

6/2/08

Commission on Higher Education

Committee on Academic Affairs & Licensing

AGENDA

May 1, 2008

7.02A. Consideration of New Program Proposals

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.I.T., Radiation Protection Technology, Spartanburg Community College
5. A.H.S., Occupational Therapy Assistant, Horry-Georgetown Tech
6. B.S., Secondary Education, College of Charleston
7. B.A. and B.S., Public Health, USC-Columbia
8. B.S., Music Industry, Francis Marion
9. B.S., Athletic Training, Winthrop
10. B.S., Exercise Science, Winthrop
11. M.A.T., Early Childhood Education, Winthrop
12. M.S.D., Dentistry, MUSC

7.02B. Consideration of Request for Initial License

A.A.S., (1) Business Administration; (2) Computer and Network Administration; and (3) Criminal Justice, at a Columbia Campus, Remington College, Mobile AL

7.02C. Consideration of Requests for Amendments to Existing License to Add New Program

1. B.F.A., Digital Filmmaking and Video Production, Art Institute of Charleston
2. B.S. Psychology at Sumter, Charleston, and Rock Hill campuses, Troy University, Troy, AL

7.02D. Consideration of *Centers of Excellence (Teacher Education)* Appropriations Request, FY 2009-10

7.02E. Consideration of Annual Evaluation of Associate Degree Programs, FY 2005-06

7.02F. Consideration of Proposed Changes to *CHE Policy for Approval of Specialized Accreditation Agencies*

- 7.02G. Consideration of Request for the Addition of an Accrediting Agency to the *List of National Institutional and Specialized Accrediting Bodies Recognized by the South Carolina Commission on Higher Education***
- 7.02H. Consideration of Annual Report on Admissions Standards for First-Time Entering Freshmen, FY 2007-08**
- 7.02I. Consideration of Annual Report for AP Course Acceptance Policies, FY 2007-08**
- 7.02J. Informational Report on Awards for *Centers of Excellence (Teacher Education) Program*, FY 2008-09, (New and Continuing)**
- 7.02K. Informational Report on Awards for *Improving Teacher Quality Competitive Grants Program*, FY 2008-09 (New and Continuing)**

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CHE
05/01/2008
Agenda Items 7.02A.1-12

Dr. Garrison Walters, Executive Director

May 1, 2008

MEMORANDUM

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

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

Analyses of Twelve New Program Proposals

Please find attached the staff summaries and analyses for twelve new program proposals, Agenda items 7.02A.1-12.

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

/dr

**Program Proposal
Associate Degree in Health Science
Major in Cardiovascular Technology
Piedmont Technical College**

Summary

Piedmont Technical College requests approval to offer a program leading to the Associate in Health Science degree with a major in Cardiovascular Technology (CVT), to be implemented in Fall 2008.

The proposal was approved by the State Technical College System's Board on January 22, 2008, and submitted to the Commission for review on February 11, 2008. The proposal was reviewed by the Advisory Committee on Academic Programs on March 20, 2008, and approved unanimously without substantive comment.

The purpose of the program is to address the growing need for qualified Cardiovascular Technologists in Piedmont Technical College's service area. A 2007 American Heart Association update listed cardiovascular disease as the number one cause of death in the United States. The program will address the growing need for healthcare services, especially those related to cardiovascular awareness and treatment. Data from the U.S. Department of Labor Statistics reports there were approximately 45,000 jobs in cardiovascular technology in 2004. The field is expected to continue evolving rapidly since physicians today depend on quality diagnostic and therapeutic procedures by highly skilled cardiovascular technologists to ensure quality health care.

The institution reports that opportunities for employment in the field of cardiovascular technology in the Piedmont region are on the rise because of the significant increase in the aging population in South Carolina and the College's service area. The U.S. Census Bureau reported a 12.6% increase of persons 65 years and over in South Carolina from 2000-2005. In 2001, diseases related to the heart accounted for a large percentage of deaths in South Carolina adults 65 and older. From responses to an institutional survey, the demand for graduates for this program in the College's service area will be for 72 full-time technicians in 2008; 36 in 2009; and 32 in 2010. The survey responses also indicated that in 2007 there was an immediate need for over 75 full-time technicians.

There is no other Cardiovascular Technology program in the South Carolina Technical College System (SCTCS). There is an eighteen-month certificate program for adult echocardiography and vascular technology offered by

Sisters of Charity Providence Hospital in Columbia, South Carolina. The director of that program has submitted a letter of support to Piedmont Technical College to offer the proposed Cardiovascular Technology Program.

The design of Piedmont Technical College's program permits a student to complete all general education courses for the program at any technical college in the state. The College has plans to partner with various agencies within the state to establish clinical affiliations. After completing the general education requirements, students may attend one of Piedmont Technical College's established clinical affiliates throughout the state, thereby allowing students to complete clinical course requirements in local settings. Each clinical site will be required to meet the Joint Committee on Education in Cardiovascular Technology JRC-CVT criteria. Responses to a needs survey conducted by the institution showed that sixteen hospitals statewide expressed a willingness to commit to a clinical affiliation agreement with Piedmont Technical College's Cardiovascular Technology program.

No state agency in South Carolina certifies or licenses Cardiovascular Technologists. The proposed program design follows the standards set forth by the (JRC-CVT) in anticipation of seeking national accreditation within the first year of the program. At the present time professional accreditation is not mandated for cardiovascular educational programs because they are relatively new in healthcare education; however, there is activity leading to accreditation becoming a requirement. Individuals must be graduates of a cardiovascular technician program or hold a minimum of an associate degree in a healthcare discipline, be credentialed in the discipline, and have work experiences in the cardiovascular area in order to take the national certification examination.

A total of two new full-time faculty members (2.0 FTE) will be hired to deliver the program. There will be no new administrative or support staff required.

The Cardiovascular Technology program will require 78 credit hours of academic coursework. Implementation of the program will require 21 new courses to be added to Piedmont Technical College's catalog and 20 courses to the State Board of Technical and Comprehensive Education's (SBTCE) statewide catalog of approved courses.

Enrollment in the proposed program is estimated to begin at 24 students (19.7 FTE) in 2008-2009, the first full year of the program, increasing to 38 (47.2 FTE) in 2009-2010, and to 41 (50.3 FTE) in 2010-2011. If these projections are met, the program will meet the current CHE program productivity standards for enrollment.

Piedmont Technical College anticipates spending a total of \$2,100 over the first three years of the program's implementation to purchase books, serials and audio-visual materials to support this program in Cardiovascular Technology. The proposal states that library and learning resources services 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.

The program will be housed at the existing facility in the center of campus at an estimated cost of \$100,000. The building will be renovated prior to the beginning of the CVT program. The proposal projects that these accommodations will meet the physical plant needs of the program for the first three years of the program and beyond.

Total new costs are estimated by the institution at \$1,145,468. The categories for these operational costs include faculty salaries (\$355,453); supplies and materials (\$102,415); library resources (\$2,100); equipment (\$576,000); accreditation (\$9,500); and facilities, funded through Allied Health Initiatives (\$100,000). The institutional budget for the Associate in Health Science in Cardiovascular Technology shows \$100,000 from the Allied Health Initiative. At this point, it appears unlikely that these funds will be available for 2008-2009 fiscal year. CHE staff is seeking to know whether the institution can implement the program without these funds and will include this finding in the CHE mail-out materials.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the State and new costs not funded by the MMR 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.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$177,556	\$0	\$177,556	N/A	\$61,904	\$61,904
Year 2	\$425,414	\$0	\$425,414	\$71,380	\$148,190	\$219,570
Year 3	\$453,654	\$0	\$453,654	\$171,183	\$157,881	\$329,064

In addition to the MRR, the institution anticipates the receipt of grant funds totaling \$525,000 from the Duke Endowment through Self Regional Healthcare over a three-year period with the largest portion awarded the first year of the program's implementation. Self Regional Healthcare has committed \$150,000 (\$50,000 annually for three years) and Piedmont Technical College Foundation will contribute \$20,000 annually for three years totaling \$60,000. Total grant funds projected are \$445,000 in year one, \$145,000 in year two, and \$145,000 in year three.

These data demonstrate that if Piedmont Technical College can meet the projected student enrollments, contain costs, and procure the additional grant funding as they are shown in the proposal, the program will be able to cover new costs with revenues it generates in the first and third years of program implementation, but not in the second year. Nevertheless, the institution has provided assurances that it possesses the resources necessary to implement the program appropriately.

In conclusion, the proposed new program proposal has been designed by the institution to respond to the growing need for cardiovascular technologists in a field that is expected to grow rapidly. Implementation of the program will help to ensure the availability of quality health care and sufficient numbers of well educated Cardiovascular Technology diagnostic personnel in the Piedmont area. Opportunities for employment in this field continue to rise in the region due to ongoing expansion in outpatient care centers and hospitals in response to the health care needs of the region's increasing population.

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 Cardiovascular Technology at Piedmont Technical College, to be implemented in Fall 2008, provided that no other "unique cost" or special state funding be required or requested.

**Program Proposal
Associate Degree in Health Science
Major in Physical Therapy Assistant
Piedmont Technical College**

Summary

Piedmont Technical College requests approval to offer a program leading to the Associate in Health Sciences degree with a major in Physical Therapy Assistant (PTA), to be implemented in Fall 2008.

The proposal was approved by the State Technical College System's Board on January 22, 2008, and submitted to the Commission for review on February 11, 2008. The proposal was reviewed by the Advisory Committee on Academic Programs on March 20, 2008, and approved unanimously without substantive comment.

The purpose of the program is to address the growing need for qualified Physical Therapy Assistants in Piedmont Technical College's service area. The proposal notes that health service providers in the Piedmont area have requested that a Physical Therapy Assistant program be developed to help fill the need for more skilled Physical Therapy Assistants. Physical Therapy Assistants are important in the delivery of therapeutic, cardiovascular and physical rehabilitative healthcare in a timely manner.

According to the proposal, the need for Physical Therapist Assistants has increased rapidly in Piedmont Technical College's service area in response to the growing elderly population, a group particularly vulnerable to chronic and debilitating conditions requiring therapeutic services and qualified health care professionals. The United States Bureau of Labor Statistics projects that by 2014, there will be an increased need for cardiovascular and physical rehabilitation because of the large baby-boom generation entering the prime age for strokes and heart attacks. Based upon a recent needs assessment survey conducted by the institution, in the first three years of the program's operation, an estimated total of 60 full-time and 33 part-time Physical Therapist Assistant positions will need to be filled from 2008-2011 in the College's service area.

Currently, Piedmont Technical College has an articulation agreement through a one-plus-one Physical Therapy Assistant program with Greenville Technical College. Greenville Technical College offers the Physical Therapy Assistant program for its students and provides limited student enrollment, for

students at Aiken Technical College and Florence-Darlington Technical College through a one-plus-one articulation agreement. The institution notes that because of the influx of retirees in the College's service area, the current articulation agreement that Piedmont Technical College has with Greenville Technical College is no longer meeting the needs of the local service area. Piedmont Technical College will terminate its one-plus-one agreement with Greenville Technical College once the Physical Therapy program is implemented. Four other technical colleges across the state (Midlands Technical College, Trident Technical College, Horry-Georgetown Technical College, and Technical College of the Low Country) currently offer an Associate degree in Health Science with a major in Physical Therapy Assistant. All of these programs are in good standing and are designed to prepare graduates for the national licensure exam.

Enrollment in the proposed program is estimated to begin at 24 students (18.1 FTE) in 2008-2009, the first year of the program's implementation, increasing to 38 (43.5 FTE) in 2009-2010, and to 41 (46.3 FTE) in 2010-2011. If enrollment projections are met, the program will meet the current CHE program productivity standards for enrollment.

The proposed program will require 78 credit hours of academic coursework, including the addition of 17 new courses to the academic catalog of Piedmont Technical College. Implementation of the program will not require the addition of any new courses to the State Board for Technical and Comprehensive Education's (SBTCE) catalog of approved courses.

The College will seek candidacy status through the Commission on Accreditation in Physical Therapy Education (CAPTE) for the proposed Physical Therapist Assistant program prior to program implementation. It is expected that CAPTE accreditation will be awarded following the second year of the program implementation, based upon CAPTE candidacy and accreditation guidelines. Licensure of Physical Therapist Assistants is required in order to practice this occupation in South Carolina. The program will seek approval of the South Carolina Board of Physical Therapy Examiners since only graduates of a program approved by the Board may take the licensure examination.

Two (2.0 FTE) new faculty members will be hired to deliver the program. There will be no new administrative or support staff required.

Piedmont Technical College anticipates spending a total of \$2,100 within the first three years of the program's implementation to purchase books, serials and audio-visual materials to support this program in Physical Therapy Assistant. The proposal states that library and learning resources services are currently able to provide a variety of materials for this program because of the significant

numbers of sophisticated electronic databases which are available to students and faculty members through PASCAL.

The "D" Building on the Lex Walters campus will be renovated for use by the program prior to acceptance of the first class. The area will include classroom space, a laboratory, storage, offices, and dressing/locker rooms. The estimated cost for the renovation of this facility is \$26,220.

New operational costs are estimated by the institution to total \$618,859 in the first three years of the program's implementation. The categories for these operational costs include faculty salaries (\$434,271), supplies and materials (\$166,993), library resources (\$2,100), equipment (\$16,095), facilities (funded through the Allied Health Initiative) (\$26,000), and accreditation (\$23,400).

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.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$343,173	\$0	\$343,173	N/A	\$56,741	\$56,741
Year 2	\$822,607	\$0	\$822,607	\$138,066	\$136,151	\$274,217
Year 3	\$876,858	\$0	\$876,858	\$330,795	\$145,690	\$476,485

These data demonstrate that if Piedmont 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, Piedmont Technical College proposes to offer a new program leading to an Associate in Health Science degree with a major in Physical Therapy Assistant. The program will prepare students in the service area to meet the growing demand for entry-level Physical Therapy Assistants 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 Physical Therapy Assistant at Piedmont Technical College, to be implemented in Fall 2008, provided that no "unique cost" or other special state funding be required or requested, and provided further that prior to implementation of the program the institution terminate the one-plus-one articulation agreement with Greenville Technical College.

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

Summary

Piedmont Technical College requests approval to offer a program leading to the Associate in Health Science degree with a major in Veterinary Technology, to be implemented in Fall 2008.

The proposal was approved by the State Technical College System's Board on January 22, 2008, and submitted to the Commission on February 11, 2008. The proposal was reviewed by the Advisory Committee on Academic Programs on March 20, 2008, and approved unanimously without substantive comment.

According to the proposal, the purpose of the program is to prepare graduates of the associate degree program to complete the licensure requirements for Veterinary Technology, so that they can meet the demands of employers in Piedmont Technical College's service area for this occupation. The institution notes that there is a strong demand for well-prepared veterinary technologists based largely on the growing importance of pets in affluent families. The U.S. Department of Labor Bureau Statistics estimates that the need for veterinary technicians will increase 35% by the year 2014.

The need for the program has been determined by a survey of local veterinarians and a potential major employer at a new facility in Greenwood County. Based upon the institutional survey, in the first three years of the program's operation, approximately 72 full-time positions will be available in the College's service region. In that same three-year period a total of 30 part-time positions are expected to be available. In addition, Newberry College discontinued its Veterinary Technology program in the College's service area. Subsequently, Newberry College approached Piedmont Technical College about assuming responsibility for the program and has provided assistance to the institution to implement it, including equipment and supplies.

Currently, there are only two other programs of this type in the South Carolina Technical College System. The programs are located at Tri-County Technical College in Pendleton and Trident Technical College in Charleston. Both programs have reached the maximum allowable enrollment and are in good

standing for degree productivity. However, the institution reports that neither of the programs can meet the needs of the Piedmont region of the state.

Enrollment in the proposed program is estimated to begin at 24 students (21.6 FTE) in 2008-2009, the first full year of the program, and increase to 38 (51.9 FTE) in 2009-2010, and to 41 (55.3 FTE) in 2010-2011. If enrollment projections are met, the program will meet the current CHE program productivity standards for enrollment.

The Veterinary Technology program will require 72 credit hours of academic coursework. The proposed program is an expansion of the current Veterinary Technology certificate program offered at Piedmont Technical College. All courses listed in the proposed program are currently in the SBTCE Statewide Catalog of Approved Courses and will be added to the college's new catalog.

The proposed program is designed as a terminal degree. The College is open to articulating with Pre-Veterinary programs in the future. The College will seek accreditation through the Committee on Veterinary Technician Education and Activities (CVTEA) of the American Veterinary Medication Association (AVMA) within the first year of the program. The program will also seek approval of the South Carolina Board of Veterinary Medicine since only graduates of an approved program may take the licensure examination.

The total new faculty required for the program will be two (2.0 FTE). The AVMA accreditation criteria require that a Veterinary Technology program have a minimum of one full-time licensed veterinarian and one full-time licensed veterinary technologist. There will be no new administrative or support staff required.

Piedmont Technical College anticipates spending a total of \$2,100 over the first three years to purchase books, serials and audio-visual materials to support this program in Veterinary Technology. The proposal states that library and learning resources services 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.

No new additional physical plant requirements will be needed for this program. The proposed program will be located in a recently renovated space at Newberry County Center, which is a 35,000 square foot building located in the City of Newberry. The Center operates under a cooperative partnership with the county of Newberry in providing access to technology and building facilities for higher education.

No new major equipment purchases are anticipated for the program. The Piedmont Technical College Foundation negotiated the purchase equipment and supplies from Newberry College. New costs for the program are estimated to total \$432,083 for the first three years. The categories for these operational costs include faculty salaries (\$355,483), supplies and materials (\$65,000), library resources (\$2,100), and accreditation (\$9,500).

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.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$409,411	\$0	\$409,411	N/A	\$68,156	\$68,156
Year 2	\$981,577	\$0	\$981,577	\$165,182	\$162,883	\$328,065
Year 3	\$1,045,922	\$0	\$1,045,922	\$395,404	\$173,198	\$568,603

These data demonstrate that if Piedmont 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, Piedmont Technical College proposes to offer a new program leading to an Associate in Health Science degree with a major in Veterinary Technology. The program will prepare graduates to meet the growing demand for well-prepared entry-level veterinary technologists 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 Veterinary Technology at Piedmont Technical College, to be implemented in Fall 2008, provided that no "unique cost" or other special state funding be required or requested.

**Program Proposal
Associate in Industrial Technology
Major in Radiation Protection Technology
Spartanburg Community College**

Summary

Spartanburg Community College requests approval to offer an Associate in Industrial Technology degree with a major in Radiation Protection Technology, to be implemented in Fall 2008. The Associate of Occupational Technology (AOT) with a Major in General Technology, Concentration in Radiation Protection Technology, which the College presently offers, will be simultaneously terminated with the implementation of the proposed program.

The proposal was approved by the State Board for Technical and Comprehensive Education on March 11, 2008. It was received by the Commission on Higher Education on February 15, 2008. The proposal was reviewed without substantive comment and approved unanimously at the meeting of the Advisory Committee on Academic Programs on March 20, 2008.

According to the proposal, the purpose of the program is two-fold: 1) to meet the growing demand for Radiation Protection Technicians in the College's service area and 2) to prepare students to pass the Institute of Nuclear Power Operations (INPO) certification examination and Nuclear Regulatory Commission (RNC) regulated preparatory courses, as well as the on-site task performance evaluations that follow on-the-job training internships.

Because every nuclear power facility in the country by law must operate with a full complement of Radiation Protection Technicians, it is imperative that a program be available so students can access it in South Carolina. Seven licensed commercial light water pressurized reactors exist in South Carolina.

According to the proposal, in the near future the industry is facing a critical shortage of workers. In the next five years, 27% of all personnel in the industry will be eligible for retirement. By the year 2015, 70% of the current Radiation Protection Technology employees in the nuclear industry will be eligible to retire. Because of the anticipated position openings in this occupational sector, the institution reports that opportunities for employment in the field will be excellent to meet what Duke Energy has described as a "desperate" situation in the industry. Over the next three years, the College's regional needs survey showed that employers estimate a need for 86 full-time Radiation Protection positions for Radiation Protection Technology graduates and for 110

part-time positions in the College's service area. Duke Energy has issued an unsolicited statement specifying that graduates of this program will receive preference in hiring for all Radiation Protection Technician positions in the College's region.

Spartanburg Community College is the first of the technical colleges to seek approval to offer this type of program in South Carolina. The program is considered to have unique value as a terminal degree designed solely to meet the needs of the nuclear power industry. For both these reasons, the institution has not sought, and will not seek, any articulation agreement with a four-year public in-state institution for the Associate in Industrial Technology in Radiation Protection Technology.

The curriculum for the proposed program in Radiation Protection Technology will consist of a total of 72 credit hours. The program is designed to be completed over a five semester period. The first academic year of the program will be devoted to general education coursework solely. The remaining three semesters of the program will be devoted entirely to nuclear-industrial didactic coursework and internships.

This program has been developed to meet the needs of Duke Energy, because it operates nuclear facilities in North and South Carolina serving the Spartanburg region. A Memorandum of Understanding concerning the respective responsibilities of the two parties has been signed by the College and Duke Energy and is currently in effect as a matter of best practices. The proposal itself makes clear that the institution retains final oversight on all coursework germane to the program of study.

The program will require a total of four (3.75 FTE) faculty members in each of the first three years of the program's implementation. All of these faculty members will be full-time Duke Energy employees who will teach in the program as adjuncts. Total costs for these faculty to be paid by Duke Energy have been estimated by the institution at \$538,820 for each of the first three years of the program's implementation.

The proposal states that the college anticipates the program will enroll 20 new students (22.9 F.T.E) in the first year, rising to 24 (28 F.T.E.) in both the second and third years of the program's implementation. At the conclusion of the second year of implementation, 20 students are anticipated to graduate per year. If the student enrollment and graduation rates are realized, the program will meet the Commission's program productivity requirements. Admission to the program will be academically selective. Students will be required to have higher levels of the COMPASS/ASSET scores and to have completed certain mathematics courses with at least a 2.5 average.

A large working area on the Central Campus of the Spartanburg Community College has been re-fitted for the program so that a radiation-free power facility loop is available to simulate an operational area with radiation at a Duke Energy facility. The cost of this refitting is \$900,000, which has been borne by Duke Energy. Financial

resources listed in the proposal for this program include none of the additional revenues to be provided by Duke Energy in support of the program. However, a memorandum from the institution on March 25, 2008, outlines all these additional revenues associated with the program and is discussed below.

Each student must complete two on-the-job internships of 240 clock hours each in the second year of the program of study. These on-the-job internships will be offered in Duke Energy facilities and the cost of them will be borne by Duke Energy. The institutional memorandum of March 25, 2008, has stated that the total cost for the internships is estimated at \$231,646 per year and will be paid for by Duke Energy.

The proposal states that library and learning resource services are available to students of the program. These resources are often in the form of online periodical databases containing thousands of articles or portions of reference books in full text are available to students. Many of these online databases are available solely through PASCAL with its specialized, cutting edge collections of online scientific journals. In addition, the fact that the second year students in the program will be potentially stationed for internships in two other technical colleges' service territories makes the availability of reciprocal borrowing privileges through PASCAL and "PASCAL Delivers" (i.e., the PASCAL service of all lendable library materials in the state within 48 hours to any public or private college student) very important to the students' academic success.

The proposal identifies a three-tiered process of accreditation as a requirement for the program. The cost for this accreditation process will be borne by Duke Energy and has been figured as a part of a total estimated cost for administration and supplies for the program, as discussed below.

As shown in the program proposal's table of costs, total costs for the operation of the program for the first three years are estimated at \$51,900. These costs are found in the following categories: supplies/materials (\$26,000); library resources (\$7,500); equipment (\$10,000); travel (\$6,000).

Also, according to the memorandum of March 24, 2008, Duke Energy will provide a total of \$1,120,000 per year for the first three years of the program's operations. During each of the first three years of the program's implementation, these additional revenues will cover costs of \$538,820 for all programmatic faculty salaries, \$231,646 for all student internship costs; and the remainder (\$349,534) for costs for campus-based equipment (e.g., the energy loop), accreditation processes, IT computer set-ups, and software purchases.

Shown below are the estimated projections of new costs to the institution which are associated with implementation of the proposed program for its first three years as

compared with the estimated revenues projected under the Mission Resource Requirement and the Resource Allocation Plan. These figures exclude all costs to be covered by Duke Energy directly, as explained above.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$434,013		\$34,013	N/A	\$90,289	\$90,289
Year 2	\$529,000		\$529,000	\$173,796	\$110,470	\$284,267
Year 3	\$529,000		\$529,000	\$212,359	\$110,470	\$322,830

These data demonstrate that if Spartanburg Community 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 through the MRR and tuition by the third year of its implementation. However, when the additional annual revenues of \$1,120,000 from Duke Energy for the program are factored into the funding equation, the program proposal appears to be able to be implemented with quality in a fiscally sound manner.

In summary, the proposed new program proposal is critically needed and will be a unique offering among all institutions in South Carolina. Because the program is conceived as a terminal program exclusively, the institution will seek no articulation agreement with any institution in the state for this program. The costs of the program will be borne as a public/private partnership with Duke Energy as the private partner. The institution and Duke Energy have in effect a signed Memorandum of Understanding which provides a framework for the parties to supply the necessary resources and to establish areas of responsibility for implementation of the program with quality and effectiveness.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the program leading to the Associate in Industrial Technology degree with a Major in Radiation Protection Technology at Spartanburg Community College, to be implemented in Fall 2008, provided that no "unique cost" or special state funding be required or requested, and provided that the Associate in Occupational Technology degree with a Major in General Technology, Concentration in Radiation Protection Technology be simultaneously terminated with the implementation of the A.I.T. in Radiation Protection Technology.

**Program Proposal
Associate in Health Science
Major in Occupational Therapy Assistant
Horry-Georgetown Technical College
Grand Strand Campus**

Summary

Horry-Georgetown Technical College requests approval to offer an Associate in Health Science degree with a major in Occupational Therapy Assistant (OTA), to be implemented in Fall 2008 at the Grand Strand campus of the College.

The proposal was approved by the State Technical College Board on January 22, 2008. It was received at the Commission on January 30, 2008. The proposal was reviewed without substantive comment by the Advisory Committee on Academic Programs on March 20, 2008, and was approved unanimously.

The purpose of the program is to address the growing need for persons with skills in the field of occupational therapy prepared to work as licensed Occupational Therapist Assistants under the direction of licensed Occupational Therapists. The program will focus on providing care in two distinctly different areas: 1) geriatrics and rehabilitation from strokes/heart attacks and 2) developmental disabilities in youth.

The institution reports that the role of Occupational Therapist Assistant is listed among the occupations which are and will continue to be in greatest demand both in the state and in the country in the next several decades. The United States Department of Labor estimates that demand for graduates of the Occupational Therapy Assistant programs will grow by 34 % in the country as a whole and by 31% in South Carolina in the decade between 2004 and 2014. Because the Grand Strand area is so attractive to the retired population in the country, the demand for the Occupational Therapy Assistant role can be expected to be even higher in the College's service area than in the state as a whole. *Money Magazine* has cited the role of Occupational Therapy Assistant as one of the top ten fastest growing occupations in the country.

Horry-Georgetown Technical College seeks to become the third technical college in South Carolina to offer the A.H.S. in Occupational Therapy Assistant. The other two institutions offering the program are Greenville Technical College in Greenville and Trident Technical College in Charleston. The program at Greenville Technical College has been ranked "good" in productivity for the entire time it has been implemented. Although the program at Trident Technical College has been listed as on "probation" for

several years owing to low productivity, it has had excellent placement rates for its graduates.

The proposed program must be accredited by the Accreditation Council on Occupational Therapy Education (ACOTE) and must also receive approval from the South Carolina Board of Occupational Therapy Examiners. A student graduating from a program of study accredited by ACOTE is permitted to sit for the examination to become eligible for licensure as a certified Occupational Therapist Assistant by the South Carolina Board of Occupational Therapy Examiners. The institution will initiate the accreditation process prior to the program's implementation and anticipates that ACOTE accreditation will be received prior to the first class' graduation from the program.

The institution has a strong, established record of conducting successful health care programs of study. The proposal states that the OTA program will enhance and complement the four established associate degree allied health programs already implemented and a new one (i.e., the A.H.S. in Physical Therapy Assistant) which will begin in Fall 2008. The College administration has confirmed that although the A.H.S. in OTA is designed as a "terminal degree," the College is working to establish an articulation agreement of the OTA program with Coastal Carolina University's program leading to the Bachelor of Science degree in Interdisciplinary Studies.

The curriculum for the proposed program will be 73 credit hours. All courses in the program are already included in the State Technical College System's Catalogue of Approved Courses, but all 15 of the professional courses in the OTA program of study will be new to the College's catalogue.

The program will require the hiring of two faculty members (2 FTE). There are currently no faculty members teaching at the College in this field.

The proposal states that the College anticipates that the program will enroll 24 new students (31.8 F.T.E) in the first year, rising to 42 (50.4 F.T.E.) in the second and third years of the program's implementation. If the estimated student enrollments are met, the program will meet the statewide program productivity requirements.

The College is in the process currently of renovating the Robert E. Speir building on the Grand Strand Campus. The Campus had formerly been the U.S. Air Force's Myrtle Beach base and the Speir Building had been the military hospital. The purpose of this renovation project is to accommodate at that site all the College's nursing and allied health programs of study, including the proposed new program. Although the proposal contains no cost figure for the redesign work at this facility for the program, College administrators have estimated that total costs for the redesign of the Robert E. Speir Building will be \$9.6 million, of which a total of \$248,000 are attributable to the Associate in Health Science degree in Occupational Therapy Assistant. No new physical

plant requirements will be needed for the implementation of this program beyond the redesigned building. However, significant new equipment will need to be purchased for the Occupational Therapy Assistant program. This equipment will total approximately \$44,375 for the first three years of the implementation of the program.

The proposal states that library and learning resource services are currently able to provide a variety of materials for this program because of the electronic databases to which the program's students will gravitate. Many of these databases are made available solely through the Partnership Among South Carolina Academic Libraries (PASCAL.) In addition, the program will require an increase of \$2,750 for the library for the first year, \$2,450 for the second year, and \$1,650 for the third year of the program's implementation.

Professional accreditation for this program is required to be eligible to sit for the licensure examination, which itself is prerequisite to becoming a licensed, certified Occupational Therapy Assistant in South Carolina. The Accreditation Council for Occupational Therapy Education (ACOTE) will conduct this specialized, national professional accreditation of the program. A total of \$11,550 has been budgeted for the accreditation process in the first three years of the program.

New costs of all types for the new program (exclusive of the building costs mentioned above) will occur in five different categories, including \$402,678 for faculty salaries; \$16,000 for supplies and materials; \$6,850 for library acquisitions; \$44,375 for equipment; and \$11,550 for accreditation processes. These costs total \$481,453 in the first three years of the program, exclusive of a proportion of costs for the building redesign being assigned to the proposed program.

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 revenues projected under the MRR and the Resource Allocation Plan as well as student tuition.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$601,815		\$601,815	N/A	\$104,065	\$104,065
Year 2	\$953,820		\$953,829	\$231,091	\$164,866	\$395,957
Year 3	\$953,820		\$953,829	\$366,420	\$164,866	\$531,286

These data demonstrate that if Horry-Georgetown 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. In addition, the figures presented here do not include the estimated costs of redesign of the Grand Strand Campus facility attributable to this proposed program. The addition of these costs would widen further the difference between costs and revenues. Nevertheless, the College is committed to offering the programs and has indicated it has the revenue available to implement it with quality.

In summary, the proposal demonstrates that there is a growing need in the College's service area and throughout the state for the proposed new program. The College has a newly redesigned, state-of-the-art facility in which the program can reside for on-campus learning experiences. The College has a long history of success in the marketing of and student learning outcomes in allied health programs and is committed to offering the program with adequate resources.

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 Occupational Therapy Assistant at the Grand Strand campus of Horry-

Georgetown Technical College, to be implemented in Fall 2008, provided that no "unique cost" or other special state funding be required or requested.

New Program Proposal

Secondary Education "Cognate Major":

Secondary Education and Mathematics

Secondary Education and English

Secondary Education and Biology

Secondary Education and Chemistry

Secondary Education and Physics

Secondary Education and Social Sciences (History, Political Science, Sociology)

College of Charleston

Summary

The College of Charleston requests approval to offer a program leading to the Bachelor of Science degree in Secondary Education as a "Cognate Major" to be implemented in Fall 2008. A "cognate major," according to the College, is a major which cannot stand alone; it must be selected as a second major in conjunction with a major in one of the teaching disciplines.

The proposal was submitted to the Commission on November 8, 2007. It was approved by the College of Charleston's Board of Trustees on January 11, 2008. The proposal was reviewed by the Advisory Committee on Academic Programs without substantive comment, and approved unanimously on January 17, 2008.

According to the proposal, the purpose is to offer a major in Secondary Education that must be taken in conjunction with a second major in the content areas of Biology, Chemistry, English, Physics, Mathematics, and Social Sciences (History, Political Science, and Sociology). The College of Charleston already currently offers the identical secondary education program as a "minor" or "concentration" and now requests approval to call the program a "major" given the required number of credits (33).

The need for the program, according to the proposal, is based on student demand for a "dual major" in Secondary Education (along with a content area major) as a precondition for going into the field of secondary education. According to the proposal, the content major plus the secondary education "cognate major" will both give the teacher education candidates full recognition of their extensive credit hours in both majors and, by so doing, will result in a large increase over time in the College's number of secondary education graduates. This proposal represents in essence a

change in titling for better marketing of what has been offered for many years. At the time of the Advisory Committee meeting on January 17, 2008, the representative from College of Charleston responded to staff questions affirming that this change of titling will result in significantly more persons willing to enter the profession of secondary education within the next five years.

According to the proposal, there is a trend for secondary education teachers to earn a double major in both the content and secondary education. The proposal cites James Madison University (Virginia – public), University of Georgia (Georgia – public), University of South Florida (Florida – public), Keene State College (New Hampshire – public) and Bethel University (Minnesota – private) as institutions with similar populations to the College of Charleston that have implemented a “double major” in secondary education and the content area. Staff efforts to communicate with representatives from the cited institutions indicate only two institutions (i.e., Keene State College and University of Georgia) are awarding a double major in both the content areas and secondary education.

Students at James Madison University cannot graduate with an undergraduate degree in education. They must major in the content area with a minor in Pre-Professional Studies in Education and then complete a MAT in Secondary Education. The University of South Florida has an undergraduate degree program in secondary education with concentrations in the content area. Bethel University has degree programs in math education, English education, science education and social studies education.

Representatives from Keene State College confirmed that student enrollment has increased in English, social studies and mathematics since the implementation of a double major in both content and education but have also affirmed that enrollment remains low in science and education. Thus, staff could not confirm that a “trend” toward a double major exists as the proposal asserts although clearly the “best practice” thinking of the moment as embedded in No Child Left Behind (NCLB) and other reports calls for a “major in the discipline.”

The curriculum of the proposed major consists of a minimum of 33 credit hours of coursework in education, 33-39 credit hours in the content major, and 59 hours in the liberal arts core curriculum for a total of 125–131 total credits. The minimum number of credits required for degree completion will vary according to the discipline. No new courses will be added to the catalog of the institution.

Similar secondary education programs in public institutions are found in five institutions (Lander University, Francis Marion University, Winthrop University, The Citadel, and South Carolina State University) that currently offer a degree program in the content area with concentrations in secondary education. Three institutions (USC-

Aiken, USC-Upstate, and Clemson University) offer degrees in secondary education with concentrations in the content area. Likewise, similar programs are also offered in sixteen of South Carolina's independent institutions. In addition, a Masters of Arts in Teaching degree in Secondary Education is offered at USC-Columbia (MAT, MT) and Coastal Carolina. According to the proposal, the College has been informed by the Dean of Education at The Citadel that The Citadel has an interest in developing additional programs leading to teacher licensure in secondary education but supports this proposal from the College of Charleston. However, none of these institutions confer a double major as far as staff can determine.

Enrollment in the proposed dual major program is estimated to begin at five headcount students (5 FTE) in Fall 2008 and increase by one student in Fall 2009 and by four students each subsequent fall with a total of ten headcount students (10 FTE) in the fall and ten headcount students (10 FTE) in the spring for a total of 20 students (20 FTE) by the fifth year of the program. If the enrollment projections are met, the program will meet the current CHE program productivity standards.

The School of Education currently has 10 faculty (2.5 FTE) with expertise in secondary education who will serve the new major. No new faculty or staff members will be needed for the proposed program since the only change in the entire program is to treat it as a "major" as opposed to a "minor" or "concentration."

The School of Education is currently accredited by the National Council for Accreditation of Teacher Education (NCATE). In order to maintain this accreditation, national recognition must also be maintained for math by the National Council of Teachers of Mathematics (NCTM); for English by the National Council for Teachers of English (NCTE); for biology, chemistry, and physics by the National Science Teachers Association (NSTA) and for Social Sciences (History, Political Science, and Sociology) by the National Council for Social Studies (NCSS). Additionally, the secondary education major will have to demonstrate to State Department of Education officials discipline-specific objectives as articulated in the South Carolina Curriculum Standards and South Carolina's ADEPT program. All students completing the new "major," as for the secondary education cognate program, must be certified by the South Carolina State Department of Education, pass the appropriate Praxis II examinations, and undergo an FBI fingerprint review.

The College of Charleston has an articulation agreement with all the South Carolina technical colleges on transfer credits. Based upon those courses and the College of Charleston's advisement for degree completion in the various content area majors with secondary certification (which will become a second major with no changes in curricula), all students will be able to transfer a maximum of 60 credits having earned a minimum GPA of C+ (a certification requirement) on these credits which will count toward their degree. The College works regularly with Trident

Technical College advisors where most of their two-year college transfer students attend. All these courses, some of which are content specific, are posted on the College of Charleston website at: <http://www.cofc.edu/~advising/degrewksht.htm> for use by all students, faculty, advisors, and the general public.

No additional physical plant or equipment requirements exist for the proposed program within the first five years of implementation. The Addlestone Library resources that currently exist are adequate for the proposed major.

There are no new costs associated with changing from the secondary "concentration" to the secondary education "cognate major" other than increased new enrollments which are projected in the table below. No "unique cost" or other special state appropriations will be required or requested.

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

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$38,486	\$0	\$38,486	N/A	\$41,463	\$41,463
Year 2	\$41,785	\$0	\$41,785	\$19,916	\$44,892	\$64,808
Year 3	\$54,980	\$0	\$54,980	\$21,669	\$58,607	\$80,277
Year 4	\$54,980	\$0	\$54,980	\$28,683	\$58,607	\$87,290
Year 5	\$54,980	\$0	\$54,980	\$28,683	\$58,607	\$87,290

These data demonstrate that if the College of Charleston 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 the first year of its implementation.

Staff hopes that the College of Charleston's belief is correct in that moving to a "dual major" in both the content area and secondary education will result in an increase of secondary education majors in mathematics, science, social studies, and English. However, there is a concern that requiring the equivalent of a second major, – whether it is called a major or minor – at the College of Charleston and elsewhere, as is common practice, may be inhibiting the production of secondary education teachers.

There are two alternative routes to certification available to individuals who want to teach secondary education content in South Carolina: The Program of Alternative Certification for Educators (PACE) and the recently approved American Board for the Certification of Teacher Excellence (ABCTE). The PACE program requires a Bachelor's degree in the content area and ABCTE requires a Bachelor's degree. Both require fewer additional credits prior to entry into the classroom. Recent data from the Center for Education Recruitment, Retention and Advancement (CERRA) shows an increase in the number of teachers hired in the PACE program for middle and secondary education from 341 in 2003 to 599 in 2007. Of the 599 PACE teachers hired in 2007, 324 of these teachers were in the core content areas of mathematics, science, social studies, and English in the middle and high schools. It appears that while many secondary programs are producing fewer graduates, the PACE program is attracting growing numbers. If traditional secondary programs are to compete with alternative certification programs, some innovative redesign around standards rather than courses may be an idea whose time has come.

In summary, the College of Charleston proposes to offer a program leading to the Bachelor of Science degree in Secondary Education with a double major required in already existing programs in Biology, Chemistry, English, Physics, Mathematics, or Social Sciences (History, Political Science, and Sociology). The College of Charleston currently offers the identical program in Secondary Education with the identical semester hours as a "minor" or "concentration" and requests approval to call the program a "major" given the required number of credits (33). Whether this "double major" strategy, which is the first of its kind in South Carolina, is successful in increasing the number of graduates will be of great interest to other secondary education programs and policy makers.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the program leading to the Bachelor of Science degree in Secondary Education as a "cognate major," which will require a double major in Biology, Chemistry, English, Physics, Mathematics, or in one of the Social Sciences (History, Political Science, and Sociology) at College of Charleston, to be implemented in Fall 2008, provided that no "unique cost" or other special state funding be required or

requested and provided further that the current "concentrations" in teacher education under each of the above content majors be deleted by Fall 2008.

**Program Proposal
Bachelor of Arts/Bachelor of Science
Major in Public Health
USC-Columbia**

Summary

USC-Columbia requests approval to offer a program leading either to the Bachelor of Arts or Bachelor of Science degree in Public Health to be implemented in Fall 2008.

The proposal was approved by the USC-Columbia Board of Trustees at its meeting in December 2007. It was received at the Commission on Higher Education on February 11, 2008. The proposals was discussed and approved unanimously at the Advisory Committee on Academic Programs on March 20, 2008, with no substantive comment.

According to the proposal, the purpose of the program is to provide an undergraduate education with a general understanding of public health history, competencies, and issues; to require a broad liberal education with exposure to many disciplines in order to develop intellectual and civic capabilities; to instill a strong sense of values and ethics; and to develop the capacity to acquire new knowledge and abilities. The need for the program is related both to a growing national shortage of the labor force with understanding of public health and an acute shortage of persons in the state governmental workforce with this set of skills and knowledge bases. According to the proposal, a 1999 study done solely in South Carolina found that only 3.6% of the South Carolina Department of Health and Environmental Control (DHEC) workforce was academically prepared in public health, whereas a Center for Disease Control study done in 2001 estimated that 20% of such governmental workforces nation-wide had academic preparation in public health. State budget cuts in recent years and a relatively large proportion of state employees who are nearing retirement age exacerbate this need for more persons with public health backgrounds.

The program's two variants—i.e., the Bachelor of Arts and the Bachelor of Science—have been developed in order to appeal to two different potential clienteles. The B.A. track is anticipated to be especially interesting to students considering careers in law or the social sciences, whereas the B.S. track has been developed to attract students who are considering careers in public health, medicine, and the natural sciences. According to the proposal and comments from University officials at the Advisory Committee on Academic Programs meeting of March 20, 2008, students graduating in either degree track will be prepared also to enter directly into the workforce in state and

federal agencies and nongovernmental businesses and agencies which deal with public health.

The program will be only the third undergraduate program in a public health field to be offered in the state, as well as the state's only generalist degree program in this field. Two public health programs at the undergraduate level already exist in the state, but neither of these is a generalist program. These two are Clemson's B.S. degree program in Health Science, and Benedict's B.S. in Public Health. Clemson's program has three tracks, none of which is generalist in its orientation. Benedict's program is offered by that institution's Department of Health, Physical Education, and Recreation and has a specific emphasis on the African-American population.

According to the proposal, currently, there are only two institutions in the United States with accredited schools of public health which offer *generalist* undergraduate programs in Public Health. These are the University of California at Berkeley and George Washington University. USC-Columbia's program would be the third.

Only one new course--an undergraduate offering in epidemiology--will be necessary to add to the catalog of the institution in order to implement the program. The curriculum for the proposed program will consist of 120 credit hours in either the B.A. or B.S. degree option. However, the configuration of course credits in number and type within the 120 hours will differ considerably for the two tracks. While both tracks will require the same 36 credit hours of coursework for the professional courses in Public Health, they will require different types and numbers of courses in the General Education component (40-41 credits for the B.A. and 62 for the B.S.) Likewise, the "selectives" (i.e., a category for student choice in certain general education courses of 30 credit hours worth of coursework in the social sciences and humanities for the B.A. and of 19 credit hours worth of coursework in the natural and social sciences for the B.S.) will be different in all but a few cases.

No additional faculty in the first five years of the program's implementation are required to offer the undergraduate program, according to the proposal, unless faculty retirements or resignations occur which would entail replacements. One (.5 FTE) administrator and two (.5 FTE) support staff will be added during the first five years of the program.

Enrollment in the new program is estimated at 18 (22.2 FTE) in the first year, rising to 66 (71.8 FTE) in the second year; 120 (137 FTE) in the third year; 174 (197.2 FTE) in the fourth year; and 256 (278.4 FTE) in the fifth year. If the student enrollment is realized, the program will meet CHE's program productivity requirements.

No additional classrooms are needed for the implementation of the new program during its first five years of implementation. No new physical plant requirements are

needed, albeit an administrative suite in the new Arnold School for Public Health will need to be fitted to the program's needs. Standard administrative equipment for the program's administration will be ordered.

At the current time, accreditation of public health programs is done only at the graduate degree level through the Council of Education in Public Health. The institution anticipates applying for accreditation at a time when standards for undergraduate program accreditation are developed. This event is likely to occur within the next five years. The curricula of these two undergraduate program proposal tracks are aligned with undergraduate Public Health program expectations as recommended by the Association of Schools of Public Health.

The institution states that library and learning resource services are available to students in online periodical databases containing thousands of articles or portions of reference books in full text. Many of these databases are made available through PASCAL. With over 3,500,000 volumes, the Thomas Cooper Library has achieved the 50th ranking among all research libraries in North America, according to the most recent preliminary rankings of the Association of Research Libraries. The core public health collection contains over 6,000 titles and swells to over 30,000 titles with related health sciences areas added to it. In addition, the U.S. Government publications collection, the School of Medicine Library, and significant portions of the social sciences collections will support the B.A. and B.S. in Public Health programs. Given the rich trove of library materials available already to support the B.A. and B.S. in Public Health, no additional funds for library acquisitions are contemplated by the institution in the first five years of implementation.

New costs associated with the implementation of these two program options are estimated to begin at \$62,000 in the first year and rise to \$64,500 in the second; \$122,500 in the third; \$125,000 in the fourth; and \$127,500 in the fifth year. Costs will be attributable to program administration (\$360,000); clerical support (\$80,000); supplies and materials (\$50,000); and equipment (\$11,500). Total costs for the first five years for implementation of the B.A. and B.S. programs in Public Health over the first five years are estimated at \$501,500.

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

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$269,441	\$0	\$269,441	N/A	\$219,825	\$219,825
Year 2	\$932,122	\$0	\$932,122	\$135,712	\$759,218	\$894,930
Year 3	\$1,662,769	\$0	\$1,662,769	\$469,838	\$1,353,321	\$1,823,159
Year 4	\$2,393,416	\$0	\$2,393,416	\$838,403	\$1,948,752	\$2,787,155
Year 5	\$3,378,941	\$0	\$3,378,941	\$1,206,600	\$2,750,007	\$3,956,607

These data demonstrate that if USC-Columbia 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 by year three of its implementation

In conclusion, the proposed new program will be the only generalist undergraduate program in public health in the state and one of only three generalist programs among accredited institutions in the United States with schools of public health. The program will allow the state to grow its supply of educated professionals with a public health understanding, to enter into the world of work directly in public health-related businesses and agencies, to pursue graduate study either in the social sciences, natural sciences, or law, or to continue graduate professional studies in public health. The changes in demography in the country will demand more people with a public health background, including replacements for the many public health professionals who will be retiring in the near term.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the program leading to the Bachelor of Arts degree or the

Bachelor of Science degree in Public Health at USC-Columbia, to be implemented in Fall 2008, provided that no "unique cost" or other special state funding be required or requested.

**New Program Proposal
B.S. in Music Industry
Francis Marion University**

Summary

Francis Marion University requests approval to offer a program leading to the Bachelor of Science in Music Industry, to be implemented in Fall 2008.

The proposal for this program was approved by Francis Marion's Board of Trustees on November 9, 2007, and submitted to the Commission on Higher Education for review on February 14, 2008. The proposal was reviewed at the meeting of the Advisory Council on Academic Programs on March 20, 2008, and was approved unanimously without substantive comment.

The purpose of this program is to prepare students for employment opportunities in the highly diverse field of music industry, including music publishing; marketing and management; product manufacturing and sales; and recording, production, and broadcast. Because of the emergence of new technologies, long-standing production and distribution models for music-related products and services are changing dramatically. The proposed baccalaureate degree in Music Industry will prepare students for this new and dynamic environment. The degree will also provide an academic foundation for students to pursue additional or advanced degrees in traditional courses of study such as music performance, composition, and education.

According to the proposal, the need for this program is evidenced by the many Francis Marion University students who have expressed a desire to major in a music degree as some have done at institutions inside and outside South Carolina. According to the proposal, of 46 music minor students surveyed, 60% (27) indicated they would have enrolled in a music major program had it been offered. Of 556 arts appreciation students surveyed, 5% (27) indicated they would stay at Francis Marion University if a music major were available; and 17% (94) responded that they knew someone who would pursue a music degree at Francis Marion University if it were available.

In addition to students who expressed a desire for the proposed program, according to the proposal, interviews with public school music coordinators and instructors from the Pee Dee region revealed a strong desire for a music degree at Francis Marion University. Anecdotally, these individuals reported that 10-20 high school area graduates leave the area annually to study in programs with a

music major at other universities because of the lack of locally available programs. Furthermore, this year, there are five students in the University's wind symphony band who have been invited to perform in the South Carolina Collegiate Honors Band. These five students represent 28% of the wind symphony band, which is significant, given that the University has no program for music majors.

Five public and 16 private institutions in South Carolina offer music majors based on the traditional conservatory model for performance and composition. The proposal notes that several institutions also provide degrees in music education; however, the only program requiring similar courses is a Bachelor of Arts in Music with an emphasis in Music Industry at South Carolina State University. The proposal also notes that although certain programs offer music commerce and recording-related coursework, there is no comprehensive Music Industry program available in the Pee Dee region and no Bachelor of Science program in Music Industry at any of the state's institutions. The proposal states that this Music Industry program will prepare students to participate in the new and dynamic environment for music-related products and services, which suggests that this degree will prepare students for contemporary employment opportunities.

Projected enrollment for the proposed program is 12 students in the first year, increasing to 19 in the second, 28 in the third, 30 in the fourth, and 35 in the fifth year. Approximately seven to ten graduates per year are anticipated within three years. If estimated enrollments and graduates are achieved as stated, the program will meet the Commission on Higher Education's program productivity requirements.

The curriculum of the proposed program will consist of a minimum of 122 semester hours, including 51 hours in general education requirements; 53 hours in major requirements; and an 18 hour minor field of study approved by a faculty advisor. A business minor is recommended for this program. A music industry internship and seminar, designed as a culminating experience, are included in the proposed curriculum.

Fifteen new courses will be added to the University catalogue. These include courses in piano; music technology; sound recording and reinforcement; music commerce; music history; advanced music theory; aural skills; and conducting and ensemble management. The proposed program was reviewed by representatives from both Appalachian State's College of Music and the Berklee College of Music in Boston, Massachusetts, whose respective programs are recognized as models by the National Association of Schools of Music (NASM) and serve as resources for new music programs.

Francis Marion University will pursue National Association of Schools of Music accreditation for the Bachelor of Science in Music Industry at the earliest allowable time after receiving program approval from the South Carolina Commission on Higher Education. Because the National Association of Schools of Music requires that any new program complete a cycle of its program to graduate students, the earliest the University could submit an accreditation application would be the 2012-13 academic year.

According to the proposal, Francis Marion University will collaborate with other institutions and programs, including the University's potential sharing of faculty members with Coker College, a private institution. In response to a staff inquiry regarding articulation, a University official has confirmed that the institution has completed a draft articulation agreement to establish a Bridge Partnership Program between Francis Marion and Florence-Darlington Technical College to promote baccalaureate degree completion at Francis Marion University. This partnership program will include provisions for articulating into the proposed Music Industry degree with minimal loss of credit as this agreement is designed to assure that students who complete one year at Florence-Darlington Technical College and meet the GPA requirements will be able to transfer at least 22 credit hours of general education and related coursework toward the Music Industry degree at Francis Marion University. The Bridge Partnership Program agreement also sets up parallel advising between Florence-Darlington Technical College and Francis Marion University personnel to assist students who are interested in the Music Industry program of study to choose coursework which will count toward the degree in Music Industry beyond the 22 credit hours already specified.

Faculty for the proposed program will be drawn from the existing minor program of study in Music. The program will require five full-time faculty members (5 FTE). Currently, three full-time faculty members (3 FTE) are on staff. Two new faculty members (2 FTE) will be recruited in the first and second years of the program's operation, so that in the first year, there will be four full-time faculty members (4 FTE) and in the second year, there will be five full-time faculty members (5 FTE) for the program.

The proposal indicates that the current facilities used by the music minor program in the Department of Fine Arts will continue to be used for the major in Music Industry and that these facilities are adequate for the initial instructional, rehearsal and performance needs of the Music Industry degree. In addition, Francis Marion University is planning to build a new Performing Arts Center. The estimated completion date for this facility is Spring 2010. The new facility will house the additional institutional, rehearsal, and performance spaces necessary for the proposed Music Industry degree. The building will also include a music technology laboratory classroom, a keyboard laboratory, and faculty offices, all of

which will be part of the Music Industry program of study. Thirty-two and a half million dollars in funding for this facility has already been arranged or is expected. This total includes a private gift from the Bruce and Lee Foundation (\$15 million), funds appropriated from the South Carolina General Assembly (\$11 million), funds from the City of Florence (\$3 million), and funds from local and regional organizations and various private arts groups.¹

According to the proposal, Francis Marion University's Rogers Library and Cauthen Educational Media Center contain adequate resources for the program leading to a degree in Music Industry. Despite this claim of adequate resources, the proposal states that the program will require an additional \$2,500 for library resources. The proposal lists several collections which will be useful for the program and mentions that Rogers Library is a member of the Digital Information for South Carolina (DISCUS), Southeastern Library Network (SOLINET), the Carolinas Consortium, and Partnerships Among South Carolina Academic Libraries (PASCAL). The proposal also notes that since the proposed program is not a research-based program, library resource requirements will be relatively modest.

New costs for the program are estimated to begin at \$51,500 the first year and include faculty salaries (\$45,000); library resources (\$500) and Equipment/Software (\$6,000). Estimated new costs increase to \$162,165 the second year, decrease to \$96,557 the third year, then increase to \$103,591 the fourth year and \$107,368 the fifth year. The total estimated new costs for the program for its first five years will total \$521,293.

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

¹ Included in this total of \$32.5 million is \$2.5 million from the Institution's Capital/Maintenance Reserve Fund, part of which comes from tuition and fees. Source: Commission on Higher Education's Division of Finance, Facilities and MIS, March 21, 2008.

Year	Estimated MRR Cost for Proposed Program	Extraordinary ² (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$72,215	\$0	\$72,215	N/A	\$35,870	\$35,870
Year 2	\$72,215	\$0	\$72,215	\$54,209	\$35,870	\$90,079
Year 3	\$101,101	\$0	\$101,101	\$54,209	\$49,946	\$104,155
Year 4	\$101,101	\$0	\$101,101	\$76,139	\$49,946	\$126,085
Year 5	\$144,430	\$0	\$144,430	\$76,139	\$71,741	\$147,880

If student enrollments meet the projected levels contemplated in the proposal, the revenues for this program will surpass costs in the third year of the program's implementation and thereafter.

In summary, the proposed program leading to the Bachelor of Science in Music Industry will prepare students for employment in the music industry. The program will focus on the entire industry, not just the traditional conservatory model for performance and composition. This focus is particularly significant given the recent changes in the field due to new technologies. Furthermore, such a program is needed in the region due to the lack of locally available music programs.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission the program leading to the Bachelor of Science degree in Music Industry at Francis Marion University, to be implemented in Fall 2008, provided that no "unique cost" or other special state funding be required or requested, and provided that a signed articulation

² The proposal states that the program will be housed in the Performing Arts Center, which will cost \$32.5 million to construct, \$11 million of which is expected to come from the General Assembly. However, these amounts are not reflected in the total program costs. If the costs of the Performing Arts Center were added to the program costs, the total institutional costs would be considerably higher than what is stated in the proposal.

agreement with Florence-Darlington Technical College specifying the number of courses and credit hours which will be transferable toward the degree at Francis Marion University be submitted to the Commission as soon as it is finalized.

**New Program Proposal
Bachelor of Science in Athletic Training
Winthrop University**

Summary

Winthrop University requests approval to offer a program leading to the Bachelor of Science in Athletic Training, to be implemented in Fall 2008. Upon approval of this program, an existing concentration in Athletic Training in the Physical Education program will immediately be terminated.

The program was approved by the Winthrop Board of Trustees on February 22, 2008, and submitted to the Commission for review on February 29, 2008. The proposal was reviewed by the Advisory Committee for Academic Programs (ACAP) on March 20, 2008, and was approved unanimously without substantive comment.

Winthrop University currently offers an accredited Concentration in Athletic Training through the existing Bachelor of Science in Physical Education program. The accrediting agency, the Commission on Accreditation in Athletic Training Education (CAATE), now requires that accredited Athletic Training programs be majors rather than concentrations. The proposal states that the request for the proposed program is in part to meet this accreditation requirement. In addition, however, the proposal states that, independent of any professional accreditation requirement, there is a need and demand for a degree program in athletic training. In order to practice as an athletic trainer, an individual must pass a professional certification examination. According to the proposal, the *Occupational Outlook Handbook* states that employment in the field of athletic training will increase 24% in the next decade. Graduates are in demand in a variety of high school and college sports programs, industrial settings, sports medicine clinics, the military, fitness and recreational settings. The purpose of the program is to prepare students for employment and for continued study in graduate programs.

Six institutions in the state besides Winthrop currently have accredited undergraduate programs in athletic training. Of these, three are public (the University of South Carolina, the College of Charleston, and Lander University) and three are private (Charleston Southern University, Erskine College, and Limestone College). According to the proposal, all of these programs have very similar course requirements as required by the accrediting body. Winthrop states that the geographical location of its program, its state-of-the-art facilities, and the success of the athletic training concentration combine to indicate that the program will be successful in attracting students.

In addition to meeting requirements for admission to the College of Education, the proposed program will require prospective students to complete 30 credit hours with a minimum GPA of 2.5; complete four core athletic training courses with a minimum GPA of 2.75; and complete a minimum of 75 hours of directed observation with a Certified Athletic Trainer. Meeting these and the other requirements does not guarantee acceptance into the program, however, as there is a limit on the number of clinical students who can be admitted to the program. The curriculum will consist of 125 credit hours in: General Education (47 credit hours) and Athletic Training Core (78 credit hours). The proposed program will require three new courses to be added to the institution's catalog of courses. The program contains two different levels of assessment of student learning outcomes. First, as students progress through the core courses, the institution is required by the accrediting body to document success in almost 400 different competencies grouped into the broad areas of Psychomotor, Cognitive, and Clinical Proficiency. Secondly, the student must take and pass the discipline's Board of Certification National Certification Examination in order to practice as an athletic trainer.

The proposal describes on-going discussions with York Technical College to create an articulation agreement specific to Athletic Training. Such an agreement will have to account for Athletic Training program requirements for clinical experiences. According to Winthrop staff, an agreement will be in place in the first year of program implementation.

The program will require no new faculty, staff, or administrative personnel in the first five years of its implementation because it is the successor to the established Concentration in Athletic Training in the Bachelor of Science in Physical Education program of study.

Enrollment in the proposed program is estimated to begin at 45 headcount (45 FTE) in Fall 2008 and increase to 60 headcount (60 FTE) in Fall 2012. These projections are based on current enrollment in the athletic training concentration and on student interest expressed at the admission's office over the last two years. If enrollment and program completion projections are met, the program will meet the Commission's productivity standards.

The proposal presents a detailed comparison of library holdings among USC-Columbia, Lander, the College of Charleston, Radford University, and Winthrop. Winthrop's holdings are generally comparable to these other institutions'. Like other South Carolina institutions, Winthrop has access to the PASCAL library database in addition to its institutional holdings. According to the proposal, Winthrop has invested over \$176,000 in the last three years to upgrade its holdings in areas supporting Health and Physical Education.

No additional facilities or equipment will be required for the proposed program. That the proposal lists no new costs required for the proposed program reflects the fact that the proposed program is the successor to the Concentration in Athletic Training, which uses the same facilities and faculty as the proposed program.

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

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$319,288	\$0	\$319,288	N/A	\$132,919	\$132,919
Year 2	\$319,288	\$0	\$319,288	\$163,088	\$132,919	\$296,007
Year 3	\$383,145	\$0	\$383,145	\$163,088	\$160,209	\$323,297
Year 4	\$408,688	\$0	\$408,688	\$195,102	\$170,419	\$365,521
Year 5	\$408,688	\$0	\$408,688	\$208,511	\$170,419	\$378,930

These data demonstrate that if Winthrop University 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 fifth year of its implementation.

In summary, Winthrop University is proposing a program leading to the Bachelor of Science degree in Athletic Training to begin in the Fall of 2008. The existing Concentration in Athletic Training within the Bachelor of Science program in Physical Education will be terminated simultaneously with the approval and implementation of the proposed program of study. The proposed program will prepare graduates for work in varied settings and for advanced academic work. Because the proposed program is the successor to the Concentration in Athletic Training, there will be no additional costs to the institution or the state to implement the proposed program.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the program leading to the Bachelor of Science degree in Athletic Training at Winthrop University, to be implemented in the Fall of 2008, provided that no "unique cost" or other special state funding be required or requested, and provided further that the Concentration in Athletic Training within the Bachelor of Science in Physical

Education be terminated simultaneously with the approval and implementation of the Bachelor of Science in Athletic Training.

**New Program Proposal
Bachelor of Science in Exercise Science
Winthrop University**

Summary

Winthrop University requests approval to offer a program leading to the Bachelor of Science in Exercise Science, to be implemented in Fall 2008.

The program was approved by the Winthrop Board of Trustees on February 22, 2008, and submitted to the Commission for review on February 29, 2008. The proposal was reviewed by the Advisory Committee for Academic Programs (ACAP) on March 20, 2008, and was approved unanimously without substantive comment.

Winthrop University currently offers a Wellness/Fitness concentration through the existing Bachelor of Science in Physical Education program. According to the proposal, this concentration no longer meets the needs of prospective students searching for an accredited program in Exercise Science because the Wellness/Fitness concentration is not creditable. In addition, the current concentration does not adequately prepare graduates who wish to continue into a graduate program in one of the state's allied health programs. According to the proposal, the proposed program will meet the prerequisite requirements for students entering graduate programs in medicine, dentistry, physical therapy, occupational therapy, and physician assistant. In addition to preparing students for graduate education, the proposal states that graduates will be prepared to enter into a variety of health/fitness industry settings, including health clubs, hospitals, corporations, and medical and pharmaceutical sales. The proposal further states that South Carolina's position as a retirement destination increases the employment prospects for graduates trained in exercise science.

Four institutions in the state (Furman University, USC-Columbia, USC-Aiken, and Lander University) currently have an undergraduate program in Exercise Science. Winthrop states that the location of the program in the Rock Hill/Charlotte area and the lack of other programs in the area support the need for the proposed program. The proposal describes on-going discussions with York Technical College to create an articulation agreement specific to Exercise Science in which students could complete their first two years at York Technical College and enter the Exercise Science program as juniors. The proposal also emphasizes that the curriculum of the proposed major has been designed to meet the requirements for entry into related graduate programs at MUSC and USC-Columbia.

The admission requirements for the proposed Exercise Science program are consistent with those of the institution's Richard W. Riley College of Education. Students in the program will need to meet additional grade and course requirements to progress through the program. They will also need advisor and program approval both to enter the program and to be admitted to the required internship. The overall course of study will consist of 125 credit hours distributed in the following areas: General Education (45 credit hours), Exercise Science Core (51 credit hours), Scientific Foundations Core (14 credit hours), and Selectives (15 credit hours). The proposed program will require that five new courses be added to the institution's catalog: Exercise Physiology; Physical Activity, Nutrition, and Aging; Exercise and Health Promotion; Exercise Physiology Laboratory; and Exercise Testing and Prescription Laboratory. The proposal states that learning outcomes will be measured using the Knowledge, Skills, and Abilities (KSA) described in the American College of Sports Medicine *Guidelines for Exercise Testing and Prescription Seventh Edition* (2005). As students progress through the core courses, the institution will document success in 175 different elements of Knowledge, Clinical Proficiency, Abilities and Skills.

Enrollment in the proposed program is estimated to begin at 50 headcount (50 FTE) in Fall 2009 and increase to 61 headcount (61 FTE) in Fall 2014. This estimate is based on current enrollment in the Wellness/Fitness concentration and on student interest expressed at the admission's office over the last two years. If enrollment and program completion projections are met, the program will meet the Commission's productivity standards.

The program will require one new faculty member (.75 FTE), no new staff, and one (.25 FTE) new administrative person in the first five years of its implementation. The new faculty member will also serve as the director of the Exercise Science program.

The proposal states that a major goal of the proposed program is to achieve accreditation through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in the 2011-2012 academic year. The proposed program will be the only program accredited by CAAHEP in North or South Carolina and one of only ten in the nation.

The proposal presents a detailed comparison of library holdings among Furman, the College of Charleston, Radford University, Coastal Carolina and Winthrop. Winthrop's related holdings are generally comparable to or exceed these other institutions'. Like the other South Carolina institutions cited in the comparison, Winthrop has access to the PASCAL library database in addition to its institutional holdings. According to the proposal, Winthrop has invested over \$176,000 in the last three years to upgrade its holdings in areas supporting Health and Physical Education. The proposal states that the library will budget approximately \$10,647 to purchase new materials in support of the program in the first five years of implementation.

No additional facilities will be required for the proposed program. The proposal states that a substantial list of required new equipment will be purchased under the budget of the new Lois Rhame West Center and does not include new equipment costs in the new program costs table. Winthrop states that the equipment serves a dual purpose, supporting both the functions of the West Center and the proposed program, and was purchased within the budget of the Center.

New costs to the institution are estimated to begin at \$1,850 in the first year of implementation, increasing to \$53,978 in the second year and increasing further to \$59,260 by the fifth year. Categories of new costs over the first five years of the program's implementation include program administration (\$54,388), faculty salaries (\$163,164), and library (\$10,657). Total new costs for the first five years of program implementation are estimated to be \$228,209. The proposal indicates that \$10,000 a year will be received through a grant from a private donor.

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

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
Year 1	\$54,443	\$0	\$54,443	N/A	\$66,619	\$66,619
Year 2	\$85,553	\$0	\$85,553	\$12,504	\$104,687	\$117,191
Year 3	\$116,663	\$0	\$116,663	\$19,649	\$142,755	\$162,404
Year 4	\$163,328	\$0	\$163,328	\$26,794	\$199,857	\$226,651
Year 5	\$202,215	\$0	\$202,215	\$37,511	\$247,442	\$284,953

These data demonstrate that if Winthrop 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 its implementation. The anticipated grant from a private donor is not reflected in the MRR table above.

In summary, Winthrop University is proposing a program leading to the Bachelor of Science degree in Exercise Science to begin in Fall 2008. The program will prepare graduates for work in varied settings and for advanced academic study in medicine, dentistry, and various allied health programs. The program will replace the institution's current concentration in Wellness/Fitness within the existing degree program in Exercise Science.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the program leading to the Bachelor of Science degree in Exercise Science at Winthrop University, to be implemented in Fall 2008, provided that no "unique cost" or other special state funding be required or requested, and provided further that the concentration in Wellness/Fitness in the program leading to the B.S. degree in Physical Education be terminated simultaneously with the approval and implementation of the Bachelor of Science program in Exercise Science.

**New Program Proposal
Master of Arts in Early Childhood Education
Winthrop University**

Summary

Winthrop University requests approval to offer a program leading to the Master of Arts degree in Early Childhood Education, to be implemented in January 2009.

The Board of Trustees approved the proposal on February 22, 2008. It was submitted to the Commission on February 29, 2008 and reviewed and approved unanimously by the Advisory Committee on Academic Programs on March 20, 2008, without substantive comment.

According to the proposal, the purpose of the program is to prepare highly qualified teachers to enter PK-3 classrooms. This program will be "accelerated" (i.e., permit students to complete requirements in 16 months as opposed to two years) to meet the needs of working adults better and to provide career-changers with the opportunity to obtain a teaching certificate in the most time-efficient manner. The need for the program, according to the proposal, is based on the demand for graduates prepared in Early Childhood Education. Early Childhood was categorized as an area of "critical need" by the South Carolina State Department of Education in 2007. (Staff research has indicated that Early Childhood is not identified as a critical need for the PACE program, but has been identified as a critical subject area for the South Carolina Teacher Loan Program.) According to the proposal, local districts have indicated a growing need for more Early Childhood Education teachers. For example, districts such as Fort Mill and Clover school districts are experiencing tremendous growth in school populations with new schools being opened each year. In addition, there is an increased interest in full-day programs for four-year-olds in the region served by Winthrop University.

The curriculum of the proposed program consists of a minimum of 44 credit hours of graduate coursework in education and field experiences. Five new courses will be added to the catalog of the institution. Winthrop University proposes to add one new faculty member (1 FTE) with an Early Childhood Education doctorate with appropriate supervisory skills to assist with the teaching of these courses.

Similar MAT Early Childhood Education programs in public institutions are found at three public institutions (College of Charleston, South Carolina State University, USC-Columbia) and two private institutions (Columbia International

University, Furman University). Early Childhood programs at the baccalaureate level are offered by 11 public institutions and 14 private institutions in South Carolina.

Enrollment in the proposed degree program is estimated to begin at 20 headcount students (20 FTE) in Spring 2009 and increase by 20 students each subsequent year with a total of 40 headcount students (40 FTE) by the second through fifth years of the program. According to the proposal, Winthrop University does not anticipate enrollment from students currently enrolled in other graduate programs because of the cohort design of the program. If the enrollment projections are met, the program will meet the current CHE program productivity standards.

