



**Commission on
Higher Education**

John E. Smalls
Interim Executive Director

March 6, 2003

Att II
CHE
03/06/03
Agenda Items 3.02.A. 1-12

MEMORANDUM

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

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

DC/gmm

Analyses of Twelve New Program Proposals

Please find attached the staff summaries and analyses for twelve new program proposals, Agenda Items 3.02.A.1-12.

The Committee on Academic Affairs and Licensing will consider these twelve items at its meeting on March 6, 2003 and will make its recommendation to the Commission on March 6.

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

New Program Proposal
Bachelor of Arts in Early Childhood Education
University of South Carolina-Beaufort

Summary

USC-Beaufort requests approval to offer a new program leading to the Bachelor of Arts degree in Early Childhood Education, to be implemented in Fall 2003 at the Beaufort Campus and at the New River Campus when it opens in Fall 2004.

The proposal was submitted for Commission review on November 14, 2002. The University's Board of Trustees approved the proposal on December 16, 2002. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on January 14, 2003.

The purpose of the program is to train teachers to serve in the span of pre-kindergarten through fourth grade. These grades will change in FY 2005 to pre-K through third grade. Currently, USC-Aiken offers the final two years of the program on the USC-Beaufort campus. The proposed program has been designed to offer the full four-year program of early childhood education through USC-Beaufort. Students will obtain the knowledge and skills to work as certified teachers in pre-K through fourth grade classrooms. The need for the program is based on the number of students currently enrolled in the USC-Aiken program (31) and the expanding school-age population of the service area. According to the proposal, Beaufort County is the fastest growing county in the State and is currently building additional schools to meet the school-age population increase. Jasper School District and Hampton 2 School District are critical need geographic districts resulting from their high teacher turnover rates. Ten public institutions and 13 private institutions offer degree programs in Early Childhood Education. Because of the continual need for early childhood teachers due to class-size reduction, all-day kindergarten, and First Steps, the program is seen not as duplicative but rather as a necessary degree program for this area of the State.

Staff of the Division of Teacher Quality of the S.C. Department of Education reviewed the program proposal. Staff indicated that the program would not attain state approval until several department conditions are met. The SDE staff raised the concern that the program is not served by any faculty with terminal degrees in the discipline (Early Childhood). SDE will also request that USC-Beaufort provide additional information as to how the proposed program will meet the standards of the National Association for the Education of Young Children and how the program's curriculum will align with the State's P-12 curriculum standards.

The curriculum consists of 121 to 124 credit hours and is modeled exactly on the upper-division component of the USC-Aiken program. Students will be required to complete 50-53 credit hours in general education, 68 credit hours in pre-professional and professional education courses, and three credit hours of electives. USC-Beaufort

indicates that the education courses will be the same ones currently offered by USC-Aiken and will utilize the same course descriptions. The proposal indicates that no new courses will be needed "because the proposed curriculum will transfer ownership of the upper division courses from USC-Aiken's School of Education" to USC-Beaufort. The Chancellor of USC-Aiken has requested that the USC-Aiken at USC-Beaufort program be completely terminated by December 2003. The proposal notes; "USCB is committed to ensuring that USC-Aiken students at Beaufort who are seniors have the opportunity to complete the Aiken degree by December 2003 if they wish, but no new students at USCB will be enrolled as Aiken students as of August 2003. Students in the Aiken program who do not graduate by December 2003 and wish to continue at USC-Beaufort will be required to transfer to the USC-Beaufort program to complete their degree."

USC-Beaufort indicates that two new tenure-track faculty will be needed for the proposed program. The proposal states that there is currently one faculty member with a degree in Early Childhood Education who will serve in the proposed program. However, examination of the curriculum vitae of the faculty serving the program indicates that no tenure track faculty serving the program have a terminal degree in Early Childhood Education. The two existing full-time tenure track faculty who will serve the Early Childhood Program have terminal degrees in Elementary Education. A full-time instructor will also support the program and has a doctorate in Educational Leadership. Four adjunct faculty (.125 FTE each per academic year) also support the proposed program. Faculty serving the program will begin at seven headcount (3.0 FTE) and remain at that level for the first five years of the program. Two new faculty are to be hired for the Fall 2003 semester. Apparently, one of these has been hired and will serve as the program coordinator although the terminal degree is in Elementary Education and not Early Childhood Education. The second search is underway and is expected to yield a candidate with a doctorate in early childhood education. It is imperative that the program hire appropriately credentialed faculty teaching within the program by Fall 2003; otherwise, the program lacks faculty trained in the discipline and will in all likelihood not be approved by the State Board of Education.

Enrollment in the proposed program is estimated to begin at 62 new headcount students (65 FTE) in FY 2003-04 and increase to 75 new headcount students (78 FTE) in FY 2007-08. In addition, enrollment estimates include the number of students enrolled in the upper-division USC-Aiken program (31), resulting in a total estimated freshmen and sophomore enrollment of 93 students in the first year of the program. Enrollment growth is based on a five percent annual increase. If the enrollment projections are met, the program will more than meet the current CHE program productivity standards.

Like all education programs leading to certification, this program will be required to obtain approval from the S.C. Board of Education in order for students to be eligible for teacher certification. Under Commission policy, the program will also be required to obtain accreditation from the National Council for the Accreditation of Teacher Education (NCATE) and meet the standards of the National Association for the Education of Young Children (NAEYC). The institution will be required to submit to the S.C. Department of Education (SDE) information on how the proposed program will meet NAEYC standards when the unit undergoes its initial NCATE accreditation visit.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
2003-04	\$689,347	\$0	\$689,347	\$0	\$238,789	\$238,789
2004-05	725,628	0	725,628	192,701	251,335	444,036
2005-06	754,440	0	754,440	202,852	261,310	464,162
2006-07	788,587	0	788,587	210,909	272,825	483,734
2007-08	835,539	0	835,539	220,593	289,281	509,874

These data demonstrate that if USC-Beaufort 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.

According to information submitted by USC-Beaufort at the time of the Commission's approval of USC-Beaufort as a four-year campus, new academic programs of the institution will benefit from the financing of the New River Campus by the \$50 million TIF (Tax Increment Financing) district of Beaufort County. The TIF package will provide for both significant funding for building and site construction (e.g., underground telephone and computer wiring.) In addition, approximately \$4 million of state bond funding has been approved and \$6 million of contributions has been raised privately for USC-Beaufort's new campus.

In summary, USC-Beaufort is transitioning from a two-year to a four-year campus and is in the process of establishing its own four-year education program which replicates a program that has been offered on-site by USC-Aiken. The proposed program will serve the needs of the growing school-age population of the surrounding school districts. However, there are several challenges facing the proposed program, particularly with the hiring of appropriately credentialed faculty and meeting the approval criteria of the S.C. Board of Education, NAEYC, and NCATE. While these are not insurmountable, Commission approval is only a first step in what is a multi-tiered approval process, so USC-Beaufort must pay careful attention to all these criteria as it implements the proposed program.

Recommendation

Assuming SACS approval of USC-Beaufort as a four-year institution, the staff recommends that the Committee on Academic Affairs and Licensing commend provisional approval to the Commission for the program leading to the Bachelor of Arts degree in Early Childhood Education at USC-Beaufort, to be implemented in Fall 2003, provided 1) no "unique cost" or other special state funding be required or requested; 2) the program hire the requisite faculty with appropriate terminal degrees and has them on staff by Fall 2003; 3) the program is approved by the State Board of Education; 4) the program seek and obtain NCATE accreditation and NAEYC approval in the next accreditation cycle following graduation of its first full class of students in 2007; and 5)

USC-Aiken discontinue its early childhood program at USC-Beaufort with no new students accepted after August 2003 (program data file to close in December 2003).

Full approval status will be granted once conditions #2 and #3 are met. Maintenance of that status then becomes dependent on whether NCATE accreditation and NAEYC approval are obtained.

CHE Recommendation

The Committee on Academic Affairs and Licensing will consider this agenda item at its meeting on March 6, 2002, and will make its recommendation to the Commission following that meeting.

New Program Proposal
Bachelor of Arts in English
University of South Carolina-Beaufort

Summary

USC-Beaufort requests approval to offer a new program leading to the Bachelor of Arts degree in English, to be implemented in Fall 2003 at the Beaufort Campus and at the New River Campus when it opens in Fall 2004.

The proposal was submitted to the Commission for review on November 14, 2002. The University's Board of Trustees approved the proposal at its December 16, 2002, meeting. The Commission's Advisory Committee on Academic Programs reviewed the proposal at its January 14, 2003, meeting and, without substantive comment, voted unanimously to approve the program.

All of the state's four-year public universities offer an English major as one of several core programs. Indeed, USC-Beaufort views the proposed B.A. in English as a foundational major in its new baccalaureate curriculum. To this extent, the degree program will seek to provide graduates with an appreciation for critical and independent thought, empathy for others, and the aesthetic qualities of literature. Additionally, the major will provide students with opportunities to hone their writing, analytical, and research skills. Graduates from the program will be able to pursue a variety of job opportunities in the private and public sectors as well as entrance into master's programs in English or education at other institutions.

The degree program will require 120 semester credit hours for graduation, including 52 to 69 credit hours in general education, 36 hours in the major, and 15-32 credit hours of electives. Within the major itself, students will take prerequisites in American and British literature, two courses in pre-1800 literature, three courses in post-1800 literature, and four courses at the 300 level or above, one of which must be English 453, Development of the English Language. When asked about the lack of an introductory course in literary criticism, which is an integral part of any undergraduate program in English, representatives from USC-Beaufort responded that almost all of the courses taught in the program would include some degree of exposure to literary criticism. USC-Beaufort will not need to add any new courses to its catalog in order to implement the proposed program. Although staff believes that the institution will need to work diligently over the next few years to expand literature offerings in the program to include coursework beyond basic survey courses and American and British literature courses (e.g., postcolonial literature and more contemporary courses in continental and world literatures).

No other institution offers a baccalaureate degree in English in the Beaufort area. Currently, USC-Columbia offers the Bachelor of Arts in Interdisciplinary Studies

(B.A.I.S.) in Beaufort, but will take no new students in the program at USC-Beaufort as of Fall 2003 (Commission data file will close as of December 31, 2007).

USC-Beaufort projects that new enrollments in the proposed B.A. program in English will begin with approximately 36 headcount students (all enrolled full-time) in Fall 2003 and increase incrementally to approximately 44 full-time headcount students in Fall 2007. These projections meet the Commission's program productivity standards for enrollment. Importantly, the institution anticipates that 33% of the students who would have enrolled in USC-Columbia's B.A.I.S. program at USC-Beaufort will opt to enroll in the proposed new B.A. in English. (USC-Beaufort believes that 25% will enroll in the proposed new B.A. in Liberal Studies and 42% will enroll in the proposed new B.S. in Human Services.)

Owing to the fact that USC-Beaufort's faculty in English teaches all of the courses offered by the proposed major as part of USC-Columbia's B.A.I.S. program, the B.A. program in English will require no new faculty for implementation. The program will rely on nine faculty (seven full-time equivalent); one of these faculty will serve as a program director and will receive a 25% reduction in course load.

New costs related to the new program for the first five years of operation total \$5,600 for additional library holdings and \$47,500 for printing and advertising. There are no new costs associated with facilities or equipment.

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
2003-04	\$328,662	\$0	\$328,662	\$0	137,940	\$137,940
2004-05	348,099	0	348,099	91,917	145,990	237,907
2005-06	367,536	0	367,536	97,392	154,466	251,858
2006-07	386,973	0	386,973	102,714	162,516	265,230
2007-08	406,410	0	406,410	108,189	170,566	278,755

These data demonstrate that if USC-Beaufort 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.

According to information submitted by USC-Beaufort at the time of the Commission's approval of USC-Beaufort as a four-year campus, new academic programs of the institution will benefit from the financing of the New River Campus by the \$50 million TIF (Tax Increment Financing) district of Beaufort County. The TIF package

will provide for both significant funding for building and site construction (e.g., underground telephone and computer wiring.) In addition, approximately \$4 million of state bond funding has been approved and \$6 million of contributions has been raised privately for USC-Beaufort's new campus.

In summary, the program leading to the B.A. degree in English is an appropriate addition to USC-Beaufort's new four-year curriculum. The curriculum of the new major, while somewhat limited, is adequate to the needs of undergraduate students; however, USC-Beaufort should find a means of expanding coursework beyond the tried and true American and British literature components, if possible. Also, the institution will need to take care not to overextend faculty in the English department, especially given the upper-division teaching and advising requirements of the proposed program leading to the B.A. degree in Liberal Studies, whose students will likely opt to take many of the same courses as English majors.

Recommendation

Assuming SACS approval of USC-Beaufort as a four-year institution, the staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission approval of the program leading to the Bachelor of Arts in English at USC-Beaufort to be implemented in Fall 2003 at the Beaufort Campus and at the New River Campus when it opens in Fall 2004, provided that no "unique cost" or other special state funding be required or requested.

CHE Recommendation

The Committee on Academic Affairs and Licensing will consider this item at its meeting on March 6, 2003, and will make its recommendation to the Commission following that meeting.

New Program Proposal
Bachelor of Arts in Liberal Studies
University of South Carolina-Beaufort

Summary

USC-Beaufort requests approval for a new degree program leading to the Bachelor of Arts degree in Liberal Studies, to be implemented in Fall 2003 at the Beaufort Campus and at the New River Campus when it opens in Fall 2004.

The proposal was submitted to the Commission on November 14, 2002. The Board of Trustees at the University approved the proposal on December 16, 2002. The Commission's Advisory Committee on Academic Programs reviewed the proposal at its January 14, 2003, meeting, and members engaged in extensive discussion on the proposed new program. Commentary centered on whether the program provides sufficient depth of study in any one field to ensure that graduates are provided with a quality degree program. Members commented that the program lacked curricular coherence and the faculty resources necessary for the intensive faculty advising required for interdisciplinary programs. Representatives from USC-Beaufort stated that the program is modeled on the Bachelor of Arts in Interdisciplinary Studies (B.A.I.S.), which has been offered by USC-Columbia on the Beaufort campus for many years. They also responded that faculty advising will ensure that students—many of whom are adults who will bring significant credits to the program from other institutions—take coursework at USC-Beaufort that ensures a coherent course of study in the program. At the close of discussion, the Committee voted to approve the program with one member, representing Winthrop University, casting a vote in opposition.

According to the proposal, the Bachelor of Arts program in Liberal Studies will “enhance students’ creative and intellectual capacities” as well as allow “them some flexibility in designing upper-level curriculum based on previous studies and employment objectives.” USC-Beaufort anticipates that many students will be affiliated with the military bases in the Beaufort area and will require a flexible degree program that enables them to transfer in credits gained at other institutions. Additionally, representatives from USC-Beaufort believe that many traditional-age students will likely find the proposed B.A. program in Liberal Studies an attractive program given the success of the current B.A.I.S. program among these students. Graduates from the program will be able to enroll in graduate programs such as the Master of Arts in Teaching (MAT) program offered at USC-Beaufort through USC-Columbia’s Extended Graduate Campus. Also, the institution believes that graduates will be able to find employment in business and industry and in the public sector in the Lowcountry.

The curriculum of the proposed Bachelor of Arts in Liberal Studies will require a total of 120 semester credits for graduation. General education requirements will comprise 41 to 51 credits; requirements in the major account for 36 additional upper-division hours; a required minor comprises 18 credit hours; and electives make up the

remaining 15 to 20 credits. The major will require that students take 36 hours "in courses numbered 300 or above in two or more fields." These fields include anthropology, art, art history, English, foreign language, government, history, philosophy, psychology, religion, sociology, theatre, and speech. According to the proposal, faculty advisors will work closely with students in the program to ensure that they receive adequate breadth and depth of coursework. USC-Beaufort will not need to add any new courses specific to the program for its implementation.

At present, USC-Columbia offers the Bachelor of Arts in Interdisciplinary Studies at USC-Beaufort. However, with the approval and implementation of the proposed B.A. program in Liberal Studies at USC-Beaufort, USC-Columbia will accept no new students in its B.A.I.S. as of Fall 2003. The Commission will close the data file for the B.A.I.S. in its data system as of December 31, 2007. There are no other interdisciplinary studies programs in the Beaufort area. USC-Columbia offers the B.A.I.S. at several sites throughout South Carolina, and Coastal Carolina University, Francis Marion University, Lander University, USC-Aiken, and USC-Spartanburg also offer interdisciplinary baccalaureate degrees in liberal studies.

USC-Beaufort projects that the program will enroll approximately 27 new headcount students (27 FTE) in Fall 2003, its semester of implementation. The institution anticipates that the number of new headcount students in the program will grow slightly each year to a total of 32 headcount students (32 FTE) by Fall 2007, the fifth year of implementation. Importantly, with the phase out of the B.A.I.S. at USC-Beaufort, the institution projects that approximately 25% of the new students who would have enrolled in USC-Columbia's B.A.I.S. will enroll in the new B.A. program in Liberal Studies while approximately 33% will decide to enroll in the proposed new B.A. program in English and the remaining 42% will enroll in the proposed B.S. program in Human Services.

According to the proposal, USC-Beaufort will not need to hire any new faculty or staff to implement the proposed B.A. program in Liberal Studies. Since existing faculty at the institution already teach the courses required for the Liberal Studies major as part of the USC-Columbia's existing B.A.I.S. degree program, course loads will require little if any modification. Full-time faculty in the program will teach four courses each semester; one full-time faculty member with a terminal degree will serve as program director and will receive a 25% teaching load reduction. Altogether, 28 faculty are slated to serve the proposed new program amounting to 17.375 FTE's. USC-Beaufort projects these numbers to remain stable over the first five years of the program's implementation (2003-2008).

There are no new equipment or facilities costs associated specifically with the proposed new degree program leading to the Bachelor of Arts in Liberal Studies. However, USC-Beaufort is projecting the need to subsidize additional library holdings at approximately \$1,000 per year for a total amount of \$5,600 over the first five years of operation. Also, the institution projects spending \$47,500 over the first five years of operation on advertising and printing related to the proposed new program. Thus, total

costs over the first five years of the program range from \$8,500 in 2003-04 to \$53,100 in 2007-08.

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
2003-04	\$245,074	\$0	\$245,074	\$0	\$103,349	\$103,349
2004-05	255,614	0	255,614	68,577	107,894	176,471
2005-06	264,398	0	264,398	71,492	111,824	183,316
2006-07	274,939	0	274,939	73,869	115,945	189,814
2007-08	294,264	0	294,264	76,934	124,420	201,354

These data demonstrate that if USC-Beaufort 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.

According to information submitted by USC-Beaufort at the time of the Commission's approval of USC-Beaufort as a four-year institutional campus, new academic programs of the institution will benefit from the financing of the New River Campus by the \$50 million TIF (Tax Increment Financing) district of Beaufort County. The TIF package will provide for both significant funding for building and site construction (e.g., underground telephone and computer wiring.) In addition, approximately \$4 million of state bond funding has been approved and \$6 million of contributions has been raised privately for USC-Beaufort's new campus.

In summary, given the popularity of the existing Bachelor of Arts in Interdisciplinary Studies (B.A.I.S.) currently offered by USC-Columbia at Beaufort along with the number of potential adult students in the Beaufort area who could benefit from such programming, the B.A. in Liberal Studies will likely prove successful in terms of enrollment. However, in light of the relative lack of depth in any one subject in the new major, faculty, advisors, and administrators at USC-Beaufort will need to work hard to ensure a focused and rigorous academic experience for students.

Recommendation

Assuming SACS approval of USC-Beaufort as a four-year institution, the staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission approval of the program leading to the Bachelor of Arts in Liberal Studies at USC-Beaufort to be implemented in Fall 2003 at the Beaufort Campus and at the New River Campus when it opens in Fall 2004, provided that no "unique cost" or other special state funding be required or requested.

CHE Recommendation

The Committee on Academic Affairs and Licensing will consider this item at its meeting on March 6, 2003, and will make its recommendation to the Commission following that meeting.

New Program Proposal
Bachelor of Arts in Nonprofit Administration
University of South Carolina-Spartanburg

Summary

USC-Spartanburg requests approval to offer a program leading to the Bachelor of Arts degree in Nonprofit Administration, to be implemented in Fall 2003.

The proposal was submitted for Commission review on November 14, 2002. The Board of Trustees approved the proposal on December 12, 2002. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on January 14, 2003.

The purpose of the program is to prepare graduates for a variety of careers in the nonprofit sector. The emphasis in the program will be on preparing students for management and administrative positions within a wide variety of nonprofit organizations. The program is designed to be an interdisciplinary degree that will be built around four "major" courses focused on the nonprofit sector but will also include courses from business, sociology, psychology, government, communications, among others. The need for the program is based upon the growth in the nonprofit sector. According to the proposal, the Upstate has over 1720 nonprofit organizations, approximately 400 of these have assets greater than \$100,000. The proposal notes that nonprofits in this latter category hire professional staff. The proposal further notes that the number of employees in nonprofit organizations has doubled in the last twenty-five years and is continuing to expand. The need for the program is further noted by the number (45) of USC-Spartanburg students who have declared Nonprofit Administration concentrations.

The curriculum consists of 120 credit hours. Of these, 46-47 credits are in general education, 33 are in the nonprofit core, 12 to 21 are in a cognate/minor option, 13-15 are in supporting courses, and 5-18 are in electives. Students are required to select with their advisor either a cognate option that is tailored to specific career objectives or a minor option that will complement the Nonprofit major courses. Students are also highly encouraged to take Spanish as the foreign language requirement. No new courses need to be developed because a concentration in Nonprofit Administration has been offered under the Bachelor of Arts in Interdisciplinary Studies. There are no other bachelor's level nonprofit administration programs in South Carolina. The College of Charleston has an undergraduate major and minor in Arts Management and Administration, but that program focuses on the arts and not on the wide range of nonprofit organizations.

USC-Spartanburg indicates that one new tenure track faculty member will be hired in the third year of the program. In addition, two new (.5 FTE each) adjunct faculty will be needed for the proposed program and will be hired in the first and third years of the program. Adjuncts will be master-level professionals who are engaged in administration

of nonprofit organizations. Faculty serving the program will begin at 11 headcount (.875 FTE) in FY 2003-04 and will increase to 13 headcount (1.1 FTE, including adjuncts) in FY 2007-08. Existing administrative support will support the proposed program and will begin at 1 headcount (.5 FTE) and will continue as one headcount but will increase to .75 FTE support in the third year of the program and remain at this level.

Enrollment in the proposed program is estimated to begin at 42 headcount students (10.4 FTE) in FY 2003-04 and increase to 172 headcount students (82.0 FTE) in FY 2007-08. Estimates are based on the number of interdisciplinary majors (45 students) currently enrolled at the institution who have declared concentrations in Nonprofit Administration. If the enrollment projections are met, the program will meet the current CHE program productivity standards.

The program will not be required to seek any accreditation or specialized certification. Currently, USC-Spartanburg has an agreement with American Humanics which is a national nonprofit organization. This organization's mission focuses on the preparation and certification of nonprofit professionals who work with youth and families. While the USC-Spartanburg program goes beyond preparing students to work solely with youth and families, the core competencies of American Humanics have been used in developing the nonprofit core curriculum.

There are no physical plant or equipment requirements for the proposed program. The proposal indicates that there is no standard guide against which to measure library holdings. The proposal does note that there is a need to acquire additional journals and books in this field of study and has allotted annual spending of \$2000 for books and \$700 for periodicals. New costs for the program are estimated to begin at \$34,167 in year one and include program administration and adjunct support (\$30,467) and supplies and library resources (\$3,700). Estimated costs increase to \$159,001 by year five and include full-time support for one additional faculty member and support for administration and adjunct personnel (\$111,000) as well as program administration (\$43,401), and supplies and library resources (\$4,600). The total estimated new cost is \$540,001 for the program's first five years.

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
2003-04	\$93,142	\$0	\$93,142	\$0	\$42,184	\$42,184
2004-05	214,944	0	214,944	32,201	97,724	129,925
2005-06	408,394	0	408,394	74,173	185,186	259,359
2006-07	619,755	0	619,755	141,106	281,363	422,469
2007-08	734,392	0	734,392	214,013	333,320	547,332

These data demonstrate that if the USC-Spartanburg can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will not be able to cover new costs with revenues it generates by the fifth year of its implementation.

In summary, USC-Spartanburg will offer a bachelor's degree in Nonprofit Administration that will be unique in South Carolina. This degree will allow students to obtain the skills and knowledge needed to work in the expanding field of nonprofit organizations. The program is designed to produce graduates who will meet the needs of a wide range of nonprofit agencies and organizations, thereby enhancing the work force available to the numerous nonprofit entities that operate in the State.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission approval of the program leading to the Bachelor of Arts degree in Nonprofit Administration at USC-Spartanburg, to be implemented in Fall 2003, provided that no "unique cost" or other special state funding be required or requested and provided further that the single discipline concentration in Nonprofit Administration currently offered under the program leading to the B.A.I.S. degree be discontinued as of Fall 2003.

CHE Recommendation

The Committee on Academic Affairs and Licensing will consider this item at its meeting on March 6, 2003, and will make its recommendation to the Commission on following that meeting.

New Program Proposal
Bachelor of Science in Hospitality Management
University of South Carolina-Beaufort

Summary

USC-Beaufort requests approval to offer a program leading to the Bachelor of Science degree in Hospitality Management to be implemented in Fall 2003. The program will be implemented first at the Beaufort campus and the Hilton Head campus until it closes; and then at the New River campus when it opens in Fall 2004.

The proposal was submitted for Commission review on November 14, 2002. The University's Board of Trustees approved the proposal on December 16, 2002. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on January 14, 2003.

The program is designed to prepare students for employment in the hospitality industry in the Lowcountry and the state of South Carolina. The need for this program is based upon the growth of the tourist populations in the greater Beaufort area, especially in the field of time-share real estate developments in the recent past. One of the largest industries in South Carolina is and will continue to be tourism, a fact which ensures the long-term need for more hospitality management specialists in the area. The offering of this program is consistent with the institutional mission of USC-Beaufort as a four-year institution with a unique calling to provide baccalaureate programs needed for the greater Beaufort geographical region. The South Carolina Employment Security Commission shows the "Food Service and Lodging Managers" job openings increasing at a rate of 5.64% per year for the ten year period from 1996-2006. Prior to USC-Beaufort's approval in 2002 as a four-year university, baccalaureate programs have been offered for some time by distance education and on-site through USC-Columbia and USC-Aiken at USC-Beaufort. Programs similar to the proposed program at Beaufort are currently offered by USC-Columbia, Clemson University, and a track in the Business Administration program at College of Charleston.

The proposal states that the current USC-Columbia program in Hotel, Restaurant, Tourism Management (HRTM) delivered by distance education to USC-Beaufort has approximately 31 students. Students in the current USC-Columbia program will be given the opportunity to complete their degrees as USC-Columbia students through the end of 2003. At that time, all remaining students in that program at Beaufort will be required to become USC-Beaufort students, if they wish to remain in the Hospitality Management program. New students (i.e., excluding those who are not currently enrolled in the USC-Columbia program) are estimated to total 31 head-count students (32.3 FTE) during the first year of its implementation, 34 (35.7 FTE) in the second year, 37 (38.4 FTE) in the third year, 41 (42.8 FTE) in the fourth year, and 45 (46.8 FTE) in the fifth year.

Assuming these enrollment projections are met, they more than meet the Commission's program productivity standards for enrollment.

The new program will require a total of 120 semester credit hours. No new courses will be required for the program, since all courses in the program which is currently delivered by USC-Columbia are already in the USC-Beaufort catalog. Coursework in the program will be divided into 35-45 semester hour credits in General Education requirements of the institution, 6-16 in electives, 36 in professional requirements, 18 in professionally-related courses, and 9 in professional electives.

According to the program proposal, two new full-time faculty positions will be hired to begin academic year 2003-2004. These appointments are required for meeting the requirements of the Southern Association of Colleges and Schools (SACS) for regional accreditation of the institution and for meeting the Accreditation Commission for Programs in Hospitality Administration (ACPHA) requirements for professional accreditation. The new faculty in the program will be required to be Ph.D.-prepared in disciplines related to hotel, restaurant, and tourism administration. Currently, one full-time (1 FTE) faculty member is on the faculty at USC-Beaufort. In addition, one adjunct faculty member who teaches one course in law per academic year under the program delivered through USC-Columbia will be assumed as a new adjunct appointment by USC-Beaufort.

New costs for the program will amount to \$645,010 over the first five years of the Hospitality Management program's implementation, according to the proposal. These new costs will be for the following categories: faculty salaries (\$538,510); library resources (\$6,500); equipment (\$7,500); and "other"--including printing, advertising, accreditation costs, and faculty development--(\$92,500.)

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state associated with implementation of the proposed program for its first five years. Also shown are the estimated revenues projected under the Mission Resource Requirement 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
2003-04	\$ 34,653	\$0	\$34,653	\$0	\$14,253	\$14,253
2004-05	69,000	0	69,000	9,717	27,773	37,490
2005-06	103,653	0	103,653	19,312	42,026	61,338
2006-07	138,000	0	138,000	29,028	56,278	85,306
2007-08	172,653	0	172,653	38,746	69,798	108,544

These data demonstrate that if USC-Beaufort meets the goals of enrolled students for the program and contains costs as shown in the proposal, by the fifth year of this program's

implementation revenues will not match the costs for the program. However, USC-Beaufort is committed to this program and has indicated that it has the resources available to cover costs associated with it.

According to information submitted by USC-Beaufort at the time of the Commission's approval of USC-Beaufort as a four-year campus, new academic programs of the institution will benefit from the financing of the New River Campus by the \$50 million TIF (Tax Increment Financing) district of Beaufort County. The TIF package will provide for both significant funding for building and site construction (e.g., underground telephone and computer wiring.) In addition, approximately \$4 million of state bond funding has been approved and \$6 million of contributions has been raised privately for USC-Beaufort's new campus.

In summary, the program leading to the Bachelor of Science degree in Hospitality Management provides an opportunity for students of the institution to earn a degree with marketable skills, especially crafted to meet the regional needs of a program of this nature. The program is a successor program to the Hotel, Restaurant, Tourism Management Program operated by USC-Columbia by distance education since 1998 in Beaufort. The USC-Beaufort administration is committed to the program and there is support for its development from the local governmental and business entities, both through the special tax incentives committed for USC-Beaufort generally and through the hospitality industry in the area.

Recommendation

Assuming SACS approval of USC-Beaufort as a four-year institution, the staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission approval of the program leading to the Bachelor of Science degree in Hospitality Management at USC-Beaufort to be implemented in Fall 2003, provided that no "unique cost" or other special state funding is required or requested and provided further that USC-Columbia discontinues its existing program at Beaufort in December 2003 (program data file to close in December 2003).

CHE Recommendation

The Committee on Academic Affairs and Licensing will consider this item at its meeting on March 6, 2003, and will make its recommendation to the Commission following that meeting.

New Program Proposal
Bachelor of Science in Human Services
University of South Carolina-Beaufort

Summary

USC-Beaufort requests approval to offer a program leading to the Bachelor of Science degree in Human Services, to be implemented in Fall 2003 at the Beaufort campus and at the New River Campus when it opens in Fall 2004.

The proposal was submitted for Commission review on November 14, 2002. The University's Board of Trustees approved the proposal on December 16, 2002. The proposal was reviewed with substantial discussion and comments related to the need for articulation between existing technical college associate degree programs in this field at the Advisory Committee meeting on January 14, 2003. A number of technical colleges in South Carolina have a program at the associate degree level in Human Services. Articulation agreements with the associate degree programs will promote increased educational development for technical college graduates. The proposed program was voted upon favorably by the Advisory Committee on Academic Programs at its meeting on January 14, 2003.

The program will prepare students for employment in a large variety of governmental agencies and nongovernmental organizations dealing with human needs. The need for this program is great, according to the proposal. The proposal states that because of the increased population in the greater Beaufort region in the past decade a large number of positions in governmental agencies and nongovernmental organizations are available. A study conducted locally in Beaufort by Drs. Mulkey and Darby indicated a great need for this program. The South Carolina Employment Security Commission has reported a 5.64% increase annually in the 1996-2006 period for human service workers in the Lowcountry served by USC-Beaufort.

The proposal is unique in that no other baccalaureate degree offered in South Carolina is specifically called a program in Human Services. Except for Park University's offering of a B.S. in Social Psychology at the military bases in Beaufort, no other related program is offered in the Beaufort area. In the rest of the state, however, USC-Columbia offers undergraduate minors in Social Work and Human Services; Winthrop University and South Carolina State University offer undergraduate degrees in Social Work; and USC-Aiken offers a B.A. in Sociology with a concentration in Human Services. The proposal is in keeping with the mission of USC-Beaufort as a four-year institution able to provide programs of unique benefit to the region of the state served by the institution. The program will address the increased need for human services in public, private, and eleemosynary institutions in the region, given the relative isolation of Beaufort in the lower southeast corner of the state and the large increase in population which has occurred in the past decade in this region.

A total of 46 new headcount students (47.7 FTE) are expected to enroll in the program during the first year of its implementation, increasing to 48 (49.9 FTE) in the second year, 50 (52.1 FTE) in the third year, 53 (55.3 FTE) in the fourth year, and 56 (58 FTE) in the fifth year. If these enrollment projections are met, they will more than exceed CHE's program productivity standards for enrollment.

The new program will require a minimum of 120 semester hours. Coursework in the program will be divided into general education (35-45 semester hours), major and major-related coursework (64-65), and electives. Four new required courses not currently in the institution's catalog will be added to the USC-Beaufort catalog.

The five full-time faculty (5 FTE) and the six (1.875 FTE) adjunct faculty members necessary to implement the program are already employed by USC-Beaufort, according to the proposal, and have been teaching anthropology, sociology, and psychology in the program leading to the Bachelor of Arts in Independent Studies (BAIS.) program. According to the proposal, no new full-time faculty will be necessary to implement the program. Additional adjuncts will be hired as needed to address student needs for particular courses.

New costs for the program will amount to \$ 94,000 over the first five years of the new program's implementation, according to the proposal. These new costs will be for library resources and "other" (e.g., accreditation, public relations, etc.) The institution will seek professional accreditation for this program through the Council for Standards in Human Service Education. It is also seeking regional accreditation for the institution itself through the Southern Association of Colleges and Schools.

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state associated with implementation of the proposed program for its first five years. Also shown are the estimated revenues projected under the Mission Resource Requirement 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
2003-04	\$32,774	\$0	\$32,774	\$0	\$14,253	\$14,253
2004-05	65,258	0	65,258	9,190	27,773	36,963
2005-06	98,031	0	98,031	18,264	42,026	60,290
2006-07	130,515	0	130,515	27,454	56,278	83,732
2007-08	163,289	0	163,289	36,644	69,798	106,442

These data demonstrate that if USC-Beaufort achieves the projected levels of enrollment and contains costs as shown in the proposal, the program will not be able to cover revenues it generates by the fifth year of implementation. However, USC-Beaufort is committed to this program and has indicated that it has the resources available to cover costs associated with it.

According to information submitted by USC-Beaufort at the time of the Commission's approval of USC-Beaufort as a four-year campus, new academic programs of the institution will benefit from the financing of the New River Campus by the \$50 million TIF (Tax Increment Financing) district of Beaufort County. The TIF includes both significant funding for building and site construction (e.g., underground telephone and computer wiring.) In addition, approximately \$4 million of state bond funding has been approved and \$6 million of contributions has been raised privately for USC-Beaufort's new campus.

In summary, the program leading to the Bachelor of Science degree in Human Services fits with the institution's mission and will provide a program which is in demand in the Lowcountry region of the state. The institution has indicated that it has the resources to cover the program's costs. Because many technical colleges have an associate degree program in this field, as a condition of program approval and a service to technical college graduates, USC-Beaufort should conclude written articulation agreements between the technical college programs and the new Bachelor of Science program in Human Services.

Recommendation

Assuming SACS approval of USC-Beaufort as a four-year institution, the staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission approval of the program leading to the Bachelor of Science degree in Human Services at USC-Beaufort to be implemented in Fall 2003, provided that no "unique cost" or other special state funding be required or requested and provided further that USC-Beaufort conclude articulation agreements with technical colleges that have associate degree programs in this field and report finalization of these agreements to the Commission by September 1, 2004.

CHE Recommendation

The Committee on Academic Affairs and Licensing will consider this item at its meeting on March 6, 2003, and will make its recommendation to the Commission following that meeting.

New Program Proposal
Bachelor of Science in Business Administration in International Business
USC-Columbia

Summary

USC-Columbia requests approval for a new degree program leading to the Bachelor of Science in Business Administration with a major in International Business, to be implemented in Fall 2003.

The proposal was submitted to the Commission on November 14, 2002. The University's Board of Trustees approved the program at its December 16, 2002, meeting. The Advisory Committee on Academic Programs reviewed the proposal at its January 14, 2003, meeting, and, without substantive comment, voted unanimously to approve the program.

According to the proposal, the new B.S.B.A. in International Business will enable students to gain "an understanding of the major aspects of international business, a high level of language capability, significant area expertise (i.e., Asia, Europe, or Latin America), experience studying abroad and an understanding of a specific functional field in business (finance, production, etc.)." Students will enroll in the new major in International Business as a second major within the Moore School of Business so as to ensure attainment of the fundamentals provided by a basic business curriculum as well as the coursework necessary for exploring the international dimension of the field.

Because of the double major requirement, students will need to complete between 127 and 130 credit hours for graduation. The International Business major will combine coursework in international business and tailored, upper-division coursework in foreign language as well as an off-shore course. Total credits in the major will number from 27 to 30 credit hours. USC projects that students will be able to complete the degree in four years. This estimate is based on a pre-enrollment knowledge of a foreign language and a second major of 15 semester credit hours in designated business courses. In addition, each major will be required to take at least four courses numbered 300 or above in one foreign language, and students will be strongly encouraged to minor in a foreign language. Students may choose from coursework in international business that includes Globalization and Business, International Financial Management, Foreign Market Entry and Growth, among others. Additionally, majors will need to fulfill an overseas study requirement at an institution outside the boundaries of the United States.

The University projects that enrollment in the major will start with approximately 50 FTE students in Fall 2003 and increase steadily to 200 full-time students by Fall 2007. These projections are based on students taking 15 semester credit hours per semester, and more than meet the Commission's program productivity standards.

Owing to the great success of its international business programming at the graduate level, USC-Columbia already has a significant number of faculty and doctoral students with expertise in international business. Therefore, the University is not proposing the need for additional faculty members to staff the new B.S.B.A. in International Business. Altogether, eight full-time faculty and at least two doctoral students will be available to teach in the program, all with a focus in international business.

The only new costs associated with the proposed new program in International Business are related to overseas course and faculty development programs. These costs amount to \$107, 216 over the first five years of the program's operation (Fall 2003 to Fall 2007). However, the University is allocating money provided through the Center for International Business Education and Research, a federally funded entity, to underwrite these new costs. There are no new library or equipment costs associated with the B.S.B.A. in International Business.

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
2003-04	\$591,500	\$0	\$591,500	\$0	\$326,340	\$326,340
2004-05	1,183,000	0	1,183,000	250,913	652,680	903,593
2005-06	1,833,650	0	1,833,650	501,827	1,012,558	1,514,385
2006-07	2,543,450	0	2,543,450	778,235	1,404,167	2,182,402
2007-08	2,543,450	0	2,543,450	1,079,332	1,404,167	2,483,499

These data demonstrate that if the University of South Carolina can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will not be able to cover new costs with revenues it generates by the fifth year of its implementation (2007-08), when it almost breaks even.

In summary, the B.S.B.A. in International Business should prove a very popular major that will complement well the existing undergraduate majors in business already offered at the Moore School of Business. Moreover, the University will be able to offer the program without significant investment in new faculty in light of its previous successes in international business at the graduate level.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission approval of the program leading to the Bachelor of Science in Business Administration with a major in International Business at USC-Columbia to be implemented in Fall 2003, provided that no "unique cost" or other special state funding be required or requested.

CHE Recommendation

The Committee on Academic Affairs and Licensing will consider this item at its meeting on March 6, 2003, and will make its recommendation to the Commission following that meeting.

New Program Proposal
Bachelor of Science in Turfgrass
Clemson University

Summary

Clemson University requests approval to offer a new program leading to the Bachelor of Science degree in Turfgrass, to be implemented in Fall 2003. The proposal was approved by the Clemson Board of Trustees on November 12, 2002. The proposal was submitted to the Commission for review on November 18, 2002. The program was approved unanimously with substantive comment at the meeting of January 14, 2003, of the Advisory Committee on Academic Programs. Comments centered on Clemson's Provost's statement that several meetings had been held at the institution with technical college representatives on the development of articulation agreements with related associate degree programs at technical colleges.

The program will prepare students for employment in the science and business of turfgrass management and maintenance primarily associated with golf courses and athletic facilities. According to the proposal, the need for this program is great and growing, both in the United States and in the Southeast generally. Programs of this same type currently operate at the University of Georgia and North Carolina State University, but no other baccalaureate program is offered in South Carolina. The two related associate degrees in South Carolina are located at Spartanburg Technical College and Horry-Georgetown Technical College.

The justification for the program is in response to two factors: student demand and state need. While an option has existed within the BS in Horticulture degree program for twenty years, students have requested the Turfgrass major with increased frequency in recent years.

A total of 10 new students (10.8 FTE) are expected to major in the program during the first year of its implementation, rising to 15(15.8 FTE) in the second year, and 20 (20.8 FTE) in the third, fourth, and fifth years of the program's implementation. If these enrollment projections are met, they will meet the Commission's program productivity standards for enrollment. These new student figures are above the figures for currently enrolled students.

A minimum of 127 semester hours of credit will be required for the degree. Coursework in the program will be divided into 21 semester hours of University general education requirements; 38 semester hours of required courses in the major; and a broad complement of major-related courses and electives. No new courses will be required for the program, because the program will be identical in its curriculum to that of the Horticulture option in Turfgrass which has been offered for the past twenty years. Similarly, the four full-time faculty members necessary for offering this program are all

currently members of the faculty at the institution in Horticulture, so no new faculty are required.

Facilities and equipment for the program are adequate. No new facilities or equipment are needed or requested for this program to operate as a free-standing major.

Because the proposed program has in actuality been offered in its entirety as an option in another program, technically there are no new costs required for the implementation of the new program. However, the proposal provides a table showing existing costs to the institution for the program offered as an option within Horticulture. These amount to \$211,900 in the first and second years, \$221,300 in the third year, and \$221,450 in the fourth and fifth years of the program's operation as a separate degree program. Total costs are divided into the following categories over the first five years of the free-standing major: program administration (\$81,000), faculty salaries (\$865,000), graduate assistants (\$60,000), clerical support (\$56,000), supplies and materials (\$10,600), library resources (\$1,100), equipment (\$1,700), and facilities (\$12,600.)

Shown below are the estimated Mission Resource Requirement (MRR) costs to the state associated with implementation of the proposed program for its first five years. Also shown are the estimated revenues projected under the Mission Resource Requirement 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
2003-04	\$52,263	\$0	\$52,263	\$0	\$30,686	\$30,686
2004-05	104,063	0	104,063	17,993	60,081	78,074
2005-06	156,325	0	156,325	35,733	90,767	126,500
2006-07	208,125	0	208,125	53,725	120,161	173,886
2007-08	260,388	0	260,388	71,466	150,848	222,314

These data demonstrate that if even Clemson can meet the projected student enrollments, revenues will not cover MRR costs for the program. The institution, however, is committed to this program, which it has operated as an option within Horticulture for twenty years, and has indicated that it has the resources available to cover any additional costs associated with it.

In summary, the Bachelor of Science degree program in Turfgrass at Clemson will give independent program status to what has been a very successful track within Horticulture. The program proposal predicts that this program will be more successful in attracting students if it is a free-standing major. There are only two competing, free-standing programs in the neighboring states of Georgia and North Carolina. Two associate degree programs in this field exist at Spartanburg Technical College and Horry-

Georgetown Technical College, so articulation agreements should be developed between Clemson and these two programs.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission approval of the program leading to the Bachelor of Science degree in Turfgrass to be implemented in Fall 2003, provided that no "unique cost" or other special state funding be required or requested, and provided further that Clemson University conclude articulation agreements with the two related, existing associate degree programs at Horry-Georgetown and Spartanburg technical colleges and confirm finalization of these agreements to the Commission by September 1, 2004.

CHE Recommendation

The Committee on Academic Affairs and Licensing will consider this item at its meeting on March 6, 2003, and will make its recommendation to the Commission following that meeting.

New Program Proposal
Master of Science in Transportation
South Carolina State University

Summary

South Carolina State University requests approval for a new program leading to the Master of Science degree in Transportation, for immediate implementation upon approval.

The University's Board of Trustees approved the proposal on June 20, 2002, and submitted it to the Commission on July 12, 2002. The Commission's Advisory Committee on Academic Programs reviewed the proposal at its October 1, 2002, meeting. At the meeting, the representative from Clemson University expressed serious concerns about the proposed new degree program based on the possibility of duplication with the concentration in transportation in the program leading to the Master of Science degree in Civil Engineering at Clemson. She expressed the hope that South Carolina State will collaborate with Clemson where appropriate on issues related to the study of transportation. The Committee voted unanimously to approve the proposed program. Subsequent to the meeting, however, representatives from South Carolina State prepared an addendum to the proposal in order to substitute a proposed track in modal systems for the originally proposed track in civil engineering. The Commission agreed to accept the substitution contingent on a second review of the full proposal by the Advisory Committee. This review occurred at the Advisory Committee's January 14, 2003, meeting, at which time representatives from Clemson University and the University of South Carolina indicated their support for the program as long as no duplicative concentration in civil engineering was planned or implemented. Given assurances to this effect by representatives from South Carolina State, the Committee voted unanimously to approve the proposal.

The purpose of the proposed program leading to the Master of Science degree in Transportation is to prepare graduate students for work as professionals who can plan, manage, and operate transportation systems, especially in South Carolina. South Carolina State has surveyed employers in the transportation industry, potential students, and faculty members at other, out-of-state universities that offer degrees in the field and found uniform support for development of such a degree program at South Carolina State. Based on these surveys and on interviews with potential employers, the University believes that graduates from the proposed new program will have little trouble obtaining employment with any number of employers in the transportation industry, both in the private and public sectors, including positions with transport firms, road engineering and construction firms, and public agencies related to transportation.

In keeping with prevailing scholarship in the field of transportation, the M.S. in Transportation at South Carolina State is an interdisciplinary degree. The University will require students to complete 36 credits hours for graduation, 18 of which come in the

form of core courses in transportation (e.g., Transportation Logistics and Research, Transportation Planning, etc.). Of the remaining 18 credit hours required for graduation, students must take nine credit hours in one of four concentration areas: business, transportation planning, modal systems, and intelligent transportation systems. Also, students must take six hours in thesis research and writing and three hours for a combined seminar/internship. South Carolina will add 24 new graduate courses to its curriculum in order to implement the new program, including such courses as Transportation Engineering, Transportation and Land Use Planning, and Transportation Business Law. There is no specialized accrediting body associated with the proposed new degree program.

South Carolina State projects new enrollments in the Master of Science in Transportation to begin with approximately 18 FTE in Spring 2003 (all full-time) and increase to approximately 45 FTE in Fall 2006 (year five of operation), which more than meets the Commission's program productivity standards. According to the proposal, the University will admit students to the program who have satisfactory scores on the Graduate Record Examination (GRE) and who have taken undergraduate coursework in the social sciences and in business and economics or in civil engineering or civil engineering technology.

The University will draw existing faculty from several disciplines to teach in the new interdisciplinary program in Transportation. As South Carolina State received a large federal grant in 2000 for development of the University Transportation Center, there are a number of faculty already on campus with backgrounds in transportation who are currently teaching courses in the field and who staff the Center. Also, faculty from civil engineering technology, computer science, planning, and electrical engineering technology will also teach in the proposed Master of Science in Transportation. South Carolina State anticipates hiring two new faculty members in 2002-03, one in civil engineering technology and another in transportation, to support the program. One new part-time staff member will be hired for administrative support. The School of Engineering Technology and Sciences will administer the program.

Currently, there are no other graduate programs in transportation in South Carolina. As noted above, Clemson offers a concentration in transportation in its Master of Science in Civil Engineering. Within the southeastern region, only the University of Arkansas offers a graduate degree in the field. In South Carolina, College of Charleston offers an intermodal transportation concentration within its baccalaureate degree in business administration.

No new equipment or facilities will be required to implement the proposed Master of Science in Transportation. However, the University does anticipate the need for additional new library costs associated with the program (approximately \$60,000 over the first five years of operation). Additional new costs associated with the program come in the form of new faculty salaries (approximately \$334,690 over five years), graduate assistantships (\$95,000 over five years), clerical and support costs (\$70,000 over five years), and supplies and materials (\$20,000 over five years). Total new costs range from \$52,500 in year one of operation to \$580,876 in year five of operation. The University

anticipates using federal money through the grant supporting the University Transportation Center to underwrite the library costs. Additionally, representatives at the University anticipate using money already allocated as special funding "below the line" from the General Assembly to underwrite the University Transportation Center for funding of graduate student assistantships in the M.S. program in Transportation. This money comes in the form of annually approved matching funds from the state for the federal grant received in support of the Center.

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
2002-03	\$226,010	\$0	\$226,010	\$0	\$92,598	\$92,598
2003-04	442,193	0	442,193	103,797	180,350	284,147
2004-05	442,193	0	442,193	202,224	180,350	382,574
2005-06	486,412	0	486,412	202,224	198,447	400,671
2006-07	589,590	0	589,590	222,728	240,770	463,498

These data demonstrate that if South Carolina State 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, the proposed new Master of Science program in Transportation is a unique program in South Carolina and complements well South Carolina State's growing specialty in the field of transportation. As the program develops over the coming years, South Carolina State should seek to collaborate where possible with other institutions in the state that may have concentrations related to the study of transportation, particularly Clemson University, with its concentration in transportation within the Master of Science in Civil Engineering, and College of Charleston with its concentration in intermodal transportation within the Bachelor of Science in Business Administration.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission approval of the program leading to the Master of Science degree in Transportation at South Carolina State University to be implemented immediately upon Commission approval, provided that no "unique cost" or other special state funding be requested or required.

CHE Recommendation

The Committee on Academic Affairs and Licensing will consider this item at its meeting on March 6, 2003, and will make its recommendation to the Commission following that meeting.

New Program Proposal
Executive International Master of Business Administration
USC-Carolina at Guadalajara, Mexico

Summary

USC-Columbia requests approval for a new degree program leading to the Executive International Master of Business Administration, to be implemented in August 2003, in Guadalajara, Mexico.

USC-Columbia submitted the proposal to the Commission on November 14, 2002, and the University's Board of Trustees approved the proposal on December 16, 2002. The Commission's Advisory Committee on Academic Programs reviewed the proposal at its January 14, 2003, meeting, and, without substantive comment, voted unanimously to approve the program.

The Executive International Master of Business Administration (E.I.M.B.A.) will build on USC-Columbia's existing strength in international business programming at the master's level by allowing business executives in Guadalajara, Mexico, to work toward a professional master's degree in the management and study of global business. USC will offer the degree in tandem with The Instituto Tecnológico y de Estudios Superiores de Monterrey (Tec de Monterrey). According to the proposal, students enrolled in the program will receive two degrees: a Maestría en Administración from Tec de Monterrey and the Executive International Master of Business Administration from USC-Columbia. A recent edition of a leading Latin America business publication, *Economía*, rates Tec de Monterrey as the top business school in Mexico.

As the proposed degree program is aimed at working executives in Mexico, prospective students need at least ten years of experience in the workplace in order to apply for admission. Also, students will need to be fluent in English in order to be admitted. USC and Tec de Monterrey will offer the program in block sessions on two weekends a month at Tec de Monterrey with three weeklong intensive courses scheduled at the beginning and end of the first academic year and at the conclusion of the second academic year. The first two weeklong sessions will be held at USC-Columbia. Curriculum for the E.I.M.B.A. will require 48 semester credits for graduation. USC anticipates that students will take approximately two years to complete the program. The University will add two new courses to its catalog in order to implement the new program—Global Business Issues and Global Business Leadership—both of which will be offered in the weeklong session format.

USC-Columbia and Tec de Monterrey will run the program in a cohort format and will enroll no more than two cohorts at any one time. Each cohort will enroll 30 headcount students, each of whom will take ten credits in Fall Semester, nine credits in Spring Semester, and seven credits in Summer Semester. Thus, enrollment in the E.I.M.B.A. will begin with 30 full-time students in Fall 2003 and increase to 60 full-time

students in Fall 2004 where it will remain stable for the remainder of the first five years of operation. There are no plans to enlarge the program's enrollment beyond this 60-student threshold at this time. The projected enrollment meets the Commission's program productivity standards.

Ten headcount faculty from USC's Moore School of Business will have revolving teaching responsibilities in the E.I.M.B.A. in Guadalajara. Faculty will teach in the program on an overload basis; no new faculty will need to be hired in order to implement the proposed new program.

The Association to Advance Collegiate Schools of Business (AACSB) accredits USC-Columbia, and no additional accreditation will be required because of the implementation of the E.I.M.B.A.

New costs associated with the proposed E.I.M.B.A. over the first five years of operation (2003-08) are as follows: \$643,250 in faculty salaries, \$233,400 devoted to program administration (part-time administrator at \$46,680 per year for five years), \$430,312 in supplies and materials (course materials, books, and office supplies), \$146,980 in marketing and promotion, and \$1,697,820 in travel costs for faculty, staff, and students. There will be no equipment, facilities, or library costs associated with the proposed new program. According to the proposal, E.I.M.B.A. program tuition is \$39,000 per student for the entirety of the program, which totals \$585,000 in year one of operation and \$1,170,000 in subsequent years. Tuition includes books, airfare, and hotel accommodations during the one-week seminars in Columbia, South Carolina. Importantly, since the program will be run in Mexico, the Commission's Mission Resource Requirement (MRR) cost estimates are not applicable, and USC will not receive state funding to subsidize the program. All costs will be covered by student tuition. In light of this funding scheme, USC must report to the Commission the student enrollment in the E.I.M.B.A. separately from other programs that receive state funding through the MRR process.

In summary, the proposed new Executive International Master of Business Administration will be offered in Mexico and is aimed at Mexican business executives. The program provides USC-Columbia with a potentially lucrative source of new students who can pay top dollar for a rigorous and prestigious international business education experience. Additionally, the program could pay off for the state of South Carolina in the long run by strengthening the state's business connections to the growing Mexican market.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission approval of the program leading to the Executive International Master of Business Administration to be offered by USC-Columbia in Guadalajara, Mexico, to be implemented in Fall 2003, provided that no "unique cost" or other special state funding be required or requested and provided further that USC-Columbia report the student enrollment for the E.I.M.B.A. separately from other programs that receive state funding through the Mission Resource Requirement process.

CHE Recommendation

The Committee on Academic Affairs and Licensing will consider this item at its meeting on March 6, 2003, and will make its recommendation to the Commission following that meeting.

New Program Proposal
Doctor of Philosophy in Human Factors Psychology
Clemson University

Summary

Clemson University requests approval to offer a program leading to the Doctor of Philosophy degree in Human Factors Psychology, to be implemented in Fall 2003.

The Board of Trustees approved the proposal on April 25, 2002. This proposal was submitted for Commission review on November 14, 2002. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on January 14, 2003.

The purpose of the program is to train doctoral-level students in the design of work environments and technology systems that are safe, productive, comfortable, and error-free. Students in the program will obtain the requisite theoretical foundations, quantitative skills, research design, and practical problem-solving skills to address human problems related to work and project design. The need for the program is based on several factors. First, the proposal notes that a doctoral-level program will increase the level of funded research in the College of Business and Behavioral Science, strengthen economic support and partnerships in the State, and improve the quality of the undergraduate and master's level psychology programs. In addition, the proposal notes that there are only 18 such programs in the country and the demand for graduates is very high. There are no other Human Factors Psychology programs in the State. Graduates of such programs have an average starting salary of \$62,671 with the average Human Factors specialist in the Southeast earning \$85,748. The proposal indicates that nationally students are recruited for jobs before completing their degrees, and Clemson's master-level students have experienced such early recruitment.

The curriculum consists of 90 credit hours; of these, 21 credit hours are in psychology courses; 12 are in industrial engineering and engineering and technology courses; 15 in special problems; 6 in an internship; 6 in master's thesis research; and 18 in dissertation research. Clemson currently offers a Master of Science degree in Applied Psychology with two concentrations: Industrial Organization and Human Factors. Clemson envisions that most students will come directly into the proposed doctoral-level program with a bachelor's degree and will complete a master's degree while working towards the doctoral degree. Granting of the degree will be based on the student's mastery of the subject matter, demonstrated competency to plan and conduct research, and the ability to communicate adequately and professionally in oral and written language. The students will be assessed for entrance into the doctoral program via a comprehensive examination and an oral defense of the master's thesis. Additional assessment criteria include an oral presentation of the doctoral dissertation research proposal and an oral defense of the doctoral dissertation.

As noted above, Clemson states that students entering the proposed program will hold either a bachelor's degree or a master's degree. Students who enter with a master's degree will design a program of study with their committee that takes into consideration prior courses and theses. Students entering the program with a bachelor's degree would need a minimum of five years to complete the master's and Ph.D. components of the degree program. No new courses will be required.

The proposed program was evaluated by an external consultant, Dr. Alex Chaparro, an Associate Professor of Psychology at Wichita State University and a Fellow of the National Institute for Aviation Research. Dr. Chaparro noted in his report that there is a job market demand for graduates of such programs, that there is no program duplication for the State, and that the costs to start the program are modest because of the master's level program in the Department of Psychology.

Clemson indicates that no new faculty positions for the University will be required but that four new faculty will be hired through reallocation of existing faculty lines to the proposed program. Current faculty who teach in the undergraduate program and are qualified to teach in the proposed program will be reassigned to the graduate-level courses and some doctoral students will be assigned to teach in recitation sections, laboratory and methods courses, and self-contained classes of undergraduate courses in their areas of expertise. The university has indicated that it believes that an integral part of a graduate-level program is the training of its students in undergraduate teaching. Faculty serving the program will begin at 25 headcount (21.5 FTE) and will increase to 29 headcount (25.5 FTE) in FY 2007-08. Two additional faculty will be added in the second and third years of the program respectively for a total of four new faculty.

New enrollment in the proposed program is estimated to begin at one headcount student (0.5 FTE) in FY 2003-04 and increase to two headcount students (1.0 FTE) in FY 2007-08. Additional enrollment results from students currently enrolled in the M.S. degree program in Applied Psychology. Enrollment projections were based on the projected career opportunities for graduates, enrollment trends in the master's program, and enrollment trends in the undergraduate psychology program. If the enrollment projections are met, the program will meet the current CHE program productivity standards.

The proposed program will require additional space for new faculty and graduate students. The Department of Psychology has recently been assigned additional space that will require renovations by the university. The proposal further indicates that through reallocation of current space there will be office and laboratory space for the new faculty. No new major equipment will be required for the proposed program. Any major equipment support, upgrades, and upkeep will be financed through external grants funds. Minor equipment purchases will occur and are estimated to begin at \$1,996 in FY 2003-04 and increase to \$13,978 in FY 2007-08. The library holdings were reviewed in 2001 for the Commission's *Summary Report on Institutional Effectiveness*. The proposal notes that holdings for Human Factors research are not concentrated within a single call number range but in a variety of call ranges. An analysis of the number of holdings in these subject areas indicates that the resources are adequate but that additional holdings

will be added through annual acquisitions beginning at \$1,996 in year one and increasing to \$13,978 in year five for a total of \$43,929.

New costs are estimated to begin at \$13,988 in FY 2003-04 and include \$8,000 for graduate assistants, \$1,996 each for supplies, libraries, and equipment. Total costs will increase to \$368,370 by FY 2007-08 and include \$258,435 for faculty salaries, \$68,000 for graduate assistants, and \$13,978 each for supplies, library, and equipment. The total new costs for the program for its first five years are estimated to be \$1,204,731.

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. Total revenue fluctuates due to Clemson's enrollment projections of new students in the program. These estimates vary from one new student in the first year of the program, increasing to two new students in years two and three, decreasing to one new student in year four, and then increasing again to two new students in year five. This is not a typical enrollment estimate pattern which normally increases over time, but it does represent the one that the University believes will reflect actual program growth.

Year	Estimated MRR Cost for Proposed Program	Extraordinary (Non-MRR) Costs for Proposed Program	Total Costs	State Appropriation	Tuition	Total Revenue
2003-04	\$19,736	\$0	\$19,736	\$0	\$4,411	\$4,411
2004-05	39,471	0	39,471	6,347	9,508	15,855
2005-06	39,471	0	39,471	11,772	9,508	21,280
2006-07	19,736	0	19,736	11,772	4,411	16,184
2007-08	39,471	0	39,471	6,347	9,508	15,885

These data demonstrate that if Clemson 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, Clemson University seeks to offer a doctorate program in Human Factors Psychology that will meet the needs of a fast-growing industry and will be the only program of its kind in the state. This area of psychology examines human interactions with technology and the work environment and assists in the design of safe and usable products and safe and efficient workplaces. The demand for graduates will be high, particularly in the Southeast.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission approval of the program leading to the Doctor of Philosophy degree in Human Factors Psychology at Clemson University, to be implemented in Fall 2003, provided that no "unique cost" or other special state funding be required or requested.

CHE Recommendation

The Committee on Academic Affairs and Licensing will consider this item at its meeting on March 6, 2003, and will make its recommendation to the Commission following that meeting.

New Program Proposal
**Center for Nuclear Environmental Engineering Sciences
and Radioactive Waste Management
Clemson University**

Summary

Clemson University requests approval to establish a research center entitled the Center for Nuclear Environmental Engineering Sciences and Radioactive Waste, to be implemented immediately upon approval.

The Clemson Board of Trustees approved the proposed Center on September 24, 2002. The proposal was submitted for Commission review on November 15, 2002. The proposal was reviewed without substantive comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on January 14, 2003. At the Advisory Committee meeting, Clemson did indicate that it was seeking formal Commission approval for the Center because it might elect to pursue special funding from the General Assembly at some unspecified point in the future.

The purpose of the Center is to provide a centralized and focused entity for the study and research related to radioactive contamination and radioactive waste management. The Center will focus its research on the environmental aspects of nuclear technologies and naturally occurring radioactivity and radiation. The Center will focus on research and education in the characterization, evaluation, and remediation of radioactive contamination as well as the evaluation and development of processes for the management of radioactive wastes. No academic degrees will be awarded by the Center. Faculty associated with the Center will be members of academic departments of the College of Engineering and Science. The need for the Center is based on the numerous nuclear activities in the State. The proposal cites the role that the Savannah River Plant will play in the disposal of nuclear weapons, the aging nuclear power facilities in South Carolina, the issues relating to the disposal of radioactive waste particularly from medicine and research, and the concern about naturally occurring radioactivity, especially radon. All four of these areas are issues facing South Carolina.

Clemson notes in the proposal that the Center will build upon existing academic and research strengths at the University. The Department of Environmental Engineering and Science offers academic and research programs focusing on nuclear environmental engineering, environmental fate and transport, environmental and waste management, and environmental radiochemistry. The department is also a member of the U.S. Department of Energy's Radiochemistry Education and Research Consortium that promotes interaction among radiochemists. In addition, faculty from the School of the Environment's Department of Geological Sciences and the Department of Toxicology will provide additional expertise and strength to the Center's research. Clemson has already established collaborative research with the U.S. Department of Energy, the Savannah River Site, the Idaho National Engineering and Environmental Laboratory, the

S.C. Department of Health and Environmental Control, Duke Energy, Carolina Power and Light, Westinghouse Savannah River Company, and Fernald-Duratek, among others. Many of these governmental and industrial organizations provide financial support for research in the areas of the Center's focus.

The Center will not offer courses or degree programs. No enrollment estimates are therefore required for the proposed Center. Students will conduct research within the Center but will be enrolled in degree programs within their home departments.

Initially, seven faculty will participate in the Center's activities. These faculty will hold primary appointments in existing academic units and will maintain their curriculum-related duties within these units. These faculty will have the title of "Senior Fellow" and will be required to fund Center projects and activities through extramural research grants or contracts. No new faculty will be required to support the proposed Center.

There are no physical plant or equipment requirements for the proposed Center. Faculty will utilize the office and research space already allocated to them within their individual departments. In 1996, Clemson had a laboratory (42,000 sq. ft.) donated that is designed and licensed for hazardous, radioactive, and mixed waste research. Although library resources were not evaluated against national academic library standards, the proposal affirms that the library resources are sufficient for the home departments associated with the Center.

The Center will not be required to seek any accreditation, approval, licensure, or certification.

The Center will be housed within the Clemson Environmental Institute and its director, who will be a faculty member from the College of Engineering, will report to the Associate Dean for Research and Graduate Studies in the College of Engineering and Science. The Director will have a .25 FTE appointment on a calendar basis. The operating funds for the Center will come entirely from the 10 percent overhead that is returned to the Clemson Environmental Institute from external grants and contracts. These funds will be used to pay for the release time and summer salary support of the Director and associated faculty. Currently, externally-funded projects that would come under the Center's management total approximately \$2.2 million.

Estimated new costs begin at \$27,000 in FY 2003-04 and include \$13,000 for program administration, \$13,000 for clerical support and \$1,000 for supplies. This amount increases to \$55,000 in FY 2007-08 and includes \$26,000 for program administration, \$26,000 for clerical support, and \$3,000 in supplies for a total five-year amount of \$229,000. Because the proposed Center will not generate any student FTEs, an estimate of the Mission Resource Requirement (MRR) for costs to the state has not been generated for the proposed Center.

In summary, Clemson University will establish a Center that will consolidate its research and education related to nuclear technologies and naturally occurring radiation and radioactivity. By consolidating these efforts within one coordinating body, the

University expects to enhance collaboration and increase its external research grants and contracts. The University cites the numerous nuclear and radiation issues within our state as a major reason for developing the proposed Center.

Recommendation

The staff recommends that the Committee on Academic Affairs and Licensing commend favorably to the Commission approval of the Center for Nuclear Environmental Engineering Sciences and Radioactive Waste at Clemson University to be established immediately upon Commission approval.

CHE Recommendation

The Committee on Academic Affairs and Licensing will consider this item at its meeting on March 6, 2003, and will make its recommendation to the Commission following that meeting.



**Commission on
Higher Education**

John E. Smalls
Interim Executive Director

March 6, 2003

Att II
CHE
03/06/03
Agenda Item 3.02.B

MEMORANDUM

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

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

**Consideration of Admission Standards Report for First-Time Entering Freshmen
FY 2001-02**

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 598-104-10(A)).

In April 1988, the Advisory Committee on Academic Programs adopted a procedure that requires each institution annually to report 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.

Attached is the annual report on 2001 admission standards for first-time entering freshmen 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 2001.

The Report is presented in five parts:

Part I: Fall 2001 Applications, Acceptances, and Actual Enrollments;
Part II: Fall 2001 Data Related to High School Course Prerequisites;
Part III: Fall 2001 SAT and ACT Scores;
Part IV: Provisionally Admitted Students;
Part V: Fall 2002 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).

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

Recommendation

The staff suggest that the Committee on Academic Affairs and Licensing commend this report favorably to the Commission as meeting the stipulations of Act 629 of 1988 and Act 359 of 1996 with respect to reviewing admissions standards and transmit it accordingly to the appropriate legislative bodies, the State Board of Education, and to the State Department of Education.

CHE Recommendation

The Committee on Academic Affairs and Licensing will consider this item at its meeting on March 6, 2003, and will make its recommendation to the Commission following that meeting.

**ANNUAL REPORT ON ADMISSION STANDARDS FOR
FIRST-TIME ENTERING FRESHMEN, FALL 2001
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 2001 Applications, Acceptances, and Actual Enrollments
- **Part II:** Fall 2001 data related to high school course prerequisites;
- **Part III:** Fall 2001 SAT and ACT scores;
- **Part IV:** Fall 2001 data related to provisional students; and
- **Part V:** Fall 2002 minimum admission standards.

Part I: Applications, Acceptances, and Actual Enrollments

In Fall 2001, 47,315 applications were received for admission as first-time freshmen at the public senior colleges and universities. Of these, 30,984 or 65.5 percent, 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, 13,048 applicants actually enrolled.

Table 1 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 2001					
	Number of Applications ¹	Number of Applicants Offered Admission ¹	Percent of Applicants Offered Admission	Number who Actually Enrolled ¹	Percent Accepted and Enrolled
Clemson	11,315	5,864	51.83%	2,475	42.21%
USC-Columbia	11,178	7,788	69.67%	3,287	42.26%
The Citadel	1,922	1,296	67.43%	570	43.98%
Coastal Carolina	3,094	2,296	74.21%	941	40.98%
Coll. of Charleston	8,358	5,471	65.46%	1,974	36.08%
Francis Marion	1,657	1,281	73.51%	637	49.73%
Lander	1,539	1,307	84.93%	529	40.47%
S.C. State	2,295	1,837	80.04%	615	33.48%
USC-Aiken	1,231	708	57.51%	458	64.69%
USC-Spartanburg	1,519	747	49.18%	616	82.46%
Winthrop	3,207	2,389	74.49%	946	39.60%
Total	47,315	30,984	65.5%	13,048	42.1%

¹Reported manually by the institutions.

Lander University and S.C. State University offered admission to the largest percentage of applicants, e.g., to approximately 84 and 80 percent, respectively, of those students who applied. Winthrop, Coastal Carolina, and Francis Marion offered admission to approximately 74 percent. USC-Aiken and USC-Spartanburg enrolled the largest percentage of students who were offered admission. At USC-Aiken, 64 percent of the applicants who were offered admission enrolled. At USC-Spartanburg, approximately 82 percent of those offered admission enrolled. The remaining institutions had percentages that ranged between 33 and 49 percent.

Part II: Extent to Which 2001 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 must have strong grammar and composition components, and 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 include **Algebra 1** (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**. This fourth course should be selected from among **Algebra III/trigonometry, precalculus, 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**. Course 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.
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.

* The three units of laboratory science will be modified beginning with Academic Year 2007-08 to include the following statement: "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 this section. This means that high school graduates who matriculate as first-year students to the public universities in Fall 2007 will have taken physical science as high school freshmen.

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 applied academics (Tech Prep) courses rather than the required college preparatory curriculum and who meet all other institutional admissions criteria. The prerequisites are not applicable to foreign students, students who receive the high school General Equivalency Diploma (GED), or students who do not enroll in baccalaureate degree programs.

The proportion of applicable first-time freshmen meeting all of the prerequisites decreased from 98.15 percent in 1999 to 93.89 percent in 2001. Analysis of the CHEMIS data for the four-year institutions indicates that the majority of students not meeting one or more prerequisites failed to do so in laboratory science, foreign languages, and math (in descending order of not meeting the pre-requisites). Several institutions indicated a reduction of greater than five percent of students meeting the prerequisites from the data reported in 2000. Shown below are those institutions reporting \geq five percent decrease and the subject areas:

Institution	Applicable Freshmen	Number of Students "Not Met"		
		Lab Science	Foreign Languages	Physical Ed.
Coastal Carolina	835	50	11	
Francis Marion	532	103	1	1
Lander	439	44	7	
S.C. State	472	126	11	7
Winthrop	824	88	4	1

Science, foreign languages, and math are all areas in which we have critical teaching shortages and there is a possibility that students are not able to access required courses. However, this is the first year that the new prerequisites are being implemented (academic year 2001-02) and it is very possible that the continued decrease in the number of students meeting the prerequisites is a result of these new requirements. The new prerequisites require that students complete a minimum of three units of laboratory science rather than two units. This increase in the additional science course appears, from the data, to be the primary reason for the decrease in the percentage of students not meeting the prerequisites. Two units of foreign language are still required and continues to be an area where students fail to meet the prerequisites.

In terms of decreases in freshmen compliance with the prerequisites, the institutions with the largest decreases are shown bolded below:

Senior Institutions	1999 Applicable Freshmen	1999 Percent Meeting Prerequisites	2000 Applicable Freshmen	2000 Percent Meeting Prerequisites	2001 Applicable Freshmen	2001 Percent Meeting Prerequisites
The Citadel	517	96.90%	553	98.19%	570	99.82%
Clemson	2891	99.48%	3034	99.70%	2543	99.13%
Coastal Carolina	726	98.48%	763	97.11%	907	92.06%
College of Charleston	2042	99.36%	1961	99.33%	1958	95.18%
Francis Marion	571	96.49%	609	99.17%	637	83.52%
Lander	497	95.37%	515	95.72%	489	89.78%
SC State	680	95.73%	569	100%	615	76.75%
USC-Columbia	2571	98.52%	2450	98.04%	3194	96.38%
USC-Aiken	467	92.71%	521	91.36%	440	91.48%
USC-Spartanburg	565	96.28%	531	95.85%	559	95.16%
Winthrop	949	98.73%	881	97.61%	929	87.10%
Total Sr. Institutions	12,476	98.14%	12,387	98.25%	12,381	97.13%
USC-Beaufort ²	93	95.69%	49	85.71%	45	88.89%
USC-Lancaster ²	61	100.00%	45	97.77%	46	100%
USC-Salkehatchie ²	19	100.00%	17	100.00%	3	100%
USC-Sumter ²	78	100.00%	64	100.00%	60	100%
USC-Union²	17	100.00%	14	100.00%	8	87.50%
Total USC Two-Year	268	98.51%	189	95.77%	162	96.30%
Grand Totals	12,744	98.15%	12,576	96.11%	12,543	93.43%

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.

The majority of the students listed as "provisional" by USC-Columbia are students admitted to the Transition Year, a one-year probationary admission. For fall 2002 the size of the Transition Year was reduced resulting in an 8% enrollment of provisional freshmen. The Transition Year will not continue after spring 2003.

Part III: Indicators of Academic Preparation, Fall 2001

Act 629 of 1988, *The Cutting Edge*, requires 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 age 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. However, for this report, only the combined data are displayed. Separate data tables for in-state and out-of-state students in all categories are available upon request or can be found on our web site at <http://www.che400.state.sc.us/web/stats.htm>.

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 age 22 and above, and students taking the ACT.

Most students attending South Carolina institutions take the SAT rather than the ACT as a college entrance examination. However, South Carolina institutions are beginning to accept more students who have taken only the ACT. In 1994 and prior years this report has included both ACT and SAT scores, with the SAT combined mean and the ACT combined mean listed separately. The combined means reported separately do not give a true picture of the academic preparation of the total freshman class at each institution.

Because the Commission believes it is important to look at the indicators of academic preparation for the first-time entering freshman class without exclusions, an ACT/SAT combined mean is now calculated for the entire entering freshman class. 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 were 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 in general slightly lower than the SAT combined mean excluding ACT scores. For 2000 combined scores for four-year institutions, eight are higher (9 to 20 points) and three are lower (-2). For the two-year campuses of USC, the 2000 combined mean scores indicate that one is higher (+2) and four are lower (-2 to -8). The SAT/ACT combined mean for South Carolina institutions will be lower, in most cases, than the SAT combined mean, depending on the percentage of students who report only ACT scores at a particular institution.

This is because, in general, 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 could increase or decrease the combined mean at that institution.

Table 3 ranks institutions by institution type and SAT/ACT combined mean. The combined mean including only SAT scores and the percentage of students reporting ACT scores only is also shown on **Table 3**.

TABLE 3 SAT/ACT SCORES OF FIRST-TIME ENTERING FRESHMEN, FALL 2001 (INCLUDING Foreign and Provisional Students and Students Age 22 and Above) SOUTH CAROLINA PUBLIC SENIOR COLLEGE AND UNIVERSITIES			
INSTITUTION	SAT & ACT Combined Mean ¹ Including Foreign, Prov. & Age 22 & Above	SAT (Only) Combined Mean Including Foreign, Prov. & Age 22 & Above	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT Only
Research Institutions:			
1. Clemson	1188	1191	13.06%
2. USC-Columbia	1110	1104	16.34%
Average Research Institutions:	1149	1148	14.70%
Comprehensive Teaching Institutions:			
1. College of Charleston	1121	1153	40.73%
2. The Citadel	1070	1074	14.39%
3. Winthrop	1053	1055	18.82%
4. Coastal Carolina	1036	1042	19.87%
5. USC-Aiken	987	996	18.12%
6. USC-Aiken	985	995	25.97%
6. Lander University	971	971	0.00%
7. Francis Marion University	949	954	22.24%
8. USC-Spartanburg	829	844	22.93%
9. S.C. State			
Average Four-Year Comprehensive Institutions:	1000	1001	21.7%
State Average Senior Institutions:	1022	1022	21.7%
USC Two-Year Regional Campuses			
1. USC-Sumter	961	981	31.43%
2. USC-Beaufort	931	937	15.79%
3. USC-Lancaster	890	898	10.43%
4. USC-Union	839	825	40.85%
5. USC-Salkehatchie	845	861	15.48%
Average USC Two-Year Regional Campuses:	872	871	21.7%
¹ ACT scores converted to SAT equivalencies using the ACT/SAT Concordance Tables.			

Table 4 presents a comparison of the number of students reporting ACT scores only for 1997 and 1998.

Table 4 Comparison of the Percent of Students Reporting ACT Scores Only Academic Years 2000 and 2001		
INSTITUTION	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT Only in 2000	% First-Time Freshmen Including Foreign, Prov. & Age 22 & Above Reporting ACT Only in 2001
Research Institutions:		
1. Clemson	12.06%	13.06%
2. USC-Columbia	13.73%	16.34%
Average Research Institutions:	12.95%	14.70%
Comprehensive Teaching Institutions:		
1. College of Charleston	31.08%	40.73%
2. The Citadel	16.64%	14.39%
3. Winthrop University	14.90%	18.82%
4. Coastal Carolina University	19.57%	19.87%
5. USC-Aiken	17.13%	18.12%
6. Lander University	24.27%	25.97%
7. Francis Marion University	0.00%	0.00%
8. USC-Spartanburg	18.10%	22.24%
9. S.C. State University	19.68%	22.93%
Average Four-Year Comprehensive Institutions	17.93%	20.42%
State Average Four-Year Research and Comprehensive Institutions	17.02%	19.56%
USC Two-Year Regional Campuses		
1. USC-Sumter	31.08%	31.43%
2. USC-Beaufort	11.46%	15.79%
3. USC-Lancaster	9.34%	10.43%
4. USC-Union	22.00%	40.85%
5. USC-Salkehatchie	14.62%	15.48%
Average USC Two-Year Regional Campuses	17.70%	22.80%

When ACT scores are converted into SAT equivalents and combined into the mean, the SAT/ACT combined mean is in general slightly lower than the SAT combined mean excluding ACT scores. For 2001 combined scores for four-year institutions, five are higher (1 to 20 points) and six are lower (-1 to -38). For the two-year campuses of USC, the 2001 combined mean scores indicate that four are higher (+2 to +25) and one is lower (-39). The SAT/ACT combined mean for South Carolina institutions will be lower, in most cases, than the SAT combined mean, depending on the percentage of students who report only ACT scores at a particular institution. This is because, in general, 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 could increase or decrease the combined mean at that institution.

Table 5 compares the SAT/ACT combined mean for each institution for 1999, 2000, and 2001. **Table 5** indicates an increase in the average combined SAT/ACT mean for the two research institutions. The four-year comprehensive teaching institution sector indicated a mixture of results. Six of the institutions had increases over 2000 scores and three had decreases. Four of the two-year campuses of USC had increases and one had a decrease from 2000 SAT/ACT combined scores.

TABLE 5 SAT/ACT Scores of First-Time Entering Freshmen (Including Foreign, Provisional, and Students Age 22 and Above)			
	1999 SAT/ACT Combined Mean	2000 SAT/ACT Combined Mean	2001 SAT/ACT Combined Mean
Senior Institutions			
The Citadel	1063	1071	1070
Clemson	1156	1168	1188
Coastal Carolina	1022	1020	1036
College of Charleston	1106	1126	1121
Francis Marion	959	957	971
Lander	968	986	985
S.C. State	857	867	829
USC-Columbia	1096	1112	1110
USC-Aiken	980	978	987
USC-Spartanburg	939	959	949
Winthrop	1043	1052	1053
USC Two-Year	1999	2000	2001
USC-Beaufort	925	927	931
USC-Lancaster	892	888	890
USC-Salkehatchie	848	840	845
USC-Sumter	938	936	961
USC-Union	883	878	839

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.

Table 6 shows provisional freshmen as a percent of total first-time entering freshmen for Fall 2001 for each institution and overall.

TABLE 6 Provisional Freshmen as a Percent of Total First-Time Freshmen Fall 2001			
Senior Institutions	Total First-Time Freshmen	Provisional Freshmen	Percent Provisional
Clemson	2543	0	0%
USC-Columbia	3287	482	14.66%
Total Research Institutions	5830	482	8.26%
The Citadel	570	49	8.60%
Coastal Carolina	941	130	13.82%
Coll. of Charleston	1974	138	6.99%
Francis Marion	637	121	18.99%
Lander	489	50	10.22%
S.C. State	615	0	0%
USC-Aiken	458	0	0%
USC-Spartanburg	616	79	12.82%
Winthrop	946	43	4.55%
Total Four-Year Comprehensive	7246	610	8.42%
Total Senior Institutions	13076	1092	8.35%
USC-Beaufort	152	89	58.55%
USC-Lancaster	230	128	55.65%
USC-Salkehatchie	155	115	74.19%
USC-Sumter	210	134	63.81%
USC-Union	71	47	66.20%
Total USC Two-Year	818	513	62.71%
Grand Total	13894	1605	11.55%

Of the public senior institutions, Francis Marion and USC-Columbia enrolled the largest proportion of freshmen admitted on a provisional basis: 18.99 and 14.66 percent, respectively. Coastal Carolina, USC-Spartanburg, The Citadel, College of Charleston, and Winthrop follow in that order. Clemson, USC-Aiken and SC State University enrolled no provisional students in 2001.

At its meeting on August 25, 1997, the Commission approved several recommendations for the institutions to take under consideration regarding provisional students. Among these were two which relate to the data presented in Table 6:

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

As can be seen from the data presented in Table 6, USC-Columbia is not in compliance with the recommended 10% cap in 2001.

Trend data for the last four years for the four-year comprehensive institutions are shown below in:

	1998	1999	2000	2001
College of Charleston	16.9%	13.4%	7.2%	7.0%
The Citadel	7.2%	0.0%	5.4%	8.6%
Winthrop University	12.9%	9.1%	7.7%	4.6%
Coastal Carolina	18.7%	19.1%	18.1%	13.8%
USC-Aiken	7.8%	0.4%	0.0%	0.0%
Lander University	14.1%	12.1%	11.3%	10.2%
Francis Marion	8.9%	11.6%	8.9%	19.0%
USC-Spartanburg	4.6%	1.8%	1.6%	12.8%
S.C. State University	1.6%	3.4%	0.0%	0.0%

Francis Marion was the only four-year comprehensive institution admitting more than the recommended 15% cap on provisional student admissions in 2001.

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, more than one-half of the entering freshmen at the USC two-year campuses are classified as provisional students. The trend data for the last four years as presented below shows a general pattern of increasing numbers of provisionally admitted students

USC Four-Year Campuses Annual Percentage	1998	1999	2000	2001
	56.15%	54.12%	64.26%	62.71%

Part V: Fall 2002 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. 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 when these were submitted in lieu of SAT scores.

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 formula. For this reason, the minimum SAT and ACT scores reported by the institutions as required for admission are approximate. The approximate SAT and ACT score requirements reported by each institution for Fall 2002 are shown on **Table 7**.

TABLE 7
ADMISSION REQUIREMENTS
APPROXIMATE* MINIMUM SAT SCORE (COMBINED) AND
MINIMUