

10/1/08

Commission on Higher Education
Committee on Academic Affairs and Licensing
Agenda

- 7.02A. Consideration of New Program Proposal**
D.N.P., Doctor of Nursing Practice, MUSC

Consent Agenda
October 2, 2008

- 7.02B. Consideration of New Program Proposals**
1. A.H.S., Emergency Medical Technology, Midlands Tech
 2. M.Engr., Industrial Engineering, Clemson
- 7.02C. Consideration of Requests for Amendments to Existing License to Add New Programs**
1. Art Institute of Charleston, A.A., Wine, Spirits, and Beverages Management
 2. ECPI: Greenville, Columbia, and Charleston, B.S.; Computer and Information Science; Electronics Engineering Technology; Business Administration; Healthcare Administration
 3. Walden University, to recruit into M.A.T., Early Childhood Education; M.A.T., Special Education
- 7.02D. Consideration of Request for Amendment to Existing License of University of Phoenix to Add a Site at Greenville: B.S., Business; B.S., Criminal Justice Administration; B.S., Health Administration; B.S., Human Services; B.S., Information Technology; B.S., Management; M.B.A., Business Administration; M.H.A., Health Administration; and M.M., Management**
- 7.02E. Consideration of Revised *Guidelines for Centers of Excellence* (Teacher Education) Competitive Grants Program, FY 2009-10**
- 7.02F. Consideration of Revised *Guidelines* for Improving Teacher Quality Competitive Grants Program, FY 2009-10**
- 7.02G. Consideration of Annual Report on English Fluency Act, FY 2007-08**
- 7.02H. Consideration of Operating Budget for Centers of Economic Excellence, FY 2008-2009**
- 7.02I. Considerations of Nominees for Elected Positions to Deans' Committee on Medical Education, 2008-2012 Term**
- 7.02J. Informational Report on Staff-Approved Mission Changes**

South Carolina Commission on Higher Education

Layton McCurdy, M.D., Chairman
Mr. Daniel Ravenel, Vice Chairman
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Dr. Bettie Rose Horne
Mr. Kenneth W. Jackson
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Mr. Kenneth B. Wingate
Mr. Neal J. Workman, Jr.
Dr. Mitchell Zaus

CHE
10/2/2008
Agenda Item 7.02A

Dr. Garrison Walters, Executive Director

October 2, 2008

MEMORANDUM

To: Dr. Layton R. McCurdy, Chairman, and Members, Commission on Higher Education

From: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing *Beth Rose*

Please find attached the staff write-up for a proposal leading to the Doctor of Nursing Practice from MUSC. If you wish to review the full proposal submitted by the institution, it is posted on the CHE website:
http://www.che.sc.gov/AcademicAffairs/CAA_Meeting/Sept4-08/AgendaItem_2c_DNP_MUSC.pdf

At the request of the Committee on Academic Affairs and Licensing, the staff write-up includes six attachments as follows:

1. Additional information submitted by MUSC: "MUSC's DNP Proposal Fact Sheet"
2. and 3. Enrollment and Degrees Awarded Data for all Graduate Nursing Programs
4. and 5. National Data on Nursing Doctoral Program Enrollment, Graduates, and Employment Commitments of Graduates
6. Edited Transcription of Committee questions and institutional answers related to the proposed DNP from the September 4, 2008, meeting

As always, please do not hesitate to call me should you have any questions.

dr

**New Program Proposal
Doctor of Nursing Practice
Tracks in Adult Nurse Practitioner, Family Nurse Practitioner, and Pediatric Nurse
Practitioner
Medical University of South Carolina
On-Line Delivery**

Summary

The Medical University of South Carolina requests approval for a proposal to offer a program leading to the Doctor of Nursing Practice (DNP) with three clinical tracks (Adult, Family, and Pediatric Nurse Practitioner) to be implemented in Fall 2009.

As required by the policy on new program approval for doctoral-level programs, this proposal was reviewed by an external evaluator prior to submission. The MUSC Board of Trustees approved the proposal on April 11, 2008. It was submitted to the Commission on May 13, 2008, and reviewed by the Advisory Committee on Academic Programs without substantive comment on July 17, 2008. Because of a number of changes which had occurred since the submission of the original proposal, a revised proposal was prepared and sent to the Commission on July 21, 2008. The original proposal (May 13, 2008) had contained five tracks in the proposed program, but two of these five tracks—Nurse Administrator and Nurse Educator—were removed from the revised proposal because they were not clinically-based. This staff analysis is based on the revised proposal, subsequent correspondence with the institution, and materials requested by the Committee on Academic Affairs and Licensing after its meeting on September 4, 2008.

At the meeting of the Advisory Committee on Academic Programs on July 17, in keeping with the perceived needs of the nursing profession to create more doctorally-prepared faculty to address the nursing shortage, institutional representatives expressed enthusiastic support for this new program. The program will be offered full-time to students either as a three-year, post-baccalaureate model, or as a one-year, post-master's model. Students may take both the post-baccalaureate and post-master's models on a part-time basis. The proposal states that the proposed program is a "clinically-focused doctoral program in nursing that will award the Master of Science in Nursing degree and the terminal degree of Doctor of Nursing Practice (DNP)" (underline included in proposal).

The program will be offered only on-line. However, students enrolled in the program will be required to demonstrate clinical competencies in psychomotor and psychosocial skills through performance-based assessments which "will be conducted in our simulation laboratory or one located near the student's residence," since the institution has found this practice improves student pass-rates on national certification examinations required in order to gain designation as Advanced Practice Nurse in the state.

The proposal states that employment opportunities for graduates of the DNP will be excellent. Since current Advanced Practice Nurses (prepared at the master's level) are employed at exceptionally high levels, it must be assumed that such employment opportunities for DNP graduates will be at least equal to MSN-prepared nurses who have passed their certification examinations as Advanced Practice Nurses. The proposal states that it is not possible to get accurate data from hospitals about their future needs owing to the dynamic situation of employment in the healthcare industry. Thus, no data on hospital demand for graduates is provided.

The purpose of the program is two-fold: 1) to provide sufficient breadth and depth of preparation for advanced practice nursing, which the narrative suggests is inadequate in the current MSN program; and 2) to produce significant numbers of doctorally-prepared nurses for positions as faculty members in baccalaureate and above programs, who are "primarily responsible" for curriculum, consistent with a March 2008 policy of the American Association of Colleges of Nursing (AACN) that by 2015 all such faculty be doctorally-prepared.

The revised proposal 1) limits clinical tracks in the new DNP to three; 2) states that the Nurse Administrator and Nurse Educator tracks will lead only to the MSN, which will make graduates of one of these tracks eligible to continue to a doctorate in the Ph.D. program but not in the DNP program; 3) requires that all coursework within the MSN will be offered at the doctoral level; and 4) clarified several other points. The revised proposal also makes clear that any student in one of the three clinical tracks within the DNP will be able to "stop out" and receive the MSN, albeit only after taking more semester hours than is currently the case to earn the MSN. According to institutional officials, these added credit hours enhance the psych-mental health and geriatric portions of the curriculum for today's health needs.

The proposal states that the institution will award both the MSN and the DNP to all students who complete the DNP. Finally, the revised proposal states that students in the clinical tracks will also be able to take a "minor" in education. This minor will consist of a total of nine semester hours of coursework (in addition to the coursework required in the student's chosen DNP clinical track) for the purpose of providing students interested in teaching nursing with skills in curriculum, instructional methods, and evaluation.

Depending upon the clinical track of study which a student selects, the curriculum will consist of 69 (ANP), 78 (FNP) or 72 (PNP) credits for those entering the program at the post-baccalaureate level (i.e., without any graduate degree in Nursing at the master's level.) For those entering the DNP who have already completed a master's degree in Nursing, the program will require a minimum of 42 additional credit hours, according to the chart on page 8 of the revised proposal. Thus, a student completing the entire degree path post-baccalaureate at MUSC will be advantaged by having to take a reduced number of semester hours.

A total of 19 new courses, according to the revised proposal, will be added to the Medical University's catalogue to initiate this "practice" doctorate degree program. At the same time, a total of 66 courses which have been offered under the MSN degree will be eliminated. This paring down will result both from the elimination of three tracks

previously offered in the MSN and from the sharing of many core courses by the remaining tracks to be offered in the DNP. One of the tracks eliminated will be Gerontological Nurse Practitioner which the institution argues is no longer necessary because of its low productivity and because the redesigned core at the DNP level will essentially incorporate gerontology.

If approved, this program at MUSC will become the second DNP program in the state. The other program is located at USC-Columbia and was approved in 1999. At that time, USC-Columbia administrators estimated that between 10-20 students per year would graduate with DNP degrees after Spring 2002. Through 2006-2007 academic year (the last year for which official data exist), the program had graduated a total of six students since its inception.¹ Until 2007-2008 (when unofficial statistics show the program graduated four students²) the program had graduated a total of six students since its inception. The USC-Columbia program has never reached the minimum annual number of graduates that USC estimated in its program proposal. A total of 52 students were registered in the USC-Columbia DNP in the Fall 2007.

According to the MUSC narrative, a comparison of the DNP at USC-Columbia with the proposed MUSC program is invalid, since the USC-Columbia program is provided through blended delivery (a mix of on-site and interactive off-site delivery) rather than on-line; advertises that it has 16 different concentrations (including several non-clinical concentrations); and--according to the MUSC narrative (but unsubstantiated by the USC-Columbia proposal or materials available on-line)--is focused on "leadership." However, research shows that both the USC and MUSC programs are DNP programs by nomenclature, both contain all three of the clinical specializations to be part of the MUSC program, both promote the concept of "nursing leadership," and both lead to certification of Advanced Practice Nurses once graduates pass the respective national certification examination. As such, this program will constitute duplication within the state, although the program modality (i.e., on-line vs. "blended") is different.

A "web-enhanced" DNP with a track in Family Nurse Practitioner is also offered through the University of Tennessee Health Science Center campus at Memphis (UTHSC-Memphis). However, the proposal states that implementation of the new DNP at MUSC will not constitute unnecessary duplication of programs in the Southern region by pointing out that the program at UTHSC-Memphis is a post-master's program and offers only the Family Nurse Practitioner track. Yet, the MUSC program has a post-master's model available. Historically, the Family Nurse Practitioner track has been the most highly enrolled and market-accepted of all nurse practitioner offerings. (In 2006-2007, the American Association of Colleges of Nursing reported that a majority of all nurse practitioner students in the United States--54.6%--were enrolled in the Family Nurse Practitioner track.) Thus, by name, by delivery method and function, the MUSC degree will also be duplicative of the on-line UTHSC-Memphis program in the Southern region.

¹ The staff paper for the 9/4/08 meeting of the Committee on Academic Affairs had stated that there were a total of four DNP graduates since the program began, because two graduates of what is now the "DNP" (but earlier had been known as the "ND" or "Nursing Doctorate") were not included in the initial count.

² Likewise, the staff paper for the 9/04/08 meeting had stated there were seven graduates of the DNP this year, because the first report had bundled all doctoral graduates in nursing rather than separating them into Ph.D. (N=3) and DNP (N=4).

A second partial revision to the MUSC proposal (received August 12, 2008) projects the DNP students and graduates during the first five years of implementation as follows: DNP students will account for a total of 31 (35.6 FTE) in the first year, rising to 61 (74.7 FTE) in the second, 94 (104.3 FTE) in the third, 118 (128.2 FTE) in the fourth, and 142 (142.1) in the fifth year. Graduates in the program will be zero in the first and second years; rising to 11 in each of the third and fourth years; and then rising to 31 in the fifth year. These numbers mirror the kind of optimistic projection presented in the 1999 proposal for the DNP at USC-Columbia, which has never been realized. If these estimated numbers of enrolled students and graduates are met, the program will exceed greatly the statewide productivity standards for doctoral programs by the fifth year of the program's implementation.

No new faculty, staff, and graduate assistants will be necessary to initiate the program in its first year, according to the proposal. In the next four years, however, a total of two new faculty (.3 FTE) will be necessary to add to the faculty. No net increase of staff members will be added the first five years of the program.

At the time of the next accreditation visit to MUSC, the Commission on Collegiate Nursing Education (CCNE), one of two national nursing professional accreditation groups recognized by the Commission on Higher Education and the United States Department of Education, will "review" the DNP program. The proposal indicates that the CCNE is "likely" to require preparation of all "advanced practice nurses" at the doctoral level by 2015. However, attendees from South Carolina at the June 26-27, 2008 National Summit on Nursing Education Capacity in Washington, DC, have reported that a CCNE spokesperson who spoke at that meeting did not confirm any commitment by the CCNE to change accreditation standards to require the DNP to be the entry-level professional practice degree for clinical Advanced Practice Nursing.

Neither the proposal nor other information suggests an imminent crisis related to accreditation or need for the program will result if the DNP proposal at MUSC were not implemented. For example, 1) MSN graduates through 2015 will be grandfathered into advanced practice for their entire careers; 2) the other national accrediting body for nursing does not accredit nursing doctoral degrees; 3) the DNP is so novel that the American Nurses Credentialing Center (ANCC) has not even developed a separate credentialing examination for its graduates; 4) the DNP at USC-Columbia has a record of low productivity thus far with respect to graduates and another program in the region is available electronically; 5) market demand figures are not supplied in the proposal; 6) other states including North Carolina are continuing to initiate MSN clinical track programs; and 5) the proposal acknowledges that 140 competing DNP programs are being developed throughout the country. (The American Association of Colleges of Nursing reported in 2006-2007 that there were 20 institutions which actually had functioning, implemented DNP programs.)

According to the proposal, facilities and library needs are adequate to initiate the DNP in its first year. New costs for the program are estimated to begin at \$22,000 in year one and include supplies/materials, equipment, and a consultant. Estimated new costs decrease in the second and third years of the program's implementation to \$15,000 in each of those years; costs then increase to \$40,000 in the fourth and \$53,400 in the fifth year. Total new costs for the first five years of the program's implementation are listed

in the proposal at \$145,000. These include faculty salaries, supplies/materials, library resources, equipment, consultants, and outcomes evaluations.

The proposal also estimates revenues for the first five years at \$545,406, of which \$508,406 are shown in Table 9 of the proposal to be coming from "other" legislative appropriations which the institution defines as internal funds transfers to the DNP program. The proposal does not show revenue coming from new students' tuition, so staff has used the tuition figures calculated from the semester credit hours estimated by the institution.

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

Estimated Program Costs and Revenue							
Estimated Program Costs			Estimated Program Revenue				
(A) MRR Cost	(B) Other Costs*	(C) Actual State Funding	(D) Tuition	(E) Additional Revenue	(F) Total Revenue (C+D+E)	(G) Total Revenue - Total Costs (F-(A+B))	
Year 1	\$313,387	\$0	N/A	\$715,646	\$0	\$715,646	\$402,259
Year 2	\$657,085	\$0	\$160,499	\$1,498,558	\$0	\$1,659,057	\$1,001,972
Year 3	\$918,160	\$0	\$336,811	\$2,097,481	\$0	\$2,434,292	\$1,516,132
Year 4	\$1,127,899	\$0	\$471,219	\$2,575,412	\$0	\$3,046,631	\$1,918,732
Year 5	\$1,250,614	\$0	\$578,745	\$2,855,297	\$0	\$3,434,042	\$2,183,429

*Includes costs of an extraordinary nature not otherwise included in the MRR cost calculation (e.g., costs for a new building required to support a program).

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

On September 4, 2008, the Committee on Academic Affairs reviewed the proposal. As a result of the institution's presentation and the dialogue at that meeting, the Committee asked that the staff supply additional information in several areas, including:

- Any additional reasons and support for the proposed program from MUSC representatives.

- Enrollments and graduates of the graduate nursing programs over several years at all three research institutions in the state.
- Most recent enrollments, graduates, and labor market acceptance for Ph.D.s and DNPs in the United States.
- A transcription of the questions and answers related to the proposal from the meeting of the Committee on Academic Affairs and Licensing.

Accordingly, staff has included this kind of information here as six attachments. Sources for the information contained in these attachments has been noted.

In summary, MUSC insists that it is vitally important for its institutional mission and student acceptance to offer this program. Given that situation, staff had commended the program proposal to the Committee on Academic Affairs and Licensing on condition that the program be reviewed in five years for productivity and be discontinued at that time if it fails to meet state productivity requirements.

Recommendation

The Committee on Academic Affairs and Licensing refers the MUSC program proposal leading to the Doctor of Nursing Practice (DNP) with concentrations in Family Nurse Practitioner, Adult Nurse Practitioner, and Pediatric Nurse Practitioner to the full Commission on Higher Education for further discussion in light of the additional information provided in Attachments 1-6.

Attachments: (6)

Attachment 1

Below are points provided by MUSC's College of Nursing to staff on 9/9/08 in response to questions at the Committee on Academic Affairs and Licensing meeting of 9/4/08. This sheet was entitled:

"MUSC's DNP Proposal Fact Sheet"

- **The Need for the DNP (also see pages 1-3 of the full proposal):**
 - 1) South Carolina has a nursing shortage as reported by hospitals across the state, and it is one of the unhealthiest states in that nation
 - 2) The lack of faculty prevent nursing programs in the state from expanding their enrollments
 - 3) Preparing nurses with the DNP is the easiest way to solve the faculty shortage
 - 4) DNP graduates are prepared with the highest level of critical thinking skills focused on clinical practice
 - 5) PhD graduates also can become faculty, but most nurses do not want to pursue the PhD which takes twice as long as the DNP and prepares them to be nurse researchers, not clinicians
- **Nursing in South Carolina:**
 - 1) The 32, 399 registered nurses in this state are among the least educated in the nation:
75% have an AND degree; 25% have a BSN degree;
5% have a Masters degree; 0.4% a PhD degree
 - 2) 41% of newly licensed nurses come from out of state
 - 3) 68% of PhD prepared nurses are over age 50 and will retire in the next 10-15 years
 - 4) **We must feed the nurse faculty pipeline now**
- **Financial Implications if MUSC's DNP Request is Not Approved:**
 - 1) Without the MUSC DNP program, students wanting a DNP will enroll in a program out of state—thus SC will lose these tuition dollars
 - 2) MUSC's masters program will decrease enrollment—thus SC will lose these tuition dollars
 - 3) Nurses wanting a DNP will leave the state to get this degree in another state—thus SC hospitals will lose them as a part of our nursing workforce, negatively impacting the state's economy
 - 4) The University of Tennessee (Ut) will be phasing out their MSN program entirely and only offering the DNP. Their DNP has 6 specialty areas, only one of which (Family Nurse Practitioner) will overlap with our DNP offerings. Their program is "web-enhanced " and not totally online thus it is **not duplicative**. It will, however, **cost SC students \$3500 more than MUSC's tuition each semester to attend the University of Tennessee.**
- **MUSC's College of Nursing Performance**
 - 1) this proposal should be evaluated based on the past and current performance of MUSC's College of Nursing as apart of the only academic health sciences center in SC
 - 2) In 2008, we have the highest enrollment in our history with 400 students

- 3) Each of our programs, BSN, MSN and PhD, is filled to capacity with a 95% graduation rate
- 4) No new financial resources are requested to open the MUSC DNP program
- Additional Information on Scope of Nursing Practice:
 - 1) ADN Graduate—Entry level bedside nurse with emphasis on technical skills
 - 2) BSN Graduate—Entry level bedside nurse with ability to assume progressive management responsibilities
 - 3) MSN Graduate—Advanced practice clinical nurse specializing in a patient population (such as pediatrics, adult, psychiatric-mental health, etc.)
 - 4) DNP Graduate—Expert advanced practice nurse clinician with ability to provide evidence-based approaches for quality and safety improvement in various roles and practice settings, organizational and systems leadership and management, and the translation of research to improve practice; **length of study is 3 years post-BSN**
 - 5) PhD Graduate—Nurse who conducts research for the advancement of nursing and health sciences and who has expertise in theoretical, methodological, and analytic approaches to discovery, testing, application and dissemination of new knowledge; **length of study is 6 years post-BSN**

Attachment 2

Nursing Enrollment in South Carolina: Advanced Practice Nursing Programs by Degree, Institution, and Year

Source: CHEMIS (data available online at http://www.che.sc.gov/New_Web/Rep&Pubs/DataRepts.htm)

Master's Degrees

	1999	2000	2001	2002	2003	2004	2005	2006	2007
Clemson	65	55	48	60	75	89	78	82	84
MUSC	140	123	130	129	199	182	213	201	197
USC-Columbia	142	127	87	72	141	119	116	121	121

Doctoral Degrees

	1999		2000		2001		2002		2003		2004		2005		2006		2007	
	Ph.D	DNP	Ph.D	DNP	Ph.D	DNP	Ph.D	DNP	Ph.D	DNP	Ph.D	DNP	Ph.D	DNP	Ph.D	DNP	Ph.D	DNP
MUSC							18		22		21		20		21		29	
USC-Columbia	29		20		36		22		15		15		18		14		11	
															48		52	

Attachment 3

Graduates of Advanced Nursing Degree Programs (MSNs, Ph.D.s and DNP's) in South Carolina

Source: CHEMIS (data available online at http://www.che.sc.gov/New_Web/Rep&Pubs/DataRepts.htm)

MSNs	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Clemson	15	27	20	18	17	37	21	32
MUSC	60	57	52	61	53	52	51	51
USC-Columbia	68	41	34	34	18	20	23	25

Doctoral - Ph.D.

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008 (unofficial)
MUSC	NA	NA	NA	NA	1	1	4	7	
USC-Columbia	7	3	4	2	4	3	1	2	3

Doctoral - DNP

	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008 (unofficial)
USC-Columbia	NA	NA	1	1	2	1	1	0	4

Attachment 4

National Data on Nursing Doctoral Program Enrollment, Graduates, and Employment Commitments of Graduates

Source: Fang, D., Htut, A.M., Bednash, G.D. 2007-2008 *Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing*. Washington, DC: American Association of Colleges of Nursing, 2008. p. 46.

	2003	2004	2005	2006	2007
Headcount Enrollment	3174	3403	3601	3811	3843
Graduates	397	405	416	431	513

- Number of Institutions in which enrollments and degree completion were counted = 110
- In 2006-2007, American Association of Colleges of Nursing (AACN) had a total of 575 member institutions
 - In 2006-2007, there were 722 institutions in the US and its territories with baccalaureate and graduate programs in Nursing
 - In 2006-2007, ENROLLMENTS in these programs were: 56,028 students in Masters' programs in Nursing; 3,927 in research-focused doctorates (mostly Ph.D.); and **862 in DNP programs**.
 - In 2006-2007, GRADUATES from these programs were: 13,470 from Masters' programs in Nursing; 437 from research-focused doctorates (mostly Ph.D.); and **74 from DNP programs**.

(Source: 2006-2007 *Enrollment and Graduations in Baccalaureate and Graduate Programs of Nursing*. American Association of Colleges of Nursing . Washington, DC, 2007. p. 1.)

Attachment 5

Employment Commitment of Doctorally-Prepared Nurses 2007-2008

Source: Table 38. "Employment Commitment of Doctoral (Research-Focused) and Doctor of Nursing Practice Graduates." American Association of Colleges of Nursing. *Ibid.*, p. 80

	Research-focused (Ph.D. et al)		Doctor of Nursing Practice	
	Number	Percentage	Number	Percentage
Faculty Positions and Post-Doctoral Fellowships	308	58.0%	45	36.9%
Research, Administration, and Executive (both hospital and non-hospital ambulatory care)	81	15.3%	38	31.2%
Private Consulting, Federal / State Agencies, Military, and Business / Industry	23	4.3%	5	4.1%
Other / Do Not Know	119	22.4%	34	27.9%
Total	531		122	

NOTE: Percentages may not total to 100.0 due to rounding

Edited Transcription of Questions and Answers about Proposed Doctor of Nursing Practice with Tracks in Adult Nurse Practitioner, Family Nurse Practitioner, and Pediatric Nurse Practitioner

Participants in Discussion

Dr. Bettie Rose Horne, Chair of Committee
Mr. Hood Temple, Member of Committee
Mr. Neal Workman, Member of Committee
Dr. Gail Stuart, Dean of Nursing at MUSC
Dr. Sally Stroud, Associate Dean of Nursing at MUSC
Dr. Doris Helms, Clemson
Dr. Aileen Trainer, University of South Carolina
Dr. Cheryl Cox, South Carolina Technical College System
Dr. Gail Morrison, Commission Staff
Dr. Lynn Kelley, Commission Staff

Horne: From the Medical University we have Dr. Gail Stuart, the Dean, Dr. Sally Stroud, the Associate Dean. Thank you for coming we appreciate it, all right. Do I have a motion to accept for discussion the Medical University of South Carolina's request for a new program Doctor of Nursing Practice with three tracks Adult Nurse Practitioner, Family Nurse Practitioner, and Pediatric Nurse Practitioner?

Workman: So moved.

Horne: All right.

Temple: Second.

Horne: This is online delivery, of course, as you know. Here we have a motion and a second. Are there questions for Drs. Stuart and Stroud, please?

Workman: Yes, I have a couple of questions. First, you know, [the staff paper] goes through and talks about how [a similar program] did not work well with the University of South Carolina and then you point out or it has been pointed out that there are significant differences in what was done there versus here. With an enrollment of five what makes your program different [from USC's DNP]? I see what you're saying but you're using a forecast as to why this program is going to work. That may be just as optimistic as the one that USC used that was so far off the mark in predictions for students and graduates.

Stuart: Let me respond in two ways to that. First of all, I do not want to speak for USC, but they established their program in 1999. This degree program is one which really was not endorsed by the nursing profession until more recently—the last four or five years. So they were an earlier innovator and it really didn't take off. Now I believe they have 52 enrolled since this was endorsed by the profession. We have had just innumerable requests from students who would

consider not taking the master's program for this. I think you are looking at a ten-year period in nursing where things have changed.

In addition, we started our Ph.D. program in 2002, we faced some of the same challenges about enrollment numbers, etc. [that USC faced with beginning its DNP]. We are now at capacity with 39 students in our Ph.D. program. So we believe that there is a demand out there, and we are the state's only higher education academic health sciences center. I think this proposed program also reflects where Nursing has moved in the last decade.

Workman: Specifically, having a doctorate in Nursing versus a master's degree--how do you distinguish what that difference is? I can see what is written here but elaborate.

Stuart: In many ways the DNP is the equivalent of an M.D. It's the terminal professional degree, and a masters is not a terminal degree. So, you have a scope of practice issue but the additional coursework in the DNP really involves financial aspects of the healthcare system. It involves translating research into practice and case management. These are the kinds of skills that I think our healthcare system needs now. It will be the terminal professional degree, and so nurses would either have a DNP or a Ph.D. much as a physician could have a M.D. and a Ph.D.

Temple: I have a couple of questions. One of the things is obviously that on first read I think this gives us all some concerns because of the failure or the perceived failure of the USC-Columbia program [i.e., the difference between what they said they'd produce as graduates and what they have produced as graduates]. My first question is--as I look at your estimated program cost and revenue--what number of students are you all using to show that your financial projections are likely to be a success? The reason I ask that is if you fall short of those projected numbers of students, how will the numbers be different? What are the assumptions for your one, two, three, four, five years? How many students do you have to have before you can break even and make it a success?

Stuart: We are thinking that we will have a cohort similar to the numbers we have now for the master's program, and we actually have the largest cohort of students working to become master's-prepared in the state. We are expecting that we will hold to that same total number of students, but they will become a mix of master's-level and doctoral (DNP) students—and, of course, we'll have some who will drop out. So we are seeing that number as being a constant [in the first year]. We believe we have that market.

Temple: Okay.

Stuart: Again, I think to explain the situation of the DNP at USC-Columbia a little bit. We have to understand that they also lost their Dean during that time

period and also had some other transition issues that I am sure played into [the discrepancy between projected and actual enrollments and graduations.]

Temple: Well, we certainly don't hold that against you. I guess practically speaking, you do such a great job but we are talking about the need and where it is. Could you in this DNP program have the ability to have courses transfer into, say, a nurse anesthetist [program] or something like that? Does it benefit people going into other areas or is this doctoral program in nursing just something very specialized?

Stuart: There are three clinical tracks, so it is not for nursing anesthetists, in fact, that area--i.e., nurse anesthetist--is not in our College of Nursing. It is in the College of Health Professions. Really the three areas for which we have the greatest demand from students are Family Nurse Practitioner, Adult Nurse Practitioner, and Pediatric Nurse Practitioner. Those are our largest tracks and there is a market demand for those folks. So the DNP which we are proposing doesn't really tackle all the other specialties.

Temple: Is the end result of the salary increases for students taking the DNP going to justify the additional cost of the education [beyond the master's program] to get there or is there [a cap to the salaries for these advanced practice nurses]? If you are talking about pediatrics, those guys are the lowest in terms of salary to start off with. So then you have to wonder what the benefit to these folks is going to be in completing the DNP--a year or more in addition to the current MSN. On the other hand, there are a lot of MSN-prepared nurses who are probably making close to what the doctors are making right now. So, for two reasons--those in specialties that don't pay that much and those in specialties that are paying a lot already--what would be the incentive of the DNP over the existing MSN?

Stuart: It's one extra year of schooling over and above the traditional master's, and it's hard to know what's going to happen with the economics of healthcare, especially with the election coming up. But, clearly, nurses in practice make a very good salary--better than the nurse faculty instructors who are teaching them. So, will it add tens of thousands of dollars to their salaries? At this point in time, we don't know, but we do know there are good clinical salaries for nurses with advanced practice degrees.

Temple: How is this proposed degree being received in healthcare circles? There were some comments made early in this discussion which I tend to agree with. How is this being received by the MD community in terms of doctoral level? Likewise, is there a push at some point if a DNP program is successful for these nurses to be able to write prescriptions and things of that nature? Is that going to be part of it as well?

Stuart: Right now, a master's prepared nurse practitioner can write prescriptions and so these nurses will do this as well. In South Carolina the physicians are very

supportive of advanced practice nurses. They hire nurse practitioners into their practice for rural areas of the state. We really need those advanced practice nurses prepared in South Carolina. In other states maybe there is a little bit more competition between advanced practice nurses and physicians, but basically the AMA has endorsed it. There is a group of nurses and physicians working together to develop a potential certification exam for the DNP. They are working on that. But in our region, these nurses are clearly in demand to work in our community.

Temple: Do you foresee a time when an advanced practice DNP nurse could open up a practice in a rural area without being under the supervision of a medical doctor, do evaluation, treatment and prescription of medicine?

Stroud: A physician and a nurse practitioner together? Or just the DNP?

Temple: Just the DNP.

Stroud: Currently not. No. The advanced practice nurse—whether it be one who is master's-prepared or doctorally-prepared--has to work in collaboration and have supervision from a physician.

Workman: Is there any chance that this new degree might create a question in the mind of the consumer? In other words, "Doctor, doctor which doctor." Do you know what I'm saying?

Stroud: I know what you're saying, but I believe the nurse practitioner groups have said that we will always say to patients, "I am Sally Stroud, Advanced Practice Nurse. I have a doctorate in nursing. I am not a medical doctor." We would not present ourselves as a medical doctor. We are a doctor of nursing practice.

Stuart: Any more than a pharmacist or a psychologist is a physician.

Temple: I was going to make that comment because Pharm D's are called Doctors.

Stuart: Psychologists are as well. Now there is even a doctor of physical therapy, so there are a lot of doctorally-prepared healthcare providers of different backgrounds out there in the field. You have to be very clear to consumers that they have to ask for and want to have a nurse practitioner take care of them if that is what they want. A lot of them feel they are grateful for the quality of that care.

Horne: I think it is probably naive on our part to think, though, that the general public is interested in and knowledgeable about all of the differences between Ed.D., Ph.D. M.D., DNP, and that kind of thing. I don't think we should wear badges that say, "Not a real doctor." I just think there is a lot of confusion. We have a lot of questions here because this DNP proposal is an extremely expensive

program and we are trying to be fair and get all of these questions answered. We appreciate your patience. One of my questions is based upon the proposal's statements that the new program will require a total of 19 new courses, but, of course, 66 courses previously offered under the MSN are being eliminated. So, I really thought you would show some decrease in faculty, but I see, on the one hand, no new faculty, except a graduate assistant necessary to initiate the program, but within the next four years here, the program will need two more faculty. I thought we would see that with those 66 courses disappearing, we would get to see we are actually saving some faculty salaries.

Stuart: Let me explain that. Right now, with the 66 courses it is a very inefficient system. We have small numbers, very small numbers, being taught in many of these classes--almost what I consider tutoring, they are so small. By consolidating the courses, we are not reducing our overall number of students. They still need to be taught, and they will need to be taught in larger groups that are broken down. But if you look at the student numbers, you can see that our student:faculty ratio stays the same because we're not reducing students. We're just reducing our inefficiencies which we feel very good about.

Horne: I am glad to hear that. Was there consultation with the University of South Carolina? Do they have any thoughts on the program proposal?

Stuart: Yes, we work closely with them and with our colleagues in Clemson. This state needs us to work collaboratively together. If we can ever share resources, we're always looking for those opportunities. And, in fact, we have a program going right now with those two campuses regarding simulation. We're working more closely together. We believe that's the way we need training for nurses to do things in the future.

Horne: Are we going to see Clemson wanting one [a DNP] of its own? Of course, Dr. Stuart, you can't speak for Clemson, but you can understand how that has to be a question that arises in our mind. That if you're having this collaboration with Clemson.

Workman: If your program is to be offered on-line where it can be accessed by anyone and everyone, why have it in several institutional places?

Stuart: We see the on-line [feature] as being a very valuable piece of this. We have nurses all around the state who aren't going to leave their communities or their jobs to relocate for education, so this allows them to stay working where we need them to grow as with their families. And we've been very successful with our on-line program.

Temple: So apparently if it is on-line, the same things we talked about earlier with the wet lab and all that clinical part? All the clinical supervision and laboratories

are done by the time the students have risen to the master's level. . . so the doctoral level degree programs are administrative solely?

Stuart: No, this would involve clinical courses as well. There would be some clinical. The majority of their clinicals are in their home environment, but there will be a period of time when they must come to Charleston for intense clinical skills as well.

Temple: So it's not a 100% on-line program after all?

Stuart: The coursework is 100% on-line, but in order to assess clinical skills they will have to come on campus for a short period of time for us to complete those assessments.

Horne: And so by mentioning the local hospitals, clinics and what not--will you require an agreement with all of those around the state as well? How will that be handled?

Stroud: We currently do have---I think--over 300 agreements around the state. For every agency that is willing to have our master's students on-site to provide patient services, we have to have an agency contract.

Horne: So this will automatically roll in as one more program?

Stuart: Right and the agencies are happy to have those contracts. They like having students who learn the latest. It is good for a hospital's staff to have students like that on board working with you. So, nothing will change in that regard.

Horne: Do you have to follow the same set of proscriptions that the site can accommodate no more than X number of students per each clinical supervisor?

Stuart: Right.

Horne: You come well within those guidelines?

Stuart: Yes, absolutely.

Horne: Let us move to questions about duplication. It appears that much of the proposed MUSC DNP is really duplication of the Tennessee program which is in fact on-line also, correct?

Stuart: Let me point out the distinguishing features of the programs. First of all, the University of Tennessee program is only a post-master's program whereas ours will be post-baccalaureate as well as post-master's. So theirs is just for folks who already have their master's and it only duplicates our program in one track--

family nurse practitioner. Not pediatric, not adult. But at MUSC half of our accelerated students go right on for a graduate degree and become leaders in the state. They want a post-baccalaureate program in order to continue their advancement immediately after receiving their BSN. So what Memphis represents or Tennessee represents is just one small little piece of the pie, and that in no way would meet the needs of the students in this state or the registered nurses in the state.

Horne: Then I am reminded of in the write-up that notes there are 140 such programs throughout the country now planned for immediate implementation. Given that fact and given the fact that we cannot enroll students or get graduates at the levels they projected in USC's program which is near Charleston, I think I am not yet convinced that the need seems to be overwhelming. I asked Dr. Morrison to pull some information and to tell us a little bit about these programs, which are so expensive. In fact, this will be the fifth nursing doctoral program requested and approved for our research institutions since 1994. That's just a lot--just a lot of programs for a state as small as South Carolina, particularly given that the one at Carolina is [historically] underperforming. And, if you go back to 1986, that's the sixth nursing doctoral program that will have been approved in South Carolina. Then I have some fears that Clemson's name may be raised. I don't know about the rest of you but that makes me really nervous.

Stuart: If I may just address the issue: MUSC is the only academic health science center in this state. We attract the core of students who want to be exposed to the latest clinical and academic research. We are the largest producer of graduate students for any program in this state. These students are hearing what's being said nationally that they need the terminal degree--which is the DNP. My fear is that if we do not offer this program, these students will go out of state and we will see a reduction in our enrollment which will put us in financial jeopardy, quite honestly. So, we are wanting to give to the students and nurses in this state something in-state so they don't leave in order to fulfill their educational expectations.

Temple: Do you believe that five years is the amount of time necessary to see whether it's a success or not?

Stuart: You can see in the first two years we obviously will be enrolling [i.e., not yet graduating students]. So, in five years we will have our first graduates, but I will have to say our Ph.D. program is the most successful one in the state. Our graduation rate is 95%. I truly believe that we can deliver.

Horne: Anticipating that answer I also asked Dr. Kelley to do a little research on the difference in these various degrees because some of them seem to overlap into other ones, even though they might be slightly different. He says nursing personnel historically have made distinction between the Ph.D. as the research degree and the DNP as the practice degree, but now we're hearing that the DNP-

prepared faculty members will be eligible for tenure and will do "patient- based" research (or "evidence-based" research as opposed to double- blind studies and bench research as do the Ph.D. students. So would you respond to that?

Stuart: Yes, I appreciate that. The Ph.D. is a researcher. They have a research-intended program of study. The DNP is a clinical program. They are to apply research. They are not intended to be independent researchers. They can take someone's research and the findings that they have to apply in practice, but it is not a research degree.

Kelley: But we do hear things about DNPs doing "evidence-based research."

Stuart: Evidence-based practice, yes.

Kelley: But they will do research work themselves?

Stuart: Yes, they will identify a question, a problem that the patient has. Other researchers will have worked with this question in answering that problem or that question, then transfer it into practice. So that's right. That's what we need in the healthcare system, more evidence-based practice and evidence-based care.

Horne: But if the ultimate goal we are trying to meet is to prepare more teachers for the comprehensive universities and the technical colleges that are producing the nurses, why do we want to give another doctorate if we are just trying to produce more Registered Nurses?

Stuart: What we are trying to prepare are more nurses to practice. That's the importance and reason for this practice degree. Will some of them [i.e., DNPs] teach? Yes. But it is not a teaching degree. If they want to do that, then they can get a master's in nursing education. These [DNP's] are the nurses who hopefully will populate South Carolina in these small communities that can't attract physicians. Patients want the confidence to know that they are trained to be the best they can be.

Workman: I thought you said they could not go to a community and open up.

Stuart: They would have to have a collaborative relationship with a physician.

Workman: With an MD.

Stuart: Yes and that's a benefit as well. I think we want to see team work and partnership. I mean we don't want people solo practicing. So, yes, they will form collaborative relationships and have supervision, but they will also be able to provide healthcare in pockets in this state where we can't really attract and retain [enough doctors].

Kelley: Dr. Stuart, I think part of the confusion is that the proposal states that there are two purposes for the DNP degree program, one of which is to turn out graduates who will be faculty at baccalaureate and above institutions.

Stuart: And with this degree, of course, folks could elect to teach. That is an option for them and we do need teachers. Institutions can hire either Ph.D. or DNP prepared nurses or master's prepared nurses. Obviously in a university setting, I look for more Ph.D.'s. A technical college might look for more masters. So there's a career opportunity for them in various settings. But this is a clinical degree as opposed to a research degree.

Horne: God forbid that in my next transformation I become the CEO of a hospital, but answer this question for me. I am trying to look at the bottom line, and I'm looking for RN's and the most inexpensive RN's that I can attract are clinically strong technical college graduates. Why do I want to hire your DNP as a practicing nurse since you're saying the intended outcome of the DNP program is to produce more of them for the practice setting? Why on earth would I be interested in paying for one of those when I get two clinically sound technical college grads?

Stuart: I'll answer that by [citing] the Institute of Medicine report that says that 94,000 patient deaths are preventable in the hospital due to staffing errors and mistakes. This nurse is the one who can look at a program, look at errors, look at a unit, and analyze patterns of care. There's more than just the person at the bedside. We have a *system* of care and hospitals that are seriously dysfunctional. 94,000 deaths per year among the population of hospital patients represent more than homicides and suicides combined in this country. Those are people who come into the hospital not with a terminal illness. Something bad happens to them while they're in the hospital. You need someone who is watching that, monitoring that, taking the evidence and translating it into a way to prevent those deaths and that is what this nurse is prepared to do. The two-year nurse is simply not prepared to do this. We don't turn out the same kind of nurse. We educate different products from what a two-year nursing program turns out.

Temple: I was just going to say the converse of asking the question would be the fact that it's cheaper to hire a nurse anesthetist than to hire an anesthesiologist. It may be cheaper to hire five nurse anesthetists than one anesthesiologist. Maybe one argument for this program is to have a very well educated person as a DNP supervising a whole floor of nurses.

Stuart: Right. We need to look at our system of care because hospitals are in serious trouble. And that's where we've identified what we need to really change—the way in which we deliver health care, particularly in hospitals.

Horne: Dori, do you want to jump in [to this conversation]? At Clemson, do you want one of these programs?

Helms: No. But I do have a few points. One, we send a lot of our students to the hospital where there is clinical work and clinical nursing and the DNP's who are there not only oversee the nurses in the hospital but also have a lot to do with making sure that the students we send there for their clinical work are overseen by somebody who has the qualifications to teach and oversee them in the clinical setting. The other thing I would say is that right now we have six vacancies in our nursing department, and we are really having difficulty finding Ph.D. prepared nurses because we are not going to hire master's degree-prepared nurses because they count against us in our ratings.

Cox: We'll take all the MSNs you find, and the ones you don't hire, we'll take them.

Kelley: Dr. Helms, when you say that hiring masters-prepared faculty "count against you" at Clemson, you don't mean this by SACS, do you?

Helms: Not for SACS, but they don't help us reach our goal [of being a top 20 research institution]. They are not research faculty. They are not doctorally prepared so they don't have to do research.

Kelley: You mean that they count against you for the *US News and World Report* ratings?

Horne: Have you been to visit USC, Dori, to let them know you're clamoring for some staff and they are not stepping up and producing? They have an undersubscribed program.

Trainer: I resent the language about the program. It is not a failing program; we bombarded it with way too many credit hours [in the beginning. Then,] we had a change in leadership and over the past ten years we have made modifications. . . but the [current] enrollment number, 52, that's significant. We're getting inquiries from out-of-state nurses with the Academic Common market with the on-line component of it. So, there is significant demand. If we can compare these people with DNP's and be satisfied that they can function as our clinical faculty, we can transition some of the Ph.D. faculty into the research slots. It is a balancing act but our program is not in disarray.

Kelley: The staff report does not indicate that the program is in disarray. The staff paper simply says that it has never turned out the minimum number of graduates the University said it would. That's all it says.

Trainer: I can't argue the sense of that. But I think based on the changes in the program, when you look at the fact that we are enrolling more and more students we consider it a healthy program that meets productivity. So I had to speak on our behalf.

Stuart: May I also interject there are over 32,000 nurses in South Carolina? We just heard that the DNP is at capacity at USC with 52 enrollees and there is such a need for nurses in this state. We don't even prepare enough—over 40% of nurses who work in South Carolina come from out-of-state. We need to provide ongoing education for nurses in this state. Now there are 32,000. If USC has 50 and let's say we have 50, that's 100 in these programs out of 32,000. I think we have to look at the pool that we are trying to address.

Horne: We don't disagree on that. We're just trying to get at the most efficient way to make sure that the numbers are coming out in ways that make sense to the taxpayers. We have to answer for those folks as well who don't have a voice in this discussion.

Helms: The purpose of USC and MUSC doing this degree is that they both have medical schools. The only way we would ever offer this degree is if it were ever to be required as part of the license to practice. If it ever got to the point where you could not be a nurse practitioner without the DNP or Ph.D.--in other words, if the masters degree no longer works to become an Advanced Practice Nurse---that's the only way we would ever come back and say, "Wait a minute. We're going to have graduates that might not have a job." But we have not discussed this at all at Clemson or among the three research institutions. The level of our collaboration among the nursing group is to say, "You do this, you do that, and we do genetics and then we are not duplicating."

Stuart: Might I also add that there is a shortage of nursing faculty in this state and at the technical colleges. We love our master's prepared but we need doctoral prepared nurses to teach and when we go back to our accreditation group, we have to say that we are not producing them.

Horne: I would agree with that. The problem that I see is that-and perhaps this is an endorsement of the Study Committee's position that we need a strategic plan- it is like we are all in the ball park of saying, "Okay, well now clinical needs this" and they come forward and then you can see that it is easy to assume on the part of those who feel that they've been disenfranchised that this big school gets this piece; and the next one comes forward and gets a piece--and it just goes on. Then nursing educators go before the legislature and do the end run [to get special funding]. And so it does seem like we are in disarray sometimes in trying to make sense of how this is fitting into an overall plan. In actuality, it really isn't fitting; and that lends itself to a lot of [questioning].

Morrison: One of the frustrations is that over the last twenty years the country has invested millions and millions of dollars in establishing doctoral programs (Ph.D.) in nursing- over a hundred and however many there are.

Kelley: Over 106.

Morrison: And so we have all these programs that have not solved the problem of creating sufficient numbers of practitioners or faculty. There are many, many, very small programs all over the country, so building a program is not always the answer. We have tons of programs [nationally] and we all know that you recruit your faculty and Dr. Helms recruits her program faculty nationally, not just in South Carolina. So you have access to all of the graduates of all these hundred-plus programs. What is it about the profession that is making this [producing Ph.D. graduates] such a difficult task? Are people enrolling and then stopping out because of their ability to earn such a good living without a doctoral degree to which you alluded earlier and they are stopping out at the master's degree?

Stuart: I can answer that honestly. The Ph.D. is a research degree. There are five statistics and research methodologies courses. Honestly, that is not what most nurses want. So it is a very small subset of nurses who want to do research and go through the Ph.D. route. The majority of nurses are practicing clinical nurses and that's what this degree addresses. So, if I had a program that had a very small number--and we've seen that in the programs that we closed when there is no longer marketing-- I think that it is only sensible [to close them]. But the Ph.D. is not what the majority of nurses seek in higher education, and it is not where the majority of nurses will ever work. The number of Nurse Researchers will always be small--important but small. With 39 in our Ph.D. program, we are delighted to be producing them, and I do hire the best and brightest to stay on as faculty. But the largest group of nurses are the clinical nurses--that is, the nurses who are really given to patient care, not doing research. It is simply a fact that most nurses don't want a Ph.D.

Horne: Dr. Cheryl Cox, you had a question?

Cox: It was [to address the question of why you as a CEO in a hospital would hire two technical college graduates of associate degree nursing programs at a lower cost campuses to one Advanced Practice Nurse.] Part of that answer is scope of work. The people who graduate within a nurse practitioner program do a very different job than an entry-level RN, whether they have a two- or four-year degree. So there is a difference. They are apples and oranges; you don't hire the Pa.D. or the nurse practitioner to do the job of an entry-level nurse.

Cox: We do hire frequently in-state whenever we can. So we do need a local supply. Many of the people we hire are career changers, not that they've moved [from another career to become] nurses, but [they have] moved to teach nursing from practice. Many of those times we have to grow our own from bachelor's on up, and an on-line program will be very beneficial to them. Now, whether that's a master's or a Ph.D., I am not in the profession, so I can't address that question. But the fact that [this proposed DNP program] is an on-line program is very attractive.

South Carolina Commission on Higher Education

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CHE
10/2/2008
Agenda Items 7.02B.1-2

Dr. Garrison Walters, Executive Director

October 2, 2008

MEMORANDUM

To: Dr. Layton R. McCurdy, Chairman, and Members, Commission on Higher Education

From: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing *Beth Horne*

Analyses of Two New Program Proposals

Please find attached the staff summaries and analyses for two new program proposals, Agenda items 7.02B.1-2.

As always, please do not hesitate to call me should you have any questions or concerns about our analyses or recommendations.

/dr

**New Program Proposal
Associate Degree in Health Sciences
Major in Emergency Medical Technology
Midlands Technical College**

Summary

Midlands Technical College requests approval to offer a program leading to the Associate in Health Sciences degree with a major in Emergency Medical Technology, to be implemented Fall 2009.

The proposal was submitted to the Commission for review on May 14, 2008, and approved by the State Technical College System's Board on May 28, 2008. The proposal was reviewed without substantive comment by the Advisory Committee on Academic Programs on July 17, 2008, and was approved unanimously.

The purpose of the program is to prepare graduates either as entry-level Emergency Medical Technicians (EMT) or to advance the careers of those already in the field who have only received non-credit training and/or non-degree educational preparation thus far. The need for the program is based on the demand by employers (both public and private) and on the increased level of education and training required for entering or career progression in the field. The South Carolina Department of Health and Environmental Control's (DHEC) recent adoption of the US Department of Transportation (USDOT) national standards for EMT has meant that a person in the field must take advanced training or an associate degree program. The fact that the advanced, non-academic, training option does not allow for financial aid will make the associate degree option much more appealing to many students. Based on a needs analysis survey conducted by the institution for the years 2008, 2009, 2010, there was a need for 357 full-time (new and replacement) and 54 part-time (new and replacement) positions in the EMT field in the college's service area.

The curriculum consists of 70 credit hours. Of these, 29 credits are in general education, 35 are in the major field, and six are electives. The curriculum has been designed to meet the USDOT standards recently adopted by the South Carolina Department of Health and Environmental Center (DHEC). The proposed curriculum is similar in content to that offered by the three other technical colleges which have been approved to offer a program in this field. These institutions are Greenville-Technical College, Florence-Darlington Technical College and Horry-Georgetown Technical College, each of which has a different geographical

clientele from the proposed program at Midlands Technical College. A total of two new courses will be required for the proposed program.

The proposed program indicates that one new full-time faculty member will be hired in the first year of the program to act also as Program Director and Instructor. The full-time faculty member will have a bachelor's degree with a master's degree or higher preferred in a Health/Medical-related field, teaching experience, and administrative experience. A part-time administrative assistant and a student assistant/contract worker will be hired to assist with the programmatic administrative and clerical duties.

Enrollment in the proposed program is estimated to begin at 24 headcount (22.8 FTE) in 2009-2010, the first full year of the program, increasing to 40 headcount (35.6 FTE) by FY 2010-2011, and to 40 (35.6 FTE) in 2011-2012. If enrollment projections are met, the program will meet the current CHE program productivity standards for enrollment.

There will be no additional physical plant requirements for classrooms and office space required for the program. Office space for the program's faculty and staff will be in an existing office on the Airport Campus. However, the institution anticipates that EMT didactic instruction will require two regular classrooms and approximately 1,500 square feet of space for clinical lab and storage area.

The proposal indicates that the program is subject to accreditation. The institution will seek accreditation from the Commission of Accreditation of Educational Programs for the Emergency Medical Services Professionals (CoAEMSP). The CoAEMSP accreditation is expected to be awarded following the second year of program implementation, based on CoAEMSP candidacy and accreditation guidelines.

The College anticipates spending a total of \$15,212 within the first three years of the program's implementation to purchase books and serials to support the program. Six new EMT related serial titles will be selected and subscribed to during a three-year period. The proposal states that library and learning resources are currently able to provide a variety of materials for this program because of the electronic databases which are available to students and faculty members through PASCAL.

For the first three years of the program's operations, equipment costs are estimated to total \$18,000. Midlands Technical College has received a federal Department of Labor, Employment and Training Administration (DOLETA) grant, which allows some of the non-expendable and durable equipment purchased for use in the MTC EMT-Paramedic Certificate program to be utilized in the

proposed associate degree program. The DOLETA grant for \$49,914 will offset some of the cost for equipment. The reallocation of existing resources is approved and promoted by the DOLETA. The proposed program also indicates that a total of \$18,000 for three years for expendable supplies and materials will be necessary to support the program.

Total new costs are estimated by the institution at \$443,843 for the first three years of the program. The categories for these operational costs include faculty salaries (\$312,753), program administration (\$43,750), clerical/support personnel (\$42,127), supplies and materials (\$18,000), library resources (\$15,212), equipment (\$18,000), and accreditation (\$3,000).

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

Estimated Program Costs and Revenue

	Estimated Program Costs		Estimated Program Revenue				
	(A) MRR Cost	(B) Other Costs*	(C) Actual State Funding	(D) Tuition	(E) Additional Revenue	(F) Total Revenue (C+D+E)	(G) Total Revenue - Total Costs (F-(A+B))
Year 1	\$257,663	\$0	N/A	\$79,200	\$16,638	\$95,838	-\$161,825
Year 2	\$402,316	\$0	\$115,722	\$123,504	\$16,638	\$255,864	-\$146,451
Year 3	\$402,316	\$0	\$180,760	\$123,504	\$16,638	\$320,902	-\$81,413

*Includes costs of an extraordinary nature not otherwise included in the MRR cost calculation (e.g., costs for a new building required to support a program).

These data demonstrate that if Midlands Technical College 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 by the third year of its implementation. Nevertheless, the institution has provided assurances that it has the resources necessary to implement the program appropriately.

In summary, Midlands Technical College proposes to offer a new program leading to an Associate in Health Science degree with a major in Emergency Medical Technology. The program will prepare graduates to meet the growing demand for emergency medical technologists prepared at the USDOT National standard level (as adopted by DHEC) in the College's service area.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the program leading to the Associate in Health Science degree with a major in Emergency Medical Technology at Midlands Technical College, to be implemented in Fall 2009, provided that no "unique cost" or other special state funding be required or requested.

**New Program Proposal
Master of Engineering in Industrial Engineering
Concentration in Supply Chain and Logistics
Clemson University**

Clemson University requests approval to offer a new program leading to the Masters of Engineering degree in Industrial Engineering with a Concentration in Supply Chain and Logistics, to be implemented in January 2009. The proposed program will be offered solely by distance education through the internet.

The Clemson University Board of Trustees approved the proposal on February 8, 2008. The proposal was submitted to the Commission in May 2008. The proposal was reviewed and voted upon favorably by the Advisory Committee on Academic Programs on July 17, 2008.

According to the proposal, the purpose of the program is to provide a professional master's degree via the internet using the combined resources and expertise of the Department of Management in the College of Business and Behavioral Science, the Department of Industrial Engineering, and the Department of Civil Engineering. The proposed program will also serve to raise the visibility of the departments involved and the University as a whole as leaders in research and education in supply chain logistics.

The proposal states that the demands placed on supply chain professionals in industry have increased dramatically as manufacturing and the associated supply process have become increasingly complex. Research presented indicates that those few companies that effectively manage their supply logistics are rewarded with a disproportionate share of their industries' profits. According to the proposal, the proposed program is "targeted at providing practicing supply chain professionals with the necessary foundational and supply chain specific tools to identify opportunities for improving their supply chains and to execute effectively projects to take advantage of those opportunities." The proposal further states that several businesses, including the Fluor Corporation, have expressed strong support for this program. In addition, Clemson indicates that it has received questions about enrollment from working professionals who have heard rumors of the program.

The proposed program is directly linked to and strongly supported by Clemson University's Center for Economic Excellence in Supply Chain and Logistics, the Clemson Research Site of the Center for Engineering Logistics and Distribution, the Clemson Institute for Supply Chain Optimization and Logistics, and the Burlington

Industries Professor of Supply Chain Management. There are no comparable programs in the state.

Only one Supply Chain Management program is offered completely through the internet nationally. That program, offered by Arizona State University, leads to a Masters of Business Administration rather than an engineering degree.

The admissions criteria for the proposed program are: 1) an undergraduate degree from an accredited college or university; 2) A defined set of mathematical skills; and, 3) at least one year of relevant industrial experience.

The proposed program will consist of 30 credit hours of course work in ten courses newly created for the program. Of these, 15 credit hours are in core courses (IE 851 Data Collection; IE 852 Modeling and Decision Making; IE 853 Foundations in Quality; IE 854 Fundamentals in Supply Chain and Logistics; and IE 857 Industrial Safety and Risk Management), three credit hours are in management (MGT 856 Fundamentals for Supply Chain Management), and 12 credit hours are in the concentration (IE 850 Introduction to Capital Projects Supply Chain; IE 855 Capital Projects Supply Chain; IE 858 Case Studies in Capital Projects Supply Chain; and IE 859 Capstone Design Project). Courses will be taught over the internet to cohorts of students who will take one course (3 credit hours) per semester in a "lockstep" progression.

The program will be evaluated using an assessment plan derived from one approved by the faculty of the Master in Science in Engineering programs. This assessment uses a matrix of learning objectives and courses, and ensures that each learning objective for the program is evaluated for at least one course in each student's course of study.

Based on interest expressed by local and national companies, Clemson University is confident that it will have more than sufficient demand to meet its goal to enroll a new 20-student cohort each year beginning in January 2009. If enrollment and program completion projections are met, the program will meet the Commission's productivity standards.

The proposal states that in the first five years of the concentration no new faculty, administrative, or staff members will be hired for the proposed program. The proposal further states, however, that the program will make extensive use of adjunct faculty with current experience in Supply Chain Management and Logistics.

There is no specialized accrediting body for the proposed program.

The existing physical plant and classroom facilities are adequate to provide space for the proposed program. The only necessary physical space required for implementing the program is a small studio which already exists and for which equipment has been purchased.

According to the proposal, existing library holdings are adequate to support the proposed program. Many of the resources for the current Industrial Engineering, Civil Engineering, and Management degrees also support the new courses to be implemented for the proposed program. There are no funds allotted to upgrade library resources for the proposed program in the first five years of the program.

New costs for the proposed program include \$69,000 in the first year, decreasing to \$28,000 in the second year, and increasing to \$40,000 in years three through five. Categories of new costs in the first five years of the proposed program include graduate assistants (\$164,000) and equipment (\$53,000).

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

Estimated Program Costs and Revenue

	Estimated Program Costs		Estimated Program Revenue				
	(A) MRR Cost	(B) Other Costs*	(C) Actual State Funding	(D) Tuition	(E) Additional Revenue	(F) Total Revenue (C+D+E)	(G) Total Revenue - Total Costs (F-(A+B))
Year 1	\$132,412	\$0	N/A	\$59,538	\$75,462	\$135,000	\$2,588
Year 2	\$264,825	\$0	\$70,659	\$119,800	\$150,200	\$340,659	\$75,835
Year 3	\$397,237	\$0	\$142,313	\$177,870	\$227,130	\$547,313	\$150,076
Year 4	\$397,237	\$0	\$212,538	\$177,870	\$227,130	\$617,538	\$220,301
Year 5	\$397,237	\$0	\$212,538	\$177,870	\$227,130	\$617,538	\$220,301

*Includes costs of an extraordinary nature not otherwise included in the MRR cost calculation (e.g., costs for a new building required to support a program).

According to the proposal, this program is designed to be completely self-supporting through student tuition and fees. Clemson staff stated that this is due in large part to the differential tuition and fees for the proposed program. According to the proposal, tuition and fee revenue from the proposed program will amount to \$135,000 per year for each 20-student cohort admitted to the program, significantly higher than the tuition income allowed for in the MRR calculation. The differential between the standard tuition and fees and the tuition and required fees for this program are presented in the "Additional Revenue" column above. These data demonstrate that if Clemson University can meet the projected student enrollments and contain costs as shown in the proposal, the proposed program will be able to cover new costs with revenues it generates beginning in its first year.

