letter of Intent must also be sent by each P.I. to the sponsored programs office on his/her institution (e.g., USC, "SPAR"; MUSC, "ORSP"; Clemson, "SPO", etc.)

**LETTER OF INTENT
LIST OF SUGGESTED REVIEWERS**

List the names and addresses of five potential reviewers. Do not contact them or they will be disqualified. These referrals must be experts in your field with national prominence and experience. Only one person per institution/organization will be eligible to serve as a reviewer. Also, those potential reviewers must not reside or work in the State of South Carolina. Avoid any conflict-of-interest. They would include co-publishers in the last five years, your dissertation advisor, a business or financial partner, and others with whom you have had a close working relationship. If you are not sure, contact your research office or the CHE staff for clarification. Please include complete address, telephone numbers, and e-mail addresses if available. If there are any individuals that you prefer not review the proposal, please list them at the end of this sheet.

- 1) Name: _____
Institution: _____
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- 2) Name: _____
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- 3) Name: _____
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- 4) Name: _____
Institution: _____
Address: _____

Phone #: _____
E-Mail: _____

- 5) Name: _____
Institution: _____
Address: _____

Phone #: _____
E-Mail: _____

(Continue on page 21)

**LETTER OF INTENT - LIST OF
SUGGESTED REVIEWERS**

**Reviewers for this proposal should
have expertise in the area(s) of :**

**Individuals you prefer not review this
proposal (please list name and
institution):**

1.

2.

3.

4.

5.



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

1333 MAIN STREET

SUITE 200

COLUMBIA, S.C. 29201

RAYBURN BARTON
Executive Director

July 6, 2000

TELEPHONE
803/737-2260

FAX NUMBER
803/737-2297

MEMORANDUM

To: Mr. Dalton B. Floyd, Jr., Chairman, and Members,
Commission on Higher Education

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

**Consideration of CHE's Consultants' Report
on Existing Academic Programs in
Family and Consumer Sciences, FY 1999-2000**

Introduction

As part of its ongoing review of existing academic programs at public, senior institutions, the Commission contracted with two out-of-state consultants in the field of family and consumer sciences to serve as reviewers of programs in this field at South Carolina State University and Winthrop University. The review (**Attachment I**), conducted by Dr. Penny Ralston, Dean of the College of Human Sciences at Florida State University, and Dr. Dea Baxter, Associate Professor of Dietetics at Georgia State University, included site visits to the two campuses on November 15 and 16, 1999, as well as review of extensive self-study materials provided by the institutions. The consultant team reviewed the following six programs:

South Carolina State University

Bachelor of Science in Family and Consumer Sciences Business

Bachelor of Science in Nutrition and Food Management

Master of Science in Nutritional Sciences

Master of Science in Individual and Family Development

Winthrop University

Bachelor of Science in Human Nutrition

Master of Science in Human Nutrition

For many years, programs in the field that is today called family and consumer sciences bore the umbrella term "home economics." However, as concentrations within the home economics curriculum began to take on specialized disciplinary aspects of their own, academics in the field agreed that a more inclusive name would be appropriate to the emerging, multidisciplinary nature of the field. Subsequent to these discussions, the term "family and consumer sciences" became the recognized descriptor for the field in the mid-1990's.

Consultant Team Findings

Overall, the Commission's consultant team found the programming in family and consumer sciences at South Carolina State and Winthrop to be of high quality. The consultants identified no significant negative findings, although there were two overarching issues that affect, at least potentially, nutrition programming at both institutions: 1) the lack of an accredited dietetic internship experience at South Carolina State and 2) the lack of doctoral programming in South Carolina in the field of human nutrition.

In reference to the lack of a accredited dietetic internship at South Carolina State, the consultants strongly recommend that South Carolina State work collaboratively with Winthrop (which currently offers an accredited dietetic internship) and the South Carolina Department of Health and Environmental Control to find placements for its students in existing internship programs. Furthermore, the consultants point out that completion of an accredited internship such as the one offered by Winthrop could enhance the marketability of South Carolina State graduates while simultaneously enabling Winthrop to enhance the diversity of its student cohort in the internship.

Also, the team points out in its report that the lack of doctoral programming in human nutrition in South Carolina inhibits the ability of the state to provide leadership in this vital field. The consultants note, however, that neither South Carolina State nor Winthrop is enabled by the State of South Carolina to offer doctoral programming (with the exception of the doctor of education degree program in educational administration at South Carolina State). It is important to note here that the team does not endorse the development of a doctorate in any field at Winthrop or at South Carolina State, and in fact leaves the resolution of insufficient doctoral programming in human nutrition open-ended.

Commission Staff Commentary on Team Findings

The Commission staff agrees with the consultant team that nutrition students from South Carolina State need to gain acceptance to and enroll in accredited dietetic internship programs. Moreover, the staff also agrees with the consultant team that South Carolina State and Winthrop, as the only two institutions in the state to offer degree

programs in human nutrition, should collaborate with the South Carolina Department of Health and Environmental Control and the Medical University of South Carolina (the other internship providers in South Carolina aside from Winthrop) to find accredited internship experiences for all eligible students in human nutrition programs at South Carolina State University.

The Commission staff also agrees with the consultant team's concern about the lack of doctoral programming in human nutrition in South Carolina. In a poor state such as South Carolina, where many children and adults suffer from malnutrition, a Ph.D. program in this area could bring focused leadership to addressing widespread nutritional problems. Thus, the Committee suggests that Winthrop and South Carolina State work with the existing doctoral providers in the state, as stipulated by Act 359--Clemson University, the Medical University of South Carolina, and USC-Columbia--to explore the need for and the possibility of making available to South Carolina residents a doctorate in human nutrition. The staff has indicated it would be pleased to facilitate these conversations. One of the institutions in the research sector (i.e., Clemson, MUSC, or USC-Columbia) might be able to offer such a degree but Committee members noted that other options should also be explored such as distance learning, or Academic Common Market programs, or joint programming.

Staff Recommendations to the Commission's Committee on Academic Affairs

The Committee on Academic Affairs recommends that the Commission approve the following suggestions made by the Commission's consultant team on existing programs in family and consumer sciences and recommends to the Commission

1. that South Carolina State University collaborate with Winthrop University, the Medical University of South Carolina, and the South Carolina Department of Health and Environmental Control on finding accredited dietetic internship openings for students enrolled in human nutrition programs at South Carolina State University;
2. that South Carolina State University and Winthrop University collaborate with Clemson University, the Medical University of South Carolina, and/or the University of South Carolina-Columbia to explore the possibility of making available a doctorate in human nutrition to South Carolinians, and
3. that the following programs be awarded full approval status:

South Carolina State University:

BS in Family and Consumer Sciences Business
BS in Nutrition and Food Management
MS in Nutritional Sciences

MS in Individual and Family Development

Winthrop University:
BS in Human Nutrition
MS in Human Nutrition

attachment (1)
/jb

CONSULTANTS' REPORT ON
FAMILY AND CONSUMER SCIENCES

THE SOUTH CAROLINA COMMISSION
ON HIGHER EDUCATION

April 2000

Introduction

During the period November 15 -16, 1999, a team of two consultants visited South Carolina State University (SCSU) and Winthrop University (WU) to review academic programs classified as Family & Consumer Sciences Business, Nutrition & Food Management, Nutritional Sciences, Individual & Family Development and Human Nutrition. Three bachelor level programs and three masters level programs were reviewed. The conclusions for this report were based on broad overviews from the campus visits as well as written reports.

The highly specialized fields associated with family and consumer sciences and, more broadly, the human sciences, are increasingly relevant to society.¹ These fields are generally applied in focus and prepare graduates who, through their practice in business, industry, government and human service organizations, maintain a commitment to individuals, families and communities.

Presently, the only comprehensive program that includes most of the fields associated with family and consumer sciences is the Department of Family and Consumer Sciences at South Carolina State University. Thus, this program has the opportunity to take leadership in the state in preparing professionals for the human sciences professions. At the same time, the Department of Human Nutrition at Winthrop University has a viable nutrition program that can serve the state well and can grow to be the flagship program of its kind in the state. It is within this context of strengthening these programs for the future that the following report is provided.

Consultant Team and Programs Reviewed

The consultant team included the following out-of-state individuals:

Penny A. Ralston, Ph.D., Team Chairperson
Dean and Professor
College of Human Sciences
Florida State University
242 Sandels Building
Tallahassee, FL 32306-1490

Dea Hanson Baxter, Ph.D., R.D., L.D.
Associate Professor and Director
Didactic Program in Dietetics
Department of Nutrition

¹For this report, family and consumer sciences and human sciences are used interchangeably as the name for the field of home economics, which is consistent with national trends.

College of Health and Human Sciences
 Georgia State University
 University Plaza
 Atlanta, GA 30303-3083

Programs reviewed included the following CIP codes and degree levels at the two institutions:

CIP Code	Degree level	Program	Institution
190101	BS	Family & Consumer Sciences Business	SCSU
190501	BS	Nutrition & Food Management	SCSU
	BS	Human Nutrition	WU
	MS	Human Nutrition	WU
190502	MS	Nutritional Sciences	SCSU
190701	MS	Individual & Family Development	SCSU

The National Perspective

Family and consumer sciences began as home economics which emerged during the turn of the 19th century as a part of a larger social reform movement. It was developed by people who believed that scientific knowledge and information could be used to improve the daily lives of individuals and families. The field is interdisciplinary, and includes the study of the interactions of physical, social, economic health and well-being of individual, families and communities. Disciplines associated with family and consumer sciences include the food and nutritional sciences; textile, apparel and retail sciences; and family and child sciences. Students graduating from family and consumer sciences programs gain entry to a variety of professional positions in education, government, health care agencies, and business, among others. Although usually considered as applied sciences, the field also makes contributions to the basic sciences. While the interdisciplinary nature of the field is its uniqueness, in recent years the growth of specializations is an important trend. This growth in specializations has been fostered by trends in society, the generation of new knowledge, and the need for a cadre of knowledgeable and highly skilled professionals.

The evolution from preparing generalists to specialists reflects dynamic changes within the field since its beginning. Home economics programs in higher education began in the late 1800s and early 1900s with a focus on the more practical aspects of family life. Land grant universities adopted home economics curricula, and over time, there were large numbers of men and women majoring in the field. Health and social concerns in the 20th century as well national crises such as the Depression in the 1930s and WW II fostered the need for professionals who could help people with practical problems during times of need. In post-war America, however, the field began to move toward specializations and the name "home economics" no longer seemed appropriate. Higher education units began changing names, and by the mid-1980s there was a growing need to adopt a new name for the profession that would help to re-unify programs. In 1994, the name "family and consumer sciences" was adopted after a series of planning efforts and a national summit. The name has been widely adopted by professional organizations and higher education institutions. Today, the field in

higher education is thriving with large enrollments, well funded research programs, growing diversity in terms of gender and ethnicity, and strong linkages with business, industry and other partners.

The State Perspective

Overview

Our general finding was that South Carolina has two academic departments providing strong programs that support family and consumer sciences, and more broadly, the human sciences. Overall strengths observed included well-prepared faculty, well-developed curricula, high student satisfaction, adequate library resources and facilities, and good administrative support. These programs are concentrated at the bachelor and masters level and in universities that have focused missions.

Undergraduate Programs

In the state, undergraduate programs associated with the human sciences are available in nutrition/dietetics at both SCSU and WU, and in fashion merchandising, child development and multidisciplinary studies through the family and consumer sciences business program at SCSU. Undergraduate programs are not available or are limited in the state in areas such as consumer economics/family financial planning, housing/property management, and apparel design.

Accreditation is certainly one important indicator of program quality for the undergraduate programs reviewed. The Department of Family and Consumer Sciences at SCSU is accredited by the Council for Accreditation of the American Association of Family and Consumer Sciences (AAFCS) which is the comprehensive accrediting body for family and consumer sciences units in institutions of higher education. SCSU also has a Didactic Program in Dietetics (DPD) granted approval status by the Commission on Accreditation of Dietetics Education (CADE) of the American Dietetic Association. At its next scheduled self-study and site visit, the program will be seeking accreditation. All Didactic Programs in Dietetics will eventually become accredited rather than approved. WU has an accredited DPD as well as a CADE accredited Dietetic Internship Program.

Graduate Programs

Both SCSU and WU offer the master of science in nutrition, but neither institution is authorized to offer the Ph.D. Thus, students must leave the state to gain access to the Ph.D. in nutrition. Considering the growth in health professions in general and nutrition professions in particular, this lack of educational opportunity severely limits the growth of this discipline in South Carolina. Similarly, there is a masters program but no doctoral education in individual and family studies.

Needless Duplication

There was no needless duplication observed.

Future Directions

At the undergraduate level, the consultants recommend that the current programs continue and be strengthened. Although there are areas associated with the human sciences that are not available at the undergraduate level, we believe that the best use of resources is to enhance the current programs. In particular, the undergraduate programs in nutrition/dietetics, currently the strongest discipline in the human sciences in the state, should be enhanced, where necessary, to meet the growing need for health professionals in the state and region. Although the consultants did not have access to an employment needs assessment for South Carolina, responses to questions asked of faculty as well as national data suggest that there is a growing need for registered dietitians in the state. According to the U. S. Bureau of Labor Statistics, employment of dietitians is expected to grow with strong needs in the long-term care facilities as well as private practice. In a recent (1999) publication entitled Jobs Rated Almanac by Les Kranz, New York: St. Martin's Griffin, careers in dietetics rank 41 of the 250 jobs rated. Job growth is expected to be higher than average. Strong nutrition/dietetics programs will also provide the foundation for strong graduate programs in nutrition.

Other undergraduate programs that deserve special attention are child development and family and consumer sciences education, both available at SCSU. There is an increasing emphasis at the national level on early childhood development and school readiness, and human sciences units have the opportunity, because of their focus on normal child development, to take leadership on campuses as well as in communities in preparing the next generation of child development specialists. These specialists will have many opportunities for professional roles in the child care industry. SCSU is especially positioned for this leadership role considering the quality of its child development and family studies faculty, the National Association for the Education of Young Children (NAEYC) accredited child care center, and the university's land grant legacy to serve the state's citizenry. Professional positions in public sector such as in hospitals (child life specialists) and government (child policy) as well as in the private sector in business and industry (on-site child care) are areas of emerging growth. In addition, certified teachers in family and consumer sciences programs at the secondary level are in short supply in South Carolina as well as nationally. SCSU has made great strides in growing its family and consumer sciences education program and will need continued support to meet this statewide need.

At the graduate level, the masters program in human nutrition at WU and nutritional sciences at SCSU need to be nurtured to meet the needs of the people of South Carolina. WU's CADE accredited Dietetic Internship Program needs to work closely with SCSU in developing a cooperative relationship so that WU's program reflects the diversity in the state. However, WU's

Internship Program is insufficient to meet the needs in the state and thus it is recommended that SCSU develop an Internship Program in Dietetics that would serve its dietetics students who are often place-bound due to economic or family responsibility reasons. Two strong Internship Programs in Dietetics would greatly improve access and would also increase the number of qualified nutrition professionals in an area of need in the state. The masters program in individual and family studies at SCSU appears to be meeting an important need, especially for working professionals. It is recommended that this program continue at its current level.

As has been mentioned, doctoral level education in disciplines associated with the human sciences are not available in South Carolina. This is a severe limitation in terms of growth in the human sciences in the state and is further complicated by the fact that programs currently exist in two institutions that are not authorized as doctoral degree granting institutions.² Human nutrition in particular is the program that could meet a statewide need for doctoral education because of the need in the state and region for nutrition professionals at the highest levels and the strength of scholarship in nutrition at the respective institutions.

Finally, research in the human sciences is lacking in the state, and as mentioned by the consultants in the previous program review, this is a "missed opportunity." Barriers to full participation of faculty in research are related to heavy teaching responsibilities and a lack of infrastructure including clerical support, seed funding, and faculty mentoring. Considering these limitations, the two institutions have performed more than adequately in generating and disseminating new knowledge, as evidenced by refereed publications and contracts and grants. However, for the human sciences to grow in South Carolina, the faculty at SCSU and WU need to be provided with the appropriate supports so that the research emphasis can grow. This is particularly important because of the need to strengthen undergraduate and graduate students' exposure to research.

Individual Program Assessment:

South Carolina State University

B.S., Food and Nutrition

This concentration has 2.25 FTE faculty and 42 students. Freshman enrollment appears to be down university wide, so it may be a good idea to recruit students seeking a degree from area technical schools and high schools. The majority of the faculty have a terminal degree and are very involved in professional association activities. This concentration has food science laboratories, food preparation lab, and a very nice quantity food production lab. Library resources appear to be

²It is noted that SCSU offers the doctorate in education but with its current designation is prohibited in adding doctoral programs.

adequate, but some journal selections could use updating. The library liaison was very helpful and informed about the nutrition program. Journal selections within the department appear to need some updating as well. Student satisfaction for this program is high, and the student numbers appear appropriate for the faculty. However, the faculty also teach in the graduate program. When the numbers of student are combined, it appears that one additional faculty member would be useful for this major. The coursework was considered rigorous and the students expressed satisfaction with the difficulty of the course material.

Conclusions and Recommendations. The B.S. degree program is currently meeting the needs of its students with the exception of internship placements. The student population appears to desire opportunities either in South Carolina or even within driving distance of Orangeburg. Since Dietetic Internships are only available in certain locations, some partnerships may be necessary in order to facilitate the possibilities of achieving the designation Registered Dietitian (R.D.). By becoming a R.D., the graduate has many more job opportunities available than with just the Bachelor's Degree. The faculty support for students, and its family atmosphere allow students to feel confident and secure in the major. The lab facilities are adequate to teach the course material. A nutrition resource room with audiovisual and other nutrition education materials would assist students with service learning in the community and on campus. Students in this program can increase visibility for the profession through outreach efforts.

Major: Food and Nutrition
Full Approval is recommended

Strengths:

1. Healthy enrollment for number of faculty.
2. Well-prepared faculty with terminal degrees and adjunct faculty with good practitioner experience.
3. Didactic Program in Dietetics approved by Commission on Accreditation of Dietetics Education (CADE) of the American Dietetics Association.
4. Very high student satisfaction.

Issues to Address:

1. The program needs a Dietetic Internship or a relationship with a Dietetic Internship in order to make the students marketable as dietitians. The internship is an important professional experience for students who desire to sit for the Registered Dietitian (R.D.) examination. The R.D. is an essential credential for nutrition professionals. Unless the student receives a placement in an internship, he/she is not eligible to become registered. It is suggested that SCSU explore a partnership with WU and the South Carolina Department of Health and Environmental Control in order to guarantee some spaces in existing internships for students. An alternative would be to develop an internship at SCSU, but additional faculty would be required in order to maximize this opportunity.

2. Additional support staff for this program would greatly reduce the paperwork now required of faculty.
3. Faculty need lighter advisement loads especially with registration as it currently exists
4. An additional faculty member or several adjunct professors would add variety to coursework, and lighten loads of existing faculty who must teach at both the undergraduate and graduate levels. Enrollment numbers could dramatically increase even with the addition of one new faculty.

B.S., Family & Consumer Sciences Business

In this major, students may choose one of three concentrations: Child Development, Fashion Merchandising and Multidisciplinary.

Child Development. This concentration currently has 4.5 FTE of faculty and 111 students. The majority of the faculty associated with this program have the terminal degree and are actively involved in professional activities. The concentration is supported by a child care center that was recently accredited by the National Association for the Education of Young Children (NAEYC). Library resources for this concentration appear to be good. Student satisfaction for this and other undergraduate programs is high. Students garner internships and job placements in the traditional areas associated with child development, including, among others, child care, government, community agency and business settings. Faculty may want to explore emerging professional opportunities in child life and child policy. Further, the department is well-positioned with the number of faculty and the healthy enrollment to take leadership in early childhood development initiatives in the state. The current opportunity of providing training for Head Start personnel is an example of the leadership role.

Fashion Merchandising. Currently, this concentration has 1.0 FTE of faculty and 20 students. A faculty member, who has the terminal degree and a strong background in professional activities and scholarship, was recently hired to provide leadership for this concentration. This will bode well for the program in the future considering the many employment opportunities in the retail field. The enrollment is low but appropriate for the faculty FTE. Library resources for this program were adequate and student satisfaction was high. The faculty member indicated that efforts will be made to increase student professional opportunities with the fashion industry in the state and nation. As demonstrated by comparable fashion merchandising programs in other institutions, a strong relationship with the industry is key to developing internship and job placements. The curriculum still includes several apparel design courses which may not be necessary, considering the focus on preparing students for executive roles in retailing. Facilities used in this program have been renovated to reflect the fashion industry, including classroom layout and equipment.

Multidisciplinary. The Multidisciplinary concentration provides a flexible curriculum for students who desire this kind of program. There is 1.0 faculty FTE devoted to this program and 60 students. Students in this concentration were pleased with the rigor of the curriculum and the individual faculty attention. There is some concern, however, that this program appears to be growing and there is an imbalance in terms of faculty FTE. Also, there are some concerns regarding career opportunities for this number of majors.

Conclusions and Recommendations. The Family and Consumer Sciences Business major has a strong and growing enrollment, well-prepared faculty, good curriculum, good library resources and facilities, and high student satisfaction. The enrollment, for the most part, seems to be in balance with number of faculty, except for the Multidisciplinary concentration where the enrollment is too large in relation to faculty available. In general, students are placed in traditional professional positions associated with child development and fashion merchandising. Some care should be taken to seek out new and emerging placements for students. This was reinforced by the students' desire to have a department career day focused on careers in family and consumer sciences. Child life and child policy internships as well as developing placements in well-known retail corporations locally and nationally may be considered to strengthen professional preparation of students. Faculty associated with this program have strong scholarly backgrounds and are encouraged to continue to pursue contracts and grants and to publish. The following are the specific recommendations for the concentrations in this program.

Major: Family and Consumer Sciences Business
Full approval is recommended.

Concentration: Child Development

Strengths:

1. Strong and growing enrollment.
2. Well-prepared faculty with terminal degrees.
3. NAEYC accredited child care center.
4. High student satisfaction.

Issues to Address:

1. Strengthen professional exposure for students, especially in new and emerging career opportunities.
2. Strengthen faculty participation in scholarly activities, especially support for contract and grant submission and publication.

Concentration: Fashion Merchandising.

Strengths:

1. Well-prepared faculty member with terminal degree recently hired.
2. High student satisfaction.

Issues to Address:

1. Continue to develop internship sites and professional placements with major retail corporations.
2. Strengthen the curriculum by phasing our apparel design courses and including more courses relevant to retailing.
3. Develop relationships with retail corporations that might assist program in continuing to upgrade facilities.
4. Recruit additional students.

Concentration: Multidisciplinary

Strengths:

1. Strong and growing enrollment.
2. High student satisfaction.

Issues to Address:

1. Strengthen professional preparation of students.
2. Increase faculty resources to support this concentration.
3. Analyze student interests and needs to determine a possible focus for the concentration.

M.S., Individual and Family Development

Six faculty contribute to and 31 students are enrolled in this program. All faculty associated with the program hold the terminal degree and three are full professors. Faculty participate in professional activities and it is noted that two faculty members have been involved in sponsored research projects. Student achievements are notable, including nine students who were initiated into Kappa Omicron Nu, an honor society, and 12 students who made professional presentations in conjunction with the department's Human Development Institute, a community/campus learning experience for students. The majority of students complete the problem-in-lieu of thesis versus the

thesis. Student satisfaction for this program is quite high. It appears that many working professionals enroll in this program, and students commented that faculty schedule courses and provide advising at times that are convenient to them. Further, students wholeheartedly support a certificate for Human Development Consultants, which was implemented in Spring 2000 to provide an additional credential for students.

Library resources appear to be adequate to support this graduate program, although many students indicated that they now use on-line resources to gain access to research literature. Facilities to carry out this program also appear to be adequate.

Conclusions and Recommendations. This is a solid graduate program that is adequately staffed and appears to be meeting the needs of students, especially working professionals. The enrollment is strong and, considering the increased attention given to the concerns of children and families, this program is an important one for higher education in South Carolina in general and SCSU in particular. The Human Development Institute as well as the certificate for Human Development Consultants are examples of how the program can develop in creative ways to meet needs in the state as well as enrich the learning experiences of students.

Program: M.S., Individual and Family Development
Full approval is recommended.

Strengths:

1. Faculty who have the terminal degree and who are professionally active.
2. Strong enrollment.
3. High student satisfaction.
4. Innovations such as the Human Development Institute and the certificate for Human Development Consultants.

Issues to Address:

1. Increase faculty participation in scholarly activities, including contract and grant activity and publication.
2. Increase student involvement in the thesis option.
3. Continue to strengthen library resources to support student and faculty research.

M.S., Nutritional Science

This program attracts students who have received the B.S. degree from SCSU as well as dietitians in the Orangeburg area. Currently there are two faculty members with 1 FTE designation for 11 Master's Degree seeking students. The two faculty members also teach in the undergraduate program, and the time must be divided between the two programs. The curriculum offerings appear

well-rounded with options available in either Nutrition Health Care or Food and Nutrition. Both programs require research and data analysis coursework as well as the coursework required in any advanced nutrition program. Students either complete a thesis or a problem in lieu of a thesis. Library resources are adequate, but journal selections could use updating. It appears that students can gain access to any journal needed via Interlibrary Loan. Students are encouraged to apply theory to practice via coursework. These opportunities allow graduate students to familiarize themselves with practice in dietetics (food and nutrition). Software packages for data analysis appear adequate, but updating dietary analysis software is encouraged. The quantity foods production laboratory is very well-equipped and can serve many functions for student experiences.

Conclusions and Recommendations: The Master's Degree in Nutritional Science appears adequate for the current enrollment. However, potential exists for increasing numbers as well as increasing research dollars. If enrollment increases, additional faculty would be necessary in order to adequately prepare students for future roles in nutrition. Research dollars would allow students to participate in research efforts. Applied research is a growing field that should be explored by the faculty. Research grants would enhance recruitment to SCSU.

Concentration: M.S. in Nutritional Sciences
Full approval is recommended

Strengths:

1. Strong and growing program with adequate enrollment.
2. High student satisfaction.

Issues to Address:

1. Recruit more Registered Dietitians into Master's degree, who can then be used as adjunct or per course faculty for undergraduate program.
2. Encourage students to submit thesis or problem papers to professional journals and poster sessions for professional meetings.
3. Encourage full-time options for graduate students.

Additional Observations

The Department of Family and Consumer Sciences has a diverse faculty and student body and, more importantly, there appears to be good working relationships with the common goal of advancing academic programs and student achievement. The faculty also have made efforts to develop articulation with technical colleges and are encouraged to continue these linkages, especially considering the enrollment trends which show a decrease in the overall student body at SCSU at the freshman level.

The Department has made major efforts to develop partnerships, especially through distance

learning activities such as the Head Start continuing education program and through relationships with other institutions such as Clemson and Virginia Tech. The Department is encouraged to continue these partnerships. The linkages with Cooperative Extension are important, especially in providing students and faculty with possible professional experiences and applied research opportunities, and the Department is encouraged to continue and to strengthen these collaborations.

The Department is poised to make major strides because of the strength of its faculty. However, one underlying need for the Department is stronger participation of faculty in scholarly activities which can enhance undergraduate and graduate student involvement in research. Some infrastructure concerns provide barriers to full participation of faculty, including lack of clerical staff support, labor-intensive advising system, lack of access to contract and grant information, faculty mentoring needs, among others. Further, faculty access to 1890 land grant research funding appears to be limited. It is recommended that major strides be made to provide the infrastructure, including staffing, seed funding and mentoring, to strengthen faculty participation in research. This investment of resources should have a high return rate for SCSU, considering that current funding opportunities for research are focused on applied scholarship in areas related to individual, family and community well-being. Food safety, nutrition education across the lifespan for low income populations and early childhood development/school readiness are examples of national initiatives that are being supported by federal funding. SCSU can be in the forefront of this funding if proper and timely investments in faculty are made.

Individual Program Assessment:

Winthrop University

B.S., Human Nutrition

The Bachelor's Degree in Human Nutrition has received accreditation by the Commission on Accreditation of Dietetics Education(CADE) of the American Dietetic Association (ADA). This didactic program in dietetics prepares students to complete a Dietetic Internship for the required practice-based experiences. In order to become eligible for registration, a student must complete both the didactic program and a Dietetic Internship. WU has both programs in place. The human nutrition major has an enrollment of 73 students, and it is the largest program in South Carolina. Faculty members teach in both the undergraduate human nutrition major and the Master's Program, and a few faculty work with the students in the dietetic internship. The faculty numbers appear adequate to meet the needs of students, especially with the addition of a new faculty member this past fall. Faculty are teaching in their discipline. Full-time faculty hold the terminal degree and are well published in the nutrition field. Research funding has supported many research projects in the past, but some of this funding is not currently available. The enrollment in the human nutrition major is excellent and a large number of students are accommodated with the undergraduate program serving as a feeder program for the dietetic internship, which accepts 25 students each January. The

facilities that house the program and laboratories are state of the art. The new Life Sciences Building has tremendous accessibility for classroom teaching, research efforts, faculty offices, and resource areas for students. The program has great potential for growth and for attracting high quality faculty. The library resources to support the program are adequate with good accessibility and good services.

Students can request the services of interlibrary loan and use the Internet for literature searches. The student satisfaction is very high and there was particular praise for the faculty involvement and quality of course offerings. Overlapping classes and some minor scheduling problems were mentioned by a few students. The faculty credentials are quite commendable considering there are no Ph.D. programs in human nutrition in the state. Faculty are well published and well rounded with terminal degrees from a variety of institutions. The faculty are also professionally visible in the dietetic association and other nutrition related organizations. The coursework in the undergraduate program appears to be academically challenging. Human nutrition is one of the first four programs in the United States to receive full-accreditation for the didactic program. All programs will be required to receive accreditation, but WU elected to pursue accreditation rather than re-approval for 10 years. The student body in human nutrition is composed of traditional as well as non-traditional students. WU receives transfers from the technical colleges as well. Clinical sites for student service learning are readily available in the Charlotte, North Carolina area.

Conclusions and Recommendations. Human nutrition at WU is a successful and viable program with a strong enrollment. The students are well-prepared for entry into a Dietetic Internship. The minority enrollment in the human nutrition major at WU is not as high as the minority enrollment in the university itself. The program should plan for recruitment and retention of minority students in human nutrition as well as a partnership agreement with SCSU for internship placements. This collaboration will serve to strengthen both programs as they prepare future practitioners. The undergraduate option is a great feeder program for the Dietetic Internship as well as for the Master's program. Students are very supportive and satisfied with the program. The faculty are excellent professors and role models, and they have a high level of commitment and involvement with the students.

Program: B.S. in Nutritional Science
Full approval is recommended

Strengths:

1. High quality program that attracts students.
2. Student satisfaction with overall program is high.
3. High quality research and teaching faculty.
4. Academically challenging coursework.
5. State of the art facilities.

Issues to address:

1. Plan minority recruitment within the existing student body and outside as well.
2. Pursue the minor in science with the addition of additional credits.
3. Pursue involvement of undergraduates in data collection and research.

M.S., Human Nutrition

The Master's program is composed of students pursuing the master's degree as well as students who are enrolled in the Dietetic Internship and who may pursue the completion of the master's after the six-months Dietetic Internship. There are 33-45 students and four FTE faculty involved in the program. There are twenty-five dietetic interns enrolled in the University's accredited Dietetic Internship program. The Master's students represented a broad base of undergraduate programs. Many of the students are awaiting appointments into the Dietetic Internship in order to become eligible for registration. The Master's program offers a sound curriculum in nutrition science and research methodologies. The enrollment trends are very good with the undergraduate program as well as the Dietetic Internship furnishing prospective students. The broader Charlotte area is a large base for student recruitment. The library resources and ancillary services appear adequate to meet the needs of the graduate program. A few students voiced some concerns about the library hours and availability of resources, however. The graduate students credit the program director as responsible for their choosing WU. The director is perceived as an outstanding student focused faculty member, who is highly motivated and accommodating. In general, it appeared that faculty and students had strong and positive relationships. The facilities are outstanding for research in both the lab sciences and applied nutrition sciences. The department received a special allocation for equipment for the new faculty member, and this applied nutrition focus in exercise and nutrition should attract a new cadre of students. With the availability of land grant funding from Clemson University now limited, the faculty must seek new opportunities for research funding. The faculty for the Master's program are highly credentialed with the terminal degree and are well regarded researchers. The students are actively involved in research efforts.

Conclusions and Recommendations. The Master's program in Nutritional Science is a sound program that offers graduate education to highly qualified and motivated students. The program serves as either a bridge for the Dietetic Internship or as a potential recruitment tool for dietetic interns interested in continuing in a degree seeking program. The program's facilities and faculty are excellent with available resources, laboratory space and classrooms. The graduate students have many opportunities to interact with peers, professors, and professional associations. Students have great potential to enhance research efforts in the program, but faculty need to develop new funding sources. The program is an attractive option for many interested students, and it attracts students from many programs in the United States. The minority enrollment in the graduate program is low, and potential exists via the Dietetic Internship in partnership with SCSU to increase the number of minority students.

Program: M.S. in Nutritional Science
Full approval is recommended

Strengths:

1. Strong faculty with terminal degrees and publication history.
2. High student satisfaction.
3. State of the art facilities for research, teaching, and public service.

Issues to Address:

1. Recruit more minority students into the MS program via the Dietetic Internship and partnership with SCSU.
2. Encourage students to submit thesis papers to professional journals to increase visibility of program.
3. Seek extramural funding for research interests.

Additional Observations

Winthrop University is positioned to take a leadership role in human nutrition, especially at the graduate level due to the number of faculty, the strong enrollments at both the undergraduate and graduate levels, and the opportunities to grow in research. With a greater attention to research, the human nutrition program at WU should continue to flourish.



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

1333 MAIN STREET

SUITE 200

COLUMBIA, S.C. 29201

RAYBURN BARTON
Executive Director

July 6, 2000

TELEPHONE
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FAX NUMBER
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MEMORANDUM

To: Mr. Dalton B. Floyd, Jr., Chairman, and Members,
Commission on Higher Education

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

**Consideration of Annual Report on Compliance with the
English Fluency Act in Higher Education FY 1999-2000**

Background

In 1991 the General Assembly passed the English Fluency in Higher Education Act. This Act required each public higher education institution to submit an annual report to the Commission, based upon a compliance plan that each institution had been required to develop. Under the law, the Commission was given the responsibility of developing and implementing policies and procedures consistent with the General Assembly's intent to ensure that faculty members at the public institutions in the State can communicate effectively even when English is not their first language.

In the language of the Act in Section (C)(2) each institution was required to submit as part of its compliance plan an assurance that there exists an adequate procedure for students to report grievances concerning the inability of instructors to be understood in their spoken or written English. In Section (D)(2), the Act further requires that each institution must report annually the number of grievances filed by students under the provisions of (C)(2) and the disposition of those grievances.

On November 3, 1994, the Commission on Higher Education required that each institution of public higher education in South Carolina publish a clear, complete summary of the institution's policy on English Fluency in Higher Education either in the Catalog and the Student Handbook at institutions with both publications or in the Academic Section and the Student Section at institutions with a unified publication.

At its meeting on November 2, 1995, the Commission further required that all institutions must demonstrate for the current reporting year (i.e., in this case, the period beginning July 1, 1999, and ending with the conclusion of the Spring Semester 2000) that they are fully in compliance with the requirements regarding publication of the law's provisions in the Catalog and Student Handbook.

Discussion

All institutions of public higher education had issued their reports to the Commission on Higher Education by June 2, 2000, for the recently completed academic year of 1999-2000. Thirty-two of our institutions are fully in compliance with the publication of information about the administration of the law. An oversight at the Medical University has resulted in incomplete information in their publications about the law. However, the Medical University has informed CHE staff that this oversight has been corrected for the new academic catalog and student manual, scheduled for publication in August 2000.

Since the passage of the English Fluency Act in Higher Education by the General Assembly in 1991, the Commission has issued nine annual reports (including the current one) to the chairmen of the committees in the House and Senate with jurisdiction in educational matters. In all the previous eight reports a total of five student complaints had been received. In the current year's reports from the institutions, one student grievance was reported at one of the thirty-three public institutions. This grievance occurred at one of the technical colleges; the faculty member was deemed proficient by the committee. This action of the committee ended the grievance procedure.

Given the minimal use of the law by the students, it appears that the public institutions have been highly accountable in the hiring and retention of faculty who are fluent in both written and oral English and who are able, therefore, to communicate well with their students for instructional and advising purposes. Students appear to be highly satisfied in all public institutions with the level of communication they are receiving from instructors whose first language is not English.

From the information supplied by the institutions during this academic year, faculty members whose first language is not English are apparently meeting the expectations of the General Assembly for their ability to communicate effectively with students.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve this report and transmit it to the appropriate committee chairpersons of the General Assembly.

/jb



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MEMORANDUM

To: Mr. Dalton B. Floyd, Jr., Chairman, and Members,
Commission on Higher Education

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

Consideration of New Center of Excellence Award for FY 2000-01

Background

Requests for Proposals for Centers of Excellence for the 2000-01 project year were issued to all eligible public and private institutions in October 1998. Four proposals were received for consideration:

- ◆ **The Citadel: The Center of Excellence for Improving Student Learning Outcomes in Secondary Schools**
- ◆ **South Carolina State University: Center of Excellence for Multicultural Education**
- ◆ **University of South Carolina-Columbia: Center of Excellence in Writing and Technology**
- ◆ **Winthrop University: Center of Excellence in Early Childhood Professional Development**

A Review Panel consisting of one out-of-state consultant, the Associate Director of Education at Clemson University, a representative from Lexington School District Two, a representative from Bell South, and staff from the Department of Education and the Commission on Higher Education was appointed to review the proposals and to make recommendations. The Panel was chaired by Dr. David Kinman, the Assistant Dean of Education at Indiana University and Acting Executive Director of the Indiana

Professional Standards Board. The report of the Review Panel is attached (**Attachment 1**). Abstracts for all four proposed Centers are also attached (**Attachment 2**).

Discussion

The Review Panel met on May 12, 2000, to conduct hour-long interviews with representatives from each institution and discuss the merits of each proposed center. The panel's recommendation is to decline the proposed centers from The Citadel, S.C. State University, and the University of South Carolina. The panel members conducted a lengthy discussion about the proposals and concluded that the proposed center from Winthrop University should be funded because of its immediate importance in addressing education needs in the State. The Center has been created in conjunction with the University of South Carolina's Institute for Families in Society.

The Review Panel recommends, by unanimous decision, that the proposed Center of Excellence in Early Childhood Education at Winthrop University be awarded funding for FY 2000-01. The panel's final report indicates that the choice was strongly influenced by the high need and widespread State support of other activities, including First Steps, concerned with enhancing the readiness of young children for school. The panel was impressed with the strong interagency collaboration component included in the proposal and the accompanying likelihood of success of the project. Winthrop University demonstrated strong institutional support for the proposed Center. There was a strong plan for the pooling of resources and leveraging of additional resources to ensure success of the Center. Pre-service programs in Early Childhood Education will be strengthened at both four year and two year institutions through the work of the proposed Center.

However, the panel did raise concerns that it recommends to be resolved prior to the awarding of the grant. The panel further recommends that funding be based upon a timely resolution of these issues to the satisfaction of the staff of the Commission on Higher Education. The issues that need to be addressed include:

- a description of how the Center will coordinate its activities with adult education and family literacy.
- the development of a policy and advocacy plan for changing licensure regarding Early Childhood Education in the State.
- a more detailed description of the articulation plan for working with both two and four year preparation programs beyond those noted in the proposal and detailed plan for inclusion of other two and four year institutions.
- the development of an evaluation plan which details assurance that long-term impact will occur and which is based upon each objective of the program and focused on the concept of value added by the project.
- a description of how the Center will focus on state-wide concerns as well as local concerns with the delivery of early childhood services.

- demonstration on how current childcare providers and parents will be included in Center activities.

The General Assembly did not approve our requested appropriation increase so the full amount of requested funding is not available. The staff requests that it be given authority to negotiate the actual final grant award with Winthrop University. This shortfall has occurred during previous award years and has been reconciled during the second year of funding, i.e., the amount of shortfall in year one is added to the year two budget so that the Center receives the full amount requested over the four years of the award.

Recommendation

The Committee 1) recommends that the Commission accept the Review Panel's recommendation and award the grant to Winthrop University to establish the Center of Excellence in Early Childhood Education and 2) authorize the staff to negotiate the final award with Winthrop.

Attachment:

Center Proposal Abstracts

Center of Excellence Review Panel Report

/jb

cc: Center of Excellence Review Panel

REPORT OF THE REVIEW PANEL
for the
CENTERS OF EXCELLENCE AWARD
FY 2000 - 2001

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

1333 Main Street, Suite 200
Columbia, SC 29201

REVIEW PANEL MEMBERS

Dr. Nancy Dunlap

Dr. Leonard McIntrye

Ms. Pamela Pritchett

Mr. Alan Krech

Dr. Carolyn Randolph

Dr. David Kinman, Panel Chair

PURPOSE OF THE CENTERS OF EXCELLENCE PROGRAM

The purpose of the Centers of Excellence competitive grant program is to enable eligible institutions, or groupings of such institutions, to serve as "state-of-the-art" resource centers for South Carolina in a specific area related to the improvement of teacher education programs. These "resource centers" develop and model state-of-the-art teaching practices, conduct research, disseminate information, and provide training for K-12 and higher education personnel in the Center's specific area of expertise. Center activities must focus on pre-service preparation programs but also should encompass high-quality professional development programs. Typical activities include:

- developing and modeling state-of-the-art pre-service preparation programs for other institutions of higher education to emulate;
- developing innovative school-based projects;
- conducting statewide school-based and campus-based faculty development activities;
- conducting research and evaluation activities;
- serving as a state (and/or regional and national) clearinghouse for information dissemination;
- providing demonstration, outreach, and technical assistance programs for schools and institutions of higher education as requested.

METHOD OF SELECTION

The method of selection used by the review panel consisted of these procedures.

- Proposals were reviewed by the panel members whose names are noted on the title page.
- Using a proposal rating sheet provided by the Commission along with published guidelines, the panel completed its initial review of each proposal by noting written comments and questions on the rating sheets.
- On May 12, 2000 panel members convened in the Commission on Higher Education. At that time, institutional representatives were given the opportunity to present their proposal and respond to questions from the panel regarding the proposed new Center.
- Following the interviews, the panel discussed the eligibility for funding for each proposal to determine that established criteria had been met; and if funding is recommended, are there needed revisions to the proposal's plan of operation for the next four years.
- The review panel forwarded its recommendations to the Committee on Academic Affairs of the Commission on Higher Education.

PROPOSALS SUBMITTED FOR CONSIDERATION

Proposal Title	Submitting Institution
Center of Excellence for Improving Student Learning Outcomes in Secondary Schools	The Citadel
Center of Excellence in Multicultural Education	South Carolina State University
Center of Excellence in Writing and Technology	University of South Carolina
Center of Excellence in Childhood Professional Development	Winthrop University

RECOMMENDATIONS of the REVIEW PANEL

The Panel recommends that funding for the 2000 - 2001 fiscal year's new Center of Excellence be granted to **Winthrop University to create a Center of Excellence for Early Childhood Professional Development**. The proposal has been created jointly by Winthrop University and the Institute for Families in Society at the University of South Carolina. The purpose of the proposal is to provide leadership and professional development in the area of early childhood education and childcare. The Center would assist in the preparation of early childhood professionals and childcare workers to work effectively with diverse families in their efforts to enhance school readiness for young children. Specific activities will be focused on early childhood teacher preparation, curriculum reform, and professional development at two and four year institutions. The Center's emphasis will be to increase the competencies of early childhood teachers and childcare workers with regard to working with children from diverse family backgrounds, with diverse learning styles, and working and effectively communicating with parents, parent support groups, and community members.

Rationale:

The panel's decision was strongly influenced by the high power, high need, and widespread State support of activities concerned with the readiness of young children for school. State projects such as *First Steps to School Readiness*, *Success by 6*, *Lancaster Early Childhood Head Start*, and *Communities in Schools* have been designed to bring together resources to enhance young children's school readiness and to provide opportunities for pre-service teacher education and childcare workers students to engage diverse children and their families in the early learning process. Further, the panel was impressed with the strong interagency collaboration component

included in the proposal and the accompanying strong likelihood therefore of success of the project. Additionally, evidence of strong institutional support was apparent. The panel was quite impressed with the fact that the participants will pool their resources and leverage additional resources to ensure the success of this Center. Pre-service programs in Early Childhood Education will be strengthened at both four year and two-year institutions through the work of the proposed Center.

AREAS to be ADDRESSED by the INSTITUTION

The panel does have some concerns which it recommends be resolved prior to the awarding of the grant. The panel further recommends that funding be based upon the timely resolution of these issues to the satisfaction of the staff of the South Carolina Commission on Higher Education. The issues include:

- a description of how the Center will coordinate its activities with adult education and family literacy.
- the development of a policy and advocacy plan for changing licensure regarding Early Childhood Education in the State.
- while the team applauds the active involvement of other agencies, a description of the articulation plan for working with both two and four year preparation programs beyond those noted in the proposal in the State is needed. A detailed plan for inclusion of other two and four year institutions be developed.
- the development of an evaluation plan which details assurance that long-term impact will occur. Such a plan should be based upon each objective of the program and focused on the concept of the value added by the project.
- a description of how the Center will focus on statewide concerns as well as local concerns with the delivery of early childhood services.
- Demonstrate how current childcare providers and parents will be included in Center activities.

COMMENTS ON OTHER PROPOSALS

The three other proposals reflected much scholarly activity and a great deal of effort. The task of deciding upon funding for only one of the four proposals made the panel's work very difficult and obviously the panel would have enjoyed being able to recommend funding for additional Centers. The panel has decided to offer comments regarding some of the elements of these proposals, although the remarks may not be as detailed as the proposal deserves. It is hoped that the comments will be useful to the proposers in requesting funding for a Center of Excellence in the future. The panel appreciates the hard work that was readily apparent in each proposal.

Center of Excellence in Writing and Technology:

This Center was proposed by the Writing Center of the University of South Carolina - Columbia. The Center's purpose would be to provide leadership, training, and ongoing

support services in computer-based writing instruction for teachers at all levels of education. The Center would build on current graduate courses in using hypermedia, multimedia, and networked applications to teach writing. Further, it will develop components of the three USC pre-service undergraduate core courses. A final focus of the Center will be to develop a research agenda that will investigate how computer technology affects students' learning of reading, critical thinking, and writing skills and will explore what kinds of computer-assisted teaching strategies best capitalize upon these connections. The ultimate goal of the Center would be to improve significantly the writing skills of all South Carolina students.

The panel noted that such a proposal would necessitate participation by K-12 education professionals, yet, such involvement in the project design was not apparent. Additionally, the panel observed that the proposal did not seem to be unique and may duplicate aspects of other programs in the State. Further, the panel did not consider the evaluation plan to sufficiently detailed or developed. Additionally, the panel believed that the time commitment of the staff did not seem sufficient to carry out the scope of activities proposed. The panel indicated that the evaluation plan was largely activity based. The evaluation plan was seen as a summative plan with little attention paid to formative assessment. Finally, the panel was concerned that student achievement standards and the possible impact of PACT on the project had not been thoroughly incorporated in to the proposed activities.

Center for Excellence in Multicultural Education:

The Center was proposed by the School of Education at South Carolina State University. The mission of the proposed Center is to significantly improve the education of students from diverse racial, ethnic, and social class groups at all levels of schooling. The Center will focus primarily on developing, evaluating, and disseminating materials and processes for preparing pre-service and in-service teachers to implement programs and practices with demonstrated effectiveness with multicultural students and to work effectively with parent and community agencies to support the education of students. The proposal notes that the strategy for implementing the mission of the Center will be to focus on the teacher as the major source of improvement in the education of multicultural students and to incorporate parents and community agencies into the improvement effort.

The panel was impressed with the understanding of the clear need and process for establishing a functioning Center. The project director provided the panel with an in-depth understanding of the proposed need but it appeared to the panel that he was operating without much institutional support. The plan to work with professors in teacher preparation programs was clearly defined. And, without question, there is a high need for programs of this type. Though the intent of the Center is noteworthy, the panel had concerns as well.

The proposal was very detailed and elaborate and included a well-designed plan for

research. However, there was not clear evidence presented that the institution has the capacity to carry out such an elaborate design with the limited staff time devoted to the Center. It seems to be a project that would be difficult to carry out with the staff time listed in the proposal. Another issue that the panel discussed was the likelihood of long lasting impact and how that impact could be assessed. During the panel deliberation, it was noted that there was a lack of clarity regarding the activities that would be used to achieve the goals of the Center. While collaboration among several groups was noted, the panel indicated that this area could be enhanced. Finally, the budget would need to be reworked to meet the requirements for the match as required in the request for proposals (RFP).

Center of Excellence for Improving Student Learning Outcomes in Secondary Schools:

This Center was proposed by The Citadel Department of Education and is based on the philosophy of Learner-Centered Education which is the focus of the education program at that institution. The Center would work to provide a holistic approach to improving teachers' skills and methods thereby improving the educational experience of students in South Carolina. The proposal includes a vision for "saving" high schools and without question the panel acknowledges the desperate need to study the techniques and approaches used in high performing secondary schools. The proposal reflects an approach that combines "out-of-the box" thinking with practical solutions for today's schools. The panel was positive about the focus on high schools that work, the focus on standards, and the passionate nature and urgency noted in the proposal for the Center. There was substantial evidence of thorough planning in this proposal. Further, the enthusiasm of the program director and Dean would contribute greatly to the success of the Center. The proposal was widely supported among the panel members. If successful, the Center could serve as a model for national endeavors in high school reform.

Some concerns noted by the panel largely focused on the enormity of the project and the associated difficulty of linking student learning with teaching strategies, model curricula, or other singular approaches. It seemed that the project might be described as still in the planning phase meaning that it is difficult to identify a clear focus at this point. Also, it is probably understandable that the outcomes at this point are primarily activity focused or oriented. Finally, the panel would have profited by the commentary shared during the presentation regarding a clear vision for the Center. The presenters' discussion with the panel reflected a scholarly understanding of a vision which the panel felt would have helped the written proposal in substantial ways. The focus on the writings of the presenters provided an organizer for the Center that was not totally clear in the proposal.

The panel would encourage consideration of this proposal next year with the addition of some examples of research which identifies possible best practice models upon which concrete examples of transitions from research to practice to pre-service teacher preparation classrooms could occur. This seems to the panel to be the ultimate goal of

the Center's purpose and one the panel considers to be of interest nationally as well as in the state of South Carolina.

CONCLUSION

The panel wishes to extend its sincere and genuine appreciation to each of the proposal presenters for the time and effort which went into the preparation of the documents we reviewed. Further, the panel extends its thanks to the staff of the Commission on Higher Education who spent substantial time organizing the review effort and for providing the panel with a pleasant environment in which the completion of the review process could be accomplished.

**ABSTRACTS FOR PROPOSALS
SUBMITTED TO THE
CENTERS OF EXCELLENCE PROGRAM
FY2000-01**

The Citadel: The Center of Excellence for Improving Student Learning Outcomes in Secondary Schools

ABSTRACT

Building from The Citadel Department of Education's philosophy of Learner-Centered Education, the Center of Excellence for Improving Student Learning Outcomes in Secondary Schools will work to provide a holistic approach to improving teachers' skills and methods thereby improving the educational experience of students in South Carolina. In its philosophy, the Department of Education emphasizes the differences in students' learning styles and experiences and encourages educators to mold their teaching to their students. The Center will allow the Department to spread the benefits of this system to thousands of teachers and students.

The components of the center's mission are directed, integrated initiatives, which are both research based and collaborative efforts. The preparation of model curriculums that are developed from the State Department of Education Frameworks and Standards is the first of these components. Further, the Center will emphasize the above-mentioned learner-centered focus and encourage instructional techniques that abide by this philosophy. To demonstrate the effectiveness of this philosophy, the Center will develop and implement specific assessment techniques. By developing pre-service and in-service educational programs, the Center will guide schools in the movement toward a Learner-Centered approach to education.

The Center's program will begin with a study of educational and administrative practices at "high performing" South Carolina schools. From there, Advisory Councils formed from practitioners, State Department of Education staff, higher education faculty, parents and community leaders will formulate best practices for each specific area of improvement by collecting research on each component of a successful school. Once a model curriculum, courses, and assessment methods are developed, Center staff will begin the formation of a process for implementing the model curriculum in secondary schools and the formation of a model training program to aid educators in the movement. This process will then be used to form the basis of both undergraduate and graduate teacher education programs at The Citadel, thereby expanding the exposure of the benefits of a Learner-Centered approach to education even further.

By aiming to reach the entirety of the rather aligned South Carolina educational system, and not simply residents of the Lowcountry, the Center's impact should be felt statewide by the citizens who have supported educational reform and the improvement of teacher training. The Center's primary goal is the improvement of Student Learning Outcomes (SLOs), and not simply a raise in test scores, though the improvement in teacher preparation will aid students in their experiences with the PACT exams. Further, progress will become widespread as students preparing to work in education develop within the Center's model curriculum and as the Center's focus is spread through pre-service, in-service and professional development courses and programs. Further, the state's efforts at educational reform will be aided by the Center's emphasis on the Educational Accountability Act of 1998.

A unique, NCATE accredited, and learner-centered program, The Citadel's Department of Education will provide an appropriate, supportive home for the Center, one within a system that has already defined the learner as the most important piece of the education equation. Through the Center's goals and activities, this philosophy and the benefits that it includes will be spread to today's educators and to those who are still developing in the classroom.

ABSTRACT

The mission of the proposed Center is to significantly improve the education of students from diverse racial, ethnic and social class groups at all levels of schooling. The Center will focus primarily on developing, evaluating and disseminating materials and processes for preparing pre-service and inservice teachers to (a) implement programs and practices with demonstrated effectiveness with multicultural students and (b) work effectively with parents and community agencies to support the education of students.

Expected outcomes include innovative programs for preparing teachers to implement (a) extensively validated instructional approaches and metacognitive strategies instruction, (b) culturally compatible classrooms, (c) effective parent involvement practices, (d) responsive student-teacher "connections," and (e) effective strategies for enlisting community/civic organizations and social service agencies to meet the needs of students.

The Center will also conduct programmatic activities designed to promote the involvement of local and state education agencies as full collaborators in its research and development work, facilitate effective collaborations with researchers and practitioners, promote effective dissemination of Center products and research findings, and increase the level and quality of research and development activities related to multicultural education in the State.

University of South Carolina-Columbia: Center of Excellence in Writing and Technology

ABSTRACT

The Center of Excellence in Writing and Technology will provide leadership, training, and ongoing support services in computer-based writing instruction for teachers at all levels of education. Poor reading, critical thinking, and writing skills of students and employees are a critical problem for educators and employers. Lack of technological expertise is another. These problems are so great that businesses and local, state, and federal governments have made solving them a top priority. One solution to both problems lies in using hypermedia, multimedia, and internetworked applications to teach writing. A growing body of scholarship in Education and English studies suggests that teaching writing using computer applications significantly improves student reading, critical thinking, and writing skills—student literacy—in the electronic environment they must succeed in. The center will directly support the State Department of Education's grade-level standards, its educational technology plan—Connecting Learners, and its reading initiatives.

Although South Carolina has a number of excellent writing and technological support programs, many of the writing programs contain little technology, and the technology programs contain little writing. Similarly in higher education, many institutions offer writing instruction and technology instruction but seldom combine the two. Pre-service teachers receive little to no training in integrating technology into teaching writing. The center will provide an integral link between the teaching of writing and technology.

The center will build on current graduate courses in using hypermedia, multimedia, and internetworked applications to teach writing. And it will develop components of the three USC pre-service undergraduate core courses. For faculty and graduate students in all fields who want to add writing to their courses, the center will offer workshops on integrating writing and technology into their classes. The center will make these courses and workshops available to other institutions of higher education or will consult with them to develop programs more specific to their needs.

For K-12 teachers, the center will offer professional development in-service programs presented by center staff, a teacher consultant, and trained Teacher Leaders. These programs will teach teachers to use the technology and then help them develop strategies and plans for using it in their classes. The center will develop an intensive summer institute, as well as participate in the summer institutes of other Centers of Excellence and of the South Carolina Writing Projects. Because the scholarship shows that computer-based writing classes help disadvantaged students make significant gains in their reading, critical thinking, and writing skills, the center's immediate focus will be with the Clarendon 1 and Richland 1 districts.

Because effective teacher education requires follow-up, ongoing support, the center will maintain an evolving web site that contains model lesson plans and syllabi, links to numerous web resources for writing instruction, writing handouts and teaching materials. To help teachers throughout the state form a community of writers, the center will maintain a synchronous on-line discussion site, on which it will offer forums on topics of interest to participants. To enable teachers throughout the state to find answers to questions about teaching and writing, discuss problems in the classroom and share successes, the center will also maintain an e-mail discussion group. Teachers will be teaching teachers. So teachers and their students can receive real-time feedback on their writing, the center will staff an online writing lab.

Finally, the center will develop a research agenda that will investigate how computer technology affects students' learning of reading, critical thinking, and writing skills and will explore what kinds of computer-assisted teaching strategies best capitalize upon these connections. Both of these studies will fill gaps in the current research. Many studies focus on measuring the results of computer-assisted language arts instruction, but few have looked closely at students' learning processes. Also, numerous reports describe computer-assisted curricula at particular institutions, but few assess the relative merits of various approaches.

Winthrop University: Center of Excellence in Early Childhood Professional Development

ABSTRACT

The Center for Early Childhood Professional Development is being created jointly by Winthrop University and the Institute for Families In Society at USC (USC-IFS) to provide leadership and professional development in the area of early childhood education and childcare. The Center's purpose and overarching goal is to better prepare early childhood professionals and childcare workers to effectively work with diverse families in their efforts to enhance school readiness of children, birth to six years. Specifically, the Center will offer leadership and training in the area of early childhood teacher preparation, curriculum reform, and professional development at two- and four-year institutions. The emphasis will be to increase the competencies of early childhood teachers and childcare workers with regards to working with children from diverse family backgrounds and with diverse learning styles, and working and communicating effectively with parents, parent support groups, and community members.

Center activities will include the following:

- Research of effective practices in family-centered early childhood parent education
- Integration of effective practice into new and existing curricula
- Design and testing of new family-centered early childhood care and education curriculum and training modules
- Dissemination of findings at state and national levels
- Planning and implementation of training opportunities including, but not limited to, annual state-wide conferences, institutes, and regional workshops
- Development of a research agenda to address emerging issues in family-centered early childcare and education
- On-going assessment and evaluation of progress toward goals and objectives
- Development and implementation of an effective plan for sustainability

It is expected that the Center staff will collaborate with major education stakeholders to develop innovative practices for teaching children with diverse backgrounds and diverse learning styles, work and communicate effectively with parents, incorporate technology-based instructional techniques to address the overarching goal of enhanced pre-service teacher preparation and in-service professional development for early childhood personnel. The creation of this Center will achieve lasting impact via its capacity to develop, disseminate and institutionalize family-centered teaching methods, appropriate for this era, for children from birth to six. In the long term, this work will enable South Carolina to build a workforce better prepared to meet the evolving professional and civic challenges of the 21st century.



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

1333 MAIN STREET

SUITE 200

COLUMBIA, S.C. 29201

RAYBURN BARTON
Executive Director

July 6, 2000

TELEPHONE
803/737-2260

FAX NUMBER
803/737-2297

MEMORANDUM

To: Mr. Dalton B. Floyd, Jr., Chairman, and Members,
Commission on Higher Education

From: Ms. Dianne Chinnes, Chairman, *DChinnes*
Committee on Academic Affairs and Licensing

Consideration of Request for Initial License

Gardner-Webb University, Boiling Springs, NC, to offer an MBA in Spartanburg

Summary

Gardner-Webb University requests approval of an initial license to offer in Spartanburg a program leading to the MBA degree.

Gardner-Webb University (GWU) derives its name from O. Max Gardner, governor of North Carolina in the 1930s, and his wife, Fay Webb Gardner. It is a non-profit private liberal arts institution with its 200-acre main campus in Boiling Springs, North Carolina (50 miles west of Charlotte and 30 miles north of Spartanburg) offering associate, bachelor and masters degrees. It is affiliated with the Baptist State Convention of North Carolina and enrolls over 2,400 undergraduate and over 600 graduate students at its main campus and three additional sites in North Carolina. The Southern Association of Colleges and Schools has accredited GWU since 1948.

The proposed site in Spartanburg is at the Spartanburg Regional Medical Center (SRMC). GWU officials initiated the program in Spartanburg at the request of SRMC.

The MBA curriculum proposed for the Spartanburg location is the same as has been offered at the main campus since 1993. It requires a grade of "C" or better in the following undergraduate prerequisite courses: microeconomics, statistics, microcomputers (or proficiency), and two semesters in accounting. The MBA curriculum consists of 36 semester hours with 30 core hours and six elective hours. The core courses

are Managerial Accounting, Managerial Economics, Managerial Finance, Marketing Management, Organizational Behavior, Quantitative Methods, Production/Operations Management, Business Law, International Business, and Strategic Management.

For full admission to the MBA program, an applicant must (1) have graduated from a regionally accredited institution with a bachelor's degree with a 2.5 GPA on a 4.0 scale, (2) have completed undergraduate course prerequisites, (3) have achieved a satisfactory GMAT score, (4) provide three recommendations, and (4) participate in a faculty interview. An admission decision is based on an appraisal of the applicant's total academic and professional record and test scores. A maximum of six semester hours may be transferred from a regionally accredited MBA program that the student earned not more than six calendar years before applying for admission.

Members of the graduate business faculty hold doctorate degrees from regionally accredited universities. GWU uses its regular full-time faculty at its off-campus sites. Students who enroll in the program are typically working professionals and complete two courses each semester to complete the degree in two years. Each course meets one night a week during spring and fall, and two nights a week during the summer. University policy requires students to attend a minimum of 75% of the scheduled class meetings. Students have six calendar years to complete their degree from the beginning of the term in which they are initially accepted, and must have a grade point average of 3.0 to graduate.

GWU anticipates enrolling no more than 25 students in Spartanburg. It anticipates its first class beginning on August 30, 2000, at the training facility at the SRMC. Tuition is \$230 per semester hour (\$690 per three-credit-hour course).

The main campus library collection includes more than 196,000 volumes, 107,000 microforms, 10,000 audiovisual items, and CD-ROM access to more than 300 commercial databases. The library subscribes to over 1,000 periodicals and is a selected depository for government documents. Spartanburg students will also have access to SRMC and other local resources.

Other institutions in the Spartanburg/Greenville area offering MBA programs are Webster University, Greenville; and Clemson and USC (PMBA) at the University Center, Greenville.

Recommendation

The Committee recommends that the Commission grant initial licensure for five years to Gardner-Webb University to offer a program leading to the M.B.A. degree at the Spartanburg Regional Medical Center in Spartanburg.

/jb



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

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July 6, 2000

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Executive Director

TELEPHONE
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FAX NUMBER
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MEMORANDUM

To: Mr. Dalton B. Floyd, Jr., Chairman, and Members,
Commission on Higher Education

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

**Consideration of Annual Report on the
Academic Common Market, FY 1999-2000**

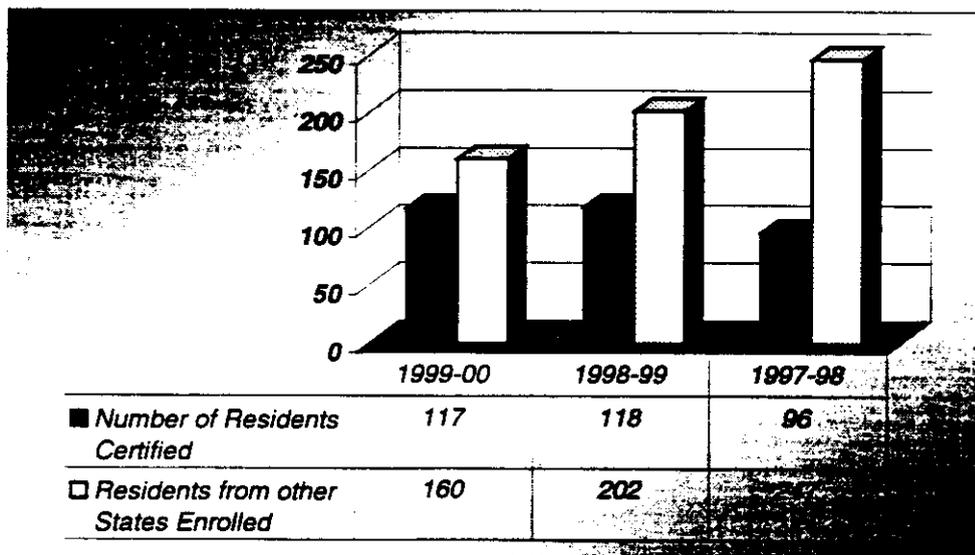
Established in 1974 by the Southern Regional Educational Board (SREB), the Academic Common Market was designed "to share between states specified degree programs located at southern public colleges and universities through an exchange of students across borders at in-state rates." As a cooperative agreement among states, the Academic Common Market seeks to eliminate unnecessary duplication of degree programs among states while supporting those programs which are able to serve additional students. The Market allows residents of the 15 participating states (Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia) to pay in-state tuition rates while enrolled in certain degree programs at participating out-of-state colleges or universities. Although a member of the SREB, North Carolina does not participate in the Academic Common Market, and Florida and Texas do so only at the graduate level.

Since one of the goals of the Academic Common Market is to provide access to degree programs not available in the home state, each participating state compiles its own list of programs for access by its residents. In accord with SREB policy, eligible programs are those undergraduate and graduate programs which are at least 50 percent different in curricular content from programs offered in the home state. During annual reviews, each state's institutional coordinator decides whether new programs should be added and whether any should be removed. In addition, students can request throughout the year inclusion of other programs.

In South Carolina, interested students must contact the Commission on Higher Education for access to the Academic Common Market. This process involves two steps. First, Commission staff must determine whether the student has satisfied the required two-year period of residence in the State. Second, Commission staff must verify that the student has been admitted to one of the specific programs to which South Carolina residents have access. These programs, including 101 undergraduate and 85 graduate programs, are listed in **Attachment 1**. Once the student has been certified, the student will retain Academic Common Market status as long as the student remains enrolled in the degree program on a full-time basis and as long as the student retains South Carolina residency.

During the 1999-00 academic year, South Carolina certified 117 residents for participation in the Academic Common Market in other states. During this same period, 160 residents from other states enrolled in South Carolina institutions through the Market (**Attachment 2**). In relationship to other participating states, South Carolina institutions enrolled the fourth highest number of Academic Common Market students (after Tennessee - 470; Virginia - 204; and Mississippi - 197) from other states. Programs currently made available through the Academic Common Market by South Carolina institutions are listed in **Attachment 3**.

In terms of sending its residents to programs in other states, South Carolina ranks eighth out of 15 (after Maryland - 295; Virginia - 250; Tennessee - 128, Louisiana - 200; Arkansas - 180; Georgia - 135, and West Virginia - 120). In comparison, during the 1998-99, South Carolina certified 118 residents for participation in the Market and enrolled 202 residents from other states. During the 1997-98 academic year, South Carolina certified 96 residents for participation in the Academic Common Market in



other states and enrolled 247 residents from other states in South Carolina institutions through the Market.

During FY 1999-00, the majority of South Carolina Academic Common Market students were enrolled in institutions in Tennessee and Georgia. The Bachelor of Science program in Recording Industry at Middle Tennessee State University (nineteen students certified) and the University of Georgia, Bachelor of Science in Genetics (fourteen students certified) are the most popular programs for South Carolina students. The next most requested programs are, Aerospace Engineering (10), Music Therapy (7), Sport Management/Administration (6 Graduate Level) , Fire Administration (5), and Nuclear Engineering (5).

The SREB has launched the Academic Common Market/Electronic Campus pilot project (2000-2001) to include a limited number of distance education programs in the Academic Common Market. This project is in cooperation with the SREB Electronic Campus. The initial term of the pilot will be one year. SREB staff and state representatives will review the pilot and make a recommendation to continue or discontinue the effort. The pilot will function in the same manner that ACM does and will operate under identical guidelines. To date, no South Carolina programs are participating in the pilot.

This report is presented to the Commission for information only.

/ps

- Attachments:
1. Academic Common Market Programs Available to SC Residents
 2. Academic Common Market Certifications
 3. Programs Made Available Through the ACM by SC Institutions

SREB Academic Common Market

The State of South Carolina has made arrangements for its residents to have access to the following programs through the *Academic Common Market* for the 2000-2001 Academic Year. For more information, please call (803) 737-2242.

BACCALAUREATE PROGRAMS

<i>PROGRAM</i>	<i>DEGREE</i>	<i>INSTITUTION</i>
Aerospace	Bachelor of Science	Middle Tennessee State University
Aerospace Engineering**	Bachelor of Science	Auburn University (AL)
Aerospace Engineering	Bachelor of Science	University of Alabama
Aerospace Engineering**	Bachelor of Science	Georgia Institute of Technology
Aerospace Engineering	Bachelor of Science	University of Tennessee/Knoxville
Aerospace Engineering**	Bachelor of Science	Virginia Polytechnic Institute and State University
Air Transportation	Bachelor of Science in Aviation	University of Louisiana/Monroe
Airline Flight Officer	Bachelor of Science in Aviation	University of Louisiana/Monroe
Airway Science Management	Bachelor of Science in Aviation	University of Louisiana/Monroe
Animal Health Technology	Bachelor of Science	Murray State University
Apparel and Textiles (Apparel Design)	Bachelor of Science	Auburn University
Apparel Design	Bachelor of Science	Georgia Southern University
Apparel Merchandising	Bachelor of Science	East Tennessee State University
Architecture (Interior Design)	Bachelor of Arts	Auburn University
Art (Digital Media)	Bachelor of Fine Arts	University of Georgia
Art (Jewelry and Metal Science)	Bachelor of Fine Arts	University of Georgia
Art Conservation	Bachelor of Arts	University of Delaware
Assets Protection	Bachelor of Science	Eastern Kentucky University
Atmospheric Sciences	Bachelor of Science	University of Louisiana/Monroe

Aviation	Bachelor of Science	Eastern Kentucky University
Aviation Management**	Bachelor of Science	Auburn University (AL)
Aviation Technology	Bachelor of Science	Fairmont State College (WV)
Biomedical Engineering Technology	Bachelor of Science	East Tennessee State University
Broadcast Meteorology	Bachelor of Science	Mississippi State University
Cardiorespiratory Care	Bachelor of Science	University of South Alabama
Cartography	Bachelor of Science	East Central University
Coaching and Sports Administration	Bachelor of Science	University of Southern Mississippi
Commercial Aviation	Bachelor of Commercial Aviation	Delta State University (MS)
Commercial Music	Bachelor of Music	University of Memphis (TN)
Community Health	Bachelor of Science	University of Southern Mississippi
Consumer Economics	Bachelor of Science	University of Georgia
Consumer Journalism*	Bachelor of Science In Family and Consumer Sciences	University of Georgia
Creative Writing	Bachelor of Fine Arts	Arkansas Tech University
Culinary Arts	Bachelor of Science	Mississippi Univ. for Women
Culinary Arts	Bachelor of Science	Nicholls State University (LA)
Dance (Ballet)	Bachelor of Fine Arts	Radford University
Dance (Ballet Performance, Ballet Pedegogy)	Bachelor of Fine Arts	University of Oklahoma
Dance (Pre-Dance Therapy Emphasis)	Bachelor of Science In Education	University of Georgia
Design (Fashion Design)	Bachelor of Arts Bachelor of Science	Radford University (VA)
Emergency Administration and Management	Bachelor of Science	Arkansas Tech University
Engineering Science (Biomedical Engineering)	Bachelor of Science in Engineering Science	University of Tennessee/Knoxville
Engineering Science and Mechanics	Bachelor of Science	Virginia Polytechnic Institute & State University

Engineering Technology (Biomedical Engineering)	Bachelor of Science	East Tennessee State University
Engineering Technology (Engineering Design Graphics and Modeling)	Bachelor of Science	East Tennessee State University
Environmental Engineering	Bachelor of Science in Environmental Engineering	Louisiana State University
Environmental Health	Bachelor of Science in Environmental Health	East Tennessee State University
Environmental Health	Bachelor of Science	University of Georgia
Family and Consumer Science (Interior Design)	Bachelor of Science	West Virginia University
Fire Protection & Safety Technology	Bachelor of Science	Eastern Kentucky University
Fire Protection and Safety Technology	Bachelor of Science	Oklahoma State University
Foreign Languages (Slavic Area Studies)	Bachelor of Arts	University of Alabama
Forensic Science	Bachelor of Science	Eastern Kentucky University
Forensic Science	Bachelor of Science	University of Central Oklahoma
Forensic Science	Bachelor of Science	University of Mississippi
Forest Engineering	Bachelor of Science	Auburn University (AL)
Genetics	Bachelor of Science	University of Georgia
Geography (Meteorology)	Bachelor of Science	University of South Alabama
Geography Education	Bachelor of Arts	University of Delaware
Health Education and Administration	Bachelor of Science	University of Southern Mississippi
Human Development & Family Services (Child Life)	Bachelor of Human Development & Family Services	University of Alabama
Human Development & Family Studies (Infancy & Preschool School Age & Adolescence)	Bachelor of Science	Auburn University
Human Services Counseling	Bachelor of Science	East Central University (OK)
Individual Studies (Fire Administration)	Bachelor of Professional Studies	University of Memphis (TN)

Industrial Design	Bachelor of Industrial Design	Auburn University (AL)
Interior Design	Bachelor of Science Human Environmental Sciences	University of Alabama
Interior Design	Bachelor of Science	University of Tennessee/Knoxville
Linguistics	Bachelor of Arts	University of Kentucky
Materials Science and Engineering	Bachelor of Science in Materials Science and Engineering	University of Tennessee/Knoxville
Meteorology	Bachelor of Science	University of Oklahoma
Middle East Studies	Bachelor of Arts	University of Arkansas
Music (Music Technology)	Bachelor of Music	Radford University
Music (Sacred Music)	Bachelor of Music	University of Tennessee/Knoxville
Music Therapy	Bachelor of Music	Tennessee Technological University
Music Therapy	Bachelor of Music	University of Georgia
Music Therapy	Bachelor of Science	University of Alabama
Naval Architecture and Marine Engineering	Bachelor of Science in Engineering	University of New Orleans
Nuclear Engineering	Bachelor of Science in Nuclear Engineering	University of Tennessee/Knoxville
Nuclear and Radiological Engineering	Bachelor of Science in Nuclear & Radiological Eng	Georgia Institute of Technology
Optical Engineering	Bachelor of Science in Engineering	University of Alabama/Huntsville
Paralegal Studies	Bachelor of Science Bachelor of Arts	Mississippi University for Women
Petroleum and Natural Gas Engineering	Bachelor of Science	West Virginia University
Photojournalism	Bachelor of Arts	Western Kentucky University
Printing Management	Bachelor of Science in Technology	Georgia Southern University
Printing Management	Bachelor of Science	West Virginia Institute of Technology
Radio, Television, Film	Bachelor of Arts	University of Louisiana/Monroe
Radiological Sciences (Medical Dosimetry)	Bachelor of Science	Medical College of Georgia

Radiological Sciences (Nuclear Medicine)	Bachelor of Science	Medical College of Georgia
Radiological Sciences (Radiation Therapy)	Bachelor of Science	University of Alabama/Birmingham
Radiologic Technology	Bachelor of Science	McNeese State University (LA)
Radiologic Technology	Bachelor of Science	University of Louisiana/Monroe
Recording Industry	Bachelor of Science	Middle Tennessee State University
Recreation (Adventure Sports)	Bachelor of Arts Bachelor of Science	Frostburg State University (MD)
Recreation & Leisure Studies (Sport Communication)	Bachelor of Science	Shepard College (WV)
Respiratory Therapy	Bachelor of Science	University of Alabama, Birmingham
Respiratory Therapy*	Bachelor of Science	Medical College of Georgia
Russian Education	Bachelor of Arts	University of Delaware
Scientific Illustration	Bachelor of Fine Arts	University of Georgia
Special Education (Hearing Impaired)	Bachelor of Science	University of Tennessee/Knoxville
Surgeon's Assistant	Bachelor of Science	University of Alabama at Birmingham
Surveying & Mapping	Bachelor of Science	East Tennessee State University
Urban Systems Engineering	Bachelor of Science	George Mason University

* eligible for ACM after sophomore year

** eligible for ACM after freshman year

GRADUATE PROGRAMS

PROGRAM	DEGREE	INSTITUTION
Actuarial Science	Master of Actuarial Science	Georgia State University
Adult Education	Doctor of Philosophy	University of Southern Mississippi
Aerospace Engineering	Master of Science	University of Tennessee/Knoxville
Agricultural Law	Master of Laws	University of Arkansas
Anthropology	Doctor of Philosophy	Texas A&M University

Anthropology	Doctor of Philosophy	University of Tennessee/Knoxville
Anthropology	Doctor of Philosophy	University of Oklahoma
Art Education (Arts Administration)	Master of Science	Florida State University
Art, History of	Doctor of Philosophy	Florida State University
Art Therapy (Expressive Therapies)	Master of Arts	University of Louisville (KY)
Arts Administration	Master of Arts	Florida State University
Atmospheric Science	Doctor of Philosophy	University of Alabama/Huntsville
Audiology (Communicative Disorders)	Doctor of Audiology	University of Louisville
Audiology	Master of Arts	University of Tennessee/Knoxville
Aviation Administration	Master of Science	Middle Tennessee State University
Book Arts	Master of Fine Arts	University of Alabama
Broadcast Meteorology	Master of Science	Mississippi State University
Clinical Nutrition	Master of Science	East Tennessee State University
Commercial Aviation	Master of Commercial Aviation	Delta State University (MS)
Computational Sciences And Informatics	Doctorate	George Mason University
Counseling Psychology	Doctor of Philosophy	University of Georgia
Criminal Justice (Forensic Science)	Master of Science	Virginia Commonwealth University
Criminology	Doctor of Philosophy	Florida State University
Cultural Studies	Doctor of Philosophy	George Mason University (VA)
Dance	Master of Fine Arts	Florida State University
Deaf Education	Master of Science Education, Hearing Impaired	Texas Women's University
Dental Hygiene	Master of Science	Old Dominion University
Drama & Communications (Filmmaking)	Master of Fine Arts	University of New Orleans
Dramatic Writing	Master of Fine Arts	University of Georgia

Education (Deaf & Hard of Hearing)	Master of Science	University of Tennessee/Knoxville
Educational Psychology (Gifted and Creative)	Master of Education	University of Virginia
Engineering Management	Master of Engineering	University of Louisville
Engineering Management	Master of Science in Engineering Management	University of New Orleans (LA)
Environmental and Evolutionary Biology	Doctor of Philosophy	University of Louisiana/Lafayette
Fabric Design	Master of Fine Arts	University of Georgia
Fashion Design	Master of Arts	Texas Woman's University
Fashion Merchandising	Doctorate	Texas Woman's University
Folk Studies	Master of Arts	Western Kentucky University
Food and Nutrition (Sport Nutrition)	Master of Science	Florida State University
Forensic Science	Master of Science	Marshall University (WV)
Forensic Science	Master of Science	University of Alabama at Birmingham
Health Administration	Master of Business Administration/Master of Health Administration	Georgia State University
Historic Preservation	Master of Historic Preservation	University of Georgia
Human Performance/ Administration & Teaching	Doctor of Education	University of Southern Mississippi
Human Performance & Sports Studies (Sports Mgmt)	Master of Science	University Tennessee/Knoxville
Humanities (Classical Studies)	Doctor of Philosophy	Florida State University
Information Studies	Doctor of Philosophy	Florida State University
Instructional Systems Dev Training Systems	Master of Arts	Univ. of Maryland Baltimore County
Instructional Technology	Doctor of Philosophy	University of Georgia
Instructional Technology	Master of Science	University of Houston Clear Lake
Interdisciplinary Studies Regional Economics	Master of Interdisciplinary Studies	George Mason University (VA)

Development and Technology

International/Intercultural Development Education	Master of Arts	Florida State University
Landscape Architecture	Master of Landscape Architecture	University of Georgia
Landscape Architecture	Master of Landscape Architecture	Louisiana State University
Landscape Architecture	Master of Landscape Architecture	Virginia Polytechnic Institute and State University
Latin	Master of Arts	Florida State University
Loss Prevention & Safety	Master of Science	Eastern Kentucky University
Medical Physics	Master of Science	University of Florida
Meteorology	Master of Science	Florida State University
Medical Illustration	Master of Science	Medical College of Georgia
Molecular Genetics & Microbiology	Joint Master of Business Admin/ Master of Science in Medial Sciences	University of Florida
Motion Picture, Television, & Recording Arts	Master of Fine Arts	Florida State University
Multicultural Studies In Education	Master of Science	University of Houston Clear Lake
Music Therapy	Master of Music Ph.D.	Florida State University
Music Therapy	Master of Music Education	University of Georgia
Natural and Applied Sciences (Aviation and Space Sciences option)	Master of Science	Oklahoma State University
Nuclear Engineering	Doctor of Philosophy	Georgia Institute of Technology
Nuclear Science and Engineering	Master of Science Nuclear Science and Engineering	Louisiana State University
Nursing Administration	Doctor of Philosophy	Medical College of Georgia
Physical Education (Sports Admin)	Doctor of Education	Florida State University
Political Science (certificate in Political Campaigning)	Master of Arts	University of Florida

Psychology (Bilingual Bicultural)	Doctor of Philosophy	University of Texas at El Paso
Radiation Science	Master of Science	University of Kentucky
Reading (Storytelling)	Master of Arts	East Tennessee State University
Religious Studies	Doctor of Philosophy	Florida State University
Sport Administration	Master of Science	Florida State University
Sports Management	Master of Science	Georgia Southern University
Sport Management	Master of Education	University of Georgia
Studies of the Future	Master of Science	University of Houston Clear Lake
Taxation	Master of Laws	University of Florida
Translation	Master of Fine Arts	University of Arkansas
Urban and Regional Planning (Policy and Planning in Health and Aging)	Master of Science	Florida State University
Urban Studies	Doctor of Philosophy	University New Orleans
Urban Systems Engineering	Master of Science	George Mason University
Women's Studies	Master of Arts	Texas Woman's University

Academic Common Market Certifications
April 1, 1999 - March 31, 2000

State of Enrollment

State of Residence

State of Residence	State of Enrollment														Total	
	AL	AR	DE	FL	GA	KY	LA	MD	MS	OK	SC	TN	TX	VA		WV
AL	0	0	0	9	9	2	9	0	26	0	3	50	0	4	0	112
AR	6	0	0	5	1	5	29	0	19	16	2	68	29	0	0	180
DE	1	0	0	0	2	3	0	11	0	0	3	2	0	13	7	42
FL	4	0	0	0	1	0	2	0	1	0	7	2	7	2	0	28
GA	24	0	0	41	0	2	0	1	4	2	10	48	2	1	0	135
KY	8	0	0	4	4	0	0	1	3	1	17	49	2	3	1	93
LA	45	2	0	8	11	4	0	1	74	4	1	21	27	2	0	200
MID	0	0	7	6	3	5	0	0	0	2	11	16	2	121	122	296
MS	13	0	0	4	2	0	24	0	0	0	1	24	2	3	0	73
OK	1	0	0	0	0	0	0	0	2	0	3	14	15	2	0	37
SC	7	0	0	12	36	8	1	0	3	2	0	44	0	3	1	117
TN	28	0	0	17	15	34	10	3	61	9	10	0	3	12	0	202
TX	2	0	0	3	1	0	1	0	0	0	7	1	0	2	0	17
VA	4	0	0	12	4	12	1	20	3	3	64	102	0	0	25	250
WV	0	0	0	2	0	29	1	1	1	0	21	29	0	36	0	120
Total	143	2	7	123	89	104	78	38	197	39	160	470	89	204	156	1892

4/13/00

**Programs Made Available
Through the Academic Common Market
By South Carolina Institutions**

Clemson University

Architecture and Related Programs

Architecture -- MS

Engineering and Engineering-Related Technologies

Bioengineering -- MS

Construction Science and Management -- MCSM

Engineering Mechanics -- MS, PhD

Liberal Arts and Sciences, General Studies and Humanities

Professional Communication -- MA

Parks, Recreation, Leisure and Fitness Studies

Parks, Recreation and Tourism Management -- MPRTM, PhD

Physical Sciences

Packaging Science -- MS

Textile Chemistry -- MS

Textile Science -- MS

Psychology

Applied Psychology -- MS

Industrial/Organizational Psychology -- PhD

Social Sciences and History

Applied Sociology -- MS

Coastal Carolina University

Biological Sciences/Life Sciences

Marine Science -- BS

College of Charleston

Biological Sciences/Life Sciences

Marine Biology -- MS

Conservation and Renewable Resources

Environmental Studies -- MS/EVS

Lander University

Education

Early Childhood Education -- Montessori Emphasis -- BS

Elementary Education -- Montessori Emphasis -- MEd

Medical University of South Carolina

Conservation and Renewable Resources

Environmental Studies -- MS/EVS

(Medical University of South Carolina)

Health Professions and Related Sciences

Anesthesia for Nurses – MHS

Clinical Laboratory Science/Cytotechnology Option and Medical Technology Option --
MS

Extracorporeal Circulation Technology – BSET

Health Information Administration – MHS

University of South Carolina

Biological Sciences/Life Sciences

Biostatistics – MSPH

Marine Science – BS

Business Management and Administrative Services

International Business Studies – MIBS

Hotel, Restaurant and Tourism Administration – MHRTA

Communication

Journalism – MA

Media Arts – BMA, MMA

Mass Communications – MMC

Health Professions and Related Sciences

Acute Care Nurse Practitioner – MS

Biomedical Sciences (Nurse Anesthesia) – MS

Environmental Health Sciences (Environmental Quality Concentration) – MPH

Epidemiology and Biostatistics – Dr. P.H.

Nursing Science – PhD

Public Health-General – MPH, PhD, DPH

Library Science

Library and Information Science – MLIS, Specialist in Librarianship

Parks, Recreation, Leisure and Fitness Studies

Exercise Science – BS

Sport Administration – BS

Public Administration and Services

Criminal Justice – MCJ

Social Work – PhD

Social Sciences and History

Anthropology (Archaeology Concentration) – MA

Applied History – MA

International Studies – MA, PhD

University of South Carolina at Aiken

Business Management and Administrative Services

Business Administration-Marketing of Golf Course Services – BS

Mathematics

Industrial Mathematics – BS

University of South Carolina at Spartanburg

Education

Corporate Fitness – BS

Winthrop University

Visual and Performing Arts

Art and Design (Interior Design) – BFA

Dance – BA