



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

1333 MAIN STREET

SUITE 200

COLUMBIA, S.C. 29201

RAYBURN BARTON
Executive Director

February 4, 1999

TELEPHONE
803/737-2260

FAX NUMBER
803/737-2297

MEMORANDUM

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

From: Mr. Winfred S. Greene, Chairman, Committee on Academic Affairs

Consideration of New Program Proposal
Clemson Institute for Advanced Material and Manufacturing

Summary

Clemson University requests approval to establish the Clemson Institute for Advanced Material and Manufacturing to be implemented during FY 1999. If the Institute is approved, Clemson University will request a special appropriation of \$2,000,000 from the General Assembly for start-up operations, equipment needs, and personnel support.

The Clemson University Trustees approved the proposal on October 9, 1998, and it was submitted for Commission review on November 13, 1998. The proposal was reviewed and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on January 12, 1999.

The purpose of the proposed Institute is to function as an umbrella organization for technical marketing and interdisciplinary research and development that will serve the students and faculty of Clemson and assist the economic development of the State. The Institute will initially house three centers currently at Clemson that focus on materials and manufacturing: the Center for Advanced Manufacturing, the Center for Silicon Nanoelectronics, and the Clemson Apparel Research Center. The Institute will be the

organization at Clemson that will coordinate and focus research activities directed towards advanced materials and manufacturing.

The need for the program is based on several factors. Advanced materials and manufacturing are noted to be the keys in creating economic wealth and growth for the State. The proposal argues that the Institute will place Clemson in a leadership role in strengthening research and development activities that will in turn attract economic development for the State. According to the proposal, there are approximately 40 faculty and more than 100 undergraduate and graduate students currently participating in the three existing centers. By establishing the Institute, Clemson will have a single entity through which formal cooperative partnerships can be established both internal and external to the institution. The Institute will be structured to support and assist the S.C. Department of Commerce, the S.C. Research Authority, the S.C. Carolina Manufacturing Extension Partnership, the S.C. Technology Alliance, and the S.C. Technical Colleges.

The Clemson Institute for Advanced Material and Manufacturing will not offer any academic degree programs. The Institute will offer and sponsor continuing education courses, seminars, workshops, and colloquia related to design, materials, and production of manufacturing related technologies. Although several institutions in the State have institutes or centers that focus on economic development, none appear to be related to advanced materials and manufacturing.

The Institute will have as its head a director who will report to the Chief Research Officer of Clemson. Each center will operate under the Institute as a cooperating and supporting partner of the Institute with the center directors and the Chief Research Officer constituting the Academic Steering Council. An Advisory Board that will be composed of external industrial and government representatives will advise the Institute director. Faculty who are currently participating in the Clemson centers will be participants of the proposed Institute. Clemson proposes to have four faculty supported to work half-time for the Institute to develop laboratory operations and the research infrastructure. These faculty will also be supported by undergraduate and graduate students. Two technical staff will be required to provide support and training for students as well as support for laboratory equipment.

There are no physical plant needs for the proposed Institute. The proposal requires the purchasing of equipment in terms of two advanced technology systems: Field Emission Scanning Electron Microscope and Virtual Reality Visualization Processing System. The College of Engineering and Science would manage this equipment in consultation with the Institute director.

Funding for the Institute is estimated to be \$2,000,000. Clemson University is seeking a special appropriation from the General Assembly in this amount if the Commission approves the Institute. The Committee on Finance and Facilities recommended at its November 1998 meeting that Clemson attempt to secure the start-up

funds from the General Assembly but only if the Commission approved the establishment of the Institute. The following represents a summary of the \$2,000,000 to be requested:

- \$ 226,000 Institute Operation (director's salary, staff, travel, and office operations)
- \$1,350,000 Equipment (Field Emission Scanning Electron Microscope, Visualization Computing Systems and equipment materials and supplies)
- \$ 424,000 Personnel Support (faculty, technical staff, graduate and undergraduate students)

Clemson has indicated that the \$2,000,000 request is for start-up funds of the Institute and does not represent a recurring request. The salary portion of the request is for faculty and students to set up and run the newly acquired equipment during the first year. After the first year and for subsequent years, personnel costs, including that of the director, will be generated from external funding sources.

In summary, the proposed program will bring under a single operation three different centers that focus on materials and manufacturing. It would also provide Clemson with a single entity with which to establish collaborative relationships to assist in the economic development of the State. As a land-grant institution, Clemson's mission is to offer "teaching, research, and extended public service." The proposed Institute will support the goals of Clemson's mission by offering basic and applied research, continuing education, and support for industry and government agencies of the State.

Historically, the Commission has not supported special allocation requests for start-up costs associated with new programs, centers, and institutes. Such costs are not unique to the proposed institute and represent costs encountered by other institutions that are initiating new institutes and centers to one extent or another. In addition, the higher education appropriations funding methodology is designed to cover such costs. The proposal does indicate, however, that Clemson specifically links the proposed institute to economic development of South Carolina that would generate new jobs and grant support. Because of the Institute's connection with economic development, the Institute should be endorsed.

Recommendation

The Committee recommends that the Commission approve the proposed Clemson Institute for Advanced Material and Manufacturing for implementation upon appropriation of funding from the General Assembly, provided that no other special State funding be required or requested beyond the \$2,000,000 start-up funds indicated herein and provided further that the award conforms with the amount that went before the Finance Committee.

/jb



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

1333 MAIN STREET

SUITE 200

COLUMBIA, S.C. 29201

RAYBURN BARTON
Executive Director

TELEPHONE
803/737-2260

FAX NUMBER
803/737-2297

February 4, 1999

MEMORANDUM

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

From: Mr. Winfred S. Greene, Chairman, Committee on Academic Affairs

Consideration of License Renewals

Attached are the staff summaries and recommendations for the renewal of two licenses under the Nonpublic Postsecondary Institution License Act. They are:

1. A.A.S., Auto-Diesel Technology and A.A.S., Auto Body Repair Technology, Nashville Auto-Diesel College, Nashville, TN
2. A.O.S., Automotive and Truck Technology and A.O.S., Automotive/Truck and Industrial Technology, Universal Technical Institute, Houston, TX

/jb

Consideration of License Renewal
A.A.S., Auto-Diesel Technology
A.A.S., Auto Body Repair Technology
Nashville Auto-Diesel College, Nashville, TN

The State Department of Education licensed Nashville Auto-Diesel College (NADC) from December 20, 1972, until October 1, 1991, under the authority of Act 405, 1971 S.C. General Assembly, which previously governed out-of-state institutions. The Commission assumed the authority for all licensing activities in the State in October 1991. Although NADC does not teach within the State, it solicits residents of the State through advertising and in-state agents. Those activities create a physical presence in South Carolina, and therefore NADC must be licensed to operate under the Nonpublic Postsecondary Institution License Act.

Mr. H. O. Balls established NADC in 1919 with a course in auto mechanics. Additional curricula have been added since that time, and several special-purpose group training programs have been performed for the Federal Government. The institution boasts of having trained students from all 50 states and 56 foreign countries in its history.

The Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT) accredits NADC. The 11-acre campus includes ten buildings that house carpenter, maintenance, automotive, gasoline tune-up and hydraulics, auto body and automotive, computer controls and components, diesel, and automotive shops; cafeteria; library; garage; administrative offices; and dormitories.

Each shop is adequately equipped with appropriate training equipment. Major equipment for the auto-diesel training includes diesel and gasoline engines; transmissions, axle assemblies, brake panels, simulators, automobile lifts, alignment machines, computer lab stations, wiring technology training boards, fuel systems, testers for batteries, alternators, distributors, vehicles, scan tools, lab scopes, engine analyzers, ignitions, starters; hydraulic lifts, trainers, and simulators; injection pumps, fuel supply pumps, and unit injectors. Major equipment for the auto body repair training includes air conditioning equipment; paint systems, guns, mixing, and welding systems; front end, electrical, and frame equipment; paintless dent repair tools; and pneumatic tools.

The student body numbers approximately 1,000. NADC reported enrollments of South Carolina students as follows:

	93-94	94-95	95-96	96-97	97-98
Auto-Diesel Technician	32	31	33	16	32
Auto Body Repair Technician	8	11	8	3	6
A.A.S. Auto-Diesel Technology	1	3	2	1	1
A.A.S. Auto Body Repair Technology	0	0	0	1	1

The Commission's licensing staff has reviewed the materials submitted by the institution and finds that the institution meets all requirements for licensure.

Recommendation

The Committee recommends that the Commission approve the five-year renewal of Nashville Auto-Diesel College's license to recruit students into the following programs:

Degrees:

Associate of Applied Science in:
Auto-Diesel Technology
Auto Body Repair Technology

Diplomas:

Auto-Diesel Technician
Auto Body Repair Technician

/jb

Consideration of License Renewal
A.O.S., Automotive and Truck Technology and
A.O.S., Automotive/Truck and Industrial Technology
Universal Technical Institute, Houston, TX

The State Department of Education licensed Universal Technical Institute's (UTI) location in Houston, Texas, from October 4, 1989, until October 1, 1991, under the authority of Act 405, 1971 S.C. General Assembly, which previously governed out-of-state institutions. The Commission assumed the authority for all licensing activities in the State in October 1991. Although UTI does not teach within the State, it solicits residents of the State through advertising and in-state agents. Those activities create a physical presence in South Carolina, and therefore UTI must be licensed to operate under the Nonpublic Postsecondary Institution License Act.

Universal Technical Institute was founded in Phoenix, Arizona in 1965, with automotive and air conditioning curricula. UTI Holdings, Inc., owns UTI; Universal Technical Institute, Inc., owns UTI Holdings, Inc. UTI opened the campus in Houston, Texas in 1983, which now is housed in approximately 85,000 square feet of space accommodating the increasing number of students. UTI's stated purpose is to provide students with the technical education needed for a successful career in the automotive, diesel, computer aided drafting, or air conditioning/refrigeration/heating fields.

The Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT) accredits UTI. Several of UTI's automotive and diesel programs are Master Certified by the National Automotive Technicians Education Foundation (NATEF), a division of the Institute for Automotive Service Excellence (ASE).

The Institute reported the following enrollments of South Carolina residents at the UTI, Texas, campus:

Program	Teaching Objectives	3/1/94- 2/28/95	3/1/95- 2/28/96	3/1/96- 2/28/97	3/1/97- 2/28/98
Automotive Technology (diploma; 14 courses, 61.5 credit hours)	Diagnose, service, and repair domestic and foreign automobiles; includes mechanical and electrical systems.	0	1	4	1
Truck & Industrial Technology (diploma; 14 courses, 60 credit hours)	Diagnose, repair and maintenance diesel engines and heavy equipment systems including bus and truck fleets, construction and farming equipment, marine diesel engines, and oil drilling rigs.	0	0	0	0

Program	Teaching Objectives	3/1/94- 2/28/95	3/1/95- 2/28/96	3/1/96- 2/28/97	3/1/97- 2/28/98
Automotive & Truck Technology (AOS; 20 courses 85.5 credit hours)	Combines diagnoses, repairs, and replacements skills for automotive and diesel engine applications.	0	0	8	1
Automotive/Truck and Industrial Technology (AOS; 22 courses, 94 credit hours)	Provides flexibility to diagnose malfunctions in complete mechanical and electrical systems and make necessary repairs and replacements to automobiles, medium/heavy trucks, and industrial equipment.	1	12	2	5
Air Conditioning & Refrigeration Technology (diploma; 14 courses, 60 credit hours)	Installation, service, and repair of systems that control temperature, humidity, and air quality in residential, commercial, and industrial buildings; and refrigeration systems for food, medicine, and other perishables.	2	5	5	2

In summary, the Commission's licensing staff reviewed the materials submitted by the institution and finds that the institution meets all requirements for licensure.

Recommendation

The Committee recommends that the Commission approve the five-year renewal of Universal Technical Institute's license to recruit students into the following programs at its Houston campus:

Degrees:

Associate of Occupational Studies in:
Automotive/Truck and Industrial Technology
Automotive and Truck Technology

Diplomas:

Air Conditioning and Refrigeration Technology
Automotive Technology
Truck and Industrial Technology
Collision Repair and Refinish Technology (to be implemented summer 1999).

/jb



CHE
4/4/99
Agenda item 3.02.C

SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

1333 MAIN STREET

SUITE 200

COLUMBIA, S.C. 29201

RAYBURN BARTON
Executive Director

February 4, 1999

TELEPHONE
803/737-2260

FAX NUMBER
803/737-2297

MEMORANDUM

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

From: Mr. Winfred S. Greene, Chairman, Committee on Academic Affairs

**Consideration of Proposed Guidelines for the
Dwight D. Eisenhower Professional Development Program in
Foreign Languages
(PL 103-382, Title II), Project Year 1999-00**

Background

Since 1984, the Commission on Higher Education has been responsible for administering federal funds under a Title II program of the Elementary and Secondary Education Act (ESEA). The purpose of the Dwight D. Eisenhower Mathematics and Science Education Act has been to provide funds to the states for improving instruction and teachers' skills in mathematics and science and to provide access to and participation in such instruction for all students. In 1994, the 103rd Congress amended ESEA by the Improving America's Schools Act of 1994 (P.L. 103-382). As part of this reauthorization, the program was renamed the Dwight D. Eisenhower Professional Development Program (EPDP) and underwent several changes.

The DDEPDP provides funds to states to assist in their efforts to stimulate and provide sustained and intensive, high-quality professional development in core academic subjects. Such professional development is perceived to be critical in helping students meet challenging State content and student performance standards necessary to achieve the National Educational Goals. There are nine core academic subject areas: mathematics, science, English, civics and government, foreign languages, arts, geography, history, and economics.

-- The allocation of funds to the states is based primarily on the state's proportion of the population aged 5-17. In each state, 84 percent of the allocation is to be administered by the state education agency for the public schools and the remaining 16 percent is to be administered by the state agency for higher education. With these funds, the Commission issues a Request for Proposals for a competitive grants program. The attached Guidelines represent the Commission's proposed rules and regulations for a new competitive grants program in foreign languages.

The Improving America's School Act of 1994 states that if appropriations are less than or equal to prior year appropriations of \$250,000,000, then all funds must go to mathematics and science. If the appropriation exceeds that amount, the state is permitted and encouraged to use the funds in excess of this amount for professional development in mathematics or science or may choose to expend the funds on the other seven disciplines. For FY 1999-00 we expect the total appropriation to exceed \$250,000,000. Because of the large number of two-year projects awarded for FY 1998-99, the Commission suspended regulations for FY 1999-00 in order to accommodate those proposals in science and mathematics that will be under consideration for the second year of funding in FY 1999-00. The Commission is proposing to use the remaining balance (if funds are appropriated by Congress) to begin a new competition in foreign languages. This field is rapidly expanding in South Carolina schools and is considered a critical need area for the state. Expansion of the Eisenhower program into foreign languages will offer greatly needed professional development.

The attached Guidelines are very similar to those that the Commission distributes for the science and mathematics competition. We expect to have approximately \$250,000 with which to award grants. Proposals must support the state framework and assessment standards for foreign languages and reflect best practices of professional development. Awards may reach a maximum of \$50,000. Federal regulations require that the proposed project must be developed in collaboration with an LEA(s) prior to submission for consideration. This requirement has again been emphasized in the Guidelines to ensure that proposed projects meet the professional development needs of K-12 educators.

These Guidelines have been shared with the members of the Advisory Committee on Academic Programs at their meeting held on January 12, 1999.

Recommendations

The Committee recommends that the Commission approve the attached Guidelines for the Dwight D. Eisenhower Professional Development Program for FY 1998-99 in Foreign Languages.

Attachment: Guidelines for Dwight D. Eisenhower
Professional Development Program in Foreign Languages

jfb

**The Dwight D. Eisenhower Professional Development Program
Higher Education Grants Program
Guidelines for Submission of Proposals
for
Foreign Languages
FY 1999-00**

Background Information

The Improving America's School Act of 1994 (PL 103-382) authorized the Commission to conduct a competitive awards program. The focus of the higher education portion of the Eisenhower Professional Development Program centers on professional development activities for both in-service and pre-service teachers.

The 1994 federal legislation expanded the program to encompass nine academic areas: mathematics, science, English, civics and government, foreign languages, arts, geography, history and economics. Priority must be given to mathematics and science and is dependent upon the level of federal appropriations. Under section 2206 of the Elementary and Secondary Education Act (ESEA), in any year in which the level of Title II appropriations are at or below \$250,000,000, then all professional development activities must focus on mathematics and science. When the Title II appropriation exceeds \$250,000,000, then the state activities for the first \$250,000,000 will be for mathematics and science. States are also permitted and encouraged to use the funds in excess of this amount for professional development in mathematics and science or may choose to expend it on the other seven disciplines.

Under federal regulations, 16 percent of the Eisenhower funds allocated to South Carolina will be awarded to institutions of higher education and non-profit organizations of demonstrated effectiveness through a grant competition conducted by the Commission on Higher Education. The Commission anticipates awarding approximately \$650,000 in Eisenhower funds in federal fiscal year 1999-00, depending on the federal appropriation. Approximately \$400,000 will be awarded to projects in science and mathematics and approximately \$250,000 will be designated for projects in foreign languages. This call for proposals represents a special competition for projects in foreign languages. Proposed projects may request up to \$50,000 in funds.

Eligible Institutions

All public and private institutions of higher education, both two-year and four-year, which are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools are eligible to apply for awards. Non-profit organizations (NPOs) of demonstrated effectiveness may also make application with or without collaboration with an institution of higher education. Joint proposals between higher education

institutions or between the institutions and non-profit-organizations are welcome, but only one organization may serve as the fiscal agent.

If the institution of higher education has a teacher education program, then both the school/department of education and the school/department of the specific content discipline in which the professional development will be provided **must** be involved in the proposal. Such joint involvement **must be clearly indicated** in the proposal and can be demonstrated by:

- both departments assisting in the development of the proposal;
- the proposing department requesting comment on the proposal from the other department prior to submission; or
- the proposing department informing the other department of the intent to offer the professional development program.

Eligible Projects and Project Activities

The Improving America's School Act of 1994 authorizes program funds to be used in a wide variety of activities that focus on professional development. These activities can be used in both pre-service and in-service training of educators and fall under three broad objectives:

- professional development activities in the core academic subjects that contribute to the State plan for professional development;
- development and provision of assistance to local education agencies and their teachers and staff to provide sustained and intensive high-quality professional development activities; or
- improvements to teacher education programs within an institution of higher education in order to provide further innovation and to better meet the needs of local education agencies for well-prepared teachers.

Proposals must focus on intensive, sustained, high quality professional development. The Commission is seeking proposals which will be of significant duration and which will provide numerous follow-up sessions to ensure the impact on teacher effectiveness and student learning. Projects that have activities occurring over the funding period (not one short workshop) are required. Such programs should develop models that can be applied to school districts and teacher education programs across the State and thus have the potential for state-wide impact.

The proposal must include a well-articulated evaluation plan. Such a plan should gather data to determine the extent to which the project influenced changes in teacher knowledge and instructional practices in the classroom. Funded projects are also required to administer a Commission generated survey instrument to project participants as part of the assessment activities. The data from the Commission's participant survey is used in federal reporting requirements concerning the program's impact on teachers and student learning.

Effective Professional Development for Educators

The U.S. Department of Education envisions that high-quality professional development will "include rigorous and relevant content, strategies and organizational supports that ensure the preparation and career-long development of teachers and others whose competence, expectations and actions influence the teaching and learning environment." The "Mission and Principles of Professional Development," as developed by the U.S. Department of Education, state that high-quality professional development should incorporate all of the following principles:

- it should focus on teachers as central to student learning, yet include all other members of the school community;
- it should focus on individual, collegial, and organizational improvement;
- it should respect and nurture the intellectual and leadership capacity of teachers, principals, and others in the school community;
- it should reflect the best available research and practice in teaching, learning, and leadership;
- it should enable teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards;
- it should promote continuous inquiry and improvement embedded in the daily life of schools;
- it should be planned collaboratively by those who will participate in and facilitate that development;
- it should require substantial time and other resources;

- it should be driven by a coherent long-term plan;
- it should be evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and this assessment should guide subsequent professional development efforts.

Proposals submitted to the Commission must reflect this vision of high-quality long-term professional development.

FUNDING REQUIREMENTS

Cooperative Planning

The proposed program **must be planned in conjunction with** a local education agency (LEA) or consortium of local education agencies or schools. Teachers and subject content specialists from the local education agencies to be served by the proposed program **must be involved** in developing and planning the project. All proposals must include a narrative description of the cooperative planning and a service agreement with a LEA or consortium of LEAs. The purpose of cooperative planning is to demonstrate that the proposed project meets the **pre-determined needs of teachers**. The emphasis on collaboration is to ensure that the professional development activities address the high priority professional needs of teachers, teacher candidates and other school personnel. Both institutions of higher education and non-profit organizations must enter into a service agreement to provide training for teachers from one or more local education agencies.

The Professional Development Service Agreement (form attached) establishes the roles and responsibilities of each of the cooperating organizations and briefly describes the collaboration and the previous planning activities of the institution of higher education or non-profit organization **with** the LEA or consortium of LEAs. The agreement must be signed and dated by officials with endorsement authority for the organizations involved. This should **not** be a description of what the LEA will do if the project is funded but a description of the joint planning activities which have occurred.

Emphasis on the Historically Underserved/Underrepresented

The Improving America's School Act (Sec. 2001) states that "special attention must be given in professional development activities to ensure that education professionals are knowledgeable of, and make use of, strategies for serving populations that historically have lacked access to equal opportunities for advanced learning and career development." All proposals **must address** how the proposed project will include underrepresented groups. The approaches used will be dependent upon the goals and scope of the project.

Proposals should consider the need for greater access to, and participation in, the discipline by students from historically underrepresented groups, including girls and women, minorities, individuals with limited English proficiency, the economically disadvantaged, and individuals with disabilities. The proposal should indicate what pedagogical strategies and techniques will be utilized to meet the educational needs of these individuals.

For pre-service projects, the proposal should indicate how students at institutions of higher education will be trained to ensure that the above listed individuals will have full opportunity to achieve challenging State content standards and student performance standards.

An additional goal of the Eisenhower Professional Development Program is that teachers in high-poverty schools will participate in intensive, sustained professional development at rates comparable to or higher than the rates for teachers in other schools. Proposed projects **must** specifically address how the inclusion of such schools, and their personnel, will be recruited and selected to participate in the proposed activities.

Coordination with State Reform Efforts

The Eisenhower Professional Development Program requires that professional development activities support challenging State content and student performance standards. Proposals should clearly demonstrate inclusion of the State's Foreign Languages Frameworks and Achievement Standards.

Funding Priorities

The Commission is seeking both in-service and pre-service projects which support the goals articulated in the "Mission and Principles of Professional Development" as outlined above. In particular, proposals are encouraged which:

enhance the content knowledge of in-service and pre-service teachers in areas emphasized by the S. C. Foreign Languages Frameworks and Achievement Standards **as demonstrated by** local education agency needs assessments (note the federal regulations require that the professional development support state standards);

- provide training for both in-service and pre-service teachers in the use of newly adopted instructional materials, to include implementation of these for both good instructional methodology and content;

- provide training in the effective use of educational technology as an instructional tool for increasing student achievement in foreign languages;
- provide training of school personnel and pre-service teachers in innovative instructional methodologies designed to meet the diverse learning needs of individual students;
- strengthen the pre-service and in-service connections within professional development activities so that education students have direct, practical experience at schools; such connections could encompass assisting teachers in the mentoring process of new teachers.
- provide training for both pre-service and in-service teachers in the use of adopted instructional materials, to include implementation of these for both good instructional methodology and content;
- provide assistance in the development of school-wide efforts which are designed to develop or revamp school foreign language programs; or
- provide training to school personnel/pre-service teachers in pedagogical strategies and techniques to ensure greater equity in student achievement levels in foreign languages.

PROPOSAL DEVELOPMENT

All proposals must use the following format and **must use the forms provided** at the end of this document. These Guidelines and forms are also available on the Commission's Home Page under Academic Affairs (<http://che400.state.sc.us>).

1. Cover Sheet (form provided)
2. Abstract (limit, one page single-spaced)
3. Table of Contents
4. Proposal Narrative

The proposal narrative should include the following information and should **not exceed fifteen pages double-spaced**:

- a. statement of the demonstrated need for the program (including the pre-determined need of the LEA(s));

- b. statement of which funding priorities listed above will be addressed and how inclusion of the State frameworks will be addressed;
- c. a description of the purpose of the project and its objectives;
- d. a **detailed** description of the activities to be implemented, including follow-up, and discussion of how these activities meet the needs of the target population;
- e. a discussion of who will be served by the proposed project and an estimation of the number to be served.
- f. a description of how the project will promote access to and participation in foreign languages by historically underrepresented groups;
- g. the expected outcomes and accomplishments of the project (including impact on teacher learning and classroom practice);
- h. a **detailed** description of the methods and procedures to be used to evaluate the effectiveness of the proposed project objectives, to include the design for data collection and a clear description of objectives to be measured. The evaluation **must** include an assessment of how the activities have contributed to teacher practice and, where possible, student achievement;
- i. identification of key personnel and their qualifications and project-related responsibilities.
- j. The use of appendices is discouraged but if supplemental information is included it **must not exceed 10 pages**.

5. Professional Development Service Agreement (form provided)

All applications **must** be planned in conjunction with a local education agency (LEA) or consortium of agencies or schools and **must** provide evidence that the higher education institution or non-profit-organization planned the project **collaboratively** and entered into a service agreement to provide training for teachers from one of more of the local education agencies. Proposals which do not demonstrate that the proposal was developed collaboratively with an LEA(s) will not be considered for funding.

6. Proposed Budget (form provided)

Complete the Proposed Budget form and include a detailed Budget Justification/Explanation. The justification must provide an explanation of the proposed budget categories. Eligible expenses are limited to those necessary to complete the proposed project and guidelines are listed below. Financial matching from participating school districts, non-public schools, other private organizations, and the sponsoring institution of higher education or non-profit organization is **strongly** encouraged. The proposed budget should indicate a match from the local education agency designated in the service contract. Proposed projects should have budget requests of up to \$50,000.

Budget Guidelines:

- a. All personnel costs must be explained both in terms of percent of time spent on project activities and in terms of annual salaries.
- b. The budget must include indirect costs at the rate of 8 percent if the applying institution is state-funded. Private institutions are not required to include indirect costs as stipulated in Act 651.
- c. Under participant costs, no per diem or travel costs will be allowed. These costs should be provided by the local education agency and include mileage to attend program activities and costs associated with state or national meetings. Costs for reasonable field trip expenses associated with program activities are allowable (i.e., van rental). Stipends may be allowed under justifiable circumstances but participants may not also receive free or reduced tuition.
- d. Budgets must clearly identify the use of external funds (those in addition to the requested higher education Eisenhower Title II funds) to be used in the proposed project.
- e. Courses taught should be offered on a contract basis at the rate of \$3600 per 3-4 credit hour course.
- f. Equipment purchases are allowable if they meet federal criteria as follows:
 - ◆ the equipment is necessary to operate the project properly and effectively;
 - ◆ existing equipment is not sufficient;
 - ◆ the costs of purchase of the equipment are reasonable in relationship to the costs of renting it; and

- ♦ the percent of the cost of the equipment paid for with Eisenhower funds is proportional to the percent of time the equipment is used for Eisenhower activities.

7. Statement of Assurances (form provided)

The attached form must be signed by an authorized institutional representative to certify compliance with all regulations, policies, and requirements as they relate to acceptance and utilization of federal funds for the proposed project.

8. Statement of Demonstrated Effectiveness (non-profit organizations only; not institutions of higher education; form provided)

SUBMISSION AND PROPOSAL REVIEW CRITERIA

Submit the unbound original and twelve copies of the application to:

Attn: Eisenhower Competition
for Foreign Languages
S.C. Commission on Higher Education
1333 Main Street, Suite 200
Columbia, SC 29201

Deadline for receipt of proposals is not later than **5:00 p.m. on June 15, 1999.**

Depending on the number of proposals, proposals may be reviewed and rated using quantitative and qualitative criteria either of two methods: (preliminary statewide peer review and final review by a panel of staff of the Commission on Higher Education, the State Department of Education staff, and faculty representatives from K-16.

Each proposal will be rated according to the extent that it meets the Guidelines. In particular, the following criteria will be examined:

- the merit of the proposed project in terms of such things as quality of the material to be presented, quality of the content of the foreign language, and quality of the practices to be incorporated in the professional development activities;
- the extent of follow-up activities (i.e., sustained professional development);
- the extent to which the proposal reflects the vision of professional development;
- the extent to which the project addresses state curriculum frameworks and assessment standards;
- the extent to which the evaluation plan is well-defined and assesses impact on teacher learning and classroom practice;
- the extent to which the proposal targets funding priorities;
- the demonstration of planning and collaboration among partners;
- the extent of inclusion of underrepresented groups;
- the demonstrated importance of the need to be addressed;
- the qualifications of the project director;
- the extent to which the proposal supports State systemic reform efforts; and
- the extent to which the budget is reasonable for the proposed activities and the adequacy of matching funds.

ADMINISTRATION OF AWARDS

Awards will be made by the Commission's Committee on Academic Affairs acting on behalf of the Commission in October 1999. Project duration will be from November 1, 1999, to December 31, 2000. All funding is contingent on federal appropriations to the Dwight D. Eisenhower Professional Development Program.

The institution's award will be disbursed via quarterly payments using State invoice procedures. Disbursement will be based on cost recovery with the final payment made after receipt of the final report (final cost recovery).

Reporting requirements include an interim report (due on July 30, 1999), final report (due on February 12, 2000), and a site visit by the Commission's Eisenhower Program Coordinator. Details about these procedures are supplied to award recipients.

Questions may be addressed to the Commission staff as follows:

Dr. Gail M. Morrison, Director for Academic Affairs
Phone: 803-737-2243
e-mail: GMORRISO@CHE400.STATE.SC.US

Dr. Nancy Healy-Williams, Coordinator for Academic Affairs
Phone: 803-737-2246
e-mail: NHEALYWI@CHE400.STATE.SC.US

Attachments: Cover Page
Budget Form
Project Time Line
Statement of Assurances
Professional Development Service Agreement
Statement of Demonstrated Effectiveness

COVER PAGE
EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM
Foreign Languages
FY 1999-00
S.C. COMMISSION ON HIGHER EDUCATION

1. Project Title

2. Institution

3. Name(s) of Collaborating LEA(s)

4. Other Collaborating Organizations

5. Project Director	Name & Title	Phone Number:
Address		E-Mail:
		FAX:
	Signature	Date

6. Chief Executive Officer	Phone Number:
Address	E-Mail:
	FAX:
	Signature

7. Proposed Funding

a. Eisenhower

b. Institution

c. Cooperating LEA

d. Other

e. TOTAL

8. Estimated Number of Project Participants:

9. Cooperating LEA(s)

PROPOSED BUDGET
EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM
Foreign Languages
FY 1999-00

INSTITUTION:	Title II Funds	Other Funds	CHE Use
PROJECT DIRECTOR:			
1. Key Personnel(Faculty/Administration)			
A. Salaries			
1.			
2.			
3.			
4.			
B. Fringe Benefits			
2. Support Personnel			
A. Salaries			
1.			
2.			
3.			
4.			
B. Fringe Benefits			
Total Personnel Costs			
3. Participant Costs			
a. Books			
b. Materials			
c. Travel			
d. Room and Board			
e. Other			
Total Participant Costs			
4. Supplies			
a.			
b.			
5. Equipment			
a.			
b.			

PROPOSED BUDGET SUMMARY PAGE 2**Foreign Languages**

6. Additional Costs				
a.				
b.				
c.				
d.				
7. Other Travel (State Employees)				
Total Direct Costs				
Indirect Costs (8%)				
TOTAL PROJECT COSTS				
Project Director(s)	Typed Name & Title	Signature	Date	
Institutional Authority	Typed Name & Title	Signature	Date	

PROPOSED PROJECT TIMELINE
EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM
Foreign Languages
FY 1999-00

Institution			
Project Title			
Objective	Activity	Start Date	End Date

STATEMENT OF ASSURANCES
EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM
Foreign Languages
FY 1999-00

NAME OF INSTITUTION OR ORGANIZATION

hereby provides assurance to the South Carolina Commission on Higher Education that if this institution receives a grant under the terms of the Dwight D. Eisenhower Professional Development Program that it will comply with the regulations, policies, guidelines, and requirements as they relate to the application, acceptance, and use of funds for this federally funded project. Also, the applicant institution assures and certifies that it:

1. Possess legal authority to apply for the grant.
2. Will keep such records and provide such information as may be necessary for fiscal and program auditing and for program evaluation and will provide the South Carolina Commission on Higher Education or its designee any information it may need to carry out its responsibilities under the Eisenhower Program.
3. Complies with all provisions of the Eisenhower Program and its implementing regulations and all administrative rules of the S.C. Commission on Higher Education applicable to the Eisenhower Program.
4. Enters into formalized agreement(s) with the local education agency (LEA) or consortium of LEAs in the area of proposed service.
5. Takes into account the need for greater access to and participation in mathematics and science by students and teachers from historically underserved and underrepresented groups including females, minorities, individuals with limited English proficiency, the economically disadvantaged, and persons with disabilities.
6. Takes into account the needs of teachers and students in areas of high concentrations of low-income students and/or sparsely populated areas.
7. Will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where discriminatory practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.

Name Chief Executive Officer

Signature

Date

PROFESSIONAL DEVELOPMENT SERVICE AGREEMENT
EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM
Foreign Languages
FY 1999-00

In the space provided, include a professional development agreement that establishes the roles and responsibilities of each cooperating organization and that describes the collaboration and previous planning activities (including dates of meetings and participants). Additional sheets may be used.

_____ Name of Authorized Institutional Authority	_____ Signature & Date
_____ Project Director	_____ Signature & Date
_____ Name, Title, & Affiliation	_____ Signature & Date
_____ Name, Title, & Affiliation	_____ Signature & Date
_____ Name, Title, & Affiliation	_____ Signature & Date

STATEMENT OF DEMONSTRATED EFFECTIVENESS FOR NON-PROFIT ORGANIZATIONS ONLY
EISENHOWER PROFESSIONAL DEVELOPMENT PROGRAM Foreign Languages FY 1999-00

Each non-profit organization applicant must provide in the space provided evidence of: (a) past demonstrated effectiveness in providing professional development for teachers (may include title, dates and location of activities, syllabus, summary of workshop, evaluation report or resulting materials or publications) and (b) financial stability (may be the most recent independent audit which indicates that the NPO is not dependent on this grant for continued existence).



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

1333 MAIN STREET

SUITE 200

COLUMBIA, S.C. 29201

February 4, 1999

RAYBURN BARTON
Executive Director

TELEPHONE
803/737-2260

FAX NUMBER
803/737-2297

MEMORANDUM

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

From: Mr. Winfred S. Greene, Chairman, Committee on Academic Affairs

Proposed Regulation to
Implement House Bill 3603
Tasting of Alcoholic Beverages in Culinary Arts Courses

The 1998 South Carolina General Assembly passed House Bill 3603 (Act) to take effect upon approval by the Governor. Because the Governor did not sign or veto the Act, the State Legislative Council informs us that the legislation became effective two days into the 1999 legislative session (January 14, 1999). The Act gives the Commission authority to establish regulations to implement the Act.

The amendments that the Act accomplishes in each of its six sections are:

Section 1. Amends Title 20 (Domestic Relations), Chapter 7 (Children's Code), Section 50 (Unlawful neglect of child or helpless person by legal custodian) to include a person who has charge or custody of a child, or who is the parent or guardian of a child, or who is responsible for the welfare of a child.

Sections 2 and 3. Amend Title 20 (Domestic Relations), Chapter 7 (Children's Code), Section 8920 (Purchase or possession of beer, ale, wine, malt or other fermented beverages) and Section 8925 (Purchase or possession of alcoholic liquors) to exclude a student who: is 18 or older, is enrolled in an accredited college or university in a culinary course approved by CHE, and tastes, but not consume or imbibe, a fermented beverage for instructional purposes during classes as a part of the curriculum. The beverage must at all times remain in the possession and control of an authorized instructor who must be 21.

Sections 4 and 5. Amend Title 61 (Alcohol and Alcoholic Beverages), Chapter 6 (Offenses, penalties, and enforcement), Section 4070 (Transfer to persons under 21) and Chapter 4 (Beer, Ale, Porter and Wine), Section 90 (Transfer of beer or wine for underage person's consumption) to exclude a person who gives, serves, or permits to be served any alcoholic beverages to a student under 21 if: the person is an authorized instructor of an accredited college or university and is 21, the student is 18, is enrolled in the accredited college or university, and is a student in a culinary course approved by CHE, and the alcoholic beverages are delivered as part of the student's curriculum for instructional purposes, the student is required to taste, not consume or imbibe, during classes under supervision of the authorized instructor, and the beverages remains in the possession and control of the authorized instructor.

Section 6. Amends Title 59 (Education), Chapter 58 (Commission on Higher Education), to add Section 195 (Commission to promulgate regulations and review and approve courses), so that CHE has review authority in order to determine the legitimacy and appropriateness of the tasting requirements as amended in Sections 1 through 5 of the Act, and to establish reasonable rules and restrictions through regulation, as appropriate.

The attached proposed regulation prescribes the proposed criteria for institutions to allow certain students to taste alcoholic beverages as a part of a culinary arts course. On December 14, 1998, staff sent the proposed regulation to the institutions that have culinary arts programs and asked that institution representatives return comments. None of the affected institutions offered suggestions for changing the proposed regulation. Neither the College of Charleston nor the public technical colleges offer tasting; USC-Columbia requires students who enroll in its tasting course to be at least 21 years old. Johnson & Wales University includes tasting at its other campuses and will allow tasting at its Charleston branch when this regulation is enacted.

Recommendation

The Committee recommends that the Commission approve the proposed regulation and proceed with the process to promulgate the regulation as required under the provisions of the Administrative Procedures Act.

Attachment: Proposed regulations

/jb

COMMISSION ON HIGHER EDUCATION

CHAPTER 62

Statutory Authority: 1976 Code Section 59-103-195

62-n. Tasting of Alcoholic Beverages by Students Under Twenty-One Years of Age in Culinary Arts Course in an Accredited College or University.

A. A college or university accredited by a recognized accrediting agency may allow students who are eighteen years of age or older and enrolled in a culinary course which the State Commission on Higher Education has approved to taste, but not consume or imbibe, any beer, ale, porter, wine, alcoholic liquor, or other similar malt or fermented beverage as part of the required curriculum. The tasting must be only for instructional purposes during classes that are part of the curriculum. The beverage must at all times remain in the possession and control of an authorized instructor of the college or university who must be twenty-one years of age or older. The instructor may not offer alcoholic beverages for consumption or imbibition.

B. It is the institution's responsibility to establish safeguards and policies to assure compliance with the parameters prescribed by law, to assure that instructors are thoroughly familiar with the parameters allowing the tasting, and to monitor the courses. The institution's policies must include a method by which each student must expectorate rather than swallow so as not to become intoxicated. The institution must require that each student sign a hold harmless statement acknowledging that he or she is willingly participating and holding the institution and the State harmless in case of health or other consequences. The institution must allow each student a choice to participate or not for any reason without effect upon the student's grade.