In summary, Clemson University is proposing a program leading to the Masters of Science in Industrial Engineering with a concentration in Supply Chain and Logistics. This program and concentration is a response to increasing complexity in the manufacturing supply chain environment and to increasing demand among employers. The program will be offered is solely through the internet and is designed to be completely self-supporting.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the program leading to the Masters of Engineering degree in Industrial Engineering with a concentration in Supply Chain and Logistics at Clemson University, to be offered through the internet and to be implemented in Spring 2009, provided that no "unique cost" or other special state funding be required or requested.

South Carolina Commission on Higher Education

Layton McCurdy, M.D., Chairman
Mr. Daniel Ravenel, Vice Chairman
Douglas R. Forbes, D.M.D.
Dr. Bettie Rose Horne
Mr. Kenneth W. Jackson
Dr. Raghu Korrapati
Dr. Louis B. Lynn
Ms. Cynthia C. Mosteller
Mr. James R. Sanders
Mr. Hood Temple
Mr. Randy Thomas
Mr. Kenneth B. Wingate
Mr. Neal J. Workman, Jr.
Dr. Mitchell Zais

CHE
10/2/2008
Agenda Item 7.02C.1

Dr. Garrison Walters, Executive Director

October 2, 2008

MEMORANDUM

To: Dr. Layton R. McCurdy, Chairman, and Members, Commission on Higher Education

From: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing *BRH/qmm*

Consideration of Request for Amendment to Existing License to Add New Program **The Art Institute of Charleston, Charleston, SC** **A.A., Wine, Spirits, and Beverage Management**

Summary

The Art Institute of Charleston <www.artinstitute.edu/charleston> requests approval of an amendment to its license to offer a program leading to the Associate in Arts degree in Wine, Spirits, and Beverage Management to be implemented in January 2009. The program will be delivered on-site.

The Art Institute of Charleston (AiCSC) is a private, proprietary branch campus of The Art Institute of Atlanta (AiA), which has operated as an Art Institute since 1975. AiA and AiCSC are wholly owned subsidiaries of The Art Institutes International LLC, a for-profit entity owned by Education Management Corporation (EDMC). EDMC, headquartered in Pittsburgh, Pennsylvania, operates 83 campuses in 26 states and Canada with a student enrollment of over 96,000. The Commission has licensed The Art Institute of Charleston (AiCSC) since December 7, 2006, to offer various degree programs in culinary and visual arts.

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) has accredited AiA since 1985, and the Charleston campus has been approved by SACS as a branch campus of AiA. AiA is approved by the Georgia Nonpublic Postsecondary Education Commission to confer diplomas and associate and bachelor degrees.

The following information from the U.S. Department of Education shows student loan default rates at AiA. Institution officials expect similar results for Charleston.

OPE ID	School	Type	Control	PRGMS		FY2005	FY2004	FY2003
009270	Art Institute of Atlanta (The) 6600 Peachtree Dunwoody Road Atlanta GA 30328- 1649	Bachelor's Degree	Proprietary	Federal Family Education Loan (FFEL) and Federal Direct Loan (FDL)	Default Rate	5.4	5.3	3.7
					No. in Default	101	78	51
					No. in Repay	1843	1471	1365

The U. S. Department of Education sanctions a school when the school's three most recent cohort default rates are 25 percent or higher or if a school's current default rate is greater than 40 percent. Except in the event of a successful adjustment or appeal, such a school will lose FFEL, Direct Loan, and Federal Pell Grant program eligibility for the remainder of the fiscal year in which the school is notified of its sanction and for the following two fiscal years.

Institute officials have a 10-year lease agreement for the Carroll Building located at 24 North Market Street in downtown Charleston. The Institute currently has access to 44,513 square feet, with an additional 4,000 square feet available by March 2011. AiCSC provides faculty and staff offices, 12 classrooms, three computer labs, two art labs, one drafting room, two kitchens, a dining lab, and studio space, as well as a student lounge, supply store, exhibition gallery, and 2000 square foot library. Additional classroom space is currently being added to the second floor and expansion is expected to be complete in Fall 2008. Funds have been budgeted for fiscal year 2009 to purchase equipment necessary for the Wine, Spirits, and Beverage Management program.

AiCSC has submitted to the Commission a list of program-specific learning resources it plans to acquire for its 2000 square foot library, which is staffed by a librarian holding a master's degree in Library and Information Science. Students have access to several on-line periodicals and program-specific publication databases. AiCSC enjoys the privilege of an

interlibrary loan system with over 40 other Art Institute campuses, as well as through the larger EDMC Library Consortium.

The Art Institute employs at the Charleston branch a full-time campus president, a vice president/dean of academic affairs, and directors of admissions, career services, student finance, and individual academic departments. The campus president reports to the Institute's Board of Directors. The Wine, Spirits, and Beverage Management program will fall under the purview of the academic director for Culinary Arts until enrollment in the program warrants employment of its own program director.

In compliance with the requirements of state licensing regulations and SACS, members of AiCSC faculty who teach general education courses must possess a master's degree with 18 hours in the teaching discipline or hold a master's degree with a major in the teaching discipline. Faculty teaching core courses will hold credentials at the bachelor's degree level or higher, or will hold an Associate of Applied Science or Associate of Occupational Science (which is the industry standard for Culinary Arts) with specialized levels of certification equivalent to Certified Culinary Educator, Certified Executive Chef, or Certified Chef de Cuisine coupled with experience in culinary education.

To be admitted into associate-level degree programs, prospective students must have a General Educational Development (GED) certificate or high school diploma from a regionally accredited high school or local school district-approved home school program with a grade point average of 2.0 or higher. Prospective students must also participate in a personal interview with the associate director of admissions and achieve an acceptable score on the ACT exam or the Computer Adaptive Placement Assessment and Support System (COMPASS) test for skills assessment. SAT, ACT, or ASSET scores may be submitted in lieu of the COMPASS test.

Transfer students who have completed fewer than 36 quarter credit or 24 semester hours of college credit must meet the same admission requirements outlined in the above paragraph. Transfer students may submit official transcripts from each college attended and may be able to transfer credit from other accredited institutions. The Institute also awards credit for College-Level Examination Program (CLEP) exams as well as for training, employment, or other educational experience as measured through Defense Activity for Non-Traditional Education Support (DANTES), DANTES Subject Standardized Tests (DSST), or as shown on American Council on Education (ACE) transcripts.

Institute officials project approximately 58 new students (46 full-time, 12 part-time) will enroll in the program in the first year. Tuition at AiCSC is currently \$435 per quarter credit hour or approximately \$20,880 per academic year for full-time students. Additionally,

students in the Wine, Spirits, and Beverage Management program must purchase a supply kit for \$635, as well as books and other supplies. Total tuition is \$41,760 for the program.

The curriculum of the Wine, Spirits, and Beverage Management program consists of 112 quarter credit hours, 84 in the core and 28 in general education. There is no specialized accrediting agency for this program. Licensure or certification is not a requirement for employment in this field but may be advantageous; students have the opportunity to attain Level I and II certifications through the Wine and Spirit Education Trust.

The Wine, Spirits, and Beverage Management program is designed to develop students' awareness and sensitivity to the nuances of different types of beverages, educate them in the history and heritage of each beverage category, and instill in them a thorough knowledge of wines of the world by region and component. Additionally, students will be introduced to the ethical and legal issues involved in the service of alcoholic beverages and will be prepared to fully understand all aspects of fiscally managing a successful beverage operation. According to the proposal, high growth in the United States in the sales and consumption of wine and other specialty alcoholic beverages has increased the demand for well-trained and educated beverage professionals. Graduates will be prepared for entry-level positions in careers such as beverage and bar manager for a corporate or independent restaurant; wine or coffee bar assistant manager; assistant food and beverage director; assistant director of food and beverage purchasing; wine buyer for a food retailer or grocery chain; entrepreneur (beverage wholesaler, importer, distributor, retailer); sales representative for a beverage wholesaler, importer, distributor or producer; and winery tasting room manager.

No similar degree program is offered in the State.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of an amendment to the license of The Art Institute of Charleston to offer a program leading to the A.A. degree in Wine, Spirits, and Beverage Management for implementation in January 2009.

Associate in Arts
Wine, Spirits and Beverage Management
112 quarter credits hours

GENERAL EDUCATION

28 Quarter Credit Hours

EN 101	4	English I
MT 113	4	Ideas of Mathematics
EN 105	4	Public Speaking
SC 106	4	Chemistry
Elective	4	(Social Science)
Elective	4	(Humanities)
Elective	4	

CORE

84 Quarter Credit Hours

CL 110	4	Food Safety and Sanitation
CL 114	4	Concepts and Theories of Culinary Techniques
CL 129	4	Planning and Cost Control
CL 132	4	Computer Applications in the Foodservice Industry
CL 136	4	Management Supervision and Career Development
CL 201	2	Purchasing and Product Identification (2 credits)
CL 215	4	Management by Menu
CL 220	4	Food and Beverage Operations Management
CL 237	4	Capstone/Portfolio
CL 343	4	Hospitality Marketing
CL 345	4	Quality Service Management and Training
CL 348	4	Legal Issues and Ethics for Culinarians
CL 399	4	Externship
CL 420	4	Exploring Wines and the Culinary Arts
FB 101	4	Fundamentals of Bar Operations and Professional Service
FB 110	4	Spirits, Beers, and Brews
FB 120	2	Tea, Coffee, and Non-alcoholic Beverages (2 credits)
FB 201	4	Beverage Purchasing, Inventory Control, and Menu Authoring
FB 210	4	Viticulture & Vinification I
FB 215	4	Viticulture & Vinification II
FB 225	4	Wines of the New World & Emerging Regions
FB 230	4	Dining Room Operations

South Carolina Commission on Higher Education

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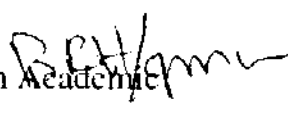
CHE
10/2/2008
Agenda Item 7.02C.2

Dr. Garrison Walters, Executive Director

October 4, 2008

MEMORANDUM

TO: Dr. Layton R. McCurdy, Chairman, and Members, Commission on Higher Education

FROM: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing 

Consideration of Request for Amendment to Existing Licenses to Add New Programs

**B.S., Business Administration; B.S., Computer and Information Science; B.S.,
Electronics Engineering Technology; and B.S., Healthcare Administration
ECPI College of Technology, Charleston, Columbia, and Greenville**

Summary

ECPI College of Technology www.ecpi.edu requests approval of an amendment to its license to offer programs leading to the Bachelor of Science degree in Business Administration; Computer and Information Science; Electronics Engineering Technology; and Healthcare Administration. The programs will be delivered on site at its branches in Charleston, Columbia, and Greenville and will also be available on-line and through hybrid course instruction. ECPI will implement the programs when enrollments support offering the junior- and senior-level courses. The proposal projects implementations beginning in Charleston in December 2008 with Business Administration and adding in January 2009 Healthcare Administration and February 2009 Computer and Information Science and Electronics Engineering; beginning in Greenville in January 2009 with Computer and Information Science and adding in June 2009 Business Administration, August 2009 Health care Administration, and January 2010 Electronics Engineering Technology; beginning in Columbia in August 2009 Healthcare Administration, and adding in November 2009 Computer and Information Science and January 2010 Electronics Engineering Technology and Business

Administration.

ECPI College of Technology, L.C., is a family-owned private proprietary (for-profit) institution; it was founded in the Commonwealth of Virginia in February 1966. The acronym ECPI stands for electronics, communications, programming, and information systems. In addition to its main campus in Virginia Beach, it operates in Newport News, Norfolk, and Manassas, Virginia; and in Greensboro, Raleigh, and Charlotte, North Carolina.

The Commission has licensed ECPI in Greenville since April 2000, Charleston since April 2004, and Columbia since March 2006 to offer programs leading to the A.A.S. degree in Computer and Information Science; Information Technology/Web Design; Medical Administration; Computer Electronics Engineering; and Health Science with a concentration in Medical Assisting. Also the institution offers non-degree programs leading to diplomas in several business/administration, computer, information technology, and medical concentrations and certificates in several information technology areas.

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) has accredited ECPI College of Technology since January 1998. ECPI is exempt from state licensing in Virginia; a degree-granting school operating in Virginia for 10 years under the same ownership with no adverse action by its accreditor or the U.S. Department of Education may be exempt from licensing in that state. ECPI is licensed by the Board of Governors of the University of North Carolina to offer programs leading to the A.A.S., A.S., and B.S. degrees in various technology, business, management, and medical disciplines.

The following information from the U.S. Department of Education shows student loan default rates at ECPI.

OFE ID	School	Type	Control	PRGMS		FY 2005	FY 2004	FY 2003
010198	ECPI College of Technology 5555 Greenwich Road Virginia Beach VA 23462-6542	Bachelor's Degree	Proprietary	Federal Family Education Loan (FFEL) and Federal Direct Loan (FDL)	Default Rate	7.4	5.4	5.7
					No. in Default	193	117	123
					No. in Repay	2598	2140	2131

The U. S. Department of Education sanctions a school when the school's three most recent cohort default rates are 25 percent or higher or if a school's current default rate is greater than 40 percent. Except in the event of a successful adjustment or appeal, such a school will lose FFEL, Direct Loan, and Federal Pell Grant program eligibility for the remainder of the fiscal year in which the school is notified of its sanction and for the following two fiscal years.

Each site includes space to house administrative offices, medical and electronics labs, lecture classrooms, library, and student lounges. The locations of ECPI in South Carolina are at 1001 Keys Drive, Greenville (29,000 square feet of space off I-385/Roper Mountain Road); 250 Berryhill Road, Columbia (18,350 square feet of space at Synergy Park off I-20 at Bush River Road), and 7410 Northside Drive, North Charleston (I-26 off Ashley Phosphate Road). In April 2008, expansion at the Charleston location added 18,000 square feet for a total of 27,500 square feet. The expansion included additional space for administrative and faculty offices, library, and classrooms.

Since 2007 ECPI has added seven EBSCOHOST online periodical databases. They are Business Source Premier, Computers and Applied Science, ERIC, Health Source: Consumer Edition, Health Source: Nursing Edition, MEDLINE, and Nursing Reference Center. Resources also added to the South Carolina branches include a total of 600 DVDs, videos, books, and periodicals. As of June 1, 2008, the library has site licenses for three vendors of digitized books: Netlibrary, Credo, and Safari Books Online. ECPI also purchased new SIRSI library automation software in 2007; the new online library is under construction and projected to be activated in Fall 2008.

In addition to administrative support personnel and full- and part-time faculty, ECPI employs at each branch a full-time campus president, director of education, financial aid director, registrar, and career counselor. Each campus president reports to the institution's president in Virginia Beach.

In compliance with the SACS requirements, at least 25 percent of the discipline course hours in each major must be taught by faculty members holding the terminal degree—usually the earned doctorate—in the discipline, or the equivalent of the terminal degree. In compliance with licensing regulations, all other faculty members must hold master's degrees with at least 18 graduate semester hours in the teaching discipline, or master's degrees with a major in the teaching discipline.

For admission to ECPI, candidates must have earned a high school diploma or General Educational Development (GED) certificate. Bachelor of Science applicants must score 950 or greater on the SAT, 20 on the ACT, or pass the ACT Computer Adaptive Placement Assessment and Support System (COMPASS) placement test. Applicants scoring within defined ranges are required to take one or more prerequisite courses (Introduction to Mathematics, Introduction to Writing). These prerequisite

courses are graded on a Pass/Fail basis and are in addition to the credit hours required in each program. Medical assisting program students must also provide documentation of a physical examination and proof of immunization prior to skills labs/clinical/externship studies. Applicants may be required to provide medical documentation regarding any disability or physical limitation prior to beginning class and may be asked to sign an awareness statement.

Associate degree programs are currently offered in three (Computer and Information Science, Electronics Engineering Technology, and Health Science) of the four new program areas. Junior- and senior-level classes will not be scheduled until a sufficient number of students are available to support instruction. ECPI projects that it will enroll in the B.S. programs by August 31, 2009, approximately 70 students in Charleston, 35 in Columbia, and 75 in Greenville.

Tuition (including textbooks) is \$5,925 per semester for the first and second academic years and \$6,450 per semester for the third and fourth academic years. The total for a program leading Bachelor of Science degree is \$49,500.

B.S., Business Administration

The program leading to the Bachelor of Science degree in Business Administration is 121 semester hours. Coursework includes 33 semester hours in General Education courses and 88 semester hours in the discipline. The program is designed to produce graduates who are equipped to meet the challenges of the fast-paced world of business. Students gain experience through real-world assignments and then apply their knowledge using project management skills. The curriculum for this program has been developed by faculty and input from advisory boards in direct response to the needs of industry. Courses assist in developing teamwork, individual responsibility, and creative applications of technology. Externships and capstone courses are required.

The Association of Collegiate Business Schools and Programs (ACBSP) and the Association of Advance Collegiate Schools of Business (AACSB) are the specialized accrediting organizations for this program. ECPI does not hold and does not plan to seek specialized accreditation. Practitioner licensure or certification is not required for employment. The U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook* lists management employment opportunities for holders of business administration credentials in a variety of settings including administrative services; advertising, marketing, promotion, and sales; advocacy, grantmaking, and civic organizations; banking; construction; education; facilities; finance; government; human resources; insurance; labor relations; medical and health services; public relations; and real estate.

Most four-year colleges and universities in the State offer programs in business

administration. Also for consideration by Committee on Academic Affairs and Licensing (CAAL) at its September 4 meeting is a proposal from the University of Phoenix to add a new site in Greenville at which it will also offer a program leading to the B.S. degree in Business Administration.

B.S., Computer and Information Science

The program leading to the Bachelor of Science degree in Computer and Information Science is 121 semester hours. Coursework includes 34 semester hours in General Education courses and 87 semester hours in the discipline. The program is designed to produce broadly educated individuals with the knowledge and skills necessary for success in positions that underscore the central role of information systems technology. The curriculum is designed to foster inquiry, research, analysis, and critical thinking while providing a broad foundation for lifelong learning. The degree provides students with theoretical, practical, and applied skills in computer-based information systems and the technologies that support them, as well as a broad perspective of the business environments in which information system technologies play a strategic role. The curriculum is based on industry needs, and students work in teams to complete applied technology projects. An externship and capstone project are required.

The Accrediting Board for Engineering and Technology, Inc., (ABET) accredits college and university programs in applied science, computing, engineering, and technology. ECPI does not hold and does not plan to seek specialized accreditation. Practitioner licensure or certification is not required for employment. The U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook* projects that computer scientists and database administrators occupations will grow much faster than average as organizations continue to adopt and integrate increasingly sophisticated technologies. Job increases will be driven by very rapid growth in computer systems design and related services, which is projected to be one of the fastest growing industries in the U.S. economy.

Several colleges and universities in the State offer bachelor's degree programs in computer science: Clemson, Coastal Carolina, College of Charleston, Francis Marion, State, The Citadel, U.S.C.-Columbia, U.S.C.-Upstate, Winthrop, Benedict, Furman, Southern Wesleyan, Saint Leo, Strayer, Voorhees, and Webster. Also for consideration by Committee on Academic Affairs and Licensing (CAAL) at its September 4 meeting is a proposal from the University of Phoenix to add a new site in Greenville at which it will also offer a program leading to the B.S. degree in Information Technology.

B.S., Electronics Engineering Technology

The program leading to the Bachelor of Science degree in Electronics Engineering Technology is 120 semester hours. Coursework includes 34 semester hours in General

Education courses, and 86 semester hours in the discipline. The curriculum is designed to prepare individuals to assist in the design, development, testing, and production of electrical/electronic equipment and components.

The Accrediting Board for Engineering and Technology, Inc., (ABET) accredits college and university programs in applied science, computing, engineering, and technology. ECPI does not hold and does not plan to seek specialized accreditation. Practitioner licensure or certification is not required for employment. The U.S. Department of Labor, Bureau of Labor Statistics (BLS), *Occupational Outlook Handbook*, projects that employment of engineering technicians will grow about as fast as the average for all occupations. Competitive pressures will force companies to improve and update manufacturing facilities and product designs, resulting in more jobs for engineering technicians. Further, the BLS projects that employment of electrical and electronic engineering technicians will grow more slowly than average. Although rising demand for electronic goods—including communications equipment, defense-related equipment, medical electronics, and consumer products—should continue to drive demand, foreign competition in design and manufacturing will limit employment growth. Job prospects will vary by specialty and location, depending on the health and composition of local industry. Opportunities will be best for individuals with an associate degree or extensive job training in engineering technology.

South Carolina State University offers a program leading to the B.S. in Electrical Engineering Technology at its Orangeburg campus, at Trident Technical College, at the University Center of Greenville, and beginning this fall, at Aiken Technical College. Benedict College offers a program leading to the B.S. in Electrical and Electronic Engineering Technologies.

B.S., Healthcare Administration

The program leading to the Bachelor of Science degree in Healthcare Administration is 124 credit hours. Coursework includes 33 semester hours in General Education courses and 91 semester hours in the discipline. The program is designed to prepare individuals for management and administrative careers in healthcare operations and services with the objective of providing knowledge essential to operational and project management in the healthcare field. The curriculum provides a basis in financial operations, human resources, resource management, strategic planning and marketing. Emphasis is placed on communication skills, organizational competencies, recognition of individual differences, and promotion of caring behaviors in the health care community.

While the Commission on Accreditation of Healthcare Management Education (CAHME) accredits professional master's degree programs in healthcare management, there is no specialized accrediting agency for baccalaureate-level programs like this one. Practitioner licensure or certification is not required for employment. The U.S.

Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, predicts that job opportunities will be good in the field of medical and health services management as the health care industry continues to expand and diversify, requiring managers to help ensure smooth business operations. Hospitals employ the most medical and health services managers. Employment will grow fastest in practitioners' offices and in home health care agencies as many services previously provided in hospitals will shift to these settings.

U.S.C.-Columbia and Benedict offer programs leading to the B.S. degree in Public Health; Clemson, Coastal Carolina, Morris, and South offer programs leading to the B.S. degree in Health Science; South University offers a program leading to the B.S. degree in Healthcare Management; and Webster offers a program leading to the B.A. degree in Management, Health Care Administration. Also for consideration by the Committee on Academic Affairs and Licensing (CAAL) at its September 4 meeting is a proposal from the University of Phoenix to add a new site in Greenville at which it will also offer a program leading to the B.S. degree in Health Administration.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of an amendment to the license of ECPI College of Technology to offer in Charleston, Columbia, and Greenville programs leading to Bachelor of Science degree in (1) Business Administration; (2) Computer and Information Science; (3) Electronics Engineering Technology; and (4) Healthcare Administration, to be implemented when enrollments support offering the junior- and senior-level courses.

**BACHELOR OF SCIENCE
BUSINESS ADMINISTRATION**
121 Semester Hours

GENERAL EDUCATION

33 Semester Hours

(Three of the following)

COM110	3	Principles of Speech
ENG105	3	College Composition I
ENG106	3	College Composition II
ENG110	3	English Composition
ENG120	3	Advanced Composition
ENG230	3	Mjr Writers in World Lit
ENG255	3	Technical Writing
SPH150	3	Communication
SPH230	3	Intercultural Cmtns

(Two of the following)

MTH115	3	Finite Mathematics
MTH121	3	College Mathematics
MTH125	3	Intermediate Algebra
MTH131	3	College Algebra
MTH140	3	Statistics
MTH200	3	Pre-Calculus
MTH201	3	Calculus

(One of the following)

ENG210	3	Critical Thinking
PHI230	3	Ethics in the Modern World
HUM205	3	Culture & Diversity

(Three of the following)

ECO101	3	Introduction Economics
ECO201	3	Macroeconomics
ECO202	3	Microeconomics
ECO320	3	Economic Analysis
PSY101	3	Intro to Psychology
PSY105	3	Intro to Psychology
SOC101	3	Introduction to Sociology
SCO105	3	Global Social Issues

(One of the following)

IST120	3	Computer Applications
IST121	3	Computer Applications II plus
IST121L	1	Computer Applications Lab

(One of the following)

CAP480	3	CAPSTONE
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CORE 48 Semester Hours

FOR112	3	College Orientation
COR090	0	Career Orientation
ACC101	3	Accounting I
ACC102	3	Accounting II
CIS106	3	Computer Operating Systems
BUS120	3	Introduction to Business
BUS217	3	Applied Marketing Concepts
BUS217L	1	Applied Marketing Cncpts Lab
BUS221	3	Business Ethics
BUS471	3	Project Management
BUS471L	1	Project Management Lab
BUS227	3	Operation Management
BUS300	3	Business Organizational Mgt
BUS441	3	Organizational Development
BUS441L	1	Organizational Developmnt Lab
BUS416	3	International Business
BUS226	3	Managerial Processes--Cmncn
BUS351	3	Mgt Perspectv in Total Quality
BUS498	3	Business Externship I

ADVANCED TECHNICAL 40 Semester Hours

ACC300	3	Cost Accounting
CIS320	3	e-Commerce and Technology
BUS304	3	Applied Management Projects
BUS304L	1	Applied Mgt Projects Lab
BUS306	3	International Marketing
BUS322	3	Strategic Management
BUS402	3	Business Policy & Strategy
BUS402L	1	Business Policy & Strategy Lab
BUS318	3	Six-Sigma Techniques
BUS318L	1	Six-Sigma Techniques Lab
BUS224	3	Change Management
CIS341	3	Management Information Sys
CIS342	3	Tchnlgy Optmztn (Srch engine)
BUS420	3	Strategic Planning/Implmntn
BUS420L	1	Strategic Plng/Implmntn Lab
BUS499	3	Business Externship II

BACHELOR OF SCIENCE DEGREE
ELECTRONICS ENGINEERING TECHNOLOGY
 Concentration: COMPUTER ELECTRONICS ENGINEERING TECHNOLOGY
 120 Semester Hours

GENERAL EDUCATION

34 Semester Hours

Communication 9 Semester Credit Hours

COM110	3	Principles of Speech
ENG110	3	English Composition
ENG120	3	Advanced Composition or
ENG220	3	Digital Rhetoric

Mathematics 6 Semester Credit Hours

MTH131	3	College Algebra
MTH140	3	Statistics
MTH200	3	Pre-calculus

Natural Science 4 Semester Credit Hours

BIO122	3	Environmental Biology
BIO122L	1	Environmental Biology LAB
GEO102	3	Geology
GEO102L	1	Geology LAB
MAR100	3	Marine Science
MAR100L	1	Marine Science LAB
PHY120	3	Physics
PHY120L	1	Physics LAB

Humanities/Fine Arts 3 Semester Credit Hours

ENG200	3	Major Writers in World Literature
ENG210	3	Critical Thinking
PHI230	3	Ethics in the Modern World
HUM200	3	Art Appreciation
HUM205	3	Culture and Diversity
HUM210	3	Music Appreciation
SPN100	3	Spanish I
SPN110	3	Spanish II

Social and Behavioral Sciences 6 Semester Credit Hours

ECO201	3	Macroeconomics
ECO202	3	Microeconomics
POL200	3	21st Century Political Institutions
PSY105	3	Introduction to Psychology

(required in SC)

PSY220	3	Positive Psychology
SOC100	3	Introduction to Sociology
SOC105	3	Global Social Issues

Computer Technology/Literacy 3 Semester Credit Hours

IST120	3	Computer Applications
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Capstone 3 Semester Credit Hours

CAP480	3	Arts & Sciences Capstone
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SELF INTEGRATION 3 Semester Hours

COR090	0	Career Orientation Seminar
FOR112	3	College Orientation

CORE 29 Semester Hours

CIS106	3	Operating Systems
CIS150/		
CIS150C	3	Introduction to Networking
CIS151	3	Networking II
EET110	3	Electric Circuits I
EET111	3	Electric Circuits II
EET111L	1	Electric Circuits Lab
EET120	3	Semiconductor Devices
EET121	3	Electronic Sys Applications
EET130	3	Digital Systems I
EET230	3	Digital Systems II
EET230L	1	Digital Systems Lab

CONCENTRATION IN

COMPUTER ELECTRONICS ENGINEERING TECHNOLOGY 27 Semester Hours

EET221L	1	Instrumentation/Msurnmt Lab
EET250/		
EET250C	3	Computer Organization
EET251/		
EET251C	3	Computer Organization II
EET251L	1	Computer Organization II Lab
EET252	3	Data Communications/Ntwrking
EET280	3	Intro to Communication Sys
EET282	3	Wireless Security
EET310	3	Circuit Analysis
EET380	3	Digital Communications I
EET430	3	Microcontrollers
EET430L	1	Microcontrollers Lab

ADVANCED TECHNICAL (May also be selected from other concentration area courses) 27 Semester Hours of the following

CIS102	3	Fundamentals of Customer Svc
CIS121	3	Logic and Design
CIS202/		
CIS202C	3	Intro to Routing and Switching
CIS204/		
CIS204C	3	Intmtdt Routing and Switching
CIS207	1	Routing and Switching Lab
CIS245/		
CIS245C	3	Windows Client and Server
CIS251/		
CIS251C	3	Advanced Windows Server
CIS282	3	Web Interface Design
CIS301	3	UNIX Administration
CIS305	3	Advanced UNIX Administration
CIS305L	1	Advanced UNIX Admin Lab
COM300	3	Organizational Communication
EET100	3	Intro Engineering Technology
EET200	3	Internship
EET231	3	Prgmbl Controllers/Robotics
EET231L	1	Prgmbl Controllers/Robotics Lab
EET272	3	Fiber Optics Communication
EET272L	1	Fiber Optics Cmnctn Lab
EET273	3	Fiber Optic Technology
EET274	3	Fiber Optic Design
EET284	3	Emerging Wireless Tchnlgs
EET285	3	CWNA Certification Seminar
EET285L	1	CWNA Certification Lab
EET290	3	Data Cabling Seminar
EET291	3	Home Automation
EET300	3	Engineering Tchnlgy Prjct Mgt
EET301	3	Spcl Tpcs/Engineering Tchnlgy
EET302	3	Senior Internship I
EET303	3	Cooperative Education II
EET400	3	Senior Internship II
EET401	3	Cooperative Education III
EET402	3	Capstone Project

BACHELOR OF SCIENCE DEGREE ELECTRONICS ENGINEERING TECHNOLOGY

Concentration: COMPUTER ELECTRONICS ENGINEERING TECHNOLOGY
120 Semester Hours

GENERAL EDUCATION

34 Semester Hours

Communication 9 Semester Credit Hours

COM110	3	Principles of Speech
ENG110	3	English Composition
ENG120	3	Advanced Composition or
ENG220	3	Digital Rhetoric

Mathematics 5 Semester Credit Hours

MTH131	3	College Algebra
MTH140	3	Statistics
MTH200	3	Pre-calculus

Natural Science 4 Semester Credit Hours

BIO122	3	Environmental Biology
BIO122L	1	Environmental Biology LAB
GEO102	3	Geology
GEO102L	1	Geology LAB
MAR100	3	Marine Science
MAR100L	1	Marine Science LAB
PHY120	3	Physics
PHY120L	1	Physics LAB

Humanities/Fine Arts 3 Semester Credit Hours

ENG200	3	Major Writers in World Literature
ENG210	3	Critical Thinking
PHI230	3	Ethics in the Modern World
HUM200	3	Art Appreciation
HUM205	3	Culture and Diversity
HUM210	3	Music Appreciation
SPN100	3	Spanish I
SPN110	3	Spanish II

Social and Behavioral Sciences 6 Semester Credit Hours

ECO201	3	Macroeconomics
ECO202	3	Microeconomics
POL200	3	21st Century Political Institutions
PSY105	3	Introduction to Psychology

(required in SO)

PSY220	3	Positive Psychology
SOC100	3	Introduction to Sociology
SOC105	3	Global Social Issues

Computer Technology/Literacy 3 Semester Credit Hours

IST120	3	Computer Applications
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Capstone 3 Semester Credit Hours

CAP480	3	Arts & Sciences Capstone
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SELF INTEGRATION 3 Semester Hours

COR090	0	Career Orientation Seminar
FOR112	3	College Orientation

CORE 29 Semester Hours

CIS106	3	Operating Systems
CIS150/		
CIS150C	3	Introduction to Networking
CIS151	3	Networking II
EET110	3	Electric Circuits I
EET111	3	Electric Circuits II
EET111L	1	Electric Circuits Lab
EET120	3	Semiconductor Devices
EET121	3	Electronic Sys Applications
EET130	3	Digital Systems I
EET230	3	Digital Systems II
EET230L	1	Digital Systems Lab

CONCENTRATION IN

COMPUTER ELECTRONICS ENGINEERING TECHNOLOGY 27 Semester Hours

EET221L	1	Instrumentation/Msurnnt Lab
EET250/		
EET250C	3	Computer Organization
EET251/		
EET251C	3	Computer Organization II
EET251L	1	Computer Organization II Lab
EET252	3	Data Communications/Ntwrknng
EET280	3	Intro to Communication Sys
EET282	3	Wireless Security
EET310	3	Circuit Analysis
EET380	3	Digital Communications I
EET430	3	Microcontrollers
EET430L	1	Microcontrollers Lab

ADVANCED TECHNICAL (May also be selected from other concentration area courses) 27 Semester Hours of the following

CIS102	3	Fundamentals of Customer Svc
CIS121	3	Logic and Design
CIS202/		
CIS202C	3	Intro to Routing and Switching
CIS204/		
CIS204C	3	Intmtdt Routing and Switching
CIS207	1	Routing and Switching Lab
CIS245/		
CIS245C	3	Windows Client and Server
CIS251/		
CIS251C	3	Advanced Windows Server
CIS282	3	Web Interface Design
CIS301	3	UNIX Administration
CIS305	3	Advanced UNIX Administration
CIS305L	1	Advanced UNIX Admin Lab
COM300	3	Organizational Communication
EET100	3	Intro Engineering Technology
EET200	3	Internship
EET231	3	Prgmbl Controllers/Robotics
EET231L	1	Prgmbl Controllers/Robtcs Lab
EET272	3	Fiber Optics Communication
EET272L	1	Fiber Optics Cmncn Lab
EET273	3	Fiber Optic Technology
EET274	3	Fiber Optic Design
EET284	3	Emerging Wireless Tchnlgs
EET285	3	CWNA Certification Seminar
EET285L	1	CWNA Certification Lab
EET290	3	Data Cabling Seminar
EET291	3	Home Automation
EET300	3	Engineering Tchnlgy Prjct Mgt
EET301	3	Spcl Tpcs/Engineering Tchnlgy
EET302	3	Senior Internship I
EET303	3	Cooperative Education II
EET400	3	Senior Internship II
EET401	3	Cooperative Education III
EET402	3	Capstone Project

BACHELOR OF SCIENCE HEALTHCARE ADMINISTRATION

124 Semester Hours

GENERAL EDUCATION

33 Semester Hours

(Three of the following)

COM110	3	Principles of Speech
ENG105	3	College Composition I
ENG106	3	College Composition II
ENG110	3	English Composition
ENG120	3	Advanced Composition
ENG230	3	Mjr Writers in World Lit
ENG255	3	Technical Writing
SPH150	3	Communication
SPH230	3	Intercultural Cmtns

(Two of the following)

MTH115	3	Finite Mathematics
MTH121	3	College Mathematics
MTH125	3	Intermediate Algebra
MTH131	3	College Algebra
MTH140	3	Statistics
MTH200	3	Pre-Calculus
MTH201	3	Calculus

(One of the following)

ENG210	3	Critical Thinking
PHI230	3	Ethics in the Modern World
HUM205	3	Culture & Diversity

(Three of the following)

ECO101	3	Introduction Economics
ECO201	3	Macroeconomics
ECO202	3	Microeconomics
ECO320	3	Economic Analysis
PSY101	3	Intro to Psychology
PSY105	3	Intro to Psychology
SOC101	3	Introduction to Sociology
SCO105	3	Global Social Issues

(One of the following)

IST120	3	Computer Applications
IST121	3	Computer Applications II
IST121L	1	Computer Applications Lab

(One of the following)

CAP480	3	CAPSTONE
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CORE

64 Semester Hours

FOR112	3	College Orientation
COR191	1	Career Orientation
ACC101	3	Accounting I
ACC102	3	Accounting II
BUS120	3	Introduction to Business
BUS201	3	Principles of Marketing
BUS220	3	Business Finance
BUS221	3	Business Ethics
BUS400	3	Human Resource Mgt
ECO200	3	Prin of Macroeconomics
ECO201	3	Prin of Microeconomics
HLT101	3	Health Care Admin
HLT201	3	Ststcs in Health Prfsns
HLT205	3	Medical Ethics
HLT305	3	Hlth Care Rmbrsmnt Sys
HLT312	3	Hlth Data Content/Strctr
HLT206	3	Computers in Hlth Care
HLT309	3	Human Life Cycle
HLT498	3	Hlth Care Admin Extn I
HLT499	3	Hlth Care Admin Extn II
MED104	3	Medical Terminology
MED201	3	Pathophysiology

ADVANCED TECHNICAL 27 Semester Hours

HLT320	3	Long-Term Care Admin I
HLT328	3	Professional Prctc Standards
HLT330	3	Health Care Quality Mgt
HLT410	3	Community Hlth Epidemiology
HLT417	3	Operations Mgt in Health Care
HLT418	3	Hlth Care Divry Sys Ntl/Intrntl
HLT426	3	Adv Sys in Hlth Care Leaders
HLT428	3	Intro Environment Hlth/Safety
HLT435	3	Labor Laws/Employee Rltn

South Carolina Commission on Higher Education

Layton McCurdy, M.D., Chairman
Mr. Daniel Ravenel, Vice Chairman
Douglas R. Forbes, D.M.D.
Dr. Bettie Rose Horne
Mr. Kenneth W. Jackson
Dr. Raghu Korrapati
Dr. Louis B. Lynn
Ms. Cynthia C. Mosteller
Mr. James R. Sanders
Mr. Hood Temple
Mr. Randy Thomas
Mr. Kenneth B. Wingate
Mr. Neal J. Workman, Jr.
Dr. Mitchell Zais

CHE
10/2/2008
Agenda Item 7.02C.3

Dr. Garrison Walters, Executive Director

October 2, 2008

MEMORANDUM

To: Dr. Layton R. McCurdy, Chairman, and Members, Commission on Higher Education

From: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing *B.R.H./omw*

Consideration of Request for Amendment to Existing License to Recruit South Carolina Residents Into New Programs

M.A.T., Early Childhood Education and M.A.T., Special Education
Walden University, Inc.; Minneapolis, MN

Summary

Walden University www.waldenu.edu requests approval to **recruit** South Carolina residents into its distance learning programs leading to the Master of Arts in Teaching degree in (1) Early Childhood Education and (2) Special Education for immediate implementation.

Walden University, based in Minneapolis, Minnesota, is a private, online, for-profit institution, in the Laureate International Universities network, which is owned by a private investment group. The group includes Kohlberg Kravis Roberts & Co., Citi Private Equity, S.A.C. Capital Management, LLC, SPG Partners, Bregal Investments, Caisse de depot et placement du Quebec, Sterling Capital, Makena Capital, Torreal S.A., Brenthurst Funds, Vulcan Capital, and others. The Laureate International Universities worldwide network includes 270,000 students enrolled in 25 institutions with 58 campuses in 16 countries. Founded in 1970, Walden offers degrees online to professionals around the world. Degree programs include education, management, psychology, social service, nursing, health sciences, public administration, and engineering.

In November 2004 CHE approved licensure for Walden to recruit South Carolina residents into programs leading to various undergraduate and graduate degrees.

The Higher Learning Commission of the North Central Association of Colleges and Schools has accredited Walden since 1990. The office of Institutional Registration and Licensing of the Minnesota Office of Higher Education approves Walden University to offer bachelor's, master's, and doctorate degrees. More than 20 other states also license or approve Walden to offer its programs to their residents.

The following information from the U.S. Department of Education shows student loan default rates at Walden.

OPE ID	School	Type	Control	PRGMS		FY2005	FY2004	FY2003
025042	Walden University 155 5th Avenue South Minneapolis MN 55401-2511	Master's Degree or Doctor's Degree	Proprietary	Federal Family Education Loan (FFEL)	Default Rate	0.6	0.7	1.2
					No. in Default	21	9	6
					No. in Repay	3161	1252	468

The U. S. Department of Education sanctions a school when the school's three most recent cohort default rates are 25 percent or higher or if a school's current default rate is greater than 40 percent. Except in the event of a successful adjustment or appeal, such a school will lose FFEL, Direct Loan, and Federal Pell Grant program eligibility for the remainder of the fiscal year in which the school is notified of its sanction and for the following two fiscal years.

The Richard W. Riley College of Education and Leadership is one of four colleges at Walden University. The Riley College's full-time administrative staff includes a vice president who reports to the president of the University; a director for Ed.D. programs; associate deans for doctoral, master's undergraduate, and educator licensure; and an assessment director. The Riley College also employs 41 full-time and 508 part-time faculty members.

Faculty selections are based on an earned doctoral degree in a field appropriate to the faculty member's program, current or recent graduate teaching experience, an active research program (including publications), experience mentoring graduate students and serving on dissertation or thesis committees, other relevant supervisory experience, and the ability and willingness to utilize electronic means to communicate with Walden students, faculty, administration, and staff. In addition, faculty members hired to teach and supervise in the teacher certification programs must currently hold or have held in the recent past state-issued certification for the grade level span and subject areas related to the program in which they are teaching or supervising teacher candidates.

For admission into a master's program, applicants must have a bachelor's degree with a minimum 2.3 grade point average from a United States institution that holds regional or specialized accreditation. Educational Credential Evaluators, Inc. (ECE) must evaluate credentials from a foreign institution as equivalent to a bachelor's degree awarded by an accredited institution.

Walden officials project that the University will enroll in the first year approximately 50 South Carolina residents into the M.A.T. programs.

For the 2007-2008 academic year tuition is \$435 per credit hour for the first 37 credits and \$485 per credit for the final six credits. The total tuition for the program is \$19,005.

Each of the programs leading to the M.A.T. degree includes a total of 43 semester credit hours that students typically complete in 20 months. Each program includes a 13 semester-credit core of the following courses:

Course Code	Course Title	Credits
EDUC 6605	Teacher as Lifelong Learner and Professional Educator	3
EDUC 6606	Today's Classroom and the Diverse Learner	3
EDUC 6607	Effective Practices: Assessment, Teaching, and Learning	3
EDUC 6608	Classroom Management	3
EDUC 6609	Seminar: Professional Ethics, Communication, and Collaboration	1

Included in the core curriculum is the demonstrated teaching experience. Students teach at two grade levels within a local South Carolina school district. The host school selects a supervising teacher with appropriate grade level certification and experience. A Walden faculty member also supervises and conducts a minimum of six site visits within the 14-week demonstration teaching experience.

M.A.T., Early Childhood Education

The Early Childhood Education program offers an in-depth look at increasing positive child development from infancy through grade three. Curriculum information is posted on the web site of Walden. Following the core courses, the curriculum is delivered in the following prescribed sequence:

Course Code	Course Title	Credits
EDUC 6681	Early Childhood Education: Past, Present, and Future	3
EDUC 6682	Teaching Reading P-3	3
EDUC 6683	Developmentally Appropriate Practices for Infants & Toddlers	4
EDUC 6684	Play and Learning for the Preschool Child	3
EDUC 6685	Teaching Mathematics P-3	3
EDUC 6686	Teaching Across the Content Areas	3
EDUC 6687	Demonstration Teaching: Early Childhood Education	6
EDUC 6621	Educational Research: Foundations	3
EDUC 6622	Educational Research: Practical Applications	3

The U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, projects that job prospects are expected to be favorable for preschool, kindergarten, elementary, middle, and secondary school teachers. Employment is expected to grow by 12 percent between 2006 and 2016. Most job openings will result from the need to replace the large number of teachers who are expected to retire.

Eleven public and 15 private colleges and universities in the State offer teacher education certification programs in early childhood education.

M.A.T., Special Education, Emotional/Behavioral Disorders (K-12)

The Special Education, Emotional/Behavioral Disorders (K-12) program offers practical knowledge and understanding of how best to serve the educational needs and tap the potential of students with emotional and behavioral exceptionalities. Curriculum information is posted on the web site of Walden. Following the core courses, the curriculum is delivered in the following prescribed sequence:

Course Code	Course Title	Credits
EDUC 6691	Foundations of Special Education	3
EDUC 6692	Individualizing Education for Learners with Disabilities	3
EDUC 6693	Current Issues in Assessment and Intervention	3
EDUC 6694	Reading and Writing Instruction for Learners With Exceptionalities	3
EDUC 6695	Planning Positive Behavior Support Strategies	3
EDUC 6696	Instructional Strategies for Students with Emotional/Behavioral Disorders	3
EDUC 6699	Demonstration Teaching: Emotional/Behavioral Disorders	6
EDUC 6621	Educational Research: Foundations	3
EDUC 6622	Educational Research: Practical Applications	3

The U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, projects that job prospects for special education teachers should be excellent. Although student enrollments in general are expected to grow slowly, continued increases in the number of special education students needing services and the need to replace teachers who switch to teaching general education, change careers altogether, or retire will generate a greater need.

U.S.C.-Columbia offers a program leading to the M.A.T. in Special Education, Emotional and Behavioral Disorders. In addition, the following table from the Commission's program inventory lists similar initial certification programs offered by independent institutions.

Institution	Degree	Institution Program Name	CIP CODE
<u>Bob Jones University</u>	B.S., M.A.T.	Emotional Disabilities	131005
<u>Converse College</u>	B.A., M.A.T.	Education of the Emotionally Handicapped	131005
<u>Furman University</u>	M.A.	Education of the Emotionally Handicapped	131005
<u>Southern Wesleyan University</u>	B.S.	Education of the Emotionally Handicapped	131005

M.A.T., Special Education, Learning Disabilities (K-12)

In the Learning Disabilities (K-12) program candidates become familiar with the characteristics of students with learning disabilities, learn instructional methods to support student learning, develop and design appropriate accommodations, and learn strategies for teaching. Curriculum information is posted on the web site of Walden. Following the core courses, the curriculum is delivered in the following prescribed sequence:

Course Code	Course Title	Credits
EDUC 6691	Foundations of Special Education	3
EDUC 6692	Individualizing Education for Learners with Disabilities	3
EDUC 6693	Current Issues in Assessment and Intervention	3
EDUC 6694	Reading and Writing Instruction for Learners With Exceptionalities	3
EDUC 6695	Planning Positive Behavior Support Strategies	3
EDUC 6697	Instructional Strategies for Students with Learning Disabilities	3
EDUC 6698	Demonstration Teaching: Learning Disabilities	6
EDUC 6621	Educational Research: Foundations	3
EDUC 6622	Educational Research: Practical Applications	3

The U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, projects that job prospects are expected to be excellent because of the increases in the number of special education students needing services. Employment is expected to grow by 15 percent between 2006 and 2016.

U.S.C.-Columbia offers a program leading to the M.A.T. degree in Special Education, Learning Disabilities; Francis Marion University offers a program leading to the M.A.T. degree in Learning Disabilities; and U.S.C.-Upstate offers a program leading to the B.S., Special Education, Learning Disabilities. The following table from the Commission's academic inventory shows independent institutions that offer initial certification programs with similar titles.

Institution	Degree	Institution Program Name	CIP CODE
<u>Bob Jones University</u>	B.S., M.A.T.	Learning Disabilities	131011
<u>Converse College</u>	B.A., M.A.T.	Education of the Specific Learning Disabled	131011
<u>Furman University</u>	M.A.	Education of the Specific Learning Disabled	131011
<u>Southern Wesleyan University</u>	B.S.	Education of the Specific Learning Disabled	131011

In addition, six public and seven private colleges and universities in the State offer teacher education certification programs in special education.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of an amendment to the license of Walden University to allow the institution to begin recruiting immediately South Carolina residents into programs leading to the M.A.T. degree in (1) Early Childhood Education (Birth - Grade three) and (2) Special Education.

South Carolina Commission on Higher Education

Layton McCurdy, M.D., Chairman
Mr. Daniel Ravenel, Vice Chairman
Douglas R. Forbes, D.M.D.
Dr. Bettie Rose Horne
Mr. Kenneth W. Jackson
Dr. Raghu Korrapati
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Mr. Kenneth B. Wingate
Mr. Neal J. Workman, Jr.
Dr. Mitchell Zais

CHE
10/2/2008
Agenda Item 7.02D

Dr. Garrison Walters, Executive Director

October 2, 2008

MEMORANDUM

To: Dr. Layton R. McCurdy, Chairman, and Members, Commission on Higher Education

From: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing *BRH/aw*

Consideration of Request for Amendment to Existing License to Add a New Site in Greenville

**B.S., Business; B.S., Criminal Justice Administration; B.S., Health Administration; B.S., Human Services; B.S., Information Technology; and B.S., Management; M.B.A., Business Administration; M.H.A., Health Administration; and M.M., Management
University of Phoenix, Phoenix, AZ**

Summary

University of Phoenix (UOP) www.phoenix.edu requests approval to establish a branch in Greenville to offer programs leading to the Bachelor of Science degree in (1) Business, (2) Criminal Justice Administration, (3) Health Administration, (4) Human Services, (5) Information Technology, and (6) Management as well as programs leading to the Master's degree in (1) Business Administration, (2) Health Administration, and (3) Management. Classes will be offered in Greenville at the site; students may also choose courses online. After approval by the Commission, UOP officials expect to choose a location, build or renovate it to their specifications, and implement the programs at the new site after completion of renovations and when enrollments are sufficient.

In March 2005 CHE approved licensure for a branch campus in Columbia where UOP offers the programs it proposes for Greenville. Classes began in May 2006 in Columbia. As of August 31, 2006, UOP enrolled 190 students in Columbia, and currently enrolls 560 students.

The University of Phoenix, Inc., chartered in Arizona, is a private, for-profit wholly-owned subsidiary of Apollo Group, Inc. (Apollo). Management of Apollo holds 100 percent of the voting stock (Class B Common Stock) of Apollo. One class of non-voting stock (Class A Common Stock) is publicly traded on the NASDAQ Stock Exchange under the symbol "APOL."

In 1976 Dr. John Sperling, a Cambridge-educated economist and professor-turned-entrepreneur, founded the University of Phoenix. Sperling anticipated the confluence of technological, economic, and demographic forces that would herald the return of large numbers of working adults to higher education. UOP is designed around the learning characteristics and life situations of the working adult population. It offers undergraduate and graduate programs in business and management, nursing and health sciences, counseling and human services, education, and information technology.

The 2007 annual report shows 310,000 students enrolled in degree programs at UOP. Apollo provides programs and services at 102 campuses and 157 learning centers in 42 states, the District of Columbia, Puerto Rico, Alberta, British Columbia, Mexico, and the Netherlands. Of the total enrollment of the University, about half attend classes in a face-to-face, classroom environment; the other half attend solely online. The average age of undergraduate students is 34 and of graduate students, 36; 63 percent are female, and 37 percent are male.

The Higher Learning Commission of the North Central Association of Colleges and Schools has accredited UOP since 1978. UOP is licensed by the Arizona State Board for Private Postsecondary Education to offer programs leading to associate's, bachelor's, master's, and doctorate degrees. More than 30 other states license or approve UOP to operate branches in their states.

The following information from the U.S. Department of Education shows student loan default rates at UOP:

OPE ID	School	Type	Control	PRGMS		FY2005	FY2004	FY2003
020988	University of Phoenix 4615 East Elwood Street Phoenix AZ 85040-1958	Master's Degree or Doctor's Degree	Proprietary	Federal Family Education Loan (FFEL)	Default Rate	7.3	7.5	6.5
					No. in Default	6,478	4,860	2,882
					No. in Repay	87,685	64,475	43,830

The U. S. Department of Education sanctions a school when the school's three most recent cohort default rates are 25 percent or higher or if a school's current default rate is greater than 40

percent. Except in the event of a successful adjustment or appeal, such a school will lose FFEL, Direct Loan, and Federal Pell Grant program eligibility for the remainder of the fiscal year in which the school is notified of its sanction and for the following two fiscal years.

The University establishes offices and classrooms through long-term leases in local sites that enable a maximum number of students to reach the University within 15 to 20 minutes from their homes or places of employment. Typically a campus consists of a central site (campus) and learning center satellites to provide specific courses or programs not able to be accommodated at the central location. In Greenville, UOP will begin a learning center that will be a satellite of the Columbia campus. A learning center typically houses two or three classrooms, a coffee bar, sitting areas, and a large common area for students to meet together, access computers, and use their laptops. The University has established criteria for a Greenville site that include: Class A building location, excellent visibility from public thoroughfares, 10,000 – 30,000 square feet, contiguous space, ten classrooms of 750-900 square feet each, first floor preferable, major tenant preferable, additional administrative and clerical space, close proximity to local corporate headquarters, after-hours climate control, after-hours building services, and building signage. The institution will add classrooms and other space based on needs.

At UOP, technology is interwoven into the degree programs for local campus students and those attending online. The center of the student experience is the rEsourceSM online portal, the source for class assignments and electronic learning tools. The portal includes eBook, virtual organizations, simulations, center for writing excellence, center for mathematics excellence, and the University library. Full-time librarians and research specialists oversee the online collection and assist students.

Initially, the proposed Greenville location will be administered from the Columbia campus. Personnel serving in Columbia include directors of the campus, academic affairs, student and financial services, and enrollment. Additionally, the Greenville center will employ managers of academic affairs, the learning center, and enrollment, a technical support person, and three to four enrollment counselors. Additional staff will be added based on needs for services and support of the Columbia campus in conjunction with the needs for services and support of the Greenville center. Students also access student services by telephone 24 hours a day, excluding some holidays.

Most classroom-based courses meet four hours each week and are held primarily in the evening and on weekends. Graduate courses at UOP meet for six consecutive weeks and undergraduate courses meet for five weeks. In addition to regular course instructional sessions, classroom-based students meet for approximately five hours each week in groups of three to six students. The group sessions appear on each student's class schedule as regularly scheduled course meetings. When a course ends, the next course usually begins the following week. Students take one course at a time and may earn in a 12-month period a maximum of 39 undergraduate credits or 33 graduate credits.

UOP officials project that approximately 137 students will enroll at the Greenville site the first year in its undergraduate programs and approximately 27 students will enroll in its graduate programs.

Undergraduate tuition is \$334 per credit hour and \$418 per credit hour for graduate courses. Total tuition for a B.S. degree is \$40,080 (120 credit hours times \$334 per credit hour) and for a master's degree \$16,302 (39 credit hours times \$418 per credit hour for business administration) to \$22,572 (54 credit hours times \$418 per credit hour for business administration/accounting).

PROGRAMS LEADING TO UNDERGRADUATE DEGREES

Members of the UOP faculty possess master's or doctoral degrees earned at regionally accredited or international equivalent institutions of higher education. All candidates for the faculty complete screening, assessment, training, and mentoring. Faculty members typically have a minimum of five years of experience in the discipline in which they teach.

To enter an undergraduate program, an applicant must have a high school diploma, General Educational Development (GED) certificate or foreign secondary school equivalent, and access to an organizational environment that allows application of the concepts learned in UOP courses. Any applicant entering with fewer than 24 transferable credits must also have one year of full-time work experience.

Students must have 60 credits to enroll in the major or have completed 24 credits to enroll in a required course. Students may transfer only lower-division courses from two-year institutions. Students may transfer credit for courses in which they have earned a grade of "C" or better from an institution accredited by an organization recognized by the Council for Higher Education Accreditation (CHEA). UOP assesses prior college-level learning with guidelines set forth by the Council for Adult and Experiential Learning (CAEL). The University grants credit for the College Level Examination Program (CLEP) and uses the American Council on Education (ACE) recommendations for credit for prior training. Students must fulfill through courses at UOP a minimum of 30 semester credits of the required course of study. The maximum enrollment period for baccalaureate students is seven years.

B.S., Business; B.S., Management

The curriculum for the program leading to the B.S. degree in Business is shown below except for the accounting specialization.

Bachelor of Science in Business Curriculum	Semester Credit Hours	Totals
Liberal Arts: communication arts, math, social sciences, humanities, science/technology	33	
Interdisciplinary: additional general education or courses other than those in the major field	30	
Total General Education		63
ACC 300 Principles of Accounting	3	
BUS 415 Business Law	3	
BUS 475 Integrated Business Topics	3	
CIS 319 Computers and Information Processing	3	
ECO 365 Principles of Microeconomics	3	
FIN 370 Finance for Business	3	
GEN 300 Skills for Professional Development	3	
MGT 330 Management: Theory, Practice, and Application	3	
MGT 344 Organizational Behavior and Ethical Responsibility	3	
MGT 350 Critical Thinking: Strategies in Decision Making	3	
MKT 421 Marketing	3	
RES 341 Research and Evaluation I	3	
RES 342 Research and Evaluation II	3	
Total Major Courses		39
Specializations: Administration, Communications, e-Business, Finance, Global Business Management, Hospitality Management, Information Systems, Integrated Supply Chain and Operations Management, Management, Marketing, Organizational Innovation, Public Administration, Retail Management		18
Total Curriculum		120

The curriculum for the program leading to the B.S. degree in Business with a specialization in Accounting is shown below.

Bachelor of Science in Business Curriculum	Semester Credit Hours	Totals
Liberal Arts: communication arts, math, social sciences, humanities, science/technology	33	
Interdisciplinary: additional general education or courses other than those in the major field	21	
Total General Education		54
ACC 340 Accounting Information Systems I	3	
ACC 349 Cost Accounting	3	
ACC 362 Financial Accounting I	3	
ACC 363 Financial Accounting II	3	
ACC 421 Intermediate Financial Accounting I	3	
ACC 422 Intermediate Financial Accounting II	3	
ACC 423 Intermediate Financial Accounting III	3	
ACC 440 Advanced Financial Accounting	3	
ACC 460 Government and Non-Profit Accounting	3	
ACC 483 Income Tax - Individual	3	
ACC 491 Contemporary Auditing I	3	
ACC 492 Contemporary Auditing II	3	
ACC 497 Advanced Topics in Accounting Research	3	
BUS 421 Contemporary Business Law I	3	
BUS 422 Contemporary Business Law II	3	
ECO 365 Principles of Microeconomics	3	
ECO 372 Principles of Macroeconomics	3	
FIN 320 Corporate Finance	3	
GEN 300 Skills for Professional Development	3	
MGT 330 Management: Theory, Practice, and Application	3	
MGT 344 Organizational Behavior and Ethical Responsibility	3	
MGT 350 Critical Thinking: Strategies in Decision Making	3	
Total Major and Specialization Courses		66
Total Curriculum		120

The curriculum for the program leading to the B.S. degree in Management is shown below.

Bachelor of Science in Management Curriculum	Semester Credit Hours	Totals
Liberal Arts: communication arts, math, social sciences, humanities, science/technology	33	
Interdisciplinary: additional general education or courses other than those in the major field	39	
Total General Education		72
COMM 470 Communicating in the Virtual Workplace	3	
FIN 324 Financial Analysis for Managers	3	
GEN 300 Skills for Professional Development	3	
GEN 480 Interdisciplinary Capstone	3	
MGT 300 Management: Theory, Practice, & Application	3	
MGT 350 Critical Thinking: Strategies in Decision Making	3	
PHL 323 Ethics in Management	3	
PSY 320 Human Motivation	3	
PSY 428 Organizational Psychology	3	
PSY 430 Team Dynamics for Managers	3	
RES 320 Fundamentals of Research	3	
SOC 315 Cultural Diversity	3	
TEC 401 Human Factors in Technology	3	
Upper-division major electives	9	
Total Major Courses		48
Total Curriculum		120

The Association to Advance Collegiate Schools of Business (AACSB) and the Association of Collegiate Business Schools and Programs (ACBSP) are the specialized accrediting organizations for business and business-related programs. ACBSP accredits the undergraduate and graduate programs in business, accounting, and management at UOP. Practitioner licensure or certification is not required for employment in business or management.

The U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook* lists management employment opportunities for holders of business administration credentials in a variety of settings including administrative services; advertising, marketing, promotion, and sales; advocacy, grantmaking, and civic organizations; banking; construction; education; facilities; finance; government; human resources; insurance; labor relations; medical and health services; public relations; and real estate.

Twelve public and 25 private colleges and universities in the State offer bachelor's degree programs in business administration, management, or business-related fields; also for consideration by the Committee on Academic Affairs and Licensing (CAAL) at its September 4

meeting is a proposal from ECPI to offer a program leading to the B.S. degree in Business Administration.

B.S., Criminal Justice

The curriculum for the program leading to the B.S. in Criminal Justice is shown below.

Bachelor of Science in Criminal Justice Administration Curriculum	Semester Credit Hours	Totals
Liberal Arts: communication arts, math, social sciences, humanities, science/technology	33	
Interdisciplinary: additional general education or courses other than those in the major field	24	
Total General Education		57
CJA 303 Foundations of Criminal Justice	3	
CJA 313 Contemporary Issues in Criminal Justice	3	
CJA 323 Criminology	3	
CJA 333 Policing Theory and Practice	3	
CJA 343 Criminal Law	3	
CJA 353 Criminal Procedure	3	
CJA 363 Interpersonal Communication	3	
CJA 373 Criminal Court Systems	3	
CJA 383 Institutional and Community Corrections	3	
CJA 393 Criminal Organizations	3	
CJA 403 Juvenile Justice Systems and Processes	3	
CJA 413 Ethics in Criminal Justice	3	
CJA 423 Cultural Diversity in Criminal Justice	3	
CJA 433 Research Methods in Criminal Justice	3	
CJA 443 Organizational Behavior and Management	3	
CJA 453 Criminal Justice Administration	3	
CJA 463 Criminal Justice Policy Analysis	3	
CJA 473 Managing Criminal Justice Personnel	3	
CJA 480 Interdisciplinary Capstone Course	3	
CJA 483 Futures of Criminal Justice	3	
GEN 300 Skills for Professional Development	3	
Total Major Courses		63
Total Curriculum		120

There is no specialized programmatic accreditation for criminal justice. Practitioner licensure or certification is not required for employment.

According to the U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, opportunities in local police departments will be excellent for individuals

who meet psychological, personal, and physical qualifications. Employment of probation officers and correctional treatment specialists is projected to grow as fast as the average. In addition to openings from employment growth, many openings will be created by the need to replace workers who retire and those who leave local agencies for Federal jobs and private sector security jobs.

Other colleges and universities in the State that offer bachelor's degree programs in criminal justice are The Citadel, Lander, South Carolina State, U.S.C.-Columbia, U.S.C.-Upstate, Anderson, Benedict, Claflin, Coker, ITT Technical, Limestone, Morris, South, Troy, Virginia College, and Voorhees.

B.S., Health Administration

The curriculum for the program leading to the B.S. in Health Administration is shown below.

Bachelor of Science in Health Administration Curriculum	Semester Credit Hours	Totals
Liberal Arts: communication arts, math, social sciences, humanities, science/technology	33	
Interdisciplinary: additional general education or courses other than those in the major field	27	
Total General Education		60
GEN 300 Skills for Professional Development	3	
HCS 310 Health Care in the United States	3	
HCS 320 Health Care Communication Strategies	3	
HCS 330 Introduction to Health and Disease	3	
HCS 405 Health Care Financial Accounting	3	
HCS 413 Health Care Management Strategies	3	
HCS 427 Human Resources: Principles and Practices in Health Care	3	
HCS 430 Legal Issues in Health Care: Regulation and Compliance	3	
HCS 435 Ethics: Health Care and Social Responsibility	3	
HCS 438 Statistical Applications	3	
HCS 440 Economics: The Financing of Health Care	3	
HCS 446 Facility Planning	3	
HCS 449 Health Administration Capstone	3	
HCS 451 Health Care Quality Management and Outcomes Analysis	3	
HCS 455 Health Care Policy: The Past and The Future	3	
HCS 457 Public and Community Health	3	
HCS 475 Leadership and Performance Development	3	
HCS 483 Health Care Information Systems	3	
HCS 490 Health Care Consumer---Trends and Marketing	3	
MGT 331 Organizational Behavior	3	
Total Major Courses		60
Total Curriculum		120

There is no specialized accrediting agency for the health administration bachelor's program. Practitioner licensure or certification is not required for employment.

The U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, predicts that job opportunities will be good in the field of medical and health services management as the health care industry continues to expand and diversify, requiring managers to help ensure smooth business operations. Hospitals employ the most medical and health services managers. Employment will grow fastest in practitioners' offices and in home health care agencies as many services previously provided in hospitals will shift to these settings.

Other colleges and universities in the State offer bachelor's degree programs in health administration or similar majors. U.S.C.-Columbia and Benedict offer programs leading to the B.S. degree in Public Health; Clemson, Coastal Carolina, Morris, and South offer programs leading to the B.S. degree in Health Science; South offers a program leading to the B.S. degree in Healthcare Management; and Webster offers a program leading to the B.A. degree in Management, Health Care Administration. Also for consideration by the Committee on Academic Affairs and Licensing (CAAL) at its September 4 meeting is a proposal from ECPI to offer a program leading to the B.S. degree in Healthcare Administration.

B.S., Human Services

The curriculum for the program leading to the B.S. degree in Human Services is shown below.

Bachelor of Science in Human Services Curriculum	Semester Credit Hours	Totals
Liberal Arts: communication arts, math, social sciences, humanities, science/technology	33	
Interdisciplinary: additional general education or courses other than those in the major field	24	
Total General Education		57
BSHS 301 Introduction to Human Services	3	
BSHS 311 Models of Effective Helping	3	
BSHS 321 Communication Skills for the Human Services Professional	3	
BSHS 331 Professional, Ethical, and Legal Issues in Human Services	3	
BSHS 341, 411, 491 Field Experience I, II, III	9	
BSHS 351 Technology in Human Services	3	
BSHS 361 Child Development	3	
BSHS 371 Adult and Family Development	3	
BSHS 381 Research and Statistics for the Social Sciences	3	
BSHS 391 Lifelong Learning and Professional Development	3	
BSHS 401 Case Management	3	
BSHS 421 Cultural Diversity and Special Populations	3	
BSHS 431 Dependency and Addictions	3	
BSHS 441 Advocacy and Mediation	3	
BSHS 451 Program Design and Proposal Writing	3	
BSHS 461 Building Community in Organizations	3	
BSHS 471 Mental Health and Crisis Intervention Practices	3	
BSHS 481 Working with Groups	3	
GEN 480 Interdisciplinary Capstone Course	3	
Total Major Courses		63
Total Curriculum		120

The Council for Standards in Human Service Education (CSHSE) accredits human service degree programs. UOP does not hold and does not plan to seek specialized accreditation. Practitioner licensure or certification is not required for employment as a social and human service assistant. Human services personnel serve as human service worker, case management aide, social work assistant, community support worker, mental health aide, community outreach worker, life skills counselor, or gerontology aide. They usually work under the direction of licensed professionals from a variety of fields, such as nursing, psychiatry, psychology,

rehabilitative or physical therapy, or social work. The institution will provide a disclosure to each applicant that the program does not lead to social worker or counselor licensure.

According to the U.S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, job prospects are expected to be excellent, particularly for applicants with appropriate postsecondary education. Demand for social services will expand as the elderly population grows and increases the need for services such as adult day care, meal delivery, and support during medical crises. In addition, social and human service assistants provide services to the homeless, the mentally disabled or developmentally challenged, pregnant teenagers, and substance abusers.

Other colleges and universities in the State offer bachelor's degree programs in human services or similar majors. South Carolina State offers a program leading to a certificate in Human Development Consultant, U.S.C.-Beaufort offers a program leading to the B.S. degree in Human Services, Columbia College offers a program leading to the B.A. degree in Child and Family Studies, Springfield College offers a program leading to the B.S. degree in Human Services, and Virginia College offers a program leading to the B.S. degree in Health Services Management.

B.S., Information Technology

The curriculum for the program leading to the B.S. degree in Information Technology is shown below.

Bachelor of Science in Information Technology Curriculum	Semester Credit Hours	Totals
Liberal Arts: communication arts, math, social sciences, humanities, science/technology	30	
Interdisciplinary: additional general education or courses other than those in the major field	30	
Total General Education		60
BSA 310 Business Systems	3	
BSA 375 Fundamentals of Business Systems Development	3	
CIS 205 Management Information Systems	3	
CMGT 410 Project Planning and Implementation	3	
CMGT 445 Application Implementation	3	
DBM 380 Database Concepts	3	
ENG 221 Technical Writing Fundamentals	3	
GEN 300 Skills for Professional DevelopmentGeneral Studies	3	
NTC 360 Networking and Telecommunications Concepts	3	
POS 410 SQL for Business	3	
PRG 210 Fundamentals of Programming with Algorithms and Logic	3	
PRG 420, 421 Java Programming I, II	6	
WEB 236, 237 Web Design I, II	6	
Total Major Courses		45
Concentration: Business Systems Analysis, Information Systems Security, Multimedia and Visual Communication, Networking and Telecommunications, Software Engineering, or Web Development		15
Total Curriculum		120

The Accrediting Board for Engineering and Technology, Inc., (ABET) accredits college and university programs in applied science, computing, engineering, and technology. Phoenix does not hold and does not plan to seek specialized accreditation. Practitioner licensure or certification is not required for employment.

The U. S. Department of Labor, Bureau of Labor Statistics, *Occupational Outlook Handbook*, projects that computer scientists and database administrator occupations will grow much faster than average as organizations continue to adopt and integrate increasingly sophisticated technologies. Job increases will be driven by very rapid growth in computer systems design and related services, which is projected to be one of the fastest growing industries in the U.S. economy.

Other colleges and universities in the State that offer bachelor's degree programs in computer/information science/technology are The Citadel, Clemson, Coastal Carolina, College of Charleston, Francis Marion, South Carolina State, U.S.C.-Columbia, U.S.C.-Upstate, Winthrop, Benedict, Bob Jones, Charleston Southern, Claflin, Coker, Columbia, Converse, Furman, Lander, Limestone, Presbyterian, Saint Leo, South, Southern Wesleyan, Strayer, Voorhees, Webster, and Wofford. Also for consideration by the Committee on Academic Affairs and Licensing (CAAL) at its September 4 meeting is a proposal from ECPI to offer a program leading to the B.S. in Computer and Information Science and in Electronics Engineering Technology.

PROGRAMS LEADING TO GRADUATE DEGREES

Members of the UOP core faculty who will teach graduate-level courses in South Carolina possess terminal or doctoral degrees earned at regionally accredited or international equivalent institutions of higher education. All candidates for the faculty complete screening, assessment, training, and mentoring. The University has established other specific prerequisites for each course. For example, faculty members typically have a minimum of five years of experience in the discipline in which they teach.

For admission into programs leading to the master's degrees, applicants must hold a baccalaureate degree from an institution accredited by an accrediting agency recognized by the Council on Higher Education Accreditation (CHEA). Applicants must have obtained a minimum grade point average (G.P.A.) of 2.5 on a 4.0 scale. The maximum number of credits accepted for transfer to a master's program is six to nine semester credit hours, depending on the program. Students must graduate with a minimum G.P.A. of 3.0.

Master of Business Administration (M.B.A.) and Master of Management (M.M.)

The curriculum for the program leading to the Master of Business Administration is shown below.

Master of Business Administration Curriculum	Semester Credit Hours
MBA 500 Foundations of Problem-Based Learning	3
MBA 501 Forces Influencing Business in the 21 st Century	3
MBA 502 Managing the Business Enterprise	3
MBA 503 Introduction to Finance and Accounting	3
MBA 510 Managerial Decision Making	3
MBA 520 Transformational Leadership	3
MBA 530 Human Capital Development	3
MBA 540 Maximizing Shareholder Wealth	3
MBA 550 Resource Optimization	3
MBA 560 Enterprise Risk	3
MBA 570 Sustainable Customer Relationships	3
MBA 580 Strategies for Competitive Advantage	3
MBA 590 Strategic Implementation and Alignment	3
Total semester credit hours	39

The curriculum for the program leading to the Master of Management is shown below.

Master of Management Curriculum	Semester Credit Hours
MMPBL 500 Foundations of Problem-Based Learning	3
MMPBL 501 Forces Influencing Business in the 21 st Century	3
MMPBL 502 Managing the Business Enterprise	3
MMPBL 503 Introduction to Finance and Accounting	3
MMPBL 510 Implementing Organizational Initiatives	3
MMPBL 520 Transformational Leadership	3
MMPBL 530 Human Capital Development	3
MMPBL 540 Conflict Management	3
MMPBL 550 Creativity, Innovation, and Organizational Development	3
MMPBL 560 Managing in a Cross-Cultural Environment	3
MMPBL 570 Corporate Governance	3
MMPBL 580 Marketing Management	3
MMPBL 590 Strategies for Competitive Advantage	3
Total semester credit hours	39

Information on specialized accreditation, practitioner licensure, and employment is provided in the section of this memorandum describing the undergraduate business and management programs.

Other colleges and universities in South Carolina that offer programs leading to master's degrees in business administration, management, and human resources are The Citadel, Clemson, Coastal Carolina, Francis Marion, South Carolina State, U.S.C.-Columbia, Winthrop, Bob Jones, Charleston Southern, Claflin, Embry-Riddle Aeronautical, Gardner-Webb, South, Southern Wesleyan, Strayer, Troy, and Webster.

Master of Health Administration (M.H.A.)

The curriculum for the program leading to the Master's degree of Health Administration is shown below.

Master of Health Administration Curriculum	Semester credit hours
HCS 504 Introduction to Graduate Study in Health Sciences/Nursing	3
HCS 514 Managing in Today's Health Care Organizations	3
HCS 525 Leadership	3
HCS 531 Health Care Organizations and Delivery Systems	3
HCS 533 Health Information Systems	3
HCS 535 Concepts of Population Health	3
HCS 539 Marketing for Health Care	3
HCS 545 Health Law and Ethics	3
HCS 549 Evaluation Methodology	3
HCS 552 Health Care Economics	3
HCS 567 Entrepreneurship in Health Care	3
HCS 577 Financial Management in Health Care	3
HCS 586 Health Care Strategic Management	3
HCS 587 Creating Change Within Organizations	3
HCS 588 Measuring Performance Standards	3
Total semester credit hours	45

The Commission on Accreditation of Healthcare Management Education (CAHME) accredits professional master's degree programs in healthcare management. UOP does not hold and does not plan to seek specialized accreditation. Information on practitioner licensure and employment is provided in the section of this memorandum describing the undergraduate health administration programs.

Other colleges and universities in the State that offer master's degrees in health administration are the Medical University of South Carolina, U.S.C.-Columbia, Strayer, and Webster.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of an amendment of the license of University of Phoenix to establish a site in Greenville to offer programs leading to the B.S. degree in (1) Business, (2) Criminal Justice Administration, (3) Health Administration, (4) Human Services, (5) Information Technology, and (6) Management and programs leading to the Master's degree in (1) Business Administration, (2) Health Administration, and (3) Management; the Committee further recommends that the Commission delegate to the staff authority to license a site in Greenville when the facility is developed.

South Carolina Commission on Higher Education

Layton McCurdy, M.D., Chairman
Mr. Daniel Ravenel, Vice Chairman
Douglas R. Forbes, D.M.D.
Dr. Bettie Rose Horne
Mr. Kenneth W. Jackson
Dr. Raghu Korrapati
Dr. Louis B. Lynn
Ms. Cynthia C. Mosteller
Mr. James R. Sanders
Mr. Hood Temple
Mr. Randy Thomas
Mr. Kenneth B. Wingate
Mr. Neal J. Workman, Jr.
Dr. Mitchell Zais

CHE
10/2/2008
Agenda Item 7.02E

Dr. Garrison Walters, Executive Director

October 2, 2008

MEMORANDUM

To: Dr. Layton R. McCurdy, Chairman, and Members, Commission on Higher Education

From: Dr. Bettie Rose Horne, Chair, and Members of the Committee on Academic Affairs and Licensing *B. Rose/Horne*

Consideration of Guidelines for the Commission on Higher Education's Centers of Excellence Competitive Grants Program (Teacher Education) Fiscal Year 2009-10

Background

The *Education Improvement Act of 1984* provides for the establishment of a contract program with public or private colleges in South Carolina to foster the development of "Centers of Excellence" in particular areas of need related to teacher education. State funding is provided for up to five years at a decreasing rate each year with the goal of establishing statewide resource centers that address the needs of high need schools and districts. There are currently 15 active Centers of Excellence. Only six of these currently receive EIA State funding; the other nine Centers continue to operate through support from the institutions and other grants. (A list of Centers is attached to the enclosed *Guidelines*.)

The *Guidelines* were substantially changed for the FY 2003-04 proposal competition. The Education Oversight Committee and its Education Improvement Act Subcommittee indicated the need for higher education institutions to become more actively involved with low performing schools and districts. The *Guidelines* were changed to address this need and now require that a Center must focus its activities on low performing schools and districts. The FY 2009-10 *Guidelines* include a list of low performing schools and districts derived from the Education

Accountability Act Report Card data for 2007. Priority points will be given to schools and districts who have an overall rating of Below Average or Unsatisfactory and a Poverty Index of 25 percent or greater. A summary of the requirements contained in the FY 2009-10 *Guidelines* is provided below:

- Proposals must demonstrate an institutional commitment to work with low performing schools and districts to assist them in raising student academic achievement. The Commission is seeking proposals that involve faculty and students from across the entire campus in a concerted effort of assistance.
- Each Center should also demonstrate a commitment to offering sustained, high-quality professional development programs in its area of expertise. This component of the *Guidelines* has been re-structured so as to be aligned with the Education Oversight Committee's (EOC) focus on improving the quality of teaching in the State's low performing schools. For FY 2009-10, the priority areas are aligned with the EOC's focus on developing innovative training programs for recruitment and retention of teachers that will improve instruction and achievement at all grade levels in low performing schools. Such training programs should be focused on developing strategies for attracting high-quality teachers, mentoring of new teachers, assisting with classroom management strategies, using assessment to guide instruction, developing interpersonal communication skills for working with parents and the community, and assisting teachers to become professional educators. Teacher education and arts and sciences faculty should be included in providing services to the low-performing schools.
- A proposed Center must offer activities and strategies that are tied to South Carolina state content and assessment standards and the S.C. Professional Development Standards. Activities should assist teachers in preparing students for the new Palmetto Assessment of State Standards (PASS).
- Collaboration on the proposal's design must occur with a low performing school or district. Priority points will be given to Centers that work with an entire school district in a high-poverty area of the state. In addition, the proposal may work with other education stakeholders, including other schools and districts, other higher education institutions, other Centers of Excellence, professional education associations, parent groups, and the private sector.
- The Center must have a well-defined plan for achievement. This plan should be tied to raising the academic achievement levels of the students at the target school(s) and district(s) in addition to recruitment and retention

of qualified teachers.

- Institutions must demonstrate a funding commitment to a proposed center for at least six years, one year beyond the five-year State funding period either through institutional or external support. The intent of the Centers of Excellence Program is to create long-lasting, institutionalized resource centers for the State that will have an impact on K-12 schools.
- The Center must demonstrate that it is using innovative practices that are based on sound research and have been shown to be successful in recruiting and retaining teachers and in improving student achievement.

Funding for the one new center in FY 2009-10 at the current level of funding is contingent upon level funding from the Education Oversight Committee for this program.

Institutions working with eligible districts and schools are encouraged to consult the *Improving Teacher Quality Higher Education Grants Guidelines* for additional funding information focused on professional development programs.

The attached *Guidelines* are identical to the ones used for FY 2008-09 except for the changes in the priority areas that will support the EOC's activities for FY 2009-10 (page five of the *Guidelines*). For your ease of reference, staff-recommended changes from the 2008-09 guidelines are noted in the attached document as tracked changes. These *Guidelines* will be posted on the Commission's web site for access by institutions upon approval by the Commission.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the attached *Guidelines for Centers of Excellence (Teacher Education)* for FY 2009-10.

Attachment: Draft Guidelines for Centers of Excellence (RFP) FY 2009-10 (Teacher Education)

CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT
OF 1984

South Carolina
Commission on
Higher Education

South
Carolina
Centers of
Excellence

**REQUEST FOR
PROPOSALS**

**FISCAL YEAR
2009-10**

*Focus on
Recruitment and
Retention of Teachers*

Administered by:
S.C. Commission on Higher
Education
1333 Main Street, Suite 200
Columbia, SC 29201

Intent to Submit Form Due:
December 1, 2008

Proposal Deadline:
February 6, 2009

Review Panel Meeting:
February 27, 2009

For further information please
contact:

Dr. Paula Gregg
Phone: 803-737-2246
FAX: 803-737-2297
E-mail: pgregg@che.sc.gov

**GUIDELINES FOR SUBMISSION OF PROPOSALS
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
2009-10 FISCAL YEAR**

PURPOSE OF THE CENTERS OF EXCELLENCE PROGRAM

The purpose of this 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. Teacher education encompasses both in-service and pre-service training. 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. Research has shown that the single greatest factor influencing student achievement is teacher quality. In order for the state to attain its education goals, we must ensure that all students have access to highly qualified teachers and educational programs. Towards this goal, the new focus of the Centers of Excellence Program will concentrate on assisting low-performing schools and districts. The Commission envisions the Center to be a university-wide effort. Typical activities include:

- developing and modeling state-of-the-art pre-service preparation programs for other institutions of higher education to emulate that focus on increasing the number of teachers appropriately prepared to work effectively with students in low-performing schools and with diverse needs;
- developing innovative school-based projects to enhance student and teacher achievement at low-performing schools;
- conducting statewide school-based and campus-based faculty development activities related to State content and assessment standards;
- conducting research and evaluation activities related to teacher quality and student achievement;
- serving as a state (and/or regional and national) clearinghouse for information dissemination on center activities;
- providing demonstration, outreach, and technical assistance programs for low performing schools and districts and institutions of higher education as requested.

ELIGIBLE INSTITUTIONS

Any public or private college/university in the State authorized by the State Board of Education to offer one or more degree programs at graduate or undergraduate levels for the preparation of teachers is eligible to apply. To assist in the outreach to the State's low-performing schools, the Center should engage faculty and students from across the university. Although collaborative proposals involving more than one institution are welcome, one institution must be designated as the fiscal agent.

Institutions which currently receive State funding for a Center of Excellence may apply for a second Center. However, **State funding is limited to a maximum of two Centers for each institution.** There is no required period of absence of funding upon completion of State funding for an existing Center prior to submission of a proposal for a new Center of Excellence. Institutions that do not comply with the Commission's programmatic and budgetary reporting requirements are not eligible to submit a proposal for the year following the non-compliance.

Institutions interested in submitting a proposal for FY 2009-10 should submit an "Intent to Submit Proposal" form due at the Commission on or before December 1, 2008. This in no way commits the institution but assists staff in preparation for the review process. The form is attached on page 22.

CHARACTERISTICS OF A CENTER OF EXCELLENCE

1. Purpose

A Center must focus on the development and modeling of state-of-the-art teacher training programs (in-service and pre-service) at the host institution as well as serve as a catalyst for changing teacher training programs at other institutions of higher education which prepare and support teachers. Centers should enhance the institution's professional development programs as an integral part of its mission and focus services on low-performing schools as identified under the Education Accountability Act's annual report cards for 2006. Target schools and districts are those that have an EAA absolute rating of average or lower and a poverty index of > 25%. A list of these schools can be found at http://www.che.sc.gov/AcademicAffairs/CentExc/CentersofEX_schools&Districts_1.pdf. (or <http://ed.sc.gov/topics/researchandstats/schoolreportcard/2007/data/>). **Priority will be given to proposals that work with schools and districts who have an overall rating of Below Average or Unsatisfactory and a Poverty Index of 25% or greater.** The goal of the program is to increase higher education's involvement in working more closely with low-performing schools through professional development, teacher education programs, and other units within the institution. State-of-the-art practices include but are not limited to:

- innovative practices that enable school personnel to improve student achievement;

- effective, sustained, high quality professional development;
- collaboration with major education stakeholders, including local school districts and schools, other higher education institutions and Centers of Excellence, professional associations, parent groups, and the private sector;
- field-based teacher education programs, including professional development schools;
- technology-based instructional techniques;
- innovative practices for teaching children with diverse backgrounds and diverse learning styles;
- assistance to teachers in understanding state content and assessment standards and how to help all students meet or exceed these standards.
- assistance to teachers in preparing students for the Palmetto Assessment of State Standards (PASS).

The Center's activities must directly support one or more existing educational programs at the institution. There should be clearly defined benefits for both K-12 and higher education in the State and these should be directly linked to the training of high quality teachers and raising student academic achievement. The Center should demonstrate how the activities will support the improvement of low-performing school partners and be tied to State content and assessment standards.

2. Achievement of Excellence

A proposed Center must demonstrate a substantial likelihood of achieving success with its K-12 partners and developing a reputation for statewide excellence within the five-year State funding period. Annual measurable benchmarks for evaluating progress toward the stated goals must be included in the proposal, as well as a list of specific achievements to be realized.

3. Institutional Commitment

A Center must be funded in part by the institution to demonstrate its commitment to the proposed Center's goals and objectives and its commitment to working with low-performing K-12 schools and districts. The proposal must demonstrate a match of institutional/external support. Support can be in-kind, release time, financial commitment, change to academic programs, or inclusion of the project in the institution's service learning program, among others. Matching funds from district partners are strongly encouraged.

4. Collaboration with Related Centers, State Department of Education Initiatives, or Major Education Stakeholders

A Center **must** design its programs and activities as follows:

- in collaboration with a low-performing school(s) and/or district(s) that will be the target of its activities;
- in collaboration with other Centers of Excellence and/or Teacher Recruitment Centers in all appropriate related activities;
- in collaboration with all parties that are affected by the Center's programs, including other institutions of higher education, other local school districts, professional associations, parents, and the private sector; and
- be consistent with ongoing related curriculum, assessment, teacher preparation, or professional development activities at the South Carolina State Department of Education, The Educational Accountability Act of 1998, Teacher Quality Act of 2000, and the State's NCATE partnership.

FUNDING

Commission funding (\$135,000-\$150,000 per year) is to be matched by institutional and/or external funding allotments. EIA funding for a Center is for five years, contingent on the availability of funds and annual reviews and attendance of director at required meetings as well as submission of required accountability and budgetary information by designated deadlines. Each fiscal year of the grant period **begins August 1 and ends August 31 the following year**. Upon completion of each year, an annual program evaluation with financial report is required to be submitted to the Commission for review prior to release of the next-year funds. **Funding is contingent upon approval of funds by the General Assembly.**

The Commission seeks to support programs that will significantly impact K-16 education and therefore require substantial levels of funding. It also seeks assurance of the long-term stability of programs to maximize the impact on K-16 education. The proposal must demonstrate a match of institutional/external support. Funding for a center will occur on the following funding scale:

YEAR 1	YEAR 2	YEAR 3 - 5	YEAR 6
100% Commission funding + Institutional and/or External funding	90% of Year 1 Commission Funding + 10% Institutional/External funding	75% of Year 1 Commission Funding + 25% Institutional/External funding	0% of Commission Funding and 100% Institutional/External funding

There is no set percentage amount for the match; however, the center should ensure that matching funds are at a level sufficient to lead to success of activities and strategies. Support from other sources is required and is a factor in determining selection of proposals for funding.

PRIORITIES FOR FUNDING

Proposals must address the area listed in #1 below. All proposals must focus activities on a low-performing school(s) or district(s) as defined by the South Carolina Education Accountability Act's Report Card ratings (http://che.sc.gov/New_Web/ForInstitutions/TeacherEdGrants.htm) for 2007. The priorities listed below address the needs identified by the Education Oversight Committee and reflect the focus of EOC activities for FY 2009-10 which is on recruitment and retention of teachers.

1. The Education Oversight Committee has specifically requested that proposals focus on:
 - developing innovative programs in recruitment and retention of teachers that will improve instruction and achievement at all grade levels in low performing schools. Such training programs should be focused on
 - developing strategies for attracting high-quality teachers.
 - mentoring of new teachers.
 - assisting with classroom management strategies.
 - using assessment to guide instruction.
 - developing interpersonal communication skills for working with parents, and the community.
 - and assisting teachers to become professional educators.
 - Teacher education and arts and sciences faculty should be included in providing services to the low-performing schools.
2. Priority will be given to proposals that demonstrate the institution's commitment to model as well as develop state-of-the-art programs evidenced by a commitment to change ongoing academic programs at the institution as a result of the Center's work.
3. Priority will be given to proposals that demonstrate a commitment to a professional development program focused on the Center's area of expertise and aligned with South Carolina Professional Development Standards (<http://www.scteachers.org/educate/edpdf/rules/pdpolicy.pdf>).

4. Priority will be given to proposals in which representatives from the targeted low performing school(s) or district(s) **are actively involved** in the development of the project proposal and activities. Involving other higher education institutions, the private sector, other schools and/or districts, and members of the community will enhance the proposal's competitiveness for funding. The proposal narrative must describe the collaboration and the previous planning activities between the institution and the major education stakeholders. A discussion of the clearly defined roles of all of the project's partners (K-16) must be included.
5. Priority will be given to proposals which have a clear evaluation and assessment protocol with leading indicators of progress, which would facilitate dissemination and replication of successful strategies, programs, or incentives and show student improvement.
6. Priority will also be given to proposals that draw upon the higher education institution's demonstrated strength and experience in relevant program areas. This experience can be demonstrated through a **brief** description of such evidence as:
 - Quality of faculty as indicated by publications, presentations, K-12 service, consultations, and other experience;
 - Institutional support for the program as indicated by letters of support from central administration, deans, and department heads; budget, faculty time, facilities, and equipment allocations; special programmatic initiatives, etc.;
 - Previous collaborative efforts with major education stakeholders in related program areas;
 - Demonstrated ability to offer high-quality professional development for K-12 school personnel. If professional development courses are to be offered, they should meet the Commission's *Guidelines for Graduate Courses Offered for Professional Development of School Personnel* (http://www.che.sc.gov/New_Web/ForInstitutions/AcadPolicy.htm).
7. Finally, priority will be based on the likelihood that the program, if funded, will have a lasting impact on education at the school, district, and eventually the State.
8. Each proposal will be reviewed by a review panel consisting of an external reviewer and member of higher education and PK-12 institutions, and other education state agencies. The project director, institutional administration, and other members of the partnership are expected to present the proposal to the review panel and answer questions from the panel on February 27, 2009.

PROPOSAL DEVELOPMENT

In addition to other data that the proposing institution deems relevant, proposals should include information organized according to the following sections (forms are included in **Appendix 1**):

1. **Title Page** (form provided)

2. **Table of Contents**

3. **Abstract** to include (limit one page single-spaced; **required**):

- purpose of the project
- activities to be implemented
- target population to be served
- expected outcomes
- school and/or district partners

4. **Narrative.** The narrative of the proposal, not to exceed 30 double-spaced pages (with 1-inch margins, 12 pt. font), must provide detailed information about the proposed Center and include, at minimum, the following information:

- a. **The Center's Purpose/Focus:** Describe the Center's area of focus and how the Center will benefit both the institution and the targeted K-12 school/district. This section must include evidence of the demonstrated need to be addressed.
- b. **Plan for Achievement:** Include a detailed description of the activities to be implemented and how these will meet the Center's goals and objectives. Discussion of how these activities will meet the needs of teacher education and student achievement must be included. Discuss how the proposed plan to be implemented includes sufficient effective approaches to address objectives. In addition, the plan must include well-defined, measurable benchmarks of expected progress at the end of each of the five years and should address the following goals:
 - (1) Developing and modeling exemplary teacher training programs that (i) are collaborative, (ii) field-based, (iii) use state-of-the-art technology, and (iv) use proven strategies.
 - (2) Developing an influential constituency for the Center composed of stakeholders who will work with the Center and support the Center over the period of funding;

- (3) Achieving a position of leadership in the State within five years such that the Center is a state resource in its area of expertise;
 - (4) Developing a **detailed** research agenda that will enable higher education faculty and K-12 personnel statewide to improve classroom effectiveness and student achievement. Specifically, the plan should provide examples of ongoing research questions that will be examined as a function of the Center's activities, how the research will be implemented, and how the research findings will be used to improve academic programs (pre-service and in-service).
- c. **Evaluation Plan:** Cite specific evaluation measures that will be used annually to assess the effectiveness of the Center in accomplishing the **Plan for Achievement**. The evaluation plan must address program objectives, performance indicators, benchmarks to monitor progress toward goals, and outcome measures to assess the effect of the activities on participants and on student achievement. The evaluation plan must address the Palmetto Assessment of State Standards.

The proposal must identify an external evaluator for the program. The plan should include:

- the types of data to be collected;
 - when data will be collected;
 - methods and procedures used for collecting data;
 - means of analyzing the data;
 - how information from the data will be used to monitor success, make changes in program design, if necessary, and
 - provide accountability information about the project's success,
 - vitae of the external evaluator.
- d. **Institutional Strengths:** Cite accomplishments of existing academic, research, or professional development programs to demonstrate a likelihood of the Center's achieving success within a reasonable period of time. Evidence must be provided to justify the Center's suitability to the institution, in terms of either the institution's mix of related academic/research/professional development programs or the presence of advantageous institutional or community resources. Present evidence concerning previous institutional collaboration with the K-12 community and other education stakeholders, especially as it relates to low performing schools or addressing student achievement.
- e. **Center Staffing:** State who the Center director will be, summarize his/her qualifications, and stipulate the director's time commitment to Center activities (typically .5 to 1.0 FTE). Also describe other faculty and/or

support staff, teachers, and administrators involved in the Center's program and their projected time commitment to the Center. Abbreviated vita (2 pages) for the director and any other faculty associated with the Center's activities should be attached to the proposal. Provide evidence indicating that the director and/or other Center staff members will be able to promote non-programmatic as well as programmatic aspects of the Center, including developing internal and external constituencies and institutionalizing funding for Center activities.

- f. **Benefit to the Institution:** Explain why the institution is willing to commit its resources to the Center. For example, what will be the impact of the Center on the institution's academic/research/professional development programs? How will the proposed Center improve the quality of institutional programs and enhance existing institutional strengths in the Center's area of concentration and related fields? How will the Center impact the institution's community outreach with K-12 schools (university-wide)?
 - g. **Institutional Commitment:** Demonstrate institutional and faculty support of the Center for the five years of State funding. Letters from faculty and administrators in program areas related to the Center's focus supporting the proposed Center may be included. Letters of support from the K-12 partners must be included. Provide evidence that of institutional support beyond the five years of State funding.
 - h. **Benefit to K-12 Districts/Schools:** Describe the expected benefit to the partner districts and/or schools and how the research base will support staff efforts to improve low performing districts and schools. Include a description of who will be served.
 - i. **Identification of Similar and Related Centers:** Provide a short description of any similar Centers regionally or nationally and explain how the proposed Center will seek to benefit from other similar centers' experiences. A list of South Carolina Centers of Excellence funded through the Education Improvement Act is attached.
 - j. **Collaborative Planning:** Fully describe the collaborative planning activities that have occurred between the institution and the partner district(s)/school(s) (Agreement form included in **Appendix 1**).
5. **Two-Year Time Line.** Include the attached Two-Year Time Line to provide an outline of Center programs and approximate dates for beginning (and concluding, if appropriate) those programs.

6. **Budget:** Provide a proposed budget (August 1 through August 31 the following year), in reasonable detail for the first and second years of operation and less detailed budget estimates for the third through fifth years. Budgets will indicate all anticipated expenditures for equipment, materials, salaries and benefits, and other operating expenses. Proposed salary expenditures should provide sufficient detail to identify the number of professional positions to be filled, the amount of time associated with each, and estimated salary for each position. The budget should demonstrate a funding commitment of six years (one year beyond state funding) either through institutional or external support). **No institutional overhead is allowed.** A complete justification/explanation of funding amounts must accompany the budget summary.

No more than 50% of the total budget should be used for salaries and fringes.

PROPOSAL SUBMISSION, METHOD OF SELECTION AND OTHER PROCEDURES

Proposals must be submitted in 10 copies (not spiral bound) and one disk/CD-ROM (Word format, not pdf). The proposal must be signed by the chief executive officer of the proposing institution, and must be addressed to the Commission on Higher Education; Dr. Paula Gregg; Centers of Excellence Program (Teacher Education); 1333 Main Street, Suite 200; Columbia, SC 29201. They must be received at the Commission by not later than **5:00 p.m. on February 6, 2009**. The following method of selection and other procedures will be followed:

1. Proposals will be reviewed by a panel that includes at least one outside reviewer, representatives from the State Department of Education and the Commission on Higher Education staffs, and at least one representative each from the K-12 and higher education communities.
2. Each submitting institution will participate in a review that will include the opportunity to make a brief oral presentation and respond to questions from the review panel. Reviews are approximately one hour in length. The proposed project director and other representatives will be invited and encouraged to participate in the review which will be scheduled soon after receipt of proposals.
3. The review panel will forward its recommendations to the Committee on Academic Affairs and Licensing and the Commission on Higher Education.
4. Approved programs will be reviewed each year by Commission staff after receipt of the end-of-year project report to determine progress toward achieving established goals and to review expenditures prior to release of funds for the ensuing year.

5. No center will be awarded State funds for more than five consecutive years.
- Appendix 1: Required Forms
 - List of Centers
 - List of Eligible Schools and Districts
 - Intent to Submit Form

Revised 9/08

COVER PAGE
SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION
CENTERS OF EXCELLENCE PROGRAM
EDUCATION IMPROVEMENT ACT OF 1984
PROJECT YEAR 2009-10

Institution			
Center Name			
Project Director/Title	Address		
	Phone		
	Fax		
Institutional Contact	E-mail		
	Address		
Fiscal Officer/Title	Phone		
	Address		
Proposed Funding	Year One	Five Year Total	School or District Partners
State Funds Requested			
Institutional Funds			
Other Funds			
Total			
Institutional Approval Chief Executive Officer _____ Date _____			

**CENTERS OF EXCELLENCE PROGRAM
EDUCATION IMPROVEMENT ACT OF 1984
PROPOSED PROJECT TIMELINE
FY 2009-10 AND FY 2010-11**

Institution		
Center Name		
Program/Activity	Begin Date	Target End Date

BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
 Project Year: 2009-10

INSTITUTION:	Proposed Budget	Institutional Match	CHE use
PROJECT DIRECTOR:			
1. Key Personnel(Faculty/Administration) LIST NAMES & Role			
A. Salaries			
1			
2			
3			
4			
Total Key Personnel Salaries			
B. Fringe Benefits TOTAL			
TOTAL KEY PERSONNEL COSTS			
2. Support Personnel (LIST NAMES)			
A. Salaries			
1			
2			
3			
4			
Total Support Personnel Salaries			
B. Fringe Benefits TOTAL			
Total SUPPORT PERSONNEL COSTS			
TOTAL PERSONNEL COSTS			
3. Participant Support (District/School participants)			
a. Books			
b. Supplies and Materials			
c. Travel			
d. Room and Board			
e. Food			
f. Tuition			
g. Other - PLEASE SPECIFY			
Total Participant Costs			
4. Supplies and Materials (Institution)			
a.			
b.			
c.			
d.			
Total Supply Costs			
5. Equipment			
a.			
b.			

BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
 Project Year: 2009-10

INSTITUTION:	Proposed Budget	Institutional Match	CHE use
c.			
d.			
Total Equipment Costs			
6. Additional Costs - PLEASE SPECIFY			
a.			
b.			
c.			
d.			
Total Additional Costs			
7. Travel			
a.			
b.			
Total Other Travel			
TOTAL PROJECT COSTS	\$		
Project Director(s)		Typed Name & Title	
		Signature	
		Date	
Institutional Authority		Typed Name & Title	
		Signature	
		Date	

Fringe Breakdown - Key Personnel

Employee Name	Health	Dental	FICA	State Retirement	Unemployment Comp	Workers Comp	Total

Fringe Breakdown - Support Personnel

Employee Name	Health	Dental	FICA	State Retirement	Unemployment Comp	Workers Comp	Total

BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
 Project Year: 2010-11

INSTITUTION:	Proposed Budget	Institutional Match	CHE use
PROJECT DIRECTOR:			
1. Key Personnel (Faculty/Administration) LIST NAMES & Role			
A. Salaries			
1			
2			
3			
4			
Total Key Personnel Salaries			
B. Fringe Benefits TOTAL			
TOTAL KEY PERSONNEL COSTS			
2. Support Personnel (LIST NAMES)			
A. Salaries			
1			
2			
3			
4			
Total Support Personnel Salaries			
B. Fringe Benefits TOTAL			
Total SUPPORT PERSONNEL COSTS			
TOTAL PERSONNEL COSTS			
3. Participant Support (District/School participants)			
a. Books			
b. Supplies and Materials			
c. Travel			
d. Room and Board			
e. Food			
f. Tuition			
g. Other - PLEASE SPECIFY			
Total Participant Costs			
4. Supplies and Materials (Institution)			
a.			
b.			
c.			
d.			
Total Supply Costs			
5. Equipment			
a.			
b.			

BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
 Project Year: 2010-11

INSTITUTION:	Proposed Budget	Institutional Match	CHE use
c.			
d.			
Total Equipment Costs			
6. Additional Costs - PLEASE SPECIFY			
a.			
b.			
c.			
d.			
Total Additional Costs			
7. Travel			
a.			
b.			
Total Other Travel			
TOTAL PROJECT COSTS	\$ -		
Project Director(s)		Typed Name & Title Signature Date	
Institutional Authority		Typed Name & Title Signature Date	

Fringe Breakdown - Key Personnel

Employee Name	Health	Dental	FICA	State Retirement	Unemployment Comp	Workers Comp	Total

Fringe Breakdown - Support Personnel

Employee Name	Health	Dental	FICA	State Retirement	Unemployment Comp	Workers Comp	Total

BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
 Project Year: 2011-12

INSTITUTION:	Proposed Budget	Institutional Match	CHE use
PROJECT DIRECTOR:			
1. Key Personnel(Faculty/Administration) LIST NAMES & Role			
A. Salaries			
1			
2			
3			
4			
Total Key Personnel Salaries			
B. Fringe Benefits TOTAL			
TOTAL KEY PERSONNEL COSTS			
2. Support Personnel (LIST NAMES)			
A. Salaries			
1			
2			
3			
4			
Total Support Personnel Salaries			
B. Fringe Benefits TOTAL			
Total SUPPORT PERSONNEL COSTS			
TOTAL PERSONNEL COSTS			
3. Participant Support (District/School participants)			
a. Books			
b. Supplies and Materials			
c. Travel			
d. Room and Board			
e. Food			
f. Tuition			
g. Other - PLEASE SPECIFY			
Total Participant Costs			
4. Supplies and Materials (Institution)			
a.			
b.			
c.			
d.			
Total Supply Costs			
5. Equipment			
a.			
b.			

BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
 Project Year: 2011-12

INSTITUTION:	Proposed Budget	Institutional Match	CHE use
c.			
d.			
Total Equipment Costs			
6. Additional Costs - PLEASE SPECIFY			
a.			
b.			
c.			
d.			
Total Additional Costs			
7. Travel			
a.			
b.			
Total Other Travel			
TOTAL PROJECT COSTS	\$		
Project Director(s)		Typed Name & Title Signature Date	
Institutional Authority		Typed Name & Title Signature Date	

Fringe Breakdown - Key Personnel

Employee Name	Health	Dental	FICA	State Retirement	Unemployment Comp	Workers Comp	Total

Fringe Breakdown - Support Personnel

Employee Name	Health	Dental	FICA	State Retirement	Unemployment Comp	Workers Comp	Total

BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
Project Year: 2012-13

INSTITUTION:	Proposed Budget	Institutional Match	CHE use
PROJECT DIRECTOR:			
1. Key Personnel(Faculty/Administration) LIST NAMES & Role			
A. Salaries			
1			
2			
3			
4			
Total Key Personnel Salaries			
B. Fringe Benefits TOTAL			
TOTAL KEY PERSONNEL COSTS			
2. Support Personnel (LIST NAMES)			
A. Salaries			
1			
2			
3			
4			
Total Support Personnel Salaries			
B. Fringe Benefits TOTAL			
Total SUPPORT PERSONNEL COSTS			
TOTAL PERSONNEL COSTS			
3. Participant Support (District/School participants)			
a. Books			
b. Supplies and Materials			
c. Travel			
d. Room and Board			
e. Food			
f. Tuition			
g. Other - PLEASE SPECIFY			
Total Participant Costs			
4. Supplies and Materials (Institution)			
a.			
b.			
c.			
d.			
Total Supply Costs			
5. Equipment			
a.			
b.			

BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
 Project Year: 2012-13

INSTITUTION:	Proposed Budget	Institutional Match	CHE use
c.			
d.			
Total Equipment Costs			
6. Additional Costs - PLEASE SPECIFY			
a.			
b.			
c.			
d.			
Total Additional Costs			
7. Travel			
a.			
b.			
Total Other Travel			
TOTAL PROJECT COSTS	\$		
Project Director(s)		Typed Name & Title Signature Date	
Institutional Authority		Typed Name & Title Signature Date	

Fringe Breakdown - Key Personnel

Employee Name	Health	Dental	FICA	State Retirement	Unemployment Comp	Workers Comp	Total

Fringe Breakdown - Support Personnel

Employee Name	Health	Dental	FICA	State Retirement	Unemployment Comp	Workers Comp	Total

BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
 Project Year: 2013-14

INSTITUTION:	Proposed Budget	Institutional Match	CHE use
PROJECT DIRECTOR:			
1. Key Personnel(Faculty/Administration) LIST NAMES & Role			
A. Salaries			
1			
2			
3			
4			
Total Key Personnel Salaries			
B. Fringe Benefits TOTAL			
TOTAL KEY PERSONNEL COSTS			
2. Support Personnel (LIST NAMES)			
A. Salaries			
1			
2			
3			
4			
Total Support Personnel Salaries			
B. Fringe Benefits TOTAL			
Total SUPPORT PERSONNEL COSTS			
TOTAL PERSONNEL COSTS			
3. Participant Support (District/School participants)			
a. Books			
b. Supplies and Materials			
c. Travel			
d. Room and Board			
e. Food			
f. Tuition			
g. Other - PLEASE SPECIFY			
Total Participant Costs			
4. Supplies and Materials (Institution)			
a.			
b.			
c.			
d.			
Total Supply Costs			
5. Equipment			
a.			
b.			

BUDGET REQUEST
CENTERS OF EXCELLENCE
EDUCATION IMPROVEMENT ACT OF 1984
 Project Year: 2013-14

INSTITUTION:	Proposed Budget	Institutional Match	CHE use
c.			
d.			
Total Equipment Costs			
6. Additional Costs - PLEASE SPECIFY			
a.			
b.			
c.			
d.			
Total Additional Costs			
7. Travel			
a.			
b.			
Total Other Travel			
TOTAL PROJECT COSTS	\$ -		
Project Director(s)		Typed Name & Title Signature Date	
Institutional Authority		Typed Name & Title Signature Date	

Fringe Breakdown - Key Personnel

Employee Name	Health	Dental	FICA	State Retirement	Unemployment Comp	Workers Comp	Total

Fringe Breakdown - Support Personnel

Employee Name	Health	Dental	FICA	State Retirement	Unemployment Comp	Workers Comp	Total

**Collaborative Planning Efforts and K-16 Agreement
(Two Page Document)**

Describe the collaborative planning efforts that have occurred between the institution, school/district, and any other participating organizations or agencies. Be sure to list dates, locations, participants and topic of discussion for each meeting/communication.

**Partnership Agreement
South Carolina Commission on Higher Education
Center of Excellence**

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and roles of each of the partners participating in the proposed Center of Excellence. A copy of this form must be completed for each member of the partnership (at a minimum, the institution of higher education and the school/district).

_____. agrees to make the following contributions
(Name of Organization) and play the following roles in the Center:

The organization assures that this proposal addresses the following need(s) identified by the school/district:

The organization further assures that this proposal was developed with input from the following higher education and K-12 faculty and or staff:

Lead Contact Name _____

Signature _____ Date _____

Links to pertinent web sites:

Guidelines Centers of Excellence Program

http://www.che.sc.gov/New_Web/ForInstitutions/TeacherEdGrants.htm

High Need LEAs (allowable districts and schools for minimum partnership requirements)

https://www.che.sc.gov/New_Web/ForInstitutions/TeacherEdGrants.htm

S.C. Professional Development Standards

<http://www.scteachers.org/educate/edpdf/rules/pdpolicy.pdf>

Guidelines for Graduate Courses Offered for Professional Development of School Personnel

http://www.che.sc.gov/New_Web/ForInstitutions/AcadPolicy.htm

Centers of Excellence A link to center web sites

<http://rpsec.usca.sc.edu/CentersOfExc/CentersList.html>

Centers of Excellence	EIA State Funding (First Year/Last Year)	Status
Center of Excellence in Mathematics and Science Education Dr. Calvin Williams, Director Department of Mathematical Sciences 0-323 Martin Hall Clemson University Clemson, SC 29634 (864) 656-5241 Fax: 656-5230 calvinw@ces.clemson.edu Website: http://cemse.math.clemson.edu/	1987-88/1990-91	Active
Center of Excellence in Foreign Language Education Dr. A.L. Prince, Director PO Box 30945 Furman University Greenville, SC 29613 (864) 294-2108 Fax: 294-3001 Bill.Prince@furman.edu	1990-91/1993-94	Inactive
Center of Excellence in Composition Dr. Sandra Bowden, Director School of Education Coastal Carolina University Conway, SC 29526 (843) 349-2606 Fax: 349-2990 sandyb@coastal.edu	1991-92/1994-95	Inactive
Center of Excellence for the Assessment of Student Learning Dr. Robert Johnson College of Education University of South Carolina Columbia, SC 29208 (803) 777-5273 Fax: 777-0220 rjohnson@gwm.sc.edu	1992-93/1995-96	Inactive
Center of Excellence in Rural Special Education Dr. Janie Hodge, Director Tillman Hall Box 340709 Clemson University Clemson, SC 29634-0709 (864) 656-1613 Fax: 656-1322 hodge@clemson.edu	1993-94/1996-97	Inactive
Center of Excellence in Accelerating Learning Dr. Christine Finnan, Director School of Education College of Charleston Charleston, SC 29424 (843) 953-1826 Fax: (843)-953-1994 finnanc@cofc.edu	1995-96/1998-99	Inactive
Center of Excellence in Geographic Education Dr. Jerry Mitchell, Director Department of Geography University of South Carolina Columbia, SC 29208 (803) 777-2986 Fax: 777-4972 E-mail: mitchelt@gwm.sc.edu http://www.cas.sc.edu/gege/index.htm	1996-97/1999-2000	Active
Center of Excellence in Educational Technology Dr. Gary J. Senn, Director Ruth Patrick Science Center USC-Aiken Aiken, SC 29801 (803) 641-3558 Fax: 641-3615 senn@gsc.edu Website: http://tpsec.usca.edu/CenterIOIExc/CEET.html	1997-97/2000-01	Active

Centers of Excellence	EIA State Funding (First Year/Last Year)	Status
Center of Excellence in Instructional Technology Training Dr. Chris L. Peters, Director 209 Tillman Hall Clemson University Clemson, SC 29634 (864) 656-5092; 656-5093 Fax: 656-1322 chrisp@clemson.edu Website: http://itcenter.clemson.edu	1998-99/2001-02	Active
Center of Excellence for the Study of Standards-Based Educational Reform Dr. Gilbert Hunt and Dr. Lance Bedwell (retired) School of Education and Graduate Studies Coastal Carolina University Conway, SC 29528-6054 (843) 349-2607 Fax: 349-2940 hunt@coastal.edu bedwell@coastal.edu	1999-00/2002-03	Inactive
Center of Excellence: SC Earth Physics Project Dr. Tom Owens Department of Geological Sciences University of South Carolina Columbia, SC 29208 (803) 777-4530 Fax: 777-0906 owens@sc.edu Website: http://www.seis.sc.edu/scepp/index.html	1999-00/2002-03	Active
Center of Excellence in Early Childhood Professional Development Dr. Wilhelmenia Rembert and Dr. Elsbeth Brown College of Education Winthrop University Rock Hill, SC 29733 (803) 323-2151 Fax: 323-4639 rembertw@winthrop.edu elsbeth@hotmail.com	2000-01/2003-04	Inactive
Center of Excellence for the Education and Equity of African-American Students Dr. Gloria Boutte Department of Education Benedict College Columbia, SC 29204 (803) 758-4483 Fax: 256-1785 boutteg@benedict.edu Web site: http://www.benedict.edu/divisions/comdev/ceeeaaas/bc_ceeeaaas.html	2002-03/2006-07	Active
Center of Excellence for Engineering and Computing Education Dr. Jed S. Lyons College of Engineering and Information Technology University of South Carolina Columbia, SC 29208 (803) 777-9552 Fax: 777-9552 lyons@sc.edu Web site: http://cece.engr.sc.edu/	2003-04/2007-08	Active
Center of Excellence for the Advancement of Rural, Under-Performing Schools (CEARUPS) Dr. Jeff Priest, Head School of Education University of South Carolina-Aiken Aiken, SC 29801 (803) 641-3269 Fax: 641-3698 jeffp@usca.edu	2003-04/2007-08	Active
Center of Excellence to Prepare Teachers of Children of Poverty Dr. Tammy Pawloski, School of Education Francis Marion University Florence, SC 29501 (843) 661-1475 FAX: (843) 661-4647 tpawlosk@fmarion.edu Website: www.fmarion.edu/centerofexcellence.org/tmu	2004-05/2008-09	Active

Centers of Excellence	EIA State Funding (First Year/Last Year)	Status
Center of Excellence in Collaborative Learning Ms. Melanie Pulaski Chair, Education Department University of SC-Beaufort Beaufort, SC 29902 843-521-4134 FAX: (843) 521-4179 PU1.ASK1@uscb.edu Website: http://www.uscb.edu/a/Academics/Undergraduate/Degree_Programs/Early_Childhood_Education/Center_of_Excellence_in_Collaborative_Learning/?page_id=292	2004-05/2008-09	Active
Center of Excellence for Adolescent Literacy and Learning Dr. Victoria Ridgeway Gillis Clemson University 409 Tillman Hall Clemson, SC 29634 (864) 656-5128 FAX: (864) 656-1322 rvictor@clemson.edu Website: http://www.clemson.edu/ceall/	2005-06/2009-10	Active
Center of Excellence for the Advancement of New Literacies in Middle Grades Dr. Paula Egelson Dr. Mary Provost College of Charleston 9 College Way Charleston, SC 29424 (864) 953-7629 (Egelson) Fax: (864) 953-5407 (864) 953-7433 (Provost) egelsonp@cofc.edu provostm@cofc.edu	2006-07/2010-11	Active
Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching (CE-MIST) Dr. Gary Senn USC Aiken 471 University Parkway Aiken, SC 29801 (803) 641-3558 Fax: 641-3615 sennng@sc.edu	2008-09/2012-13	Active
Center of Excellence for Inquiry in Mathematics and Science (CEIMS) Dr. Bob Horton Clemson University 409B Tillman Hall, Clemson University Clemson, SC 29634-0705 Phone: (864) 656-5127; Fax: (864) 656-1322	2008-09/2012-13	Active

**Intent to Submit Proposal for
Centers of Excellence Program
FY 2009-10**

Project Director Name _____

Institution _____

Academic Department _____

Proposed Center of Excellence Name _____

Proposed School(s)/District(s) _____

Please provide a brief description of the area of focus of the proposed Center. Include the name of the target school and/or district.

Please return form by December 1, 2008 to:

Centers of Excellence Program (Teacher Education)
Intent to Submit
Dr. Paula Gregg
SC Commission on Higher Education
1333 Main St. Suite 200
Columbia, SC 29201

South Carolina Commission on Higher Education

CHF
10/2/2008
Agenda Item 7.02F

Layton McCurdy, M.D., Chairman
Mr. Daniel Ravenel, Vice Chairman
Douglas R. Forbes, D.M.
Dr. Bettie Rose Horne
Mr. Kenneth W. Jackson
Dr. Raghu Korrappa
Dr. Louis B. Lyn
Ms. Cynthia C. Mosteller
Mr. James R. Sunder
Mr. Hood Temple
Mr. Randy Thomas
Mr. Kenneth B. Wingard
Mr. Neal J. Workman, Jr.
Dr. Mitchell Zait

Dr. Garrison Walters, Executive Director

October 2, 2008

MEMORANDUM

To: Dr. Layton R. McCurdy, Chairman, and Members, Commission on Higher Education

From: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing *BRH / gmm*

Consideration of Proposed Guidelines for the Improving Teacher Quality Higher Education Grants Program (PL 107-110, Title II of the No Child Left Behind Act) Project Year 2009-10

Background

Since 1984, the Commission has been responsible for administering federal funds under the Title II program of the *Elementary and Secondary Education Act (ESEA)*. ESEA was re-authorized in FY 2001 under the *No Child Left Behind Act*. Under this legislation, several programs were combined and others were greatly modified. The former *Dwight D. Eisenhower Professional Development Program* has been modified and renamed. While the program is still under Title II, this section of the law is now entitled *Improving Teacher Quality State Grants*. The purpose of Title II is to increase the academic achievement of all students by helping schools and school districts improve teachers and principal quality and ensure that all teachers are highly qualified.

The higher education program is a competitive grants program with a primary focus on professional development. Due to its less restrictive nature, the *Improving Teacher Quality Program* provides the Commission with the ability to expand its professional development offerings to the P-12 community to nine content areas and other school personnel. The program seeks to bring together higher education faculty and P-12 school personnel to foster mutually beneficial partnerships based on sustained professional development. The ultimate goal of the partnership is improved student performance.

The federal regulations stipulate that the Commission will only award grants to eligible partnerships that must be comprised of, at a minimum, (1) a private or public institution of higher education and the division of the institution that prepares teacher and principals; (2) a school of arts and sciences; and (3) a high-need local education agency. Additional partners may also be included. Projects may focus on any of nine core academic areas (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography). Professional development activities may include teachers, principals, and/or paraprofessionals. The focus of the proposed projects must be on low-performing schools and the Commission is charged with ensuring an equitable geographic distribution of grants.

The *Guidelines* were modified for FY 2002-03 to reflect the new legislation and were developed in collaboration with the S.C. Department of Education. Federal regulations require that the Commission work in conjunction with the Department in meeting statewide educational needs. The priority areas derive from the federal legislation as well as those developed in the State's Consolidated State Plan sent to the U.S. Department of Education.

The allocation of funds to the states is based on two methods. First, funds to the state are allocated based on the FY 2001 amount received under the former Eisenhower Professional Development and Class-Size Reduction programs. Second, any remaining funds from the federal appropriation are distributed through a formula based on the State's school-age population and percent of these children in families with incomes below the poverty level.

Under federal regulations, 2.5 percent of the *Improving Teacher Quality State Grants* funds for the state are allocated to Commission to be used for the competitive grants program. The Commission will award up to \$900,000. Proposed projects may request up to \$90,000 in funds. Multi-year projects are allowed and encouraged for maximum impact. The number of grants awarded will be primarily determined by the quality of the proposals submitted and the size of the negotiated final budgets in comparison to the total funds available.

With these funds, CHE issues *Guidelines for Proposals* for a competitive grants program. The attached *Guidelines* represent the Commission's proposed rules and regulations for the program. This competition represents an important vehicle for K-16 collaboration in service to the State's teachers, principals, and paraprofessionals.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the attached *Guidelines for the Improving Teacher Quality Higher Education Grant Program* for FY 2009-10.

Attachment: *No Child Left Behind, Improving Teacher Quality Higher Education Grant Program, Guidelines for Proposals, FY 2009-10.*



Intent to
Submit Due
November 3, 2008

Proposal Due
January 9, 2009

Review Panel Meeting
January 23, 2009

South Carolina
Commission on
Higher Education

For further information,
please contact:
Dr. Paula Gregg
803-737-2246
pgregg@che.sc.gov

No Child Left Behind Improving Teacher Quality Higher Education Grant Program

Guidelines for Proposals Project Year 2009-10

**No Child Left Behind Act
Improving Teacher Quality Higher Education Grants Program
Guidelines for Submission of Proposals
Project Year 2009-10**

Background Information

*The No Child Left Behind Act of 2001 (PL107-110) authorizes the South Carolina Commission on Higher Education to conduct a competitive awards program under Title II Part A *Preparing, Training, and Recruiting High-Quality Teachers and Principals*. The purpose of this part of the federal legislation is to provide support to:*

Increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

The Commission is authorized to provide a competitive grants program to partnerships comprised, at a minimum, of schools of education and divisions of arts and sciences from higher education institutions along with one or more high-need local education agency (LEA). Funds to the state are allocated based on the FY 2001 amount received under the former Eisenhower Professional Development and Class-Size Reduction programs. Any remaining funds from the federal appropriation are distributed through a formula based on the State's school-age population and percent of these children in families with incomes below the poverty level.

Due to its less restrictive nature, the Improving Teacher Quality Program provides the Commission with the ability to expand its professional development offerings to the P-12 community to nine content areas and other school personnel. **The program seeks to bring together higher education faculty and P-12 school personnel to foster mutually beneficial partnerships based on sustained professional development. The ultimate goal of the partnership is improved student performance.**

Under federal regulations, 2.5 percent of the Improving Teacher Quality Higher Education Grants (ITQHE) funds for the state are allocated to the Commission to be used for the competitive grants program. The Commission will be awarding approximately \$900,000. Proposed projects may request up to \$90,000 in funds per year. The Commission is seeking proposals with maximum impact and therefore multi-year programs (up to four years) are allowable. However, funding is awarded on an *annual basis*, depending on available funds and evaluation of project outcomes to date. The number of grants awarded will be determined primarily by the quality of the proposals submitted and the size of the negotiated final budgets in comparison to the total funds available. Equitable geographic distribution will also be considered in making awards, assuming proposals are deemed to be of high quality. Priority points will be given to projects with partners in high-needs LEAs that are not current partners.

Eligible Partnerships

Only eligible partnerships may apply for a competitive award. Principal partners must include:

- 1) One institution of higher education (IHE) that includes its division that prepares teachers and principals;
- 2) One school of arts and sciences at the higher education institution (any department within the institution that provides degrees in the nine content areas); and
- 3) A high-need local education agency (LEA; See Appendix 1 of this document for a complete list of high-need LEAs (Districts).

Proposals submitted without these minimum partnership requirements will not be considered for funding. In addition, an eligible partnership may also include non-principal partners:

- another LEA (not required to be high-need)
- a public charter school
- an elementary school or secondary school
- an educational service agency
- a nonprofit educational organization
- another institution of higher education, a school of arts and sciences within such an institution, the division that prepares teachers and principals within such an institution
- a nonprofit cultural organization
- an entity carrying out a pre-kindergarten program
- a teacher or principal organization or
- a business.

A HIGH-NEED LOCAL EDUCATIONAL AGENCY (LEA) is a term used by the United States Department of Education and is based upon Census Bureau data reflecting the number of children living in poverty. No other methods may be used to determine which districts qualify as a high-need LEA.

A high-need local education agency (LEA) is defined as a DISTRICT:

- (A)(i) that serves not fewer than 10,000 children from families with incomes below the poverty line; or (ii) for which not less than 20 percent of the children served by the agency are from families with incomes below the poverty line;

and

- (B)(i) for which there is a high percentage of teachers not teaching in the academic subjects or grade levels that the teachers were trained to teach; or (ii) for which there is a high percentage of teachers with emergency, provisional, or temporary certification or licensing.

See Appendix 1 of this document for a list of all high-need LEAs.

A key component of a partnership must be **collaboration** by all of the partners in the development of the proposed project. Proposals must demonstrate that the project is meeting an established need of the LEA and that the proposed activities have been jointly designed by the partners to meet the need. All districts have a contact for district-level *No Child Left Behind* activities. Project directors are encouraged to contact a district directly to determine needs.

Applicants are encouraged to consider submitting proposals that demonstrate collaboration and innovation. For example, a technical college may be an additional, non-principal partner. Principals and teachers from schools not considered "high need" may participate along with individuals from a high-need LEA (District).

Definitions

Definitions of the terms used in the *Guidelines* can be found in **Appendix 2**. These definitions are based on those in the Title II, Part A Non-Regulatory Guidance. Further information and definitions can be found at <http://www.ed.gov> by entering "Title II, Part A Non-Regulatory Guidance Improving Teacher Quality State Grants" into Search ED.gov. When the menu of choices appears, select the first entry.

Eligible Projects and Project Activities

The No Child Left Behind Act of 2001 authorizes program funds to be used to support the following two major areas of partnership activities that are tied to enhancing student achievement in high-need LEAs:

- 1) Professional development activities in core academic subjects (**English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography**) to ensure that:
 - i) Teachers and highly qualified paraprofessionals (and, when appropriate principals) have subject matter knowledge in the academic subjects that the teachers teach (including knowledge of how to use computers and other technology to enhance student learning); and
 - ii) Principals have the instructional leadership skills to help them work more effectively with teachers to help students master core academic subjects. Training for principals must be in the core content areas that teachers teach.
- 2) Development and provision of assistance to LEAs and to their teachers, highly qualified paraprofessionals, or school principals, in providing sustained, high quality professional development activities that:
 - i) Ensure that those individuals can use challenging State academic content standards, student academic achievement standards, and State assessments to improve instructional practices and student academic achievement;
 - ii) May include intensive programs designed to prepare individuals to provide instruction related to the professional development described above to others in their schools; and
 - iii) May include activities of partnerships between one or more LEAs, one or more of the LEA's schools, and one or more IHEs for the purpose of improving teaching and learning at low-performing schools.

The projects that a State agency of higher education (SAHE) sponsors under Title II, Part A of the Elementary and Secondary Education Act, as amended (ESEA), must conform to the set of authorized activities contained in section 2134 of the ESEA. This provision does not authorize a SAHE to use Title II, Part A funds to provide professional development for school principals. Nor does it authorize a SAHE to pay for graduate degrees; projects, of course, may pay for the costs of graduate-level courses that are reasonable and necessary to help participating teachers gain the subject matter knowledge and principals the instructional leadership skills they need to do their jobs. But the law does not authorize program funds to be used to pay for the costs of other degree requirements or the degrees themselves.

Project Duration and Follow-Up Activities

All projects must be of sufficient intensity and duration as to have a positive impact on the teaching and learning at the partner LEA(s). Multi-year proposals are encouraged to attain maximum impact on the partner schools/districts. Funding is on an annual basis and contingent upon federal appropriation. Multi-year projects will be required to submit a continuation application to receive funds annually. Projects that offer professional development as graduate courses must adhere to the *Guidelines for Graduate Courses Offered for Professional Development of School Personnel* found at:
http://www.che.sc.gov/AcademicAffairs/Guidelines_For_Grad_Courses_Dev.doc

Effective professional development has a year-round focus. Academic year projects should have **substantial** contact hours that include follow-up activities undertaken throughout the year that sustain change in classroom/school practice. Follow-up must be available to all participants and provide continuing reinforcement of project objectives. Follow-up activities may include but are not limited to group meetings, classroom observations by the project personnel, workshops and seminars, mentoring, and one-on-one meetings. Surveys of teachers and classroom observations without feedback will not be considered as adequate follow-up.

Effective Professional Development for Educators

The U.S. Department of Education envisions that effective professional development is of high quality, sustained, intensive, and classroom/school-focused. Effective professional development is considered to be much more than just a course or workshop. It is a set of activities that produce a demonstrable and measurable effect on student academic achievement. **Importantly, The No Child Left Behind Act** requires that professional development is grounded in scientifically-based research. Definitions for both professional development and scientifically-based research can be found in **Appendix 2**.

In addition, the South Carolina Department of Education has developed "South Carolina Professional Development Standards." These standards can be found at: <http://www.scteachers.org/educate/edpdf/rules/prdpolicy.pdf> and should be utilized in developing the proposed professional development activities.

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

Special Federal Requirements

- The proposed program **must be submitted by a partnership** as defined above. Variation from the minimum definition of a partnership will exclude the proposal from consideration by the Commission.
- The federal legislation requires that any partnership receiving both a grant from the Commission and an award under *The Partnership Program for Improving Teacher Preparation* in section 203 of Title II of the Higher Education Act (PL105-244) must coordinate activities under the two awards.
- The proposed activities and strategies **must** be grounded in scientifically-based research. A research base must be presented that demonstrates the benefits of the proposed activities.
- No single participant in an eligible partnership may **use** more than 50 percent of the funds made available to the partnership.
- The partnership must ensure that the services are offered on an equitable basis to public and private school teachers.
- Grant awards must be equitably distributed by geographic area within the State or the grants must serve eligible partnerships in all geographic areas within the State.

Funding Priority Areas

The funding priorities listed below have been developed in conjunction with the S.C. Department of Education. The use of technology for outreach and networking is strongly encouraged. Priority will be given to **Quality Proposals** that partner with districts that have received little to no prior partnerships. Institutions are strongly encouraged to partner with districts along the I-95 corridor. Proposals must provide evidence of active participation of the faculty in both Arts & Sciences and School of Education with the professional development of teachers, paraprofessionals and/or administrators in the high-need LEAs. Proposals submitted from a partnership must address one of the priority areas listed below to be considered for funding:

- Enhance the content and pedagogical knowledge of teachers, "highly qualified" paraprofessionals, and principals (if appropriate) in the core academic subjects. Such training should be directly tied to state content and assessment standards. There must be strong evidence of improving the content knowledge of the participants.

- Develop professional development projects that support Title II, Part B Math and Science Partnerships of the S.C. Department of Education.
- Provide training for teachers, "highly qualified" paraprofessionals, and principals (if appropriate) in the effective use of educational technology as an instructional tool for increasing student achievement.
- Provide assistance to "highly qualified" paraprofessionals to become fully certified teachers.
- Provide programs to assist middle and high school teachers to develop and implement reading and writing instructional practices to enhance student skills.

Evaluation Requirements

A strong evaluation plan with components to measure actual use and impact of the professional development activities on teacher content knowledge, classroom instruction, and student achievement must be included. The evaluation plan must address program objectives, performance indicators, benchmarks to monitor progress toward goals, and outcome measures to assess the effect of the professional development on participants and on student achievement. The plan should include:

- the types of data to be collected;
- when data will be collected;
- methods for collecting data;
- means of analyzing the data;
- how information from the data will be used to monitor success, make changes in program design, if necessary, and
- provide accountability information about the project's success.

An external evaluator (from outside of the institution and not affiliated with the project) must be included in the evaluation plan.

Important Dates

- Intent to Submit Due: November 1, 2008
- Proposal Due: January 9, 2009
- ITQ Review Panel: January 23, 2009

Proposal Development

All proposals **must use the following format and must use the forms provided** at the end of this document. Formatting must include 1-inch margins and 12-point font (either Times New Roman or Arial). Forms are also available on the Commission's Home Page under Academic Affairs and Grants, Guidelines, and Request for Proposals ([http://www.che.sc.gov](http://www.che.sc.gov/Web/ForInstitutions/TeacherEdGrants.htm)).

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 twenty pages double-spaced:**

a. Need for the Program:

Present evidence of the demonstrated need for the program. Describe the needs of the district/school that is partnering on the project. How were the needs determined? What roles did each of the partners play in establishing the needs? Describe how the needs were used to establish the project's design.

b. Purpose and Objectives:

Provide a description of the purpose of the project and its objectives. Measurable objectives and the research base for the proposed project should be included.

c. Activities:

Include a **detailed** description of the activities to be implemented, including follow-up activities, discussion of how these activities **meet the needs** of the partnership and target population, and how the proposed activities will achieve the objectives. There must be evidence of ACTIVE involvement of faculty in Arts & Sciences and Education in the professional development of the teachers. The scientific research base for the proposed activities must be included to demonstrate the effectiveness on the chosen approaches. Institutions should address how the needs of the partners in geographical remote locations will be accomplished. If a partner district is at a distance greater than a one-hour drive, the proposal must show active involvement of higher education faculty members in the partnering districts and estimated contact time with the participants from faculty. Use of a graduate assistant for all contact is not recommended.

d. Participants

Present a discussion of who will be served by the proposed project and an estimation of the number to be served. Also include the plan for recruiting participants.

e. Evaluation

Provide a **detailed** description of the evaluation plan that includes:

- the methods and procedures to be used to evaluate the effectiveness of the proposed project objectives;
- the design for data collection and a clear description of objectives to be measured (not just pre- and post- surveys);
- an assessment of how the activities have contributed to teacher practice,
- an assessment of the impact of the project on student (PK-12) achievement;
- the extent to which the project influenced changes in teacher knowledge and instructional practices in the classroom or how the professional development has impacted school climate and/or administrative actions.

A qualified external evaluator should provide a well-designed evaluation plan for assessing the project's goals and objectives.

f. Key Personnel

Identify key personnel and their qualifications and project-related responsibilities. This should include the time commitment of each individual to the proposed activities. Curriculum vitae (two page maximum) must be included for key personnel (this is not included in the 20 page limit). If graduate assistants are to be used, information must be provided on the potential time commitment and qualifications of the individual(s).

5.

References Cited

Provide full references for any materials cited in the narrative.

6.

Partnership Description and Cooperative Planning (form provided)

All applications **must** provide a description of the partnership including clearly defined roles of each of the partners. Discuss how members of the partnership were involved in project planning. There should be clear evidence that the proposal meets the needs of the partnering district(s).

7. **Management Plan**

Provide a management plan that indicates the roles and responsibilities of the partners. The plan should include a timeline, program structure, and key personnel responsible for project objectives. The plan should clearly indicate how the project will be implemented.

8. **Dissemination**

Explain how information about the project will be shared with others within the school, district, or state. How will project results be made available to other teachers, paraprofessionals, and/or principals so that they may be used by others to improve teacher quality?

9. **Proposed Budget** (form provided)

- Only one institution of higher education may serve as a fiscal agent.
- The Proposed Budget form must be completed and **must include a separate detailed Budget Justification/Explanation**. The justification must provide a concise explanation of the proposed budget categories and line items. Eligible expenses are limited to those necessary to complete the proposed project and guidelines are noted below.
- The federal legislation requires that **no single participant in an eligible partnership may use more than 50 percent of the funds made available to the partnership**. Provide a breakdown in the justification/explanation as to how these funds are distributed among the partners
- 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 and expected. School districts have *No Child Left Behind* funds available to support professional development (Title I & Title II, Part A). Such funds could be used for project-related expenses such as stipends, payment of substitute teachers, travel, or room and board. School district financial support would indicate the district's commitment to implementation of the proposed program.
- Proposed projects should have budget requests not in excess of \$90,000 per year. Multi-year projects are allowed but funding is on an annual basis and dependent upon federal appropriation and submission of all reports and requirements of the project on given deadlines.

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 (This includes graduate assistants).
- b. Indirect costs may be charged at the rate of 8 percent (EDGAR 75.562).
- c. Under participant costs, reasonable per diem or travel costs will be allowed. Costs for 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 Title II federal funds) to be used in the proposed project. Support from

external sources is desirable and is a factor in determining selection of proposals to be funded.

- e. Equipment purchases are allowable if they are necessary to operate the project properly and effectively;
- f. For projects that involve courses for credit, budgets have one of three options:
 - Grants may pay for regular tuition;
 - Grants may pay the instructional salaries and fringe benefits; or
 - Grants may pay for the cost of a contract course fee at the institution's approved rate.

The grant cannot support both the cost of tuition for participants and the salaries of instructors.

- g. Multi-year projects must submit separate budgets for each year requested. The budgets must be year-specific and not just duplicates of Year 1.
- h. Re-allocation of funds between budget items may be done at the discretion of the project director and the fiscal agent if the amount of funds involved is equal to or less than 10 percent of the total approved budget. **All such changes must be approved, tracked and documented in writing to the Commission prior to the final funds request for the project.**

10. **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. The fiscal agent will ensure that its auditing and accounting procedures comply with EDGAR and OMB Circulars A-21 and A-110.

11. **Intent to Submit Application** (form provided)

This form must be submitted by November 1, 2008, so that the S.C. Commission on Higher Education can adequately plan for the proposal review process.

Acknowledgement of Support

An acknowledgement of the South Carolina Commission on Higher Education must appear in any publication of materials based on or developed under this project as follows:

The activity which is the subject of this document (journal article, report, video, etc.) was produced under a grant from the South Carolina Commission on Higher Education and the U.S. Department of Education under the auspices of the Improving Teacher Quality Higher Education Grant Program.

All media announcements, public information, and promotional materials pertaining to these funded activities should acknowledge support of the South Carolina Commission on Higher Education under the auspices of the federal Improving Teacher Quality Higher Education Grant Program.

Submission and Proposal Review Criteria

Submit the **original** and 6 copies (not spiral bound) of the application along with one full copy on CD-ROM in **Word** format to:

Attn: Dr. Paula Gregg
Improving Teacher Quality Higher Education Grants Program
South Carolina Commission on Higher Education
1333 Main Street, Suite 200
Columbia, SC 29201

Proposals must be received (not postmarked) by no later than **5:00 p.m. on January 9, 2009.**

Proposal Panel Review

Each proposal will be rated by a panel of P-12 and higher education personnel. Priority will be given to quality proposals that partner with districts that have received little to no prior partnerships. Institutions are strongly encouraged to partner with districts along the I-95 corridor. Proposal evaluation criteria include the following:

1. **Partnership and Cooperative Planning:** Does the proposal clearly demonstrate the inclusion of the required minimum partners? Is there demonstrated evidence that the proposal was planned cooperatively with a high-need LEA? How well does the proposal reflect the needs of the LEA(s)? Are roles and responsibilities clearly defined?
2. **Merit of the Proposed Project:** Is the proposed project based on the demonstrated needs of the LEA? Will the proposed professional development have a lasting impact on educational improvement efforts of the target population? Are the activities appropriate to address the demonstrated need of the LEA? To what extent will the activities enhance teacher/principal quality and in turn raise student achievement? Does the proposal narrative clearly demonstrate the effectiveness of the proposed activities, i.e., are the proposed activities and strategies grounded in scientifically-based research? Do the proposed activities have demonstrated benefits? Is there a well defined implementation plan? Are the proposed activities directly linked to the achievement of the project's objectives? Does the proposal address geographical remoteness?
3. **Vision of Professional Development:** Does the proposal reflect the vision of high-quality, long-term professional development as noted in the *Guidelines*? Are there sufficient number of contact hours, including follow-up?
4. **Standards:** Is the proposed project tied to the State Curriculum and Assessment Standards or other state, local, or national standards?
5. **Evaluation:** Is there a detailed description of the methods and procedures to be used to evaluate the effectiveness of the project's objectives? Does the evaluation plan assess the success of the project in terms of its stated objectives? Does the proposal present a plan for assessing the impact on participants' knowledge and skills and impact on the classroom? Does the plan assess the impact in terms of student achievement? Is there a qualified external evaluator?
6. **Budget and Cost Effectiveness:** Are there matching funds from the partner LEA(s) or from any other source? Are the responsibilities of all key personnel clearly described and reasonable? Are all costs adequately explained and justified? Does the budget accurately reflect the proposed project activities and goals? Does each partner use no more than 50% of the funds?

7. **Overall Impression/General Comments:** Discuss the strengths and/or weaknesses of the proposal. Does the proposal present an effective, comprehensive plan for professional development that will be of sufficient duration, intensity and quality to have a positive impact on the target group? Does the project have significant potential to improve teaching, leadership, and learning?

8. **General Comments:** Discuss what you consider the strengths and/or weaknesses of the proposal, i.e., the quality of the proposed professional development.

Summary Ratings

- **Excellent:** Probably will fall among the top 10 percent of proposals, highest funding priority. (5)
- **Very Good:** Probably will fall among the top 1/3 of proposals. (4)
- **Good:** Probably will fall among middle 1/3 of proposals, considered to be average. (3)
- **Fair:** Probably will fall among the lowest 1/3 of proposals. (2)
- **Poor:** Proposal has serious deficiencies. (1)

9. **Review Panel Meeting:** The project director and participating partners will be required to meet with the review panel on January 23, 2009 to answer questions from the panel about the proposals.

Administration of Awards

Awards will be made by the Commission's Committee on Academic Affairs acting on behalf of the Commission in April 2009. Project duration will be from April 1, 2009, to June 30, 2010, with the final report due August 1, 2010.

An institution's award is disbursed via payments using State invoice procedures. Disbursement occurs through a cost-recovery basis at pre-determined intervals, two of which occur after receipt of the interim report and after receipt of the final report (final cost recovery). Funding is contingent on Federal appropriations to the Title II Part A *Preparing, Training, and Recruiting High-Quality Teachers and Principals*.

Reporting requirements include an interim/continuing request report, final report, and a site visit(s) by the CHE Program Coordinator. Details about these procedures are supplied to award recipients. All projects will be required to submit an evaluation of the project from a qualified external reviewer.

A no-cost extension can be requested at the end of the grant period. However, grantees must submit a **written request** with **sufficient** justification as to why the proposed activities cannot be completed within the original timeframe. A single extension may not exceed six months in duration and must be for a minimum of one month.

Examples of funded proposals are available upon request and questions may be addressed to the Commission staff as follows:

Dr. Paula Gregg
Coordinator, Academic Affairs and Licensing
Phone: 803-737-2246 Fax: 803-737-2297
E-mail: pgregg@che.sc.gov

Appendices

- | | |
|-------------|---|
| Appendix 1: | List of South Carolina high-need LEAs (Districts) |
| Appendix 2: | Definitions |
| Appendix 3: | Intent to Submit |

| Appendix 4: Proposal Application Form
Cover Page
Proposed Budget
Proposed Project Time Line
Statement of Assurances
Collaborative Planning Efforts
Partnership Agreement
| Appendix 5 Links to Pertinent Web Sites
|

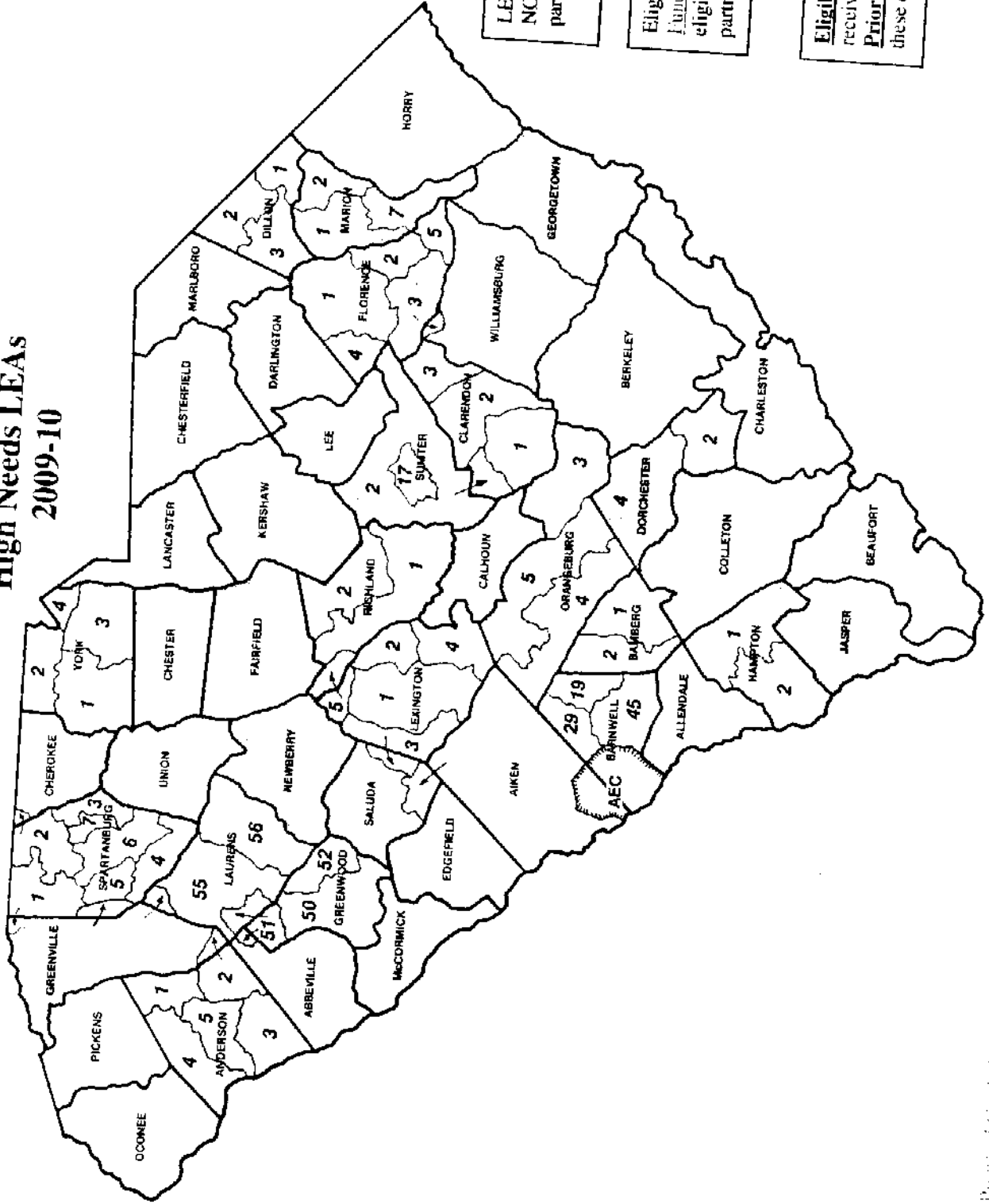
**IMPROVING TEACHER QUALITY HIGHER EDUCATION GRANT
2009-10**

ELIGIBLE PARTNER "HIGH NEED" LEAS

The following districts meet the Title II, Part A Non-Regulatory Guidance requirements:

Bamberg 1	Saluda
Bamberg 2	Sumter 2
Barnwell 19	Sumter 17
Charleston	Williamsburg
Chesterfield	
Clarendon 1	
Clarendon 2	
Clarendon 3	
Colleton	
Darlington	
Dillon 1	
Dillon 3	
Florence 1	
Florence 2	
Florence 3	
Florence 4	
Hampton 2	
Horry	
Jasper	
Lee	
Lexington 4	
Marion 1	
Marion 2	
Marion 7	
Marlboro	
McCormick	
Orangeburg 3	
Orangeburg 4	
Orangeburg 5	
Richland 1	

High Needs LEAs 2009-10



LEAs currently funded, but NOT eligible for new partnerships.

Eligible LEAs Currently funded 2008-09 AND eligible for new partnerships

Eligible LEAs not receiving funding - Priority Points given for these districts

Definitions

1. **Arts and Sciences** - When referring to an organizational unit of an institution of higher education, any academic unit that offers one or more academic majors in disciplines or content areas corresponding to the academic subjects in which teachers teach; and B) when referring to a specific academic subject, the disciplines or content areas in which an academic major is offered by an organizational unit [Title II, Part A, section 2102(1)].
2. **Charter School** - The term "charter school" means a public school that:
 - a) In accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
 - b) Is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
 - c) Operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
 - d) Provides a program of elementary or secondary education, or both;
 - e) Is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
 - f) Does not charge tuition;
 - g) Complies with the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;
 - h) Is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
 - i) Agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - j) Meets all applicable Federal, State, and local health and safety requirements;
 - k) Operates in accordance with State law; and
 - l) Has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school [Title II, Part A, section 5210(1)].
3. **Core Academic Subjects** - The term "core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.

4. **Eligible Partnerships** - This term includes a private or State institution of higher education and the division of the institution that prepares teachers and principals; a school of arts and sciences; and a high-need local educational agency; and may include another LEA, a public charter school, an elementary school or secondary school, an educational service agency, a nonprofit educational organization, another institution of higher education, a school of arts and sciences within such an institution, the division of such an institution that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business [Title II, Part A, section 2131].
5. **HIGH NEED LEA** - is a term used by the United States Department of Education and is based upon Census Bureau data reflecting the number of children living in poverty. No other methods may be used to determine which districts qualify as a high-need LEA.
6. **Highly Qualified Paraprofessional** - A paraprofessional who has not less than 2 years of experience in a classroom; and post-secondary education or demonstrated competence in a field or academic subject for which there is a significant shortage of qualified teachers [Title II, Part A, section 2102(4)].
7. **Highly Qualified Teacher** -
 - 1) When the term "highly qualified teacher" is used with respect to any public elementary school or secondary school teacher teaching in a State, it means that:
 - i) The teacher has obtained full State certification as a teacher (including certification obtained through alternative routes to certification) or passed the State teacher licensing examination, and holds a license to teach in such State, except that when the term is used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the certification or licensing requirements set forth in the State's public charter school law (see entry below for the definition of a highly qualified charter school teacher); and
 - ii) The teacher has not had certification or licensure requirements waived on an emergency, temporary, or provisional basis.
 - 2) When the term "highly qualified teacher" is used with respect to:
 - a) An elementary school teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (A) above, and:
 - i) Holds at least a bachelor's degree; and
 - ii) Has demonstrated, by passing a rigorous State test, subject knowledge and teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum (which may consist of passing a State-required certification or licensing test or tests in reading, writing, mathematics, and other areas of basic elementary school curriculum); or
 - b) A middle school or secondary teacher who is new to the profession, it means that the teacher has met the requirements of paragraph (1) above, holds at least a bachelor's degree, and has demonstrated a high level of competency in each of the academic subjects in which the teacher teaches by:
 - i) Passing a rigorous State academic subject test in each of the academic subjects in which the teacher teaches (which may consist of a passing level of performance on a State-required certification or licensing test or tests in each of the academic subjects in which the teacher teaches); or

- ii) Successful completion, in each of the academic subjects in which the teacher teaches, of an academic major, a graduate degree, coursework equivalent to an undergraduate academic major, or advanced certification or credentialing.
- 3) When the term "highly qualified teacher" is used with respect to an elementary, middle, or secondary school teacher who is not new to the profession, it means that the teacher has met the requirements of paragraph (1) above, holds at least a bachelor's degree, and:
 - a) Has met the applicable standard in the clauses of subparagraph (2), which includes an option for a test; or
 - b) Demonstrates competence in all the academic subjects in which the teacher teaches based on a high objective uniform State standard of evaluation that-
 - i) Is set by the State for both grade appropriate academic subject matter knowledge and teaching skills;
 - ii) Is aligned with challenging State academic content and student academic achievement standards and developed in consultation with core content specialists, teachers, principals, and school administrators;
 - iii) Provides objective, coherent information about the teacher's attainment of core content knowledge in the academic subjects in which a teacher teaches;
 - iv) Is applied uniformly to all teachers in the same academic subject and the same grade level throughout the State;
 - v) Takes into consideration, but not be based primarily on, the time the teacher has been teaching in the academic subject;
 - vi) Is made available to the public upon request; and
 - vii) May involve multiple, objective measures of teacher competency [Title IX, Part A, section 9101(23)].

8. **High Quality Professional Development** - The term "professional development" includes activities that:

- a) Improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
- b) Are an integral part of broad school-wide and district-wide educational improvement plans;
- c) Give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
- d) Improve classroom management skills;
- e) Are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not 1-day or short-term workshops or conferences;

- f) Support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;
 - g) Are aligned with and directly related to:
 - State academic content standards, student academic achievement standards, and assessments; and
 - The curricula and programs tied to the standards described in sub clause (a) [except that this sub clause shall not apply to activities described in clauses (ii) and (iii) of section 2123(3)(B)];
 - h) Are developed with extensive participation of teachers, principals, parents, and administrators of schools to be served under this Act;
 - i) Are designed to give teachers of limited English proficient children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments;
 - j) To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach;
 - k) Advance teacher understanding of effective instructional strategies that are:
 - i) Based on scientifically based research (except that this sub clause shall not apply to activities carried out under Part D of Title II); and
 - ii) Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and
 - l) As a whole, are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development;
 - m) Provide instruction in methods of teaching children with special needs; and
 - n) Include instruction in the use of data and assessments to inform and instruct classroom practice; and
 - o) Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents; and
- May include activities that:
- p) Involve the forming of partnerships with institutions of higher education to establish school-based teacher training programs that provide prospective teachers and beginning teachers with an opportunity to work under the guidance of experienced teachers and college faculty;
 - q) Create programs to enable paraprofessionals (assisting teachers employed by a local educational agency receiving assistance under Part A of Title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; and

- r) Provide follow-up training to teachers who have participated in activities described in subparagraph (A) or another clause of this subparagraph that is designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom [Title IX, Part A, section 9101(34)].
9. **Low-Performing School** - The term "low-performing school" refers to schools that do not make AYP in all subgroups can be counted as making AYP if the number of students in any one underperforming subgroup decreases by at least 10% in a year. Barring this "safe harbor" option, states are required to consider any schools and districts that do not make AYP for two consecutive years as "low performing."
10. **Out-of-Field Teacher** - A teacher who is teaching an academic subject or a grade level for which the teacher is not highly qualified [Title II, Part A, section 2102(5)].
11. **Paraprofessional** - A paraprofessional is an individual with instructional duties. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistance are not considered to be paraprofessionals for Title I purposes.
12. **Principal** - The term "principal" includes an assistant principal [Title II, Part A, section 2102(6)].
13. **Scientifically Based Research** - The term "scientifically based research":
 1. Means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and
 2. Includes research that
 - a. Employs systematic, empirical methods that draw on observation or experiment;
 - b. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
 - c. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
 - d. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
 - e. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
 - f. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review [Title IX, Part A, section 9101(37)].

**Improving Teacher Quality
Higher Education Grant Program
Project Year 2009-10**

Institution _____

Proposed Grant Title: _____

1. **Partnership Program** _____

1. Partnership Representatives:

Name	College/Department/LEA(s)

2. **Grade Span; check those that apply to your application:**
☐ Elementary ☐ Middle School ☐ High School

- ☐ Elementary ☐ Middle School ☐ High School

3. Core Subject Area(s): ☐ English

- ☐ Reading or Language Arts
- ☐ Mathematics
- ☐ Science
- ☐ Foreign Languages
- ☐ Civics and Government
- ☐ Economics
- ☐ Arts
- ☐ History
- ☐ Geography

4. Please attach a 1-page description of the nature of the project (include research base, focus on teachers, principals and/or paraprofessionals, scope of project and content of the project).

Please return this form by November 1, 2008, to:
Dr. Paula Gregg

Dr. Paula Gregg
Improving Teacher Quality Program
S.C. Commission on Higher Education
1333 Main St., Suite 200
Columbia, SC 29201

COVER PAGE

**Improving Teacher Quality
Higher Education Grants Program
Project Year 2009-10
S.C. Commission on Higher Education**

1. Project Title	
2. Institution	
3. High-Need LEA(s)	
4. Other Collaborating Organizations	
5. Project Director	Name & Title
Mailing Address	Phone Number:
	E-Mail:
	FAX:
	Signature _____ Date _____
6. Chief Executive Officer	
Mailing Address	Phone Number:
	E-Mail:
	FAX:
	Signature _____ Date _____
7. Proposed Funding	9. Partnership Representatives/Signatures
a. ITQ (CHE)	College/School of Education
b. Institution	Name _____
c. Cooperating LEA	Signature _____
d. Other	Arts and Sciences
e. TOTAL	Name _____
8. Estimated Number of Project Participants:	Signature _____
	Local Education Agency
	Name _____
	Signature _____

BUDGET REQUEST

IMPROVING TEACHER QUALITY

Higher Education Grants Program

Project Year:

INSTITUTION:

Partner
E = Education
A = Arts &
Sciences
HN = High Needs
LEA
L = LEA

Proposed
Budget

Institutional or
External Match

CHE use

PROJECT DIRECTOR:

1. Key Personnel(Faculty/Administration) LIST
NAMES & Role

A. Salaries

1

2

3

4

Total Key Personnel Salaries

B. Fringe Benefits TOTAL

TOTAL KEY PERSONNEL COSTS

2. Support Personnel (LIST NAMES)

A. Salaries

1

2

3

4

Total Support Personnel Salaries

B. Fringe Benefits TOTAL

Total SUPPORT PERSONNEL COSTS

TOTAL PERSONNEL COSTS

3. Participant Support (District/School participants)

a. Books

b. Supplies and Materials

c. Travel

d. Room and Board

e. Food

f. Tuition

g. Other - PLEASE SPECIFY

Total Participant Costs

4. Supplies and Materials (Institution)

a. Arts and Sciences Supplies and Materials

BUDGET REQUEST

IMPROVING TEACHER QUALITY

Higher Education Grants Program

Project Year:		Proposed Budget	Institutional or External Match	CHE use
INSTITUTION:	Partner E = Education A = Arts & Sciences HN = High Needs LEA L = LEA			
PROJECT DIRECTOR:				
b. Education Supplies and Materials				
c. Other: PLEASE SPECIFY				
d.				
Total Supply Costs				
5. Equipment				
a.				
b.				
c.				
d.				
Total Equipment Costs				
6. Additional Costs - PLEASE SPECIFY				
a. External Evaluator (Name)				
b.				
c.				
d.				
Total Additional Costs				
7. Travel				
a. Arts and Sciences Travel				
b. Education Travel				
Total Other Travel				
Total Direct Costs				
Indirect Costs (8%)				
TOTAL PROJECT COSTS				
Project Director(s)		Typed Name & Title		
		Signature		
		Date		
Institutional Authority		Typed Name & Title		
		Signature		
		Date		

Employee Name	Health	Dental	FICA	State Retirement	Unemployment Comp	Workers Comp	TOTAL

Employee Name	Health	Dental	FICA	State Retirement	Unemployment Comp	Workers Comp	TOTAL

PROPOSED PROJECT TIMELINE

Improving Teacher Quality
Higher Education Grant Program
Project Year 2009-10

Institution			
Project Title			
Objective	Activity	Start Date	End Date

STATEMENT OF ASSURANCES

Improving Teacher Quality
Higher Education Grant Program
Project Year 2009-10

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 No Child Left Behind Act of 2001 (PL107-110); Title II Part A Teacher and Principal Training and Recruiting Fund* 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. Possesses 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 Improving Teacher Quality Program.
2. Complies with all provisions of the Program Improving Teacher Quality and its implementing regulations and all administrative rules of the S.C. Commission on Higher Education applicable to the Improving Teacher Quality Program.
3. 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 needs of teachers and students in areas of high concentrations of low-income students and/or low-performing schools and high-need districts.
6. 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

COLLABORATIVE PLANNING EFFORTS

Describe the collaborative planning efforts that have occurred between the participating institution, school of education, division of arts and sciences, LEA(s), and any other participating organizations or agencies.

PARTNERSHIP AGREEMENT

South Carolina Commission on Higher Education Improving Teacher Quality Higher Education Grants Program

This cooperative agreement reflects the overall commitment as well as the specific responsibilities and roles of each of the partners participating in the proposed *Improving Teacher Quality Higher Education Grants Program*. A copy of this form must be completed for each member of the partnership (at a minimum, the lead institution, school of education, division of arts and sciences, and a high need LEA).

(Name of Organization) _____

Agrees to make the following contributions or play the following roles in the project.

The organization assures that this proposal addresses the following professional development need(s) identified by the high-need LEA's needs assessment:

The organization further assures that this proposal was developed with input from the following higher education and high-need LEA faculty and or staff:

Lead Contact Name _____

Signature _____

Date _____

LINKS TO PERTINENT WEB SITES

Guidelines Improving Teacher Quality Higher Education Grants Program

http://www.che.sc.gov/New_Web/ForInstitutions/TeacherEdGrants.htm

High Need LEAs (allowable districts and schools for minimum partnership requirements)

http://www.che.sc.gov/New_Web/ForInstitutions/TeacherEdGrants.htm

S.C. Professional Development Standards

www.scteacheers.org/educate/edpdf/rules/pdpolicy.pdf

Title II, Part A Non-Regulatory Guidance Further information and definitions can be found at the U.S. Department of Education's web site.

<http://www.ed.gov> (Adobe Acrobat file) Search: Title II, Part A Non-Regulatory Guidance Improving Teacher Quality State Grants.

Guidelines for Graduate Courses Offered for Professional Development of School Personnel

http://www.che.sc.gov/New_Web/ForInstitutions/AcadPolicy.htm

FY 2006-07 Improving Teacher Quality Funded Projects

http://www.che.sc.gov/New_Web/ForInstitutions/TeacherEdGrants.htm

South Carolina Commission on Higher Education

Layton McCurdy, M.D., Chairman
Mr. Daniel Ravenel, Vice Chairman
Douglas R. Forbes, D.M.D.
Dr. Bettie Rose Horne
Mr. Kenneth W. Jackson
Dr. Raghu Korrapati
Dr. Louis B. Lynn
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Mr. James R. Sanders
Mr. Hood Temple
Mr. Randy Thomas
Mr. Kenneth B. Wingate
Mr. Neal J. Workman, Jr.
Dr. Mitchell Zais

CHE
10/2/2008
Agenda Item 7.02G

Dr. Garrison Walters, Executive Director

October 2, 2008

MEMORANDUM

To: Dr. Layton R. McCurdy, Chairman, and Members, Commission on Higher Education

From: Dr. Bettie Rose Horne, Chair, and Members, *B.R.H./gmw* Committee on Academic Affairs and Licensing

Consideration of Annual Report on Compliance with the English Fluency Act in Higher Education, FY 2007-2008

Background

In 1991 the General Assembly passed the English Fluency in Higher Education Act (SECTION 59-103-160 of the SC code of Laws of 1976, as amended). This Act required each public higher education institution to submit to the Commission a compliance plan developed to meet the requirement that the institution ensures that its faculty members can communicate effectively even when English is not their first language.

Section (C)(2) of the Act requires that each institution submit as part of its compliance plan an assurance that an adequate procedure exists 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 both the catalog and student handbook or in the Academic*

Section and the Student Affairs Section (for institutions with a unified publication) of the unified publication on campus policies.

At its meeting on November 2, 1995, the Commission further required that all institutions must demonstrate each reporting year (i.e., in this case, the period beginning July 1, 2007, and ending with the conclusion of the Spring Semester 2008) that they are fully in compliance with the requirements regarding publication of the law's provisions in the Catalog and Student Handbook.

In order to assess the institutions' on-going compliance with this Act and to ensure that there is an annual accounting of any grievances covered by the Act, Commission staff conducts an annual survey of the institutions' compliance, policies, and grievances.

Discussion

All institutions of public higher education submitted their reports to the Commission on Higher Education by June 11, 2008, for the recently completed academic year of 2007-2008. The data submitted in those reports show that all but two of the State's 33 public institutions are fully in compliance with the publication of the required student information under the law and Commission policy. The institutions not in compliance (College of Charleston and Coastal Carolina University) each stated that the grievance procedure was omitted from its 2007-2008 student catalog, and each further stated that the policy would be included in the 2008-2009 student and academic catalogs as required.

Since the passage of the English Fluency Act in Higher Education by the General Assembly in 1991, the Commission has issued sixteen annual reports (including the current one) to the chairmen of the committees in the House and Senate with jurisdiction in educational matters. In the previous fifteen reports a total of six student complaints have been documented. In the current year's reports from the institutions, as in last year's, no student grievance was reported.

The minimal use of the grievance policy by students throughout the state suggests that public institutions of higher education have been successful in the hiring and retention of faculty who are capable of communicating well in the English language for purposes of teaching and advising students. In summary, students appear to be satisfied in all public institutions with the level of communication they are receiving from instructors whose first language is not English. For the past 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 commends favorably to the Commission approval of this report and that it be transmitted to the appropriate chairpersons of the education committees of the General Assembly.

South Carolina Commission on Higher Education

Layton McCurdy, M.D., Chairman
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CHE
10/2/2008
Agenda Item 7.02H

Dr. Garrison Walters, Executive Director

October 2, 2008

MEMORANDUM

To: Dr. Layton R. McCurdy, Chairman, and Members, Commission on Higher Education

From: Dr. Bettie Rose Horne, Chair, and Members, ~~Committee~~ ^{BOH/James} on Academic Affairs and Licensing

Consideration of Operating Budget for Centers of Economic Excellence, FY 2008-2009

Background

Attached please find the operating budget approved by the S.C. Centers of Economic Excellence (CoEE) Review Board, at its June 9, 2008, quarterly meeting. The Review Board is charged with overseeing the CoEE program and with annually providing the Commission on Higher Education "a schedule by which applications for funding are received and awarded on a competitive basis" (S.C. 2-75-10). The Commission must also approve the program's annual operating budget: "all necessary funds for the prudent operation of the board..." (S.C. 2-75-70).

The CoEE program was funded with \$30 million from the South Carolina Education Lottery for fiscal year 2007-08. The CoEE program had an additional \$6 million in potential award funds, resulting from the withdrawal of two Clemson Centers in 2007-2008. Thus, the full amount the CoEE Review Board was eligible to award in 2007-2008 was \$36 million. On June 9, 2008, the Review Board awarded \$25 million dollars for the creation of the following seven Centers of Economic Excellence:

2007-2008 CoEE Awards	Chairs to Clemson	Chairs to MUSC	Chairs to USC	Total \$
Optoelectronics	1			\$2,000,000
Cyber-Institute	1			\$2,000,000
Advanced Tissue Biofabrication	1	1	1	\$5,000,000
Cancer Stem Cell		2		\$5,000,000
Renal Disease Biomarker		2		\$5,000,000
Nanoenvironmental Research & Risk Assessment			1	\$3,000,000
Nuclear Science and Energy			1	\$3,000,000
TOTAL	3	5	3	\$25,000,000

In addition, two 2007-2008 CoEE proposals required resubmission to the CoEE Review Board and await determination of award by the Review Board at the September 8, 2008, quarterly meeting. At its discretion, the Review Board may award additional 2007-2008 funds at this meeting up to \$10 million.

Potential 2007-2008 CoEE Awards	Chairs to Clemson	Chairs to MUSC	Chairs to USC	Total \$
Cancer Disparities			TBD	\$3.6M*
Medication Safety and Efficacy			TBD	\$2M*

*Approved by CoEE Review Board on 9/8/2008

To date, the Review Board has awarded \$169 million for the creation of 41 Centers of Economic Excellence and 70 specialized endowed professorships.

As regards the CoEE Program annual operating budget, the 2008-2009 proposed budget contains \$417,602 in increases from the 2007-2008 approved budget. These increases include a one-time, \$400,000 contract fee with The Washington Advisory Group for the *2003-2008 CoEE Program Comprehensive Evaluation* (mandated by the CoEE Program Guidelines). This \$400,000 cost will not recur in 2009-2010. Other total cost increases for the 2008-2009 proposed budget are \$17,602. This includes \$13,030 for the program marketing agency, \$4,068 for increased rent costs and \$4,768 for employer contributions. The program auditor contract *decreases* by \$20,050 for 2008-2009.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the budget approved by the Centers of Economic Excellence Review Board for FY 2008-09.



CENTERS OF ECONOMIC EXCELLENCE PROPOSED OPERATING BUDGET: FY 2008-2009

Object of Expenditure	FY 2007 - 2008 Approved	FY 2008 - 2009 Proposed	Increase/ [Decrease]
Personal Services	124,982	126,504	1,522
Contractual Services			
Auditor	40,000	19,950	[20,050]
Consultants	79,620	79,620	-
Marketing	144,560	157,590	13,030
Other Contractual Services	4,446	6,070	1,624
Telephone	2,212	3,619	1,407
Subtotal Contractual Services:	270,838	266,849	[3,989]
Supplies	4,371	15,000	10,629
Fixed Costs			
Dues/Memberships	936	1,141	205
Equipment Leases	824	824	-
Facilities Rental	551	551	-
Liability Insurance	5,340	5,539	199
Office Rent	7,717	11,785	4,068
Subtotal Fixed Costs:	15,368	19,840	4,472
Staff Travel	2,800	3,000	200-
Equipment	2,000	2,000	-
Employer Contributions	28,704	33,472	4,768
SUBTOTAL OPERATING:	449,063	466,665	17,602
External Six-Year Evaluation:		400,000	400,000
GRAND TOTAL:	449,063	866,665	417,602

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Dr. Garrison Walters, Executive Director

October 2, 2008

MEMORANDUM

To: Dr. Layton R. McCurdy, Chairman, and Members, Commission on Higher Education

From: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing *B.R.H./gpm*

Consideration of Nominees for Elected Positions to Deans' Committee on Medical Education, 2008-2012 Term

Background

In 2000 the General Assembly passed legislation in response to recommendations made by the Commission concerning the composition of membership on the Deans' Committee on Medical Education. Under the terms of the legislation, four of the members of the Committee are permanent members, by virtue of their offices. These are the presidents of USC-Columbia and MUSC, the Dean of the MUSC College of Medicine and the Dean of the USC School of Medicine.

Five other members of the Committee are to represent selected sectors of the medical community. These five members are to be elected by the Commission on Higher Education for terms of four years each. Nominations for these positions come from the Deans' Committee for consideration first by the Committee on Academic Affairs and Licensing and then by the Commission. Election has taken place at the October meeting of the Commission in 2000 and 2004. Thus, another election is due for October 2008.

The law specifies that three of the five elected members by the Commission are to represent the Area Health Education Consortium (AHEC) Council. For these positions the Deans' Committee has nominated **Dr. David Garr**, Executive Director of AHEC; **Dr. James Raymond**, AHEC Deans' Council member and director of medical education, USC School of Medicine; and **Dr. Jerry Youkey**, Director of Medical Education, Greenville Hospital System, for these positions.

The law also specifies that the Commission shall elect two other members, one of whom represents the private sector and the other represents medical education. **Dr. Coleman Floyd-Buckhouse**, a Florence-area anesthesiologist, has been nominated to represent the private sector; and **Dr. Prakash Nagarkatti**, Associate Dean for Basic Science-USC School of Medicine, has been nominated to represent medical education.

Of the elected members to the Deans' Committee on Medical Education, four of the five who have been nominated are incumbents, including all three of the AHEC representatives and Dr. Floyd-Buckhouse. The new nominee is the person who is to represent Medical Education, Dr. Nagarkatti. All nominations by the Deans' Committee were unanimous choices. The law is silent on the question of term limitations.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the nominations of Drs. Garr, Raymond, Youkey, Floyd-Buckhouse, and Nagarkatti for election to four-year terms of office as members of the Deans' Committee on Medical Education to run from October 2008 to October 2012.

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Dr. Garrison Walters, Executive Director

October 2, 2008

MEMORANDUM

To: Dr. Layton R. McCurdy, Chairman, and Members, Commission on Higher Education

From: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing *BRH/amw*

Information Report on Staff-Approved Mission Statement Changes

In keeping with the Commission's *Policy and Procedures for Approval of New or Revised Mission Statements*, Commission staff has reviewed proposed mission statement revisions from the following institutions since July 2007:

Greenville Technical College
Horry-Georgetown Technical College
Midlands Technical College
Spartanburg Community College
Trident Technical College
Coastal Carolina University
Medical University of South Carolina
University of South Carolina-Beaufort

In each case, the proposed changes were determined to be minor as defined by the policy, which reads "Minor revisions are those revisions which do not change the nature, function, type, or sector of the institution. Examples include revisions for clarity and grammar, changes in size, CHE-approved changes in program mix, board-approved name changes, and editorial changes." As such, the proposed changes were considered and approved at the staff level.

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Dr. Garrison Walters, Executive Director

October 2, 2008

MEMORANDUM

To: Dr. Layton R. McCurdy, Chairman, and Members, Commission on Higher Education

From: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing *R.R.H./gmm*

Informational Report on Approved and Terminated Programs FY 2007- 2008

Background

This report contains information on the number of new programs approved, existing programs modified, and existing programs terminated by the Commission during FY 2007-2008. The term "program" as used here also includes concentrations and options. Eighteen new programs were added, two were modified, and thirteen were terminated during this year.

The listing of programs approved and terminated is found in **Attachments 1 and 2**. The terminations are presented by institution. This information is presented to members of the Committee for information only to provide an overview of program approval activity during the past year.

Approval of New Programs, 2007-2008

Program development occurred primarily at the undergraduate level. There were seven programs developed at the baccalaureate level and five at the associate's degree level. There were four new master's degree programs developed and two doctoral programs. There were not any centers or institutes developed during this year.

Of the 18 new programs approved in FY 2007-2008, seven general areas of curricular growth can be identified:

Table 1. Approved Programs for Public Institutions in S.C., 2006-2007

Curricular Area	Associate Degrees	Bachelor Degrees	Master Degrees	Doctoral Degrees	Total
Athletic Training		1			1
Criminal Justice				1	1
Education		2	2		4
Exercise and Sport Science		2			2
Healthcare	5	1	2		8
Nursing and Related Fields				1	1
Music		1			1
Total	5	7	4	2	18

Modifications of Programs, 2007-2008

There were two programs modified and both were at the undergraduate level. The first program modification was from Clemson to modify its existing Bachelor of Science in Chemical Engineering by adding a new concentration in Biomolecular Engineering. The second modification was from USC-Columbia to modify its existing Bachelor of Science in Generic Nursing by offering an off-site location at USC-Salkehatchie and USC-Lancaster.

Terminations of Programs, 2007-2008

Nine institutions had termination activity during the 2007-2008 year. Clemson terminated five concentrations, one in education and the other four in animal, food, dairy, and poultry science. College of Charleston terminated two concentrations from its Physics major. The University of South Carolina-Columbia terminated two programs in education. The University of South Carolina-Upstate terminated three concentrations from education programs. The University of South Carolina-Aiken terminated its concentration in athletic training from the Exercise and Sports Science program. There were four programs terminated within the Technical College System. Aiken Technical College terminated its major in Electro-Mechanical Engineering Technology, Central Carolina Technical College terminated its major in Marketing, Midlands Technical College terminated its major in Pharmacy Technology, and Spartanburg Community College terminated its major in Interpreting.

Of the 17 existing programs and concentrations **terminated** in FY 2007-08, eight general curricular areas can be identified:

Table 2. Deleted Programs for Public Institutions in S.C., 2007-2008

Curricular Area	Associate Degrees	Bachelor Degrees	Master Degrees	Doctoral Degrees	Concentrations, Options and/or Centers	Total
Business/Marketing	1					1
Education			2		4	6
Engineering Technology	1					1
Exercise and Sport Science					1	1
Food, Nutrition, and Culinary Science					4	4
Interpreting	1					1
Pharmacy Technology	1					1
Physics						2
Total	4	0	2	0	11	17

Comparison of Newly Approved Programs with Terminated Programs

In the past year, the total of new program approvals exceeded deletions by five. Teacher education was the category in which most deletions occurred, and healthcare was the category in which most additions occurred. Four-year institutions provided the most new programs. The majority of terminations were concentrations rather than free-standing programs.

Table 3. Newly Approved Programs Compared to Terminated Programs, 2007-08

2007-08	2007-08 Approved Programs	2007-08 Terminated Programs, including Concentrations, Options, and Centers	Net
Two-Year Institutions	5	4 ¹	+1
Four-Year Institutions	13	13	0
Total	18	17	+1

¹ Because of the delay in reporting data, information presented for technical colleges is for FY 2005-06. No programs were terminated at the regional two-year campuses of USC in 2007-08.

FY 2007-08 Approved Programs

1. A.H.S., Cardiovascular Technology, Piedmont Tech
2. A.H.S., Physical Therapy Assistant, Piedmont Tech
3. A.H.S., Veterinary Technology, Piedmont Tech
4. A.H.S., Radiation Protection Technology, Spartanburg Community College
5. A.H.S., Occupational Therapy Assistant, Horry Georgetown Tech
6. B.A. and B.S., Public Health, USC-Columbia
7. B.S., Secondary Education, College of Charleston
8. B.S., Music Industry, Francis Marion
9. B.S., Athletic Training, Winthrop
10. B.S., Exercise Science, Winthrop
11. B.S., Art Education, USC-Upstate
12. B.S., Exercise and Sport Science, Coastal Carolina
13. M.Ed. Montessori Education with concentration in Preschool (ages 3-6) and
Primary (grades 1-3), Lander
14. M.A.T., Early Childhood Education, Winthrop
15. M.S.D., Dentistry, MUSC
16. M.R.A., Research Administration, MUSC
17. Ph.D., Criminology and Criminal Justice, USC-Columbia
18. Ph.D., Healthcare Genetics, Clemson

FY 2007-08 Terminated Programs

Clemson University

1. terminate *German* from the *Modern Language* concentration in the **BA Secondary Education** program
2. terminate the concentrations of *Animal Science*, *Dairy Science*, *Food Science*, and *Poultry Science* from the program that leads to the **M.S. in Food, Nutrition, and Culinary Sciences**

University of South Carolina-Columbia

1. terminate the program leading to the **MAT, Early Childhood Education** at the main campus and at USC-Beaufort
2. terminate the program leading to the **MEd in Community and Adult Education**

College of Charleston

1. terminate the concentration of *Astronomy* from the **AB, BA, and BS, Physics** majors
2. terminate the concentration of *Engineering* from the **AB, BA, and BS, Physics** majors

University of South Carolina-Upstate

1. terminate the *French*, and *Political Science* concentrations from the **BAEd, Secondary Teacher Education** program
2. terminate the *Political Science* concentration from the **BSEd, Secondary Teacher Education** program

University of South Carolina-Aiken

1. terminate the concentration of *Athletic Training* from the **BS in Exercise and Sports Science** degree.

Aiken Technical College

1. terminate the **Associate in Engineering Technology** degree with a major in *Electro-Mechanical Engineering Technology*

Central Carolina Technical College

1. terminate the **Associate in Business** degree with a major in *Marketing*

Midlands Technical College

1. terminate the **Associate in Health Science** degree with a major in *Pharmacy Technology*

Spartanburg Community College

1. terminate the **Associate in Public Service** degree with a major in *Interpreting*