The School of Education currently has two faculty with expertise in Early Childhood Education and seven faculty with expertise in education. There will be one new faculty member (1.0 FTE) required in the second year. The program will require by the end of the fifth year 10 faculty (3.5 FTE). New faculty will typically hold a doctorate in Early Childhood Education with appropriate supervisory skills. The program will also require one administrator (0.10 FTE) and two support staff (0.05 FTE).

The proposed program will be subject to accreditation by the National Council for Accreditation of Teacher Education (NCATE) and the National Association for the Education of Young Children (NAEYC). Additionally, the program will have to demonstrate to State Department of Education officials discipline-specific objectives as articulated in the South Carolina Curriculum Standards and South Carolina's ADEPT program. All students completing the Early Childhood Education program must be certified by the South Carolina State Department of Education, pass the appropriate Praxis II examinations, and undergo an FBI fingerprint review.

No additional physical plant or equipment requirements exist for the proposed programs in Early Childhood Education within the first five years of implementation. The proposed program will require the purchase of Early Childhood collections in the library and supplies and materials. The Ida Jane Dacus Library provides print and electronic resources, including the statewide PASCAL databases, Interlibrary Loan, Internet access, bibliographic instruction, and a variety of class-specific user education programs.

Nevertheless, preliminary searches indicate that the monograph and periodicals to support Early Childhood need strengthening. Total needs for new library materials for this proposed program will be \$6,000 the first year and \$3,000 per year for each of the second through five years of implementation.

Students are allowed to transfer nine graduate hours (up to 12 hours with dean's approval) from another institution into a graduate program based on policy at Winthrop University.

New costs for the program are estimated to begin at \$87,000 in year one and include faculty salaries (\$67,000); supplies and materials (\$2000); library resources (\$6,000); printing and copying (\$3,000); and intern supervision and travel (\$9,000). Estimated new costs decrease to \$83,000 in the second year, increase to \$85,000 the third year, \$87,213 the fourth year and \$89,400 the fifth year. The total estimated new costs for the program for its first five years will total \$431,613. No "unique cost" or other special state appropriations will be required or requested.

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

Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
\$312,040	\$0	\$312,040	N/A	\$198,369	\$198,369
\$572,073	\$0	\$572,073	\$162,887	\$363,303	\$526,190
\$572,073	\$0	\$572,073	\$297,927	\$363,303	\$661,230
\$572,073	\$0	\$572,073	\$297,927	\$363,303	\$661,230
\$572,073	\$0	\$572,073	\$297,927	\$363,303	\$661,230

These data demonstrate that if Winthrop 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 by the third year of its implementation.

In summary, Winthrop University seeks approval to offer a program leading to the Master of Arts in Teaching in Early Childhood Education. This program is needed in South Carolina as indicated by placement of Early Childhood Education on a list of "critical needs" areas of teaching by the South Carolina State Department of Education for the South Carolina Teacher Loan Program. It will allow working adults and career-changers to obtain in an accelerated time frame the special skill sets required for Early Childhood Education teachers. The proposed program at Winthrop University will contribute to the placement of "highly qualified" Early Childhood teachers and contribute to increased effectiveness of South Carolina schools.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the program leading to a Master of Arts in Teaching degree in Early Childhood Education at Winthrop University, to be implemented in January 2009, provided that no "unique cost" or other special state funding be required or requested and provided further that the program be approved by the State Board of Education prior to implementation and that the program seek appropriate accreditation from the National Association for the Education of Young Children (NAEYC).

**New Program Proposal
Master of Science in Dentistry (MSD)
With Tracks in Periodontics (required), Orthodontics (required),
and Pediatrics (optional)
Medical University of South Carolina**

Summary

Medical University of South Carolina requests approval to offer a program leading to the Master of Science degree in Dentistry, to be implemented in Fall 2008.

The proposed program will become the degree required for students in the residencies in Periodontics and Orthodontics but will be optional for students in the residency in Pediatrics. For students in the residency program in Oral and Maxillofacial Surgery, no curriculum currently exists. When the College of Dental Medicine develops such a track, it will be submitted to the Commission for approval in the appropriate manner. The Pediatrics track in the MSD is optional as will be any future proposed track in Oral and Maxillofacial Surgery because the residencies to which they correspond are "hospital-based." By contrast, the tracks of the proposed MSD program of study in Periodontics and Orthodontics relate to the residencies in Periodontics and Orthodontics, which are administered jointly by the MUSC Hospital and the College of Dental Medicine.

The Board of Trustees approved the proposal on October 12, 2007. The proposal was submitted for Commission review on October 30, 2007. It was reviewed and approved unanimously without substantive comment by the Advisory Committee on Academic Programs at its meeting on January 17, 2008.

The purposes of the program are to prepare graduates with superior clinical training based upon a sound foundation of scientific knowledge, including behavioral sciences and specialized knowledge of areas of dentistry. According to the proposal, the program will enhance recruitment of graduate students of dentistry interested in a residency program and will provide graduates of the program with skills and credentialing which will make them more competitive for positions in academic dentistry and research dentistry. Graduates of the proposed program who choose dental practitioner positions will bring better skills to the patient relationship. The proposal and staff communication with institutional spokespersons confirm that the MSD will be granted simultaneously to residents in either Periodontics or Orthodontics at the conclusion of the residency and that completion of the residency and the MSD in these two residency programs will be reciprocal. On the other hand, graduates of the residency

in Pediatrics may choose whether to enroll in the Pediatrics track of the proposed MSD program of study.

The proposal states that the need for the program is based upon the trend of increasing numbers of dental colleges in the Southeastern region and the country in general offering this kind of degree to their residents. Institutional representatives have stated that there are now 50 MSD and Master of Science programs for dental residents in the country. Eleven of these are found in the Southeastern region. The additional skills and knowledge bases found in the curriculum of the academic program make graduates of these residencies more competitive in research positions within and outside academic institutions. MUSC personnel maintain that because of the competition from other institutions, the program is important to give the College of Dental Medicine the ability to continue to attract to its residencies a talented pool of potential faculty and students. Students enrolled in the MSD will become eligible for related federal financial assistance while in their respective residency programs.

The degree is structured around a core of 23.5 semester hours of credit in didactic coursework which all students in the degree must take. In addition, to earn the degree a variable amount of credit must be completed, depending upon the track of the degree, corresponding to the student's chosen residency. The exact number of credit hours to be completed ranges from 35 credit hours in Periodontics, to 45 credit hours in Orthodontics, to 56 credit hours in Pediatrics. Thus, total credit hours to complete the program will range from 59 in Periodontics, to 69 in Orthodontics, to 80 in Pediatrics. This number of credit hours is approximately 30% higher than the number of credit hours in the various tracks of the programs of study at Indiana and Minnesota, the two institutions which are cited as models for the program proposal at MUSC. According to institutional representatives, the variation between the number of credit hours in the proposed program leading to the MSD and the two out-of-state programs after which it has been modeled is due to the Medical University's policy of assigning a value of earned credit for all hourly laboratory work in degree programs (which will generate credit hours for funding purposes under the MRR.)

No new faculty will be necessary in the first five years, according to the proposal. If additional faculty become necessary, then they must meet certain criteria as required by accreditation for the residency and the MSD program. According to statements from the MUSC representative at the Advisory Committee meeting, any new faculty will be added only after the initial five-year period. Existing faculty in the residencies who will be part of this degree total 18 headcount (.3 FTE). One new administrator (.3 FTE) and one new staff member (.3 FTE) will be added in the first year of the implementation of the program. An existing staff member (.5 FTE) will also be assigned to this degree program's administration.

Enrollment in the proposed program is estimated to begin at eight (4.66 FTE) in FY 2008-2009, increase to 16 headcount (9.3 FTE) in FY 2009-2010, and to 22 (12.08 FTE) in 2010-2011 and thereafter. Estimates are based upon the anticipated numbers of dental residents in each year in the three residencies for which tracks have been currently developed in the MSD. If enrollment projections are met, the program will meet the current CHE program productivity standards although the program will necessarily always be small, given its constituency.

The proposal states that student enrollments in the Master of Health Science (MHS) will be terminated for students in Periodontics and Orthodontics residencies when this new program is implemented on July 1, 2008. The MHS degree program will continue to be offered through another college of the Medical University for other students in healthcare fields either until such time as the institution might request its termination or until it no longer meets productivity requirements.

The dental residencies at the Medical University of South Carolina are all accredited through the national professional agency of the Commission of Dental Accreditation (CDA) of the American Dental Association. If approved, the program leading to the MSD will be considered as part of the College of Dental Medicine's next accreditation review in Fall 2010. All dental residencies of the College of Dental Medicine are currently accredited by the CDA. The Medical University Hospital is fully accredited by the Joint Commission on Hospital Accreditation.

Costs for the new program are estimated to begin at \$146,000 in the first year of the program's implementation, decreasing to \$72,000 for the second, third, fourth, and fifth years of the program's implementation. Total costs for the first five years are estimated by the institution at \$434,000. The total costs by category for these five years include administration (\$150,000); clerical support/personnel (\$100,000); supplies/materials (\$50,000); library resources (\$25,000); equipment (\$50,000); facilities (\$20,000) and "other" (\$39,000.) The category of "other" includes but is not limited to data analyses, information technology, travel expenses, and work related to thesis development.

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

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
2008-09	\$500,347	0	\$500,347	N/A	\$76,815	\$76,815
2009-10	\$1,000,693	0	\$1,000,693	\$189,140	\$153,629	\$342,769
2010-11	\$1,375,953	0	\$1,375,953	\$378,279	\$209,515	\$587,794
2011-12	\$1,375,953	0	\$1,375,953	\$517,605	\$209,515	\$727,119
2012-13	\$1,375,953	0	\$1,375,953	\$517,605	\$209,515	\$727,119

These data demonstrate that if MUSC meets the projected student enrollments and contains costs as they are shown in the proposal, the program will not cover new costs with revenues it generates by the fifth year of its implementation. However, the institution is committed to covering these costs with reallocation of other available institutional resources, as the proposal financial charts show.

In summary, MUSC will offer a program leading to the Master of Science degree in Dentistry (MSD) that will be unique in South Carolina and is expected to make MUSC's dental residencies more competitive. It is also expected to make graduates of the proposed degree more competitive for research positions and to make graduates who choose to enter private practice more expert with their clients. The MSD will have three tracks initially in Periodontics, Orthodontics, and Pediatrics. Beginning with July 1, 2008, the appropriate program track of the MSD program of study will be required of all new students in both the Periodontics and Orthodontics residencies of the College of Dental Medicine. The program track in Pediatrics will be optional for any student in the Pediatrics residency. Students in the residency tracks of Periodontics and Orthodontics will be unable to register for the Master in Health Science (MHS) degree beginning July 1, 2008.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the program leading to the Master of Science degree in Dentistry with tracks in Periodontics, Orthodontics, and Pediatrics at MUSC, to be implemented in July 2008, provided that no "unique cost" or other special state funding be required or requested.

South Carolina Commission on Higher Education

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CHE
05/01/2008
Agenda Item 7.02B

Dr. Garrison Walters, Executive Director

May 1, 2008

MEMORANDUM

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

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

Consideration of Request for Initial License for Branch in Columbia, SC Remington College, Mobile, AL

Summary

Remington College, of Mobile, Alabama, <http://www.remingtoncollege.edu/mobile/> requests approval to establish a branch in Columbia, SC, to offer a program leading to the Associate of Applied Science degree in (1) Business Administration, (2) Computer and Network Administration, and (3) Criminal Justice. The request is to begin advertising upon approval by the Commission and to implement the programs after facilities build-out is completed and as soon as enrollments justify. The programs will be delivered on-site.

Education America, Inc., (EAI), with its administrative offices in Heathrow, Florida, is a for-profit holding company that owns 100 percent of the stock of seven Remington College companies with 20 campuses in Alabama, Arkansas, Arizona, California, Colorado, Florida, Hawaii, Louisiana, Ohio, Tennessee, and Texas.

The Accrediting Commission of Career Schools and Colleges of Technology (ACCSC) has accredited Remington College – Mobile Campus, since 1998. Officials at Remington will submit its application for extension of accreditation to the Columbia campus after approval by CHE. The State of Alabama Department of Postsecondary Education licenses the institution to confer bachelor's and associate's degrees and diplomas.

The following information from the U.S. Department of Education shows student loan default rates at Remington College – Mobile Campus. Institution officials expect similar results for Columbia.

OPE ID	School	Type	Control	PRGMS		FY2005	FY2004	FY2003
026055	Remington College - Mobile Campus 828 Downtowner Loop West; Mobile AL 36609- 5593	Bachelor's Degree	Proprietary	Federal Family Education Loan (FFEL) and Federal Direct Loan (FDL)	Default Rate	3.6	4.6	3.6
					No. in Default	70	70	56
					No. in Repay	1910	1514	1533

Institution officials have signed a 15-year lease agreement for a 33,971 square foot building in the Bush River Shopping Center at 607 Bush River Road (corner of Bush River Road and Arrowood Road), adjacent to K-Mart. Remington will provide faculty and staff offices, 17 classrooms, four labs, student lounge, supply store, and library.

The Columbia campus will employ a full-time librarian for the Information Resource Center. The IRC will include non-circulating reference material for each area of study, current periodicals, audio/visual equipment, and computers with Internet access. Library orientation to teach new users how to access information effectively, reference support, electronic resources instruction, and workshops on résumé writing and scholarships are available to students, faculty, and staff. Students also have 24-hour access to Ebrary.com with more than 500,000 full-text books, periodicals, and articles and to Infotrac, an on-line research and learning center, with more than 20 million full-text articles from nearly 6,000 periodicals.

The Columbia campus will employ a campus president; directors of recruiting, student finance, career services, and education; registrar; department chairs; and support staff for those functions. The campus director will report to the regional vice president of operations.

In compliance with the requirements of licensing regulations, members of Remington College--Columbia Campus 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 members who teach professional, occupational, and technical courses that do not usually result in college transfer or in the continuation of students in senior institutions must possess appropriate academic preparation (usually a bachelor's degree) or academic preparation coupled with work

experience. Exceptions to academic preparation may be made with the consent of the Commission.

In order to be admitted into the associate degree programs, prospective students must have a GED or high school diploma from a regionally accredited high school or state-approved home school program. Prospective students must take the Wonderlic Scholastic Level Exam (SLE) test for skills assessment. Computer Network and Administrative students must score a 17 or higher; Business Administration and Criminal Justice students must score a 13 or higher. Transfer students must submit official transcripts from each college attended and may be able to transfer credit from other accredited institutions.

Institute officials project that approximately 50 students will enroll in each program in the first year. Tuition includes books, supplies, and equipment and is the amount the student will be charged for attempting the minimum number of credit hours to complete the program of study. Total tuition is \$36,960 (\$385 per quarter credit hour) for the program leading to the A.A.S. degree in Business Administration and Criminal Justice and total \$38,620 (\$402.29 per credit hour) for Computer and Network Administration.

Each curriculum consists of 96 quarter credit hours, 24 in general education and 72 in the major. The programs do not have specialized accreditation, and practitioner licensure or certification is not required for employment. The program descriptions may be found at the following links:

Business Administration

<http://www.remingtoncollege.edu/training/business-administration/>

Computer Network Administration

<http://www.remingtoncollege.edu/training/computer-network-administration/>

Criminal Justice

<http://www.remingtoncollege.edu/training/criminal-justice-associate/>

Remington College uses a standardized process to evaluate the feasibility of potential programs. The process consists of market, demographic, and employment analysis. Remington officials have interpreted the results of their analyses as adequate demand for entry-level employees in the areas of training Remington plans to offer.

Other institutions in the Columbia area that offer programs leading to associate degrees in fields similar to those Remington proposes to offer are:

Institution	Degree	Major
Beta Tech	A.O.S.	Criminal Justice
ECPI	A.A.S.	Computer Electronic Engineering Technology (Computer Network Engineering Technology)
ECPI	A.A.S.	Information Technology, Networking and Security Management
ITT	A.A.S.	Information Technology, Computer Networking Systems
Midlands Technical College	A.Bus.	Management
Midlands Technical College	A.C.T.	Computer Technology
Midlands Technical College	A.P.S.	Criminal Justice Technology
South University	A.S.	Business Administration
South University	A.S.	Information Technology
Strayer University	A.A.	Business Administration
Strayer University	A.A.	Information Systems

None of the programs is available through the Academic Common Market.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of initial licensure for five years to Remington College--Mobile Campus to establish a branch campus in Columbia, South Carolina, to offer programs leading to the Associate of Applied Science in (1) Business Administration, (2) Computer Network Administration, and (3) Criminal Justice. Advertising will begin immediately upon approval by the Commission, and implementation of the programs will occur when an appropriate facility is completed and as soon as enrollments justify. The staff further suggests that the Committee recommend that the Commission delegate to staff the authorization to license the Columbia site once the facility has been developed.

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CHE
05/01/2008
Agenda Item 7.02C.1

Dr. Garrison Walters, Executive Director

May 1, 2008

MEMORANDUM

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

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

Consideration of Request for Amendment to Existing License to Add New Program **The Art Institute of Charleston, Charleston, SC** **B.F.A., Digital Filmmaking and Video Production**

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 Bachelor of Fine Arts degree in Digital Filmmaking and Video Production to be implemented in October 2008. 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 71 postsecondary educational institutions in 24 states and one Canadian province with a student enrollment of over 72,000. 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 state of Georgia to confer diplomas and 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

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. Institute officials plan to build on the second floor of the Carroll Building a 1000-1200 square foot television studio prior to the start of the Fall 2008 quarter.

AiCSC has submitted to the Commission a list of program-specific learning resources it plans to acquire for its 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. As a sister-school to over 36 other Art Institutes, AiCSC enjoys the privilege of interlibrary loan with a large number of established schools offering Digital Filmmaking & Video Production Programs.

The Art Institute employs at the Charleston branch a full-time campus president, vice president/dean of academic affairs, directors of admissions, career services, academics, and student finance, and support staff for these functions. The campus president reports to the Institute's Board of Directors.

In compliance with the requirements of licensing regulations, 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 program courses must possess a master's degree and demonstrate proficiency in current industry skills, including documentation of at least two years of full-time experience in their profession. Exceptions to academic preparation may be made with

the consent of the Commission.

In order to be admitted into the bachelor's-level degree programs, prospective students must have a GED or high school diploma from a regionally accredited high school or state-approved home school program. Prospective students must also participate in a personal interview with the associate director of admissions and take the COMPASS test for skills assessment. SAT, ACT, or ASSET scores may be submitted in lieu of the COMPASS test.

Transfer students must 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 that approximately 62 new students (49 full-time, 13 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 Digital Filmmaking and Video Production program must purchase a supply kit for \$1,350, as well as books and other supplies. Total tuition is \$83,520 for the program.

In the Digital Filmmaking and Video production program, students will learn to formulate, construct, and deliver digital audio, video, and motion graphics. The program's curriculum consists of a total of 192 quarter credit hours, 48 in general education and 144 in the major. There is no specialized accrediting agency for this program, and practitioner licensure or certification is not required for employment. In their final quarter, students will create a professional portfolio to present to prospective employers. Graduates of the program are prepared for entry-level positions as filmmakers, video editors, and camera operators for various media outlets. The South Carolina Employment Security Commission predicts, from the year 2004 to 2014, a 23 percent increase in employment opportunities in South Carolina for film producers and directors, an 18 percent increase in opportunities for editors, and a 19 percent increase in opportunities for camera operators.

No similar bachelor degree program is offered in the State. This program is not available through the Academic Common Market.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of an amendment of the license of The Art Institute of Charleston to offer a program leading to the B.F.A. degree in Digital Filmmaking and Video Production, to be implemented in October 2008.

South Carolina Commission on Higher Education

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CHE
05/01/2008
Agenda Item 7.02C.2

Dr. Garrison Walters, Executive Director

May 1, 2008

MEMORANDUM

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

FROM: Dr. Bettie Rose Horne, Chair, and Members, Committee on Academic Affairs and Licensing *3.011/gmr*

Consideration of Request for Amendment of Existing License to Add New Program

B.S., Psychology

Troy University, Troy, AL, at its sites in Sumter, Charleston, and Rock Hill

Summary

Troy University (TU) <<http://www.troy.edu/>> requests approval of an amendment to its license to offer a program leading to the B.S. degree in Psychology at its sites in Sumter, Charleston, and Rock Hill, to be implemented as soon as enrollments justify. Courses will be taught on-ground and on-line.

Troy University is a public, non-profit institution, having been established February 26, 1887, by an act of the Alabama Legislature as the Troy Normal School. Troy University has developed into a worldwide educational system now serving approximately 18,000 students. The off-campus programs are offered at approximately 60 military installations and teaching sites located in 13 countries and 17 states, and four campuses in Alabama. The system now offers more than 70 associate's, bachelor's, master's, and education specialist degrees.

Since 1992 Troy has operated in South Carolina, beginning at the Shaw Air Force Base. CHE licensed Troy to offer programs off-base in Sumter and in Charleston in 2002 and approved an additional site in Rock Hill in 2007. The Commission currently licenses

Troy University to offer programs in various curricula leading to bachelor's and master's degrees.

The Southern Association of Colleges and Schools, Commission on Colleges (SACS) is the regional body which accredits Troy.

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

OPE ID	School	Type	Control	PRGMS		FY200 5	FY200 4	FY200 3
001047	Troy University University Avenue Troy AL 36082-0001	Master's Degree or Doctor's Degree	Public	Federal Family Education Loan (FFEL)	Default Rate	5.0	5.0	4.3
					No. in Default	300	181	93
					No. in Repay	5902	3614	2159

Troy makes available sufficient learning resources to support the courses and degrees offered. Each student receives a comprehensive library resource book that describes the procedures to access Troy's on-line resources, interlibrary loan, local library support, Internet hints, computer safeguards, and directions on citations. The TU Library System has subscriptions to nearly 70 databases that offer remote access. The Troy Southeast Regional office has a web site which links to the Troy Main Campus, faculty web sites, and the on-line library. Troy uploads syllabi and handouts to the Southeast Regional web site.

Each site has a director who handles the local operations and support of the site; the site directors report to the State director for South Carolina; the State director reports to the Southeast region director. The provost on the Troy campus is responsible for the various student services at University College (off-campus) locations. These services are geared to meet the needs of students at each location and include orientation, counseling, financial aid, transcript service, graduation ceremonies, library support, and alumni organizations. Through Trojan Web Express, an online tool, students review and perform academic and financial transactions including academic evaluations, financial aid information, course registration, and make tuition payments 24 hours a day.

Faculty who teach in the undergraduate programs must meet the South Carolina Commission on Higher Education licensing requirement that an appropriate number of faculty members hold terminal degrees, usually an earned doctorate, and that all others should hold master's degrees with at least 18 graduate semester hours in the teaching

discipline, or a master's degree with a major in the teaching discipline. TU also requires that each faculty member have experience teaching at the college level. The institution will use a combination of core and adjunct faculty with a minimum of 25 percent of the program taught by full-time faculty members.

High school graduates may be admitted into the undergraduate program as freshmen with a minimum 2.0 GPA, an ACT composite score of 18, or an SAT composite score of 870. Applicants who are 21 years of age or older are not required to submit ACT/SAT scores but must have earned a high school diploma or GED.

TU officials project enrolling 20 new students in the beginning term at each location. Total tuition for the B.S. degree in Psychology is \$19,560, \$489 for each three-semester-hour course.

The curriculum for the program leading to the B.S. in Psychology is a total of 120 semester credit hours and consists of 48 hours in general education, 36 hours in the core, 18 hours in a minor, and 18 hours of electives. The B.S. degree in Psychology will provide students with the foundation for further study at the graduate level leading to various careers in psychology or to study in the health professions and social work. Students gain skills for the pursuit of careers in mental health services, industry, human services or areas where the knowledge of behavior would be deemed beneficial. The program is not for licensure or certification. There is no specialized accrediting agency for undergraduate psychology programs. The program description and curriculum information is available in the Troy University online catalog at <http://www.troy.edu/catalogs/0708undergrad/u14coe.html#PsychologyMajor>.

Troy officials state that its program will be successful in Sumter, Charleston, and Rock Hill because of its appeal to working adults who seek a reasonably-priced, schedule-accessible bachelor's degree in psychology.

Undergraduate general psychology programs are offered in Charleston at Charleston Southern University, College of Charleston, and The Citadel and in Rock Hill at Winthrop University.

The program is not available through the Academic Common Market.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of an amendment to the license of Troy University to approve the offering of a program leading to the B.S. degree in Psychology at its sites in Sumter,

Charleston, and Rock Hill, to be implemented as soon as enrollments justify.

South Carolina Commission on Higher Education

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CHE
05/01/2008
Agenda Item 7.02D

Dr. Garrison Walters, Executive Director

May 1, 2008

MEMORANDUM

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

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

Consideration of Centers of Excellence (Teacher Education) Appropriations Request, FY 2009-10

Background

The Educational Improvement Act of 1984 provided 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 training. In FY 2003-04, in an effort to engage higher education more collaboratively with the State's efforts to improve underperforming schools, the Commission issued revised *Guidelines* that provided a different focus for the program.

The revised program focuses on teacher training specifically linked to the State's low-performing schools and districts. The program's revised goals are to improve teacher quality, raise student achievement, and increase the graduation rate in the target schools and districts. State funding is provided for up to five years with the goal of establishing statewide resource centers that will have a positive impact on the State's most needy schools and children. There are currently eleven Centers of Excellence, although only six are receiving funding during the current fiscal year (FY 2008-09).

Program *Guidelines* stipulate that each Center must submit budgets for the first five years of funding. The maximum funding award is \$150,000 in year one. In year two, funding is awarded at 90% of the original request, and further reduced to 75% of the original request in years, three, four, and five. In the event of budget shortfalls or mid-

year reductions, funding awards are adjusted accordingly. In addition, reporting requirements in the *Guidelines* further stipulate that each year there is a formal request for funding.

Budget Allocations for FY 2008-09

For FY 2008-09, full funding for the six newest centers still entitled to five years of State funding (including administrative costs) requires an appropriation of \$744,730. However, the projected appropriation for FY 2008-09 (based on level funding) is \$721,101 which results in a shortfall of \$23,629. Thus, the funding for the Centers for FY 2008-09 will need to be reduced by approximately 4.8%.

The table shown below displays each center and institution eligible for continued and new funding, the amount of the requested FY 2008-09 awards, the percentage of total funds of that award, the 4.8% proposed decreased dollar reduction to be made, and the revised award amount for FY 2008-09.

This information is presented to the Commission for information since it is relevant to the Centers of Excellence (Teacher Education) appropriations request for FY 2009-10, which requires Commission approval.

Table 1

Center/Institution	Requested Award FY 2008-09	% of Total Funds	Reduction (4.8% decrease)	Revised Award FY 2008-09 (rounded)
Preparing Teachers of Children of Poverty, Francis Marion (year 5 of 5)	\$108,208	15%	\$ 5,193	\$103,015
Collaborative Learning, USC-Beaufort (year 5 of 5)	\$96,354	13%	\$ 4,624	\$91,730
Adolescent Literacy and Learning, Clemson University (year 4 of 5)	\$110,318	15%	\$ 5,295	\$105,023
Advancement of New Literacies in Middle Grades, College of Charleston (year 3 of 5)	\$129,850	17%	\$ 6,232	\$123,618
Middle-level Interdisciplinary Strategies for Teaching, USC-Aiken (year 1 of 5) (Approved in 2007 but funded in 2008)	\$150,000	20%	\$ 7,200	\$142,800
Center of Excellence for Inquiry in Mathematics and Science, Clemson (year 1 of 5)	\$150,000	20%	\$ 7,200	\$142,800
CHE Administration	\$12,000			\$12,000
Total	\$744,730		\$35,744	\$720,986

Appropriations Request, FY 2009-10

This report outlines the appropriations request for FY 2009-10 that will be made to the General Assembly through the Commission's annual report to the Education Improvement Act Subcommittee of the Education Oversight Committee (EOC). In FY 2009-10, four Centers under the *Guidelines* will receive their second, fourth and fifth years respectively of funding.

Center of Excellence in Adolescent Literacy and Learning	Clemson	(year 5 of 5)
Center of Excellence for the Advancement of New Literacies in Middle Grade	College of Charleston	(year 4 of 5)
Center of Excellence in Middle-level Interdisciplinary Strategies for Teaching	USC-Aiken	(year 2 of 5)
Center of Excellence for Inquiry in Mathematics and Science	Clemson	(year 2 of 5)

We are seeking level funding of \$721,101 for the program for FY 2009-10 with no increase requested, which will allow the funding of one new center and funding of existing eligible centers. These funds will support the four centers that are eligible for continuing funding, one new center, and CHE administrative expenses. The priority areas for funding have been established by the EOC and the Centers of Excellence program will seek new centers that will meet the high priority areas.

Recommendation

In order to permit the funding of one new Center of Excellence in Teacher Training at the full \$150,000 level and the continuation of four centers that are eligible for continuing funding during FY 2009-10, the Committee on Academic Affairs and Licensing commends favorably to the Commission authorization for the staff to seek funds in the amount of \$721,101 from the Education Oversight Committee for this program.

South Carolina Commission on Higher Education

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CHE
05/01/2008
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Dr. Garrison Walters, Executive Director

May 1, 2008

MEMORANDUM

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

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

Consideration of Annual Evaluation of Associate Degree Programs FY 2005-2006

Background

The South Carolina 1979 Master Plan requires the annual review of associate degrees in the State's public higher education institutions. In 1996, the passage of Act 359 underscored the importance of program accountability by focusing on questions related to time to degree and graduates' first-time passing rates on professional licensure examinations. Over time, the concept of accountability of institutions of higher education has grown on the national agenda.

The purposes of this study remain relevant as part of the focus of both state and national governments on institutional accountability. The language of Act 359 maintained the purposes of this annual review as they had been articulated in earlier legislation and Commission policy, as follows:

- 1) to insure that programs demonstrate responsiveness to employment trends and meet minimum standards of enrollment, graduation, and placement; and
- 2) to identify programs which need to be strengthened.

Given the preponderance of associate degree programs which are employment-related to specific occupations or occupational sectors, this report has for many years sought to provide insight into specific programs which are *either exceptionally achieving their ends or are underperforming* in relationship to the state's current and future economic development needs.

The procedures for this review require each program's productivity to be evaluated in terms of enrollment, number of graduates, and percent of graduates placed in a related job or continuing their studies full-time. The following criteria apply:

1. Each program must produce at least six graduates during the evaluation year or an average of at least six graduates over the most recent three-year period.
2. At the most recent fall term, each program must enroll at least 16 students who generate 12 full-time equivalents.
3. At least 50 percent of the graduates available for job placement must be placed in a job related to their education or continue their education on a full-time basis.

Programs which fail to meet the above criteria must be canceled, suspended, or put on probation unless their continuation is justified to the Commission. Justification for programs may take into consideration such factors as manpower requirements, funding, and employment "stop outs" of students. In addition, three programs—General Technology, Vocational Technical Education, and General Engineering Technology—have historically had different and much more flexible standards of evaluation because of the unique needs they have filled and the low enrollments which they were expected to produce. Accordingly, General Technology, Vocational Technical Education, and General Engineering Technology have historically been considered "justified" for continuation regardless of whether they met the evaluation requirements.

When a program is placed on probation, the institution may continue to offer the program but must provide a plan for the program to meet all criteria within three years. Suspension means that the program's inability to meet the minimum criteria is serious enough to discontinue temporarily the enrollment of new students in the program until the institution can study the need and demand for the program. A program may remain on suspension for three years.

Distribution of Associate Degree Programs by System and Sector

For this reporting period, associate degree programs exist in all sixteen technical colleges, the four two-year regional branches of the University of South Carolina, and the four four-year campuses of the University of South Carolina. After next year's report no

further associate degree program data will be reported from the four-year campuses of USC-Aiken and USC-Upstate, since both campuses have discontinued their only associate degree program, the Associate Degree in Nursing. USC-Beaufort, formerly a two-year institution which was approved to become a four-year institution in June, 2002, has been permitted by the Commission on Higher Education to continue to offer the associate of arts/associate of science degree program at the military bases in Beaufort. The Commission's decision was made after a request had been received from the military leadership in the Beaufort area. All other associate degrees in public institutions of higher education in the state are offered in two-year institutions with the sole exception of the AA/AS at Fort Jackson offered by USC-Columbia.

The associate degree programs in the state's public institutions were evaluated using Fall 2006 enrollment data and academic year 2005-2006 graduation and employment data. Nine (9) associate degree programs in the two-year USC campuses, four (4) associate degree programs in the four-year USC campuses (i.e., including the two now-discontinued Associate Degree in Nursing programs at USC-Aiken and USC-Upstate), and 301 associate degree programs in the technical college system were evaluated.

Associate degree programs implemented within the past three years in the Technical College system have always been excluded from this analysis. No new associate degree programs have been added at any of the USC two-year campuses or four-year campuses during the past three years. It is unlikely that additional two-year programs will be opened at any USC two-year campus, since 1) USC increasingly views these campuses as part of a larger concept (called "Palmetto College") which is to work with USC-Columbia for delivery of an array of programs; and 2) the Technical College System holds the view that it must pre-approve all new two-year degree programs at any public institution which might lead to immediate employment.

General Analysis of the Programs of Study in the USC System

As stated above, all USC regional campuses designated as "two-year," as well as USC-Beaufort and USC-Columbia at Fort Jackson, continue to offer Associate of Arts/Associate of Science degree programs. In February 1998, in response to the requirements of Act 359 and to earlier concerns about the perceived inappropriateness of one of the state's three research institutions offering an associate degree, USC-Columbia requested and received approval to revise its mission statement so that its ongoing offering of the Associate of Arts degree program at Fort Jackson would be officially included as part of its institutional mission. Enrollment and graduation data show (see **Table 1**) that this program is very small.

Because it is small and peripheral to the mission of the state's comprehensive research university, the AA/AS at Fort Jackson would be more appropriately offered by a

two-year institution, either USC-Sumter or Midlands Technical College. Accordingly, at the meeting of the Commission in Orangeburg on June 7, 2007, when the last annual report of the associate degree programs was reported for Commission action, this report included a portion of narrative on the USC-Columbia-at-Fort Jackson AA/AS program. In response the Commission requested that the staff meet with the personnel at USC-Columbia to discuss the issues further.

While it appears peripheral and anomalous for an AA/AS program to be part of the program offerings at USC-Columbia, the University administration has maintained historically that the program is important for carrying out the University's community and humanitarian mission. The University administration has been adamant that this program should not be transferred to either USC-Sumter or Midlands Technical College. The administration has been equally firm that the program not be phased out over time.

USC-Beaufort's continuation of the offering of the AA/AS degree presents another special case. Data from that institution show that the number of AA/AS associate degree students is still reported as a single category of degree recipients (N=39) at an institution that has only recently assumed baccalaureate degree-granting responsibilities. Graduates of the program at USC-Beaufort show a steady decrease for each of the past seven years. (See **Table 1.**)

Over the past four years the numbers of graduates from the AA/AS programs in the University of South Carolina system have varied considerably as Table 1 shows. The data reported from the USC-Columbia Institutional Research Office show that for 2005-2006 three of the six USC campuses offering the AA/AS program have experienced decreases in graduates for 2005-2006 over the 2004-2005 academic year. Of the three campuses experiencing increases in graduates, two were two-year regional campuses. The third was USC-Columbia at Fort Jackson, which increased from a negligible four to eight graduates. In all, the total number of AA/AS recipients in the USC System has decreased 5.5% in the year from 2004-05 to 2005-2006.

Completion of an AA/AS degree prior to transferring to a four-year institution has been shown to increase the odds that a student will also complete a baccalaureate degree. That fact, linked with students' eligibility for the Legislative Tuition Assistance Program while working toward their AA/AS, suggests that the two-year USC regional campuses should consider preparation of a master plan to increase the numbers of AA/AS degree recipients each year for the next decade. This suggestion has been made in this report for each of the past four years, but has thus far elicited no response from the University. Owing to the value added that increased numbers of baccalaureate-degree completers bring to the state's economic and civic development, the reiteration of this suggestion is useful.

Table 1
USC-System AA/AS Program Graduates

	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06
4-Year:							
USC-Columbia (Ft. Jackson)	12	14	19	14	12	4	8
USC-Beaufort	87	63	72	79	73	56	39
SUB-TOTAL	99	77	91	93	85	60	47
2-Year:							
USC-Lancaster	74	86	96	81	69	71	91
USC-S'hatchie	93	83	90	80	84	92	76
USC-Sumter	152	160	161	119	70	74	62
USC-Union	51	35	52	45	55	49	51
SUB-TOTAL	370	364	399	325	278	286	280
TOTAL	469	441	490	418	363	346	327

Source: USC annual reports on associate degree data

Applied, Occupationally-Specific Two-Year Degrees in the USC System

In the past few years, two of the four-year campuses of the University of South Carolina have terminated the Associate Degree in Nursing (ADN) program: USC-Upstate (end of Spring Semester 2004) and USC-Aiken (end of Fall Semester 2005.) This report is the next to last annual report in which data will be reported for students who were enrolled in those programs.

The two-year campuses of the USC System present another important challenge to and opportunity for higher education institutions in South Carolina. Three of the four of these two-year regional campuses are found in communities where a technical college is neither located nor found nearby. These three campuses are USC-Lancaster, USC-Salkehatchie, and USC-Union. Of these three, only USC-Lancaster offers occupationally-specific degree programs, although neither the authorizing legislation nor Act 359 prohibits the others from offering occupational degrees. The occupational programs at USC-Lancaster are nursing, criminal justice, and business. Graduates from the occupationally-specific two-year programs at USC-Lancaster, USC-Aiken, and USC-Upstate are listed below in **Table 2** for 2005-2006:

Table 2
USC System Graduates of Two-Year Occupationally-Specific
Programs of Study
(Academic Year 2005-2006)

	Nursing	Criminal Justice	Business
USC-Aiken	25	---	---
USC-Lancaster	27	15	19
USC-Upstate	33	---	---

Three years ago, this annual report suggested the inclusion (or, in the case of Lancaster, the increase) of offerings of two-year occupationally-related degree programs in the curricula of the three remaining two-year regional USC campuses located in communities where no technical college is located (i.e., Lancaster, Union, and Salkehatchie). The logic behind this position was to spur economic development in those communities with underutilized USC facilities by inviting the neighboring technical college to bring its expertise in technical fields to supplement the arts and sciences instruction available from the USC campus' faculty.

Two years ago the Commission asked that these two systems address the Commission's concerns about using the resources of the two systems cooperatively so that technical and occupational programs could be offered on the USC two-year regional campuses. The State Technical College System responded by noting efforts of the technical colleges to rent or build new facilities in regions served by USC two-year campuses. The University of South Carolina did not respond to this request, but subsequently has received approval for a Program Modification to offer a USC-Columbia-based Bachelor of Science in Nursing-Generic (BSN-Generic) program at USC-Salkehatchie and at USC-Lancaster. Neither system's response addresses the Commission's central concern, i.e., the need for the two systems to cooperate to offer technical, associate degree programs to promote economic development in three small communities. Cooperation between the two systems could be accomplished beginning with an intentional dialogue between the systems to establish a legal, functional, and administrative arrangement for implementing at Union, Salkehatchie/Allendale, and Lancaster a plan to offer technical associate degree programs on the two-year USC regional campuses.

Summary of USC System Offerings in Associate Degrees

Graduation rates and student enrollment data for the current review period show that all the two-year programs in the USC system (AA/AS and occupational programs) are now meeting the productivity requirements for two-year programs, *but the system has produced fewer AA/AS graduates each year since 2001-2002.* The three occupational

programs at USC-Lancaster are producing relatively small numbers of graduates, which reflect the relatively sparse population of the area served. However, two of the three of those occupationally-related programs (i.e., Nursing and Criminal Justice) are producing more graduates for the current report than in last year's.

The institutional decisions taken at USC-Upstate and USC-Aiken to cease offering the associate degree in nursing have resulted in the transfer of these programs to neighboring technical colleges. Plans for enrollments and degree completions in the two new ADN programs at the technical colleges suggest that each of these area programs will produce more graduates than their predecessor programs had produced.

General Analysis of Associate Degree Programs in the Technical Colleges

A summary of the number of programs evaluated over the past 24 years in various categories at the technical colleges is found in **Table 3**.

Table 3
Twenty-three Year Summary
Annual Associate Degree Program Evaluation
In the Technical Colleges

Year Evaluated	Good Standing	On Probation	Under Suspension	Cancelled	Total
1983	198	30	10	12	250
1984	206	33	2	9	250
1985	214	16	17	9	256
1986	212	30	11	9	262
1987	216	29	11	6	262
1988	204	44	15	4	267
1989	215	41	13	5	274
1990	254	44	12	8	318
1991	244	46	6	10	306
1992	251	36	11	4	302
1993	247	36	16	1	300
1994	260	31	16	5	312
1995	275	35	5	5	320
1996	267	25	14	6	312
1997	262	29	11	6	308
1998	270	18	9	7	304
1999	261	31	7	2	301
2000	264	30	7	5	306
2001	269	22	9	7	307
2002	294	26	10	2	332
2003	297	19	14	1	331
2004	265	22	11	5	303
2005	276	13	8	4	301
2006	277	15	5	4	301

In the data for the current annual report, 15 (5%) programs of study out of a total of 301 which were analyzed at the technical colleges are on probation. By comparison, last year's report showed a total of 13 (4.3%) degree programs on probation; and the previous year 22 (7.3%) programs were on probation. During the past two years this report has recorded the two lowest numbers and percentages of "noncompliant" programs since the report was initiated in 1983. For this reporting year, the specific programs (by degree and institution) on probation can be found in **Table 4**.

Table 4
Associate Degree Programs on Probation
in Fall 2006
(N=15)

<u>College</u>	<u>Degree</u>	<u>Program</u>
Aiken Technical College	BUS	Marketing
Florence-Darlington Tech	HEA	Medical Laboratory Technology
Florence-Darlington Tech	HEA	Health Information Management
Trident Technical College	HEA	Occupational Therapy Assistant
Florence-Darlington Tech	ENGR	Engineering Graphics Technology
Spartanburg Community College	ENGR	Engineering Graphics Technology
Trident Technical College	ENGR	Civil Engineering Technology
Tri-County Technical College	ENGR	Industrial Supervision Technology
Greenville Technical College	ENGR	Mechanical Engineering Technology
Spartanburg Community College	ENGR	Mechanical Engineering Technology
Trident Technical College	ENGR	Mechanical Engineering Technology
Denmark Technical College	IND	Electronics Technology
Trident Technical College	IND	Machine Tool Technology
Central Carolina Tech	AGR	Natural Resources Management
Midlands Technical College	ENGR	Engineering Design Technology

Engineering and Industrial Technology Programs

In last year's report, Engineering Technology programs were at the top of the categorical list of programs on probation (N=5) with Industrial Technology programs second (N=4). This year Engineering Technology remains at the top of the probation category with eight (8) programs on probation. Health programs, however, represent the second largest group (N=3) with Industrial Technology slipping to third place (N=2). Business and Agriculture each had one (1) program on probation. (Engineering Technology and Industrial Technology also had 71% of all programs moving from "Probation" to "Good" for the current reporting time period, as can be seen by comparing Table 7 found later in this report).

For seven years this report has cited the gulf between the often-stated need for Engineering Technology graduates and the small enrollments and graduates in these programs. The Technical College System two years ago reported an initiative to address this issue more systematically by focusing on three areas:

- Elimination of excess coursework in some programs;

- Consolidation of multiple “engineering technology” programs at a single institution to concentrate resources and produce a more integrated curricular approach; and
- Vigorous recruitment of talented high school students—including the granting of college course credit through *Project Lead the Way*—into Engineering Technology programs.

Newly assembled data comparing three-year averages of enrollments in Engineering Technology suggest that these initiatives are not working or not working as well as they must to reach the goal of sustainable and vibrant Engineering Technology programs throughout the state. These three-year averages for credit hours generated were calculated for the 1994-1997 period and for the 2004-2007 period for all enrollment terms (i.e., Fall, Spring, Summer, etc.) within each of those three-year periods. The data show a decrease from the 1994-1997 period to the 2004-2007 period of -8786 (-15% from 59,095 to 50,309) semester course credits generated. If the assumption is accepted that South Carolina’s 21st century economy will be built by engineers, supported by many more engineering technology graduates, much more must be done to understand why this decrease has occurred and what is being done to reverse the trend.

Continuing Success of the AA/AS Programs in the Technical Colleges

The purpose of the AA/AS is to be the degree program in public two-year institutions to prepare students for transfer into baccalaureate programs. In South Carolina, AA/AS programs were begun in the 1970s in response to the needs of persons who for reasons of finance, geography, and/or historical under-representation in higher education (especially mature students, women, and minorities) found it much more possible to begin a baccalaureate degree program by taking the first two years of coursework at a technical college.

In 1998, for the first time, the nine technical colleges with the most recently approved AA/AS programs had their programs reviewed for productivity. Only in the reports of 1998, 2001, and 2002 (and, in the latter two reports, only on a technicality) did one of the 16 technical colleges fail to meet the productivity standards for the AA/AS.

For this reporting year, all AA/AS programs in the Technical College System are in the "good" category. (See **Table 5**.)

Table 5
Graduates of AA/AS Degrees by Technical College, 2002-03 through 2006-07

	Year				
	2006	2005	2004	2003	2002
Aiken Tech	53	36	26	28	31
Central Carolina	28	29	36	31	28
Denmark	27	11	45	20	22
Florence-Darlington	50	61	76	56	58
Greenville	169	155	177	155	136
Horry-Georgetown	92	72	73	66	71
Midlands	238	249	223	228	200
Northeastern	38	27	30	18	24
Orangeburg-Calhoun	11	10	5	11	9
Piedmont	62	52	79	54	52
Spartanburg Community College*	61	69	79	61	42
Lowcountry	19	34	12	13	16
Tri-County	65	75	73	54	66
Trident	342	290	315	37	328
Williamsburg	12	16	8	13	21
York	15	37	26	29	21
TOTAL	1272	1223	1287	1206	1117

*Formerly Spartanburg Technical College

As **Table 5** demonstrates, the AA/AS programs in the Technical College System have been a great success in opening up the possibilities for transferring into a four-year degree program for many South Carolinians. The data for 2005-2006 show that the programs continue to produce a significant number of graduates. The current year is second highest for the Technical College System's graduates in AA/AS; only 2003-2004 was higher. Eight institutions graduated more and eight graduated fewer students from the AA/AS program in this reporting period than in the preceding year.

Importance of the Associate Degree Nursing Programs

For a number of years this report has articulated two points about the program of study leading to the associate degree in nursing:

1. In South Carolina as elsewhere the associate degree in nursing is accepted by employers (as it is throughout the United States, except in South Dakota which does not recognize the associate degree for professional Registered Nurse designation) as a legitimate degree for a

Registered Nurse (R.N.), who is paid virtually always at the same rate as a baccalaureate-prepared nurse.

2. Meeting employers' demands for a well-educated nursing workforce to provide safe care in hospitals and other healthcare settings will require the sustained commitment of each institution to enroll and graduate increasingly large numbers of students for some number of years. Because the associate degree programs have been the largest programs historically in South Carolina, they must continue to enroll and graduate very large numbers of new nurses. (As in many other states, South Carolina regularly graduates about 2/3's of all its new nurse graduates from associate degree programs.)

The *level of employer demand* for nurses is unknown because no publicly available database exists to show what that might be. It is, therefore, not possible yet to know exactly for how many years a sustained commitment to increase the numbers of nursing graduates will be required. On the other hand, what is known is the success in increasing the *supply of graduates* from nursing programs in the Technical College System since the issuance of the *Colleagues in Caring* report in 2001. As **Table 6** shows, four years ago for the reporting year of 2001-2002 the number of graduates of the technical colleges' eleven existing ADN programs *decreased* 3.6% over the previous year's graduation numbers. In the following year (2002-2003), there was a 6% *increase* of graduates from the 11 programs over the 2001-2002 academic year. In 2003-2004 there was an even higher annual *increase over the 2002-2003 year* (+ 22.7%). In the 2004-2005 report, the increase continued (+5.2%).

For the current reporting year of 2005-2006, a decreased number of students graduated in associate degree nursing programs (from 968 to 940; or - 3.9 %) over the previous year. (**See Table 6.**) However, this decrease is not systemic; one institution, Greenville Tech, is responsible for most of the annual decrease of graduates. There are two contending explanations for this drop. First, spokespersons from the Greenville Hospital System have stated publicly that Greenville Hospital System has no appreciable shortage of nurses. Secondly, the nursing faculty at Greenville Technical College have stated that they reduced the numbers of students in the program when they discovered in doing a national self-study for accreditation through the National League for Nursing Accreditation Commission (NLNAC) that the institution had insufficient numbers of adequately prepared clinical faculty members; and they, therefore, decreased the numbers of students in the program accordingly.

Since the closing of the USC-Aiken and USC-Upstate associate degree programs in nursing, the USC-Lancaster ADN program has become the sole associate degree in nursing in the state outside the technical college system. Since 2004 three more associate degree programs have been added in the Technical College system (i.e., Spartanburg

Community College in Fall 2004; Aiken Technical College in Fall 2005; and Northeastern Technical College in Fall 2007). The technical college programs at Aiken Technical College and Spartanburg Community College have enrolled larger numbers of students than their now-closed area predecessors had done. The increased numbers of graduates in the Technical College System's nursing programs since the early years of the decade is a result of both initial enrollments in new programs and enhanced enrollments in established ones.

Table 6
Total Number of Graduates from Technical Colleges'
Associate Degree in Nursing Programs for Years
2000-2001 through 2005-2006

2000-2001	725
2001-2002	706
2002-2003	748
2003-2004	918
2004-2005	968
2005-2006	940

Degree Programs No Longer on Probation

For the current reporting year, a total of seven programs which had been on probation in the technical colleges for last year's reporting period have been recommended by the State Technical College System for placement in good standing. In this group there were two programs in Engineering Technology, three programs in Industrial Technology and one program each in Business and Public Service. The degrees and institutional locales of all the programs moving from Probation to Good are found below in **Table 7**.

Table 7
Degree Programs Returning to
“Good” Status from “Probation” 2004-2005
(N=7)

<u>College</u>	<u>Degree</u>	<u>Program</u>
Williamsburg Tech	BUS	Office Systems Technology
Trident Tech	IND	Aircraft Maintenance Technology
Midlands Tech	IND	Automotive Technology
Florence-Darlington Tech	ENGR	Civil Engineering Technology
Central Carolina Tech	ENGR	Civil Engineering Technology
Florence-Darlington Tech	IND	Machine Tool Technology
Orangeburg-Calhoun Tech	ENGR	Criminal Justice Technology

Tabular Analysis of Associate Degree Programs

Tables 8 and 9 provide a succinct quantitative analysis of the programs of the technical colleges for this period which are on suspension or have been cancelled. It is noteworthy that there are few programs in each category, a fact which suggests that planning in the Technical College System for technical programs, based upon community and business demand for graduates in certain fields, minimizes the need to suspend and cancel programs. It is also of interest that the largest number of these suspended and canceled programs is in Industrial Technology and Engineering Technology, a fact which is mirrored in the earlier stage of the productivity analysis where these same kinds of programs are more likely to be on probation.

Table 8
Associate Degree Programs On Suspension in 2006
(or Continued for 2nd or 3rd Year Suspension)
(N=5)

<u>College</u>	<u>Degree</u>	<u>Program</u>
First Year: (None)		
Second Year:		
Technical College of the Lowcountry	IND	Building Construction Technology
Horry-Georgetown Technical College	IND	Electronics Technology
Aiken Technical College	IND	Machine Tool Technology
Third Year:		
Aiken Technical College	ENGR	Computer Engineering Technology
Greenville Technical College	IND	Computer Electronics Technology

Table 9
Associate Degrees Cancelled in Fall 2006
N=4)

<u>College</u>	<u>Degree</u>	<u>Program</u>
Central Carolina Technical College	BUS	Marketing
Midlands Technical College	HEA	Pharmacy Technology
Aiken Technical College	ENGR	Electro-Mechanical Engr. Tech.
Spartanburg Community College	PSER	Interpreting

Summary

All 11 of the associate degree programs in the University of South Carolina system and 277 (92%) of the 301 technical college programs evaluated for this report meet the "good" status requirements for this reporting year. The associate degree programs in the USC system and the Technical College System are overwhelmingly meeting the modest statewide productivity standards which have been measured since 1983 in these annual reports. The programs in the USC system present two issues: 1) the under-utilization of facilities in three relatively isolated two-year institutional campuses; and 2) the anomalous offering of the AA/AS by USC-Columbia, which both insists upon offering this program (rather than transferring it to its own two-year Sumter campus or to the neighboring Midlands Technical Colleges) and aspires to the mantel of flagship

comprehensive research institution in South Carolina. The resistance of the University's administration to considering alternatives to the AA/AS at Fort Jackson offering makes a resolution of this issue in the near future unlikely.

The data on programs in the Technical College System also suggests a need to: 1) address the 15% decrease in credit hours generated in Engineering Technology curricula over the past decade; and 2) monitor data from the ADN programs of technical colleges when their enrollments and/or graduates fall as long as a "crisis" in the RN population is said to exist anywhere in South Carolina.

Recommendations

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of this report's designation of programs for the current reporting year as shown in **Tables 1, 3, 6, 7, 8, and 9**. Because of the importance of certain associate degree programs to economic development in South Carolina, the staff further recommends that

- The State Technical College system be requested to review any existing institutional plans and consider a system plan for increasing enrollments and retention to graduation in the Engineering Technology area of the curriculum; and
- The Commission, the State Technical College System, and the USC System work collaboratively to develop ideas and a schedule of implementation for cooperative programming at the three identified two-year Regional Campuses for offering technical associate degree programs directed toward support for economic development in those three communities.

South Carolina Commission on Higher Education

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

CHE
05/01/2008
Agenda Item 7.02F

Dr. Garrison Walters, Executive Director

May 1, 2008

MEMORANDUM

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

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

Consideration of Proposed Changes to CHE Policy for Approval of Specialized Accreditation Agencies

Attached you will find a draft copy of changes the staff is proposing to the *CHE Policy for Approval of Specialized Accreditation Agencies*. The proposed changes update the policy to reflect current practice, modify the approval process, and clarify the application of existing processes and practice under the *Policy*.

Substantive changes in the proposed policy revision include:

1. Revisions in Item 1 to remove references to outdated IPEDS reporting requirements;
2. The addition of language in Item 4 to allow for staff approval of accrediting agencies if the agency meets the requirements set forth in Item 3 and there is consensus for approval among the institutions;
3. Revisions in Items 5 and 6 to reflect the fact that the Commission does not require accreditation of programs other than those for teacher preparation.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the proposed changes to *CHE Policy for Approval of Specialized Accreditation Agencies*.

CHE Guidelines Policy for Approval of Specialized Accreditation Agencies

1. The Commission on Higher Education's (CHE) list of approved accrediting agencies consists of those agencies for which one or more academic programs are currently ~~accreditable in~~ included in the List of National Institutional and Specialized Accrediting Bodies Recognized by the South Carolina Commission on Higher Education and posted on the Commission's website.

1. ~~South Carolina public institution as reported on U. S. Department of Education FORM IPEDS-IC 1 (6-1-94). This reporting form is used for both ACT 255 of 1992 and Act 359 of 1996 submissions.~~

2. Petitions to add or delete accrediting agencies from the Commission's list may be submitted to the Director of the CHE Commission's Division of Academic Affairs and Licensing twice each year by any public institution in South Carolina or by the Commission staff on the schedule outlined below:

Petition submitted to Academic Affairs	December 1	August 1
Petitions circulated to institutions	December	August
Institutions identify affected programs; provide commentary on whether acceptance should be granted	March 1	October 1
Consideration by Advisory Committee on Academic Programs (ACAP)	Spring Meeting	Fall Meeting
Consideration by Committee on Academic Affairs and Licensing (CAA&L)	Summer Meeting	Winter Meeting
Consideration by CHE	July/September	March

3. An accrediting body is eligible for Commission approval if:

A. it is approved by the U. S. Department of Education; or

B. it is recognized by the Council for Higher Education Accreditation; or

C. licensure/certification in South Carolina requires graduation from a program holding such specialized accreditation.

4. If an accrediting body meets the necessary requirements in #3, and if there is no institutional objection at the end of the institutional review period, and subsequent Advisory Committee on Academic Programs (ACAP) meeting, Commission staff shall have the authority to approve the accrediting body and add it to the Commission's list of approved accrediting agencies.
5. When a new accrediting agency is added to the Commission list, institutions with existing programs accreditable by the new agency have up to five years to before being required to report the gain accreditation status for of those programs. Institutions must notify the Commission's Division of Academic Affairs and Licensing upon achieving successful accreditation.
6. When the Commission approves a new academic program that is accreditable under an agency on the CHE list, the new program institution will have up to five years before being required to report the accreditation status of the program. Institutions must notify the Commission's Division of Academic Affairs and Licensing upon achieving successful accreditation for a new program.
to gain accreditation through the appropriate agency and report this accreditation to the Commission's Division of Academic Affairs and Licensing. However, in cases where accreditation is achieved prior to the end of the five-year window, institutions may notify CHE of accreditation at any time within the window.
7. If the Commission lists two (or more) recognized accreditation accrediting agencies for a single discipline (e.g., business administration, nursing), institutions may choose one either agency for accreditation purposes. No institution will be expected to hold specialized accreditation from two agencies for the same discipline.

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CHE
05/01/2008
Agenda Item 7.02G

Dr. Garrison Walters, Executive Director

May 1, 2008

MEMORANDUM

To: Dr. Layton 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 Request for the Addition of an Accrediting Agency to the List of National Institutional and Specialized Accrediting Bodies Recognized by the South Carolina Commission on Higher Education

Lander University requests the addition of the Montessori Accrediting Council for Teacher Education (MACTE) to the *List of National Institutional and Specialized Accrediting Bodies Recognized by the South Carolina Commission on Higher Education*. MACTE is recognized by the U.S. Department of Education as an approved accrediting body and therefore is eligible to be added to the list as an approved accrediting agency. Additional information about MACTE can be accessed at <http://www.macte.org/Recognition.htm>.

According to the request submitted by Lander University, "CHE recognition of MACTE will ensure that Montessori teacher preparation programs offered to South Carolina's public school teachers will adhere to curriculum, contact hours, student assessment and essential standards established by the profession." The Advisory Committee on Academic Programs, at its meeting on the March 20, 2008, voted unanimously to commend favorably recognition of MACTE as a Commission approved accrediting body.

Recommendation

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the addition of the Montessori Accrediting Council for Teacher Education to the *List of National Institutional and Specialized Accrediting Bodies Recognized by the South Carolina Commission on Higher Education*.

South Carolina Commission on Higher Education

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Dr. Louis B. Lynn
Ms. Cynthia C. Mosteller
Mr. James R. Sanders
Mr. Hood Temple
Mr. Kenneth B. Wingate
Mr. Randy Thomas
Mr. Neal J. Workman, Jr.
Dr. Mitchell Zais

CHE
05/01/2008
Agenda Item 7.02H

Dr. Garrison Walters, Executive Director

May 1, 2008

MEMORANDUM

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

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

Consideration of Annual Report on Admission Standards for First-Time Entering Freshmen FY 2007-08

Act 629 of 1988, *The Cutting Edge*, requires that with respect to admission standards at the public colleges and universities:

- In consultation and coordination with the public institutions of higher learning in this state, the State Commission on Higher Education shall ensure that minimal admissions standards are maintained by the institutions.
- The Commission, with the institutions, shall monitor the effect of compliance with admission prerequisites that are effective in fall, 1988 (Section 59-104-10(A)).

In April 1988, the Advisory Committee on Academic Programs adopted a procedure that requires each institution to report annually on applications, acceptances, and enrollment and to specify the minimum approximate SAT score (combined math and verbal) that is required of most applicants for admission as freshmen.

In Act 359 of 1996, the General Assembly reiterated the importance of reporting admissions standards. Section 59-103-45(3) again directed the Commission to review minimum undergraduate admission standards.

Attached is the annual report on 2007 admission standards for first-time entering freshmen (**Attachment 1**) at South Carolina public senior colleges and universities. This document summarizes the results of five different reports related to admission standards and to measures of achievement of first-time entering freshmen for the fall of 2007.

The Report is presented in five parts:

- Part I: Fall 2007 Applications, Acceptances, and Actual Enrollments
- Part II: Fall 2007 Data Related to High School Course Prerequisites
- Part III: Fall 2007 SAT and ACT Scores
- Part IV: Fall 2007 Provisionally Admitted Students
- Part V: Fall 2008 Minimum Admissions Requirements

The data for Parts II-IV, and the actual enrollment data included in Part I, were electronically supplied by the institutions via the Commission on Higher Education's Management Information System (CHEMIS).

Recommendations

The Committee on Academic Affairs and Licensing commends favorably to the Commission approval of the following:

1. Although there was an increase in applicable first-time freshmen meeting all the high school course prerequisites for public college admission, the senior institutions whose compliance rate falls below the state average of 95.7 percent should provide to the staff a plan of action to increase compliance (The Citadel, Coastal Carolina, Lander, South Carolina State, USC-Aiken, USC-Beaufort, USC-Upstate, and Winthrop), thereby enhancing student preparation for success in college.
2. This report should be transmitted to the South Carolina Department of Education and the chairs of the House and Senate Education Committees.

**ANNUAL REPORT ON ADMISSION STANDARDS FOR
FIRST-TIME ENTERING FRESHMEN, FALL 2007
SOUTH CAROLINA PUBLIC SENIOR COLLEGES AND UNIVERSITIES**

This document reviews the results of five different reports related to admission standards and measures of achievement for first-time entering freshmen. The results are presented in five parts:

- **Part I:** Fall 2007 Applications, Acceptances, and Actual Enrollments
- **Part II:** Fall 2007 Data related to high school course prerequisites
- **Part III:** Fall 2007 SAT and ACT scores
- **Part IV:** Fall 2007 Data related to provisional students
- **Part V:** Fall 2008 Minimum admission standards.

Part I: Applications, Acceptances, and Actual Enrollments

In Fall 2007, 65,709 applications were received for admission as first-time freshmen at the public senior colleges and universities. Of these, 40,484 or 61.6% met the minimum admission standards at one or more of the public senior institutions and were offered admission to the institution. Of those who were offered admission, 16,168 or 40% of applicants actually enrolled.

Table 1 on the following page shows the number and percent of students who applied, students who were accepted, and students who actually enrolled at each public senior institution.

TABLE 1 APPLICATIONS, ACCEPTANCES, AND ACTUAL ENROLLMENTS S.C. PUBLIC SENIOR INSTITUTIONS, FALL 2007					
Institutions	Number of Applications ¹	Number of Applicants Offered Admission ¹	Percent of Applicants Offered Admission	Number who Actually Enrolled	Percent Accepted and Enrolled
Research Institutions					
Clemson	14,254	7,154	50.2%	2,762	38.6%
USC-Columbia	14,994	8,908	59.4%	3,719	41.7%
Sub Total	29,248	16,062	54.9%	6,481	40.3%
Comprehensive Teaching Colleges & Universities					
The Citadel	2,081	1,629	78.3%	621	38.1%
Coastal Carolina	6,618	4,524	68.4%	1,652	36.5%
Coll. Of Charleston	8,939	5,775	64.6%	2,064	35.7%
Francis Marion	2,725	1,760	64.6%	779	44.3%
Lander	2,230	946	42.4%	433	45.8%
S.C. State	3,866	3,403	88.0%	1,318	38.7%
USC-Aiken	2,422	1,257	51.9%	626	49.8%
USC-Beaufort	782	576	73.7%	288	50.0%
USC-Upstate	2,802	1,771	63.2%	832	47.0%
Winthrop	3,996	2,781	69.6%	1,074	38.6%
Sub Total	36,461	24,422	67.0%	9,687	39.7%
Total Sr. Institutions	65,709	40,484	61.6%	16,168	39.9%

¹Reported manually by the institutions.

South Carolina State University offered admission to the largest percentage of applicants, 88%, followed by The Citadel at 78%, USC-Beaufort at 74%, and Winthrop University at 70%. Coastal Carolina, College of Charleston, Francis Marion, USC-Upstate, and USC-Columbia offered admission ranging from 60% to 68%. USC-Aiken, Clemson University and Lander University offered admission to the lowest percentage of applicants at 42% to 52%. USC-Aiken and USC-Beaufort enrolled the largest percentage (50%) of students who were offered admission. The remaining institutions had enrollment percentages that ranged from 36% to 47%. The most "selective" institution, based on the ratio of applicants offered admission to the number of applications, is Lander University (42.4% offered admission). Clemson University follows with just over 50% offered admission.

Table 2 provides a five-year overview of applications, acceptances and actual enrollments. The number of applicants has increased by 13,560 over the last five years, and the number enrolled has increased by approximately 1,582 students. However, the

percentage of applicants who were accepted and enrolled **has decreased** by approximately 2.1%. This decrease suggests that, as a whole, the public senior institutions are becoming somewhat more selective in offering admissions to students, but that, in turn, students who are offered admission are becoming more selective in choosing where they wish to attend.

TABLE 2 Applications, Acceptances, and Actual Enrollments S.C. Public Senior Institutions Five Year Comparison					
Year	Number of Applications	Number of Applicants Offered Admission	Percent of Applicants Offered Admission	Number who Actually Enrolled	Percent Accepted and Enrolled
2003	52,149	34,740	66.6%	14,586	42.0%
2004	54,546	36,906	70.5%	15,079	40.9%
2005	57,938	39,068	67.4%	15,728	40.3%
2006	61,539	38,907	63.2%	15,635	40.2%
2007	65,709	40,484	61.6%	16,168	39.9%

Part II: Extent to Which 2007 Freshmen Met the High School Course Prerequisites

Since Fall 1988, public senior colleges and universities in South Carolina have required that applicants for freshmen admission (who graduated from high school in 1988 or subsequent years) must have completed certain high school courses before being admitted. The required courses include the following:

- 1. Four units of English:** At least two units must have strong grammar and composition components, at least one must be in English literature, and at least one must be in American literature. Completion of College Preparatory English I, II, III, and IV will meet this criterion.
- 2. Three units of Mathematics:** These units include Algebra I (for which Applied Mathematics I and II may count together as a substitute if a student successfully completes Algebra II), Algebra II, and Geometry. A fourth higher-level mathematics course is strongly recommended. The fourth course should be selected from among algebra III/trigonometry, pre-calculus, calculus, statistics, or discrete mathematics.
- 3. Three units of Laboratory Science:** Two units must be taken in two different fields and selected from among biology, chemistry, or physics. The third unit may be from the same field as one of the first two units (biology, chemistry, or physics) or from any laboratory science for which biology and/or chemistry is a prerequisite. Courses in earth science, general physical science, or introductory or general environmental science for which biology and/or chemistry is not a prerequisite will not meet this requirement. It is strongly recommended that

students take physical science (taught as a laboratory science) as a prerequisite to the three required units of laboratory science outlined in the section.

4. **Two units of the same foreign language.**
5. **Three units of social science:** One unit of U.S. History is required; a half unit of Economics and a half unit in Government are strongly recommended.
6. **Four units of electives:** Four college preparatory units must be taken from at least three different fields selected from among Computer Science, English, Fine Arts, Foreign Languages, Humanities, Laboratory Science (excluding earth science, general physical science, general environmental science or other introductory science courses for which biology and/or chemistry is not a prerequisite), Mathematics above the level of Algebra II, and Social Sciences. It is suggested that one unit be in Computer Science which includes programming (i.e., not just keyboarding) and one unit in Fine Arts (appreciation of, history, or performance).
7. **One unit of physical education or ROTC.**

NOTE: Each institution may make exceptions in admitting 1) students who do not meet all of the prerequisites, limited to those individual cases in which the failure to meet one or more prerequisites is due to circumstances beyond the reasonable control of the student or 2) students who have taken the Tech Prep (Applied Academics) courses rather than the required college preparatory curriculum described above and who meet all other institutional admissions criteria.

As shown in **Table 3**, although the proportion of all applicable first-time freshmen meeting all of the prerequisites increased from 93.9% in 2006 to 95.7% in 2007, the percentage of students meeting all of the prerequisites is still below the 1999 average of 98.15%. This decrease is attributable to the continued low percentages at USC-Beaufort since it became a four-year institution and all students rather than merely "baccalaureate ready" students were factored into the data. Additionally, other fluctuations of concern occur at USC-Aiken and Winthrop University at the four-year institutions.

TABLE 3							
Percent of Applicable ¹ First-Time Freshmen Meeting High School Course Prerequisites							
Institutions	2005	2005	2006	2006	2007	2007	Change
	Applicable	Percent	Applicable	Percent	Applicable	Percent	From
	Freshmen	Meeting	Freshmen	Meeting	Freshmen	Meeting	2006 to
		Prerequisites		Prerequisites		Prerequisites	2007
Research Institutions							
Clemson	2,903	97.7%	2,812	98.8%	2,762	99.7%	1.0%
USC-Columbia	3,659	96.5%	3,624	95.3%	3,642	96.0%	0.7%
Sub Total	6,562	97.0%	6,436	96.8%	6,404	97.6%	0.8%
Comprehensive Teaching Colleges & Universities							
The Citadel	585	87.9%	538	88.8%	621	89.0%	0.2%
Coastal Carolina	1,494	86.1%	1,459	94.5%	1,645	92.3%	-2.2%
College of Charleston	1,984	97.4%	1,962	99.2%	2,062	99.2%	0.0%
Francis Marion	803	94.6%	797	94.7%	779	95.5%	0.8%
Lander	577	82.5%	580	80.7%	433	91.7%	11.0%
SC State	1,013	87.7%	881	82.5%	1,214	95.3%	12.8%
USC-Aiken	594	84.0%	652	89.6%	617	84.1%	-5.5%
USC-Beaufort	212	68.9%	213	81.7%	276	72.5%	-9.2%
USC-Upstate	709	87.3%	769	87.4%	800	93.9%	6.5%
Winthrop	999	91.0%	1,174	93.4%	1,052	90.4%	-3.0%
Sub Total	8,970	89.5%	9,025	91.7%	9,499	90.4%	1.3%
Total Sr. Institutions	15,532	92.7%	15,461	93.9%	15,903	94.1%	1.0%
Two-Year Regional Campuses of USC							
USC-Lancaster ²	74	90.5%	58	100.0%	91	96.7%	-3.3%
USC-Salkehatchie ²	1	100.0%	18	94.4%	0	NA	-94.4%
USC-Sumter ²	58	100.0%	70	98.6%	98	100.0%	1.4%
USC-Union ²	15	66.7%	17	100.0%	15	100.0%	0.0%
Sub Total USC Two-Year	148	91.9%	163	98.8%	204	98.5%	-0.2%
Grand Total	15,680	92.7%	15,624	93.9%	16,107	94.3%	0.4%

¹Not applicable to foreign students, GED students, and students who graduated prior to 1988.

²At the USC two-year campuses, the prerequisites are applicable only to those students classified by the institution as baccalaureate-ready and accepted as such.

Institutional Issues

The lowest compliance rate is shown by USC-Beaufort (72.5%). USC-Beaufort has continued to have a low compliance rate, but it steadily increased after becoming a four-year institution in Fall 2004 and showed a 12.8% increase in compliance between 2005 and 2006. However, the compliance decreased 9.2% from 2006 to 2007. In response to a staff inquiry, an official at USC-Beaufort stated that the university shows

some flexibility in the accepting students without the core requirements. For example, the official explained that the high schools require physical science, yet the university cannot accept it. The university also allows flexibility with the electives. According to the official, the university is not going to deny admission to a student simply because the student did not take three different electives. All exceptions are made by judgments of the university's faculty and staff; however, university representatives are communicating with counselors in their area to stress the importance of three laboratory sciences and a variety of electives and will continue to do so. University representatives will also make sure they discuss this issue at all events and private high school visits throughout the state. Furthermore, the official stated that out-of-state students are not held accountable for the South Carolina core requirements if they meet their state's high school graduation requirements. Because of this policy, the compliance rate for out-of-state students in 2007 (**Table 3B**) is 51.9%, whereas the compliance rate for in-state students is 77.5% (**Table 3A**).

USC-Aiken's compliance rate decreased from 89.6% in 2006 to 84.1% in 2007. In response to a staff inquiry, an official at USC-Aiken stated that the analysis of the performance of the 2006 freshmen who did not meet all prerequisites has not been completed at this time. Also, the official stated that last year, the university identified aspects of its coding procedure that need to be modified so it reports in ways consistent with other institutions in the state. The institution has not implemented those modified procedures yet, but is taking steps to do so.

Winthrop University's compliance rate also decreased as it went from 93.4% in 2006 to 90.4% in 2007. In response to a staff inquiry, an official at Winthrop stated the decreased compliance resulted from students not meeting the laboratory sciences and electives requirements.

Given the fact that in 2001 institutions agreed to require a third lab science, a dip in the compliance rate was to be expected. By 2007, it is reasonable to expect that students would be improving their compliance with the new prerequisite, and in general that is happening throughout the system.

South Carolina State University (87.8%), displayed a downward trend (100% to 87.7% to 82.5%) from 2004 to 2006, but showed a significantly increased compliance in 2007 (95.3%). In response to a staff inquiry in 2006, South Carolina State University submitted a report on reasons for declining compliance and a plan of action to increase compliance in July 2006. At that time, officials at South Carolina State University stated that of the provisional students, 58% were missing the second foreign language, 39% were taking Math Tech courses instead of the required Algebra I and II, and 21% were taking physical science, earth science, and general science instead of the laboratory sciences. A representative from South Carolina State University responded to a staff inquiry that the strategies in the plan of action submitted in July 2006 were not fully

implemented. The strategies were being revised and were to be implemented in Fall 2007. South Carolina State University hired an Assistant Vice President for Enrollment Management and established a campus-wide committee to ensure the implementation of the plan of action, which may be responsible for the increase in 2007.

Lander University also implemented a plan of action to improve its compliance rate, and like South Carolina State University, Lander University also showed improvement as a result of this plan. Lander University showed a significant improvement, as its compliance increased by 11% between 2006 and 2007. However, Lander University's compliance (91.7%) is still below the average of 95.7% for all institutions.

Similarly, while USC-Upstate's compliance rate is below the average, the institution has shown improvement as its compliance rate increased from 87.4% in 2006 to 93.9% in 2007.

The percent of applicable first-time freshmen meeting high school course prerequisites was broken down further into "In State Only" (**Table 3A**) and "Out-of-State Only" (**Table 3B**) to determine if out-of-state students were responsible for the overall decrease from 1999 in the percentage of first-time freshmen meeting the high school course prerequisites.

TABLE 3A Percent of Applicable¹ First-Time Freshmen Meeting High School Course Prerequisites In State Only (GEO-Origin = SC)						
Institutions	2005 Applicable Freshmen	2005 Percent Meeting Prerequisites	2006 Applicable Freshmen	2006 Percent Meeting Prerequisites	2007 Applicable Freshmen	2007 Percent Meeting Prerequisites
Research Institutions						
Clemson	1,888	98.1%	1,884	99.2%	1,819	99.9%
USC-Columbia	2,464	98.3%	2,252	98.0%	2,115	97.8%
Sub Total	4,352	98.2%	4,136	98.5%	3,934	98.8%
Comprehensive Teaching Colleges & Universities						
The Citadel	244	96.7%	235	96.6%	255	97.6%
Coastal Carolina	726	89.4%	633	97.9%	772	96.1%
College of Charleston	1,092	98.4%	1,008	99.5%	1,191	99.6%
Francis Marion	764	95.3%	747	96.0%	751	96.0%
Lander	554	82.9%	545	81.1%	395	94.2%
SC State	809	86.8%	693	82.8%	955	96.0%
USC-Aiken	541	85.2%	621	90.8%	566	86.2%
USC-Beaufort	194	69.6%	185	83.2%	222	77.5%
USC-Upstate	669	87.6%	728	87.8%	739	94.2%
Winthrop	844	94.1%	1,042	95.1%	936	91.7%
Sub Total	6,437	90.5%	6,437	92.1%	6,782	94.4%
Total Sr. Institutions	10,789	93.6%	10,573	94.6%	10,716	96.0%
Two-Year Regional Campuses of USC						
USC-Lancaster ²	73	90.4%	58	100.0%	87	96.6%
USC-Salkehatchie ²	1	100.0%	18	94.4%	0	
USC-Sumter ²	58	100.0%	70	98.6%	93	100.0%
USC-Union ²	15	66.7%	17	100.0%	15	100.0%
Sub Total USC Two-Year	147	91.8%	163	98.8%	195	98.5%
Grand Total	10,936	93.6%	10,736	94.7%	10,911	96.0%

¹Not applicable to foreign students, GED students, and students who graduated prior to 1988.

²At the USC two-year campuses, the prerequisites are applicable only to those students classified by the institution as baccalaureate-ready and accepted as such.

TABLE 3B Percent of Applicable¹ First-Time Freshmen Meeting High School Course Prerequisites Out-of-State Only (GEO-Origin not = SC)						
Institutions	2005 Applicable Freshmen	2005 Percent Meeting Prerequisites	2006 Applicable Freshmen	2006 Percent Meeting Prerequisites	2007 Applicable Freshmen	2007 Percent Meeting Prerequisites
Research Institutions						
Clemson	1,015	97.0%	928	98.0%	943	99.5%
USC-Columbia	1,195	92.9%	1,456	85.6%	1,527	93.5%
Sub Total	2,210	94.8%	2,384	90.4%	2,470	95.7%
Comprehensive Teaching Colleges & Universities						
The Citadel	341	81.5%	303	82.8%	365	83.3%
Coastal Carolina	768	83.1%	848	89.5%	873	88.9%
College of Charleston	892	96.2%	964	97.9%	871	98.7%
Francis Marion	39	82.1%	50	76.0%	28	82.1%
Lander	17	70.6%	35	74.3%	28	89.3%
SC State	204	91.2%	188	81.4%	259	92.7%
USC-Aiken	53	71.7%	49	40.8%	51	60.8%
USC Beaufort	18	61.1%	40	50.0%	54	51.9%
USC-Upstate	40	82.5%	65	50.8%	61	90.2%
Winthrop	155	74.2%	142	73.9%	116	80.2%
Sub Total	2,527	87.1%	2,684	87.5%	2,706	90.0%
Total Sr. Institutions	4,737	90.7%	5,068	88.9%	5,176	92.7%
Two-Year Regional Campuses of USC						
USC-Lancaster ²	1	100.0%	10	0.0%	4	100.0%
USC-Salkehatchie ²	0	0.0%	4	0.0%	0	0.0%
USC-Sumter ²	0	0.0%	4	0.0%	5	100.0%
USC-Union ²	0	0.0%	0	0.0%	0	0.0%
Sub Total USC	1	100.0%	18	0.0%	9	100.0%
Grand Total	4,738	90.7%	5,086	88.6%	5,185	92.7%

¹Not applicable to foreign students, GED students, and students who graduated prior to 1988.

²At the USC two-year campuses, the prerequisites are applicable only to those students classified by the institution as baccalaureate-ready and accepted as such.

As **Table 3A** and **Table 3B** show, the decrease in compliance reported in **Table 3** for Coastal Carolina University can be attributed to its out-of-state students. At Coastal Carolina, 96.1% of in-state, first-time freshmen meet high school course prerequisites, compared to only 88.9% of out-of-state, first-time freshmen.

Likewise, the low compliance rate demonstrated by The Citadel is also due to its out-of-state students. At The Citadel, 97.6% of in-state, first-time freshmen meet high school course prerequisites, compared to only 83.3% of out-of-state, first-time freshmen.

By contrast, **Table 3A** shows that four institutions (Coastal Carolina University, USC-Aiken, USC-Beaufort and Winthrop University) report a decrease in their compliance rate for in-state, first-time freshmen for 2007 ranging from 1.8 to 5.8%. USC-Columbia had a slight decrease of 0.2%.

As **Table 3B** shows, all but one institution improved their compliance rate for out-of-state students in 2007. Lander University (+15%), South Carolina State University (+11.3%), USC-Aiken (+20%) and USC-Upstate (+39.4%) showed the greatest improvement. However, despite this improvement, eight of the ten comprehensive teaching institutions report a compliance rate for out-of-state students below the average of 92.7% for all institutions, ranging from 51.9% to 90.2%, and seven are below the average of 90.0% for this sector.

Part III: SAT and ACT Scores as Indicators of Academic Preparation, Fall 2007

Act 629 of 1988, *The Cutting Edge*, and Act 359 of 1996 require public senior colleges and universities in South Carolina to report annually to the Commission on the admissions standards for first-time entering freshmen students. Act 359 also requires that the Commission review admissions standards. This report includes the average scores for all first-time entering freshmen, including those admitted under the regular admission policies of the institution and those who are admitted on a provisional basis (admitted under exceptions to the regular admission policies), foreign students, and students aged 22 and above. Scores are submitted separately for each category of in-state students, out-of-state students, and in-state and out-of-state students combined.

Beginning in 1995, the Commission began using a more inclusive standard of comparison for indicators of academic preparation for entering students. The combined mean for college entrance examinations has been calculated based on the scores of the entire entering freshman class including foreign students, provisional students, students aged 22 and above, and students taking the ACT.

The majority of students attending South Carolina institutions take the SAT rather than the ACT as a college entrance examination. However, increasing numbers of students are presenting ACT scores. Since 1994, this report has included both ACT and SAT scores, with the SAT combined mean and the ACT composite score listed in separate columns.

Reporting the ACT and SAT scores separately does not give an accurate picture of the academic preparation of the total freshman class at each institution. Looking at the indicators of academic preparation for the first-time entering freshman class without exclusions allows the Commission to examine all indicators of success in college. An ACT/SAT combined mean is now calculated for the entire entering freshman class. The scores of students who report only ACT scores have been converted to SAT equivalencies using the ACT-SAT concordance tables developed by the Educational Testing Service (ETS). The converted scores are then averaged with the SAT scores to arrive at an SAT/ACT combined mean.

When ACT scores are converted into SAT equivalents and combined into the mean, the SAT/ACT combined mean is slightly lower than the SAT combined mean excluding ACT scores. In general, this lowered mean results because more than one SAT combined score (verbal and math) converts into the same ACT score, whereas only one ACT composite score converts to an SAT combined score except at the lowest end of the range. Depending on where students' scores fall within a range (including ACT/SAT equivalencies in the calculation of the mean), they could either increase or decrease the combined mean at that institution.

Table 4 ranks institutions by institution type and SAT/ACT combined mean. In addition, the combined mean for SAT scores only and the percentage of students reporting ACT scores only is also shown in **Table 4**.

TABLE 4 SAT/ACT SCORES OF FIRST-TIME ENTERING FRESHMEN, FALL 2007 (INCLUDING Foreign and Provisional Students and Students Age 22 and Above) SOUTH CAROLINA PUBLIC SENIOR COLLEGE AND UNIVERSITIES			
Institutions	SAT & ACT Combined Mean ¹ Including Foreign, Prov. & Age 22 & Above	SAT (Only) Combined Mean Including Foreign, Prov. & Age 22 & Above	% Reporting ACT Score Including Foreign, Prov. & Age 22 & Above
Research Institutions			
Clemson	1222	1222	17.3%
USC-Columbia	1180	1183	24.2%
Average Research Institutions	1198	1200	21.3%
Comprehensive Teaching Colleges & Universities			
The Citadel	1078	1091	28.3%
Coastal Carolina	1028	1040	27.1%
College of Charleston	1159	1182	44.1%
Francis Marion University	961	968	31.7%
Lander University	989	994	34.2%
S.C. State University	814	823	36.2%
USC-Aiken	995	1005	27.2%
USC-Beaufort	940	945	19.8%
USC-Upstate	1003	1003	34.0%
Winthrop	1051	1054	26.7%
Average Comprehensive Teaching Institutions	1019	1033	33.1%
State Average, Senior Institutions	1091	1105	28.4%
Two-Year Regional Campuses of USC			
USC-Lancaster	878	928	43.9%
USC-Salkehatchie	841	869	27.9%
USC-Sumter	954	971	36.1%
USC-Union	824	881	56.5%
Average Two-Year Regional Campuses of USC	890	927	38.8%

¹ACT scores converted to SAT equivalencies using the ACT/SAT Concordance Tables.

Table 5 presents a comparison of the number of students accepted with ACT scores for 2006 and 2007. The majority of institutions indicated that the results reported to CHEMIS are for the highest SAT or ACT scores for the decision on student admission to the institution. All but one of the four-year institutions had increases in the percentage of students reporting ACT scores ranging from +1.4% to +9.9% (South Carolina State University had no change). In general, the impact on senior institutions was 5.4%. Research institutions showed a larger increase (+5.9%) than the comprehensive teaching institutions (+4.7%); and the regional two-year campuses of the University of South Carolina showed only a slight increase (+0.6%).

Table 5 Comparison of the Percent of Students Reporting ACT Scores Academic Years 2006 and 2007		
Institutions	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT in 2006	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT in 2007
Research Institutions		
Clemson	12.3%	17.3%
USC-Columbia	17.9%	24.2%
Average Research Institutions	15.4%	21.3%
Comprehensive Teaching Colleges & Universities		
The Citadel	18.4%	28.3%
Coastal Carolina University	24.4%	27.1%
College of Charleston	35.8%	44.1%
Francis Marion University	28.2%	31.7%
Lander University	28.5%	34.2%
S.C. State University	36.2%	36.2%
USC-Aiken	23.7%	27.2%
USC-Beaufort	15.5%	19.8%
USC-Upstate	27.9%	34.0%
Winthrop University	25.3%	26.7%
Average Comprehensive Teaching Institutions	28.4%	33.1%
State Average, Senior Institutions	23.0%	28.4%
Two-Year Regional Campuses of USC		
USC-Lancaster	41.6%	43.9%
USC-Salkehatchie	33.0%	27.9%
USC-Sumter	37.7%	36.1%
USC-Union	42.7%	56.5%
Average Two Year Regional Campuses of USC	38.2%	38.8%

Table 6 compares the SAT/ACT combined mean for each institution for 2005, 2006, and 2007. **Table 6** indicates the research universities had an increase in the average combined SAT/ACT mean for USC-Columbia (11 points) and Clemson University (6 points) between 2006 and 2007. The four-year comprehensive teaching institution sector shows mixed results. Five of the institutions had increases over 2006 scores and five had decreases. One of the two-year campuses of USC had a decrease and three had increases from 2006 SAT/ACT combined scores.

TABLE 6 SAT/ACT Scores of First-Time Entering Freshmen (Including Foreign, Provisional, and Students Age 22 and Above)				
Institutions	2005 SAT/ACT Combined Mean	2006 SAT/ACT Combined Mean	2007 SAT/ACT Combined Mean	2006-2007 Change Combined Mean
Research Institutions				
Clemson	1222	1216	1222	6
USC-Columbia	1161	1169	1180	11
Average Research Institutions	1188	1189	1198	9
Comprehensive Teaching Colleges & Universities				
The Citadel	1085	1085	1078	-7
Coastal Carolina	1041	1036	1028	-8
College of Charleston	1164	1180	1159	-21
Francis Marion	953	952	961	9
Lander	961	952	989	37
S.C. State	822	832	814	-18
USC-Aiken	992	990	995	5
USC-Beaufort	943	953	940	-13
USC-Upstate	999	1001	1003	2
Winthrop	1071	1050	1051	1
Average Comprehensive Teaching Institutions	1028	1031	1019	-12
State Average, Senior Institutions	1095	1097	1091	-6
Two-Year Regional Campuses of USC				
USC-Lancaster	883	875	878	3
USC-Salkehatchie	855	840	841	1
USC-Sumter	929	936	954	18
USC-Union	860	828	824	-4
Average Two-Year Regional Campuses of USC	889	882	890	8

Part IV: Provisionally Admitted Students

Two types of admission may be offered to a degree-seeking student upon admission to an institution. Applicants who meet the institution's minimum admission criteria and who are offered admission are classified as regular students. Applicants who

do not meet the institution's regular admission requirements but who are offered admission using alternative criteria are classified as provisional students. Several institutions reported a percentage of students who had not met the recommended high school course prerequisites, yet reported 0% provisional students.

Table 7 shows provisional freshmen as a percent of total first-time entering freshmen for Fall 2007 for each institution and overall.

TABLE 7 Provisional Freshmen as a Percent of Total First-Time Freshmen Fall 2007			
Institutions	Total First-Time Freshmen	Provisional Freshmen	Percent Provisional
Research Institutions			
Clemson	2,762	0	0.0%
USC-Columbia	3,719	145	3.9%
Total Research Institutions	6,481	145	2.2%
Comprehensive Teaching Colleges & Universities			
The Citadel	621	0	0.0%
Coastal Carolina	1,652	0	0.0%
College of Charleston	2,064	266	12.9%
Francis Marion University	779	114	14.6%*
Lander University	433	0	0.0%
S.C. State University	1,318	97	7.4%
USC-Aiken	626	37	5.9%
USC-Beaufort	288	31	10.8%
USC-Upstate	832	24	2.9%
Winthrop University	1,074	87	8.1%
Total Comprehensive Teaching Institutions	9,687	656	6.8%
Total Senior Institutions	16,168	801	5.0%
Two-Year Regional Campuses of USC			
USC-Lancaster	360	234	65.0%
USC-Salkhatchie	254	218	85.8%
USC-Sumter	285	169	59.3%
USC-Union	92	58	63.0%
Total Two-Year Regional Campuses of USC	991	679	68.5%
Grand Total	17,159	1,480	8.6%

*Note: In its review of the document, Francis Marion University informed the staff on March 21, 2008, that the university discontinued its provisional admissions program at the end of FY 2006-07, so that all students entering in Fall 2007 met the normal admissions requirements. Thus, the percentage reported to CHE is incorrect due to a coding error and steps are being taken to address the problem. This data will be corrected once the reasons for the coding errors have been explored fully.

Clemson University, The Citadel, Coastal Carolina and Lander University reported accepting no provisional students in 2007. USC-Columbia admitted 3.9% provisional students.

At its meeting on August 25, 1997, the Commission approved several recommendations for the institutions to consider regarding provisional students. Among these recommendations were two which relate to the data presented in **Table 7**:

- Research universities should limit provisional admissions to no more than 10% of the first-time entering freshman class.
- Four-year teaching universities should limit provisional admissions to no more than 15% of the first-time entering freshman class.

As can be seen from the data presented in **Table 7**, in 2007, the two research universities are in compliance with the recommended 10% guideline. All of the four-year institutions are in compliance with the recommended 15% guideline.

Trend data for provisional admissions for the last five years for the four-year comprehensive teaching institutions are shown below:

Comprehensive Teaching Colleges & Universities	2003	2004	2005	2006	2007
The Citadel	5.6%	1.2%	0.0%	0.0%	0.0%
Coastal Carolina University	8.8%	9.5%	9.7%	0.0%	0.0%
College of Charleston	10.7%	11.4%	10.5%	9.6%	12.9%
Francis Marion University	9.6%	8.2%	7.1%	9.7%	14.6%
Lander University	12.8%	18.0%	0.0%	0.0%	0.0%
S.C. State University	0.0%	0.0%	8.4%	14.2%	7.4%
USC-Aiken	0.2%	0.3%	1.1%	0.3%	5.9%
USC-Beaufort*	62.8%	12.4%	3.7%	6.9%	10.8%
USC-Upstate	2.4%	4.9%	4.9%	4.6%	2.9%
Winthrop University	8.3%	5.3%	5.4%	6.7%	8.1%

These data indicate that the percentage of provisional students admitted to the four-year comprehensive institutions has fluctuated at several institutions over the last five years. USC-Beaufort attained four-year status in 2002 and in 2004 reduced the number of provisional students it accepts to meet the Commission's recommended levels for comprehensive institutions. The Citadel, Coastal Carolina and Lander University report that there were no provisional students admitted in Fall 2007. South Carolina State University reported 0% provisional student from 2003 – 2004, then showed an increase to 8.4% in 2005 and another increase to 14.2% in 2006, but then showed a decrease to 7.4% in 2007.

USC applies the same admissions standards used at its main campus to students who apply to a USC two-year campus and who are classified by the institution as baccalaureate-ready students. Because these admissions standards are applicable only to those baccalaureate-ready freshmen, a little more than two-thirds of the entering freshmen at the USC two-year campuses are classified as provisional students. The trend data for five years is presented below and shows a general pattern of approximately 68% provisionally admitted students with decreases between 2005 and 2006 and 2006 and 2007.

USC Two-Year Campuses Annual Percentage	2003	2004	2005	2006	2007
	65.6%	66.6%	71.3%	69.1%	68.5%

Part V: Fall 2008 Minimum Admission Standards

A component of Act 629 of 1988 requires the Commission to work with public institutions of higher learning in the state to ensure that minimal admission standards are maintained by the institutions. *The publication and dissemination of minimal admission standards was recommended by external consultants who argued that unless students had a clear sense of what institutional expectations are, they could not rise to meet these expectations.* In 1988, each institution was required to specify annually the minimum approximate SAT score (combined math and verbal) that is required of most applicants for admission as freshmen. In 1993, the Commission approved the collection of additional data to include minimum ACT scores if these were submitted in lieu of SAT scores.

It is important to note that these minimum admissions standards are approximate. Some institutions use a predictive equation to determine which students to admit. At these institutions, the minimum required scores will vary somewhat depending on the value and weight of the other elements in the admissions formula. For this reason, the minimum SAT and ACT scores reported by the institutions as required for admission are to be used as guideposts for students aspiring to admission to any given institution.

During the past few years, institutions have been reporting that they no longer use class rank to set the approximate minimum SAT/ACT score, but instead use the Grade Point Average (GPA) of the core high school college prep curriculum. In order to more accurately report the approximate minimum SAT/ACT score for the institutions, the Commission requested information on which method an institution used to set the minimum score and to report this information for this report. These data are separated into two tables indicating institutions that use class rank (**Table 8**) and those that use core GPA (**Table 9**). Clemson University, College of Charleston, Lander University, South

Carolina State University, USC-Aiken, USC-Beaufort and USC-Upstate report using both forms in setting their approximate minimum scores.

The approximate SAT and ACT score requirements reported by each institution using class rank for Fall 2008 are shown in **Table 8**.

<div>Table 8</div> <div>MINIMUM SAT/ACT SCORE REQUIREMENTS FOR</div> <div>FIRST-TIME ENTERING FRESHMEN CLASS RANK METHOD</div> <div>2008</div>								
Institutions	High School Class Rank						Predictive Equation ¹ Equation	
	Top 20%		Top 50%		Top 80%			
	of Class		of Class		of Class		Yes	No
	SAT	ACT	SAT	ACT	SAT	ACT		
Research Institutions								
Clemson University	1050	23	1290	30	1580	36	X	
USC-Columbia	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Comprehensive Teaching Colleges & Universities								
The Citadel	920	20	920	20	920	20		X
Coastal Carolina University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
College of Charleston	1070	22	1140	25	1310	28	X	
Francis Marion University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Lander University	1150	25	1075	23	750	15	X	
S.C. State University	830	17	830	17	830	17		X
USC-Aiken	800	17	800	17	N/A	N/A	X	
USC-Beaufort	800	17	800	17	800	17		X
USC-Upstate	850	18	900	19	900	19	X	
Winthrop University	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Two-Year Regional Campuses of USC								
USC Lancaster	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
USC Salkehatchie	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
USC Sumter	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
USC Union	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

1. Some institutions use predictive equations, formulas which combine elements such as high school class rank and/or high school grade point ratios and/or SAT or ACT scores, to determine which students to admit. At these institutions, the minimum required scores will vary somewhat depending on the value and weight of the other elements in the formula.

Two institutions (Lander University and USC-Beaufort) reported changes in approximate minimum SAT/ACT scores in **Table 8** for 2008. All other institutions reporting data in **Table 8** kept the same minimum scores as in 2007.

Lander University is **increasing** the required SAT/ACT for students in the top 20% (1027/21 to 1150/25) and for students between the top 20% and top 50% (1075/23) for Fall 2008.

USC-Beaufort is **increasing** the required SAT/ACT for students (750/15 to 800/17) for Fall 2008.

The approximate SAT and ACT score requirements reported by each institution using core GPA for Fall 2008 are shown in **Table 9**.

TABLE 9 ADMISSION REQUIREMENTS APPROXIMATE MINIMUM SAT SCORE (COMBINED) AND MINIMUM ACT SCORE REQUIREMENTS FOR CORE GPA METHOD FOR FIRST-TIME ENTERING FRESHMEN 2008								
Institutions	High School Core GPA and Minimum SAT/ACT score						Use Predictive Equation ¹	
	Core GPA 2.0		Core GPA 3.0		Core GPA 4.0			
	SAT	ACT	SAT	ACT	SAT	ACT	Yes	No
Research Institutions								
Clemson University	1580	36	1270	29	950	22	X	
USC-Columbia	1250	28	950	20	700	15	X	
Comprehensive Teaching Colleges & Universities								
The Citadel	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Coastal Carolina University	N/A	N/A	960	20	900	19		X
College of Charleston	N/A	N/A	1140	25	1070	22	X	
Francis Marion University	880	19	780	16	780	16		X
Lander University	1025	21	980	20	950	19	X	
S.C. State University	830	17	830	17	830	17		X
USC Aiken	910	19	800	17	800	17	X	
USC Beaufort	800	17	800	17	800	17		X
USC Upstate	900	19	900	19	850	18	X	
Winthrop University	1100	24	900	19	850	17		X
Two-Year Regional Campuses of USC								
USC Lancaster	1250	28	950	20	700	15	X	
USC Salkehatchie	1250	28	950	20	700	15	X	
USC Sumter	1250	28	950	20	700	15	X	
USC Union	1250	28	950	20	700	15	X	

1. Some institutions use predictive equations, formulas which combine elements such as high school class rank and/or high school grade point ratios and/or SAT or ACT scores, to determine which students to admit. At these institutions, the minimum required scores will vary somewhat depending on the value and weight of the other elements in the formula.

This year is the fifth year that institutions reported the use of the core GPA rather than class rank in reporting minimum SAT/ACT scores. Institutions reporting SAT/ACT with core GPA in **Table 9** indicated some changes for Fall 2008.

Coastal Carolina University is **increasing** the required minimum scores (SAT/ACT) for the admission of students with a 3.0 GPA from 900/19 to 960/20.

Lander University is **decreasing** the required minimum scores for the admission of students with a 2.0 core GPA from 1150/25 to 1025/21 and **increasing** the required minimum scores for students with a 4.0 GPA from 750/15 to 950/19.

USC-Beaufort is **increasing** the required minimum scores (SAT/ACT) for the admission of students from 750/15 to 800/17.

Table 9 indicates variability among reports of minimum SAT/ACT scores in conjunction with a core GPA, which is attributable to patterns used by institutions for assessing student qualifications. USC-Beaufort and South Carolina State University determine eligibility based upon a single minimum SAT/ACT score (800/17 and 830/17, respectively). Francis Marion University and USC-Aiken use a single minimum SAT/ACT score for students entering with a 3.0 and 4.0 core GPA. Clemson University, USC-Columbia, Coastal Carolina University, Lander University, and Winthrop University report different minimum SAT/ACT scores required for entering students with a core GPA of 2.0, 3.0 and 4.0.

Conclusion

In general, students are becoming slightly better prepared for postsecondary education as the proportion of applicable overall first-time freshmen meeting all of the prerequisites increased to 95.7% in 2007 although there is considerable variability among institutions; seven four-year institutions show increases for all freshmen, four show decreases, and one remained unchanged. Additionally, as a whole, the public senior institutions are increasing their admission standards and are becoming somewhat more selective in offering admissions to students although South Carolina still does not have any public institution that has "very selective" admission standards, despite gradual increases at various institutions over a period of years in admissions standards. At the same time, it appears that students who are offered admission are also becoming slightly more selective in choosing the institutions they wish to attend.

South Carolina Commission on Higher Education

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Mr. Neal J. Workman, Jr.
Dr. Mitchell Zais

CHE
05/01/2008
Agenda Item 7.02I

Dr. Garrison Walters, Executive Director

May 1, 2008

MEMORANDUM

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

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

Consideration of Annual Report on Advanced Placement Course Acceptance Policies, FY 2007-08

The Education Improvement Act (1984) requires the Commission to monitor the awarding of AP credit by the State's public higher education institutions. The Education Improvement Act specified that:

Students successfully completing the Advanced Placement requirements shall receive Advanced Placement credit in postsecondary public colleges in South Carolina in the manner specified by the Commission on Higher Education in conjunction with the State Board of Education.

In July 1985, the Commission adopted the following policy:

Effective not later than Fall 1986, each public institution shall give credit in appropriate courses for scores of three or better on pertinent Advanced Placement examinations, except that specific exemptions for not awarding credit for scores of three or better on particular tests at any institution may be approved by the Committee on Academic Affairs. (As used above, the phrase "appropriate courses" means those courses offered by the institutions which parallel the content covered by the AP exam. The phrase "pertinent examination" means those examinations whose content parallels that of the institutional course.)

Annually, the Commission updates its list of Advanced Placement (AP) examinations for which credit for comparable courses is awarded for scores of three or higher. The two- and four-year public institutions in the State review the current list of AP examinations for which credit is given by their institution, and then report any revisions (e.g., additions, deletions).

The 1996-97 Appropriations Bill included a proviso (section 18A.21) that mandated that all postsecondary institutions in South Carolina award AP credit to students receiving a score of three or above on an AP examination. All institutions evaluated their AP policies based on this approved legislation. The proviso was incorporated into the South Carolina Code of Laws, as follows:

SECTION 59-29-190. Advanced placement courses for academically talented students. [SC ST SEC 59-29-190]

Each school district shall provide advanced placement courses in all secondary schools of the district which enroll an adequate number of academically talented students to support the course. By August 15, 1984, the State Board of Education by regulation shall specify what constitutes an advanced placement course and an adequate number of students for these programs. A student who successfully completes the advanced placement requirements for a course and who receives a score of three or higher on the advanced placement exam shall receive advanced placement credit for the course in each post-secondary public college in South Carolina in the manner specified by the Commission on Higher Education in conjunction with the State Board of Education.

In compliance with the approved legislation, each public two- and four-year institution shall award AP credit for each course if a student scores three or higher on an Advanced Placement examination. Although the law does not address maximum limits on the number of AP credit hours in any one discipline area, exemption from courses, or specific conditions imposed on the award of college credit for a minimum score of three, the intent of the law is to remove all institutional exemptions or conditions for awarding AP credit for minimum scores of three. However, the law does not require that AP credit be awarded for courses that are not offered by the institution unless the institution desires to do so. Customarily, institutions have not awarded credit for courses not available in their curricula.

The following two charts (see **Attachments 1 and 2**) show the acceptance status for all current AP tests at each public two-and four-year institution.

In May 2008, AP exams in Japanese Language and Culture and Chinese Language and Culture will be administered for the first time. The Advanced Placement Course

Descriptions for all courses along with other information regarding AP courses and exams can be found online at <http://www.collegeboard.com/ap>.

Recommendation

The that the Committee on Academic Affairs and Licensing commends favorably to the Commission approval of this report.

/jg

cc: Excel Attachments (2)

**TABLE 1: 2007-2008 ADVANCED PLACEMENT COURSES ACCEPTED FOR CREDIT
AT FOUR-YEAR PUBLIC COLLEGES AND UNIVERSITIES**

AP EXAMINATIONS	Citadel	Clemson	Coastal Carolina	Col. of Charleston	Francis Marion	Lander	SC State	USC Columbia	USC Aiken	USC Beaufort	USC Upstate	Wm.
Art History	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Biology	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Chemistry	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Calculus AB	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Calculus BC	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Chinese Language and Culture 2007	YES	YES	NO	YES	YES	YES	NO	Under Review	Under Review		YES	YES
Computer Science A	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	Under Review	YES
Computer Science AB	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
English Language & Composition	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
English Literature & Composition	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Environmental Science	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
European History	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
French Language	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
French Literature	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
German Language	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Government & Politics: Comparative	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Government and Politics: United States	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Human Geography	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Italian Language and Culture	YES	YES	NO	YES	YES	YES	NO	YES	Under Review	YES	YES	YES
Japanese Language & Culture 2007	YES	YES	NO	YES	YES	YES	NO	Under Review	Under Review		Under Review	YES
Latin Literature	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Latin: Vergil	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Macroeconomics	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Microeconomics	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Music Theory	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Physics: B	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Physics C: Electricity & Magnetism	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Physics C: Mechanics	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Psychology	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Spanish Language	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Spanish Literature	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Statistics	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Studio Art: 2-D Design	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Studio Art: 3-D Design	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Studio Art: Drawing	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
United States History	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
World History	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES

YES reflects Advanced Placement Examinations for which credit is awarded for scores of three or higher.

**TABLE II: 2007-2008 ADVANCED PLACEMENT COURSES ACCEPTED FOR CREDIT
AT TWO-YEAR TECHNICAL COLLEGES**

AP Examinations	Aiken	Central Carolina	North- Eastern	Denmark	Florence Darlington	Greenville	Horry- Grtwn	Midlands	Orange- Calhoun	Piedmont	Spartanbg	Low- Country	Tri-County	Trident	William- burg	York
Art History	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Biology	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Calculus AB	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Calculus BC	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Chemistry	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Chinese Language and Literature 2007	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Computer Science AB	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Computer Science AB	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
English Language & Composition	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
English Literature & Composition	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Environmental Science	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
European History	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
French Language	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
French Literature	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
German Language	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Government & Politics: Comparative	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Government & Politics: United States	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Human Geography	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Italian Language and Literature	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Japanese Language and Literature 2007	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Latin Literature	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Latin: Virgil	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Macroeconomics	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Microeconomics	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Music Theory	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Physics B	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Physics C: Electricity and Magnetism	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Physics C: Mechanics	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Psychology	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Spanish Language	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Spanish Literature	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Statistics	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Studio Art: 2-D Design	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Studio Art: 3-D Design	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
Studio Art: Drawing	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
United States History	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES
World History	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES	YES

YES reflects Advanced Placement Examinations for which credit is awarded for scores of three or higher.

South Carolina Commission on Higher Education

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

CHE
05/01/2008
Agenda Item 7.02J

Dr. Garrison Walters, Executive Director

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 *Dr. Layton*

Informational Report on Awards for Centers of Excellence (Teacher Education) **Competitive Grants Program, FY 2008-09** **(New and Continuing)**

Background

Requests for Proposals for Centers of Excellence for the FY 2008-09 project year were issued to all eligible public and private institutions in September 1, 2007. At the request of the Education Oversight Committee, proposals were requested that focus on literacy in adolescent education. Three proposals were received for consideration:

- ❖ Clemson University
Center of Excellence for Inquiry in Mathematics and Science (CEIMS)
- ❖ University of South Carolina – Upstate
Center of Excellence in Mathematics and Science Teaching at the Middle Level (CE-MAST)
- ❖ University of South Carolina – Columbia
Center of Educational Equity in Mathematics and Science (CEEMS)

A Review Panel consisting of one representative from the Department of Education, one representative from the Middle Level Teacher Education Initiative, two representatives from private institutions, two representatives from public institutions, one

representative from a public middle school, and one staff member from the Commission on Higher Education, was appointed to review the proposals and to make recommendations. The Panel was chaired by Dr. Ronald Joekel, a professor from the University of Nebraska.

Discussion

The Review Panel met on March 7, 2008, to receive presentations from the representatives from each institution and discuss the merits of each proposed center. The panel's recommendation is to fund the proposed center from Clemson University. The panel members conducted a lengthy discussion about the proposals and concluded that the proposed center from Clemson University rated the highest in the panel's discussion. The purpose of the Center of Excellence for Inquiry in Mathematics and Science (CEIMS) is to prepare teachers to engage middle school students in meaningful and thoughtful inquiry-based instruction. CEIMS will establish exemplary pathways at Clemson University to prepare middle school mathematics and science teachers for certification; these pathways, individually and collectively, will not only address the shortage of teachers but will also serve as models that can be duplicated through the state and nation. The Center will work with partner middle schools (Beck Academy, Hughes Academy, and Seneca Middle School) to improve the content and pedagogical abilities of currently practicing middle school mathematics and science teachers. Through professional development institutes that provide on-going support, these experienced teachers will be prepared to improve the achievement of their middle school students; furthermore, they will be prepared to serve as mentors to Clemson pre-service teachers, providing them with rich and diverse field experiences.

The amount of the award for the first year for a new center is:
Clemson University \$150,000

The proposed centers from USC-Columbia and USC-Upstate had salient features and potential, but the panel was charged with selecting one proposal it felt had the most promise to fulfill the purpose of the *Center of Excellence Program Guidelines* and to improve the content knowledge in mathematics and science of middle level students and teachers. In FY 2007-08, the S.C. General Assembly approved the Commission's request for an appropriation of \$721,101. With five centers in the second, third, and fourth years of funding, funding is available for only one new Center for FY 2008-09, contingent upon the availability of funds.

The proposed center from USC-Upstate, a Center of Excellence in Mathematics and Science Teaching in the Middle Level, was strongly considered for funding. The purpose of the center was to improve math and science teaching in the middle grades that will serve as a "state-of-the-art" resource center for the improvement of middle level

mathematics and science instruction. The proposal had a strong middle level focus that used research-based curriculum materials with mathematics and science. The proposal lacked a clear dissemination plan that would allow it to become a model for the state and contained a weak evaluation plan. The review panel expressed concerns about the ability to have the appropriate number of faculty work with this Center at USC-Sumter and the identified schools.

The proposed Center of Equity in Mathematics and Science from the University of South Carolina-Columbia also was evaluated as having potential for funding. The Center's purpose is a two-prong approach that focuses on professional development and research and evaluation. The proposed center would focus on professional development that emphasizes three strands: 1) content knowledge and instructional skills for preservice teachers, 2) professional development for inservice teachers, and 3) efforts aimed at increasing the number of certified mathematics and science teachers in South Carolina middle schools. The review panel expressed concern that the budget was heavily weighted towards salaries. The panel would like to have seen a clearer, specific focus on middle level mathematics and science and evidence of collaboration with other Centers of Excellence. The panel was pleased that USC-Columbia did collaborate with the South Carolina Department of Education Office of Curriculum Standards.

The non-funded project proposals have been referred to the Commission's *Improving Teacher Quality Competitive Grants Program*. The institutions proposing these projects have been urged either to adapt their proposals to the requirements of that program and submit them for funding or to revise the proposals and resubmit them to next year's Center of Excellence (Education) competition.

In keeping with authority previously delegated to it by the Commission, the Committee on Academic Affairs and Licensing accepted the Review Panel's recommendation and approved a new award to Clemson University to establish the Center of Excellence for Inquiry in Mathematics and Science (CEIMS) in the amount of \$150,000.

The Committee on Academic Affairs and Licensing approved the continued funding for Clemson University, College of Charleston, Francis Marion University, University of South Carolina-Beaufort, and University of South Carolina-Aiken pending submission of a formal budget request for FY 2008-09 and a final report for FY 2007-08.

This report is being presented to the Commission for information only.

South Carolina Commission on Higher Education

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CHE
05/01/2008
Agenda Item 7.02K

Dr. Garrison Walters, Executive Director

MEMORANDUM

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

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

Informational Report on Awards for Improving Teacher Quality Competitive Grants Program New and Continuing Awards FY 2008-09

Background

Since 1984, the Commission on Higher Education has been responsible for administering federal funds under a Title II program of *The Elementary and Secondary Education Act (ESEA)*. In 2001, the federal legislation was re-authorized under the *No Child Left Behind Act*. Title II Part A entitled *A Preparing, Training, and Recruiting High-Quality Teachers and Principals* authorizes the Commission to conduct a competitive awards program. 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 arts and sciences from higher education institutions along with one or more high-need local education agencies (LEAs) which are defined as school districts. Additional partners may be included as defined by the legislation. 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.

The higher education program is a competitive grants program with the primary focus on professional development; however, there are several recent significant changes under the legislation. Foremost is that the Commission will only award grants to eligible partnerships that are comprised of, at a minimum, (1) a private or public institution of higher education and the division of the institution that prepares teachers and principals; (2) a school of arts and sciences; and (3) a high-need local education agency (defined in the legislation as a school district based upon U.S. census data). Additional partners may also be included. A second change is that there is no longer a focus on science and mathematics. Instead, nine core academic areas (English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography) can be addressed in proposals. A third change allows professional development to focus on in-service and pre-service teachers, as well as principals and paraprofessionals (in the core academic areas that the teachers teach). Finally, the emphasis of the proposed projects must be on low-performing districts and schools, and the Commission is charged with ensuring an equitable geographic distribution of grants.

The priority areas that proposals must address are determined by the federal legislation and are identified in the State's Consolidated State Plan submitted to the U.S. Department of Education.

Under federal regulations, 2.5 percent of the *Improving Teacher Quality Higher Education Grants* (ITQ) funds for the state are allocated to the Commission to be used for the competitive grants program. The Commission is expected to have \$960,000 with which to make Federal FY 2008-09 awards. Proposed projects may request up to \$100,000 in funds per year. Average budget requests for both continuing and new projects range from \$93,000 to \$130,000. The Commission seeks proposals that will have maximum impact and encourages multi-year programs to assure positive results on the target audience. 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 (i.e., districts served) must be considered in making awards, assuming proposals are deemed to be of high quality. No proposal will be considered unless it meets the minimum federal definition of a partnership (as stated in the *ITQ Guidelines* and in the *Federal Title II Non-Regulatory Guidance*).

Review Panel Recommendations

The FY 2007-08 review panel identified four fundable projects for funding because of their excellence and geographic representation. These proposals were not funded in FY 2007-08 because of the lack of available funds, but the panel recommended

funding to begin at a later date when additional funding was available, contingent upon the submission of an updated proposal to CHE staff for review by December 1, 2007. Three of the four recommended projects were submitted to CHE staff for review for FY 2008-09 awards (one proposal was not submitted because of a change in faculty and LEA personnel).

The three new proposals will allow seven new districts from the I-95 corridor (Jasper, Hampton 1, Hampton 2, Colleton, Dorchester 4 and Georgetown) to receive professional development in the areas of mathematics and science content. In addition, four new counties (McCormick, Newberry, Orangeburg and Fairfield) will receive professional development in mathematics and science content. In subsequent years, to further increase the number of high-needs counties that will receive professional development in the content that the teachers teach, priority points will be given to proposals that address the counties along the I-95 corridor that are eligible for partnerships. Staff will conduct technical assistance workshops for institutions to assist with writing strong, fundable grant proposals.

Clemson University	Meeting the Need for Highly Qualified Mathematics Teachers	Dr. Elaine Wiegert	\$99,496
USC-Columbia	Creating an Early Childhood Nature-Based Inquiry Model	Dr. Mary Earick	\$94,665
USC-Aiken	Distance Education for Developing Highly Qualified Middle School Mathematics Teachers	Dr. Thomas Reid	\$96,072

The funding amount requested for the new awards for FY 2008-09 is \$251,116, contingent upon availability of funds from the federal government.

In addition to the three new projects, five continuing projects were submitted and approved by the CHE staff for funding in FY 2008-09. These projects were reviewed by staff for their success in meeting the stated goals and objectives in their original proposals and for appropriate activities as identified by the federal guidelines. The total amount requested for continuing proposals in their second through fourth years of funding for awards made under the FY 2005-06 through 2007-08 grant competitions total \$555,000. The total funding amount requested for all projects is \$806,116. Six other funded projects have been concluded.

Clemson	Building a Mathematical Learning Community	Dr. Bill Moss	\$93,750
Clemson	Digital Express	Dr. Chris Peters/Ms. Anna Baldwin	\$93,750

Columbia College	Making Math and Technology High-Quality	Dr. Lynn Noble/Ms. Kathy Coskrey	\$130,000
USC – Columbia	High School Teacher Inquiry and Technology Professional Development Program	Dr. Christine Lotter	\$112,500
USC-Columbia	On-Track: Teaching Reading and Content Knowledge	Dr. David Virtue	\$125,000

The Committee on Academic Affairs and Licensing approved at its April 3, 2008, meeting, on behalf of the Commission, the review panel's funding recommendations as depicted. The Committee was given the authority to make the awards on behalf of the Commission several years ago. This authority was granted in order to streamline the grant award-making process. In keeping with the procedure from previous years, the staff is granted authority to negotiate the final program activities and budgets with the project directors (as per the recommendations of the review panel). Funding is contingent upon the project directors' revision of the proposed project to meet the review panel's recommended changes.

This report is being presented to the Commission for information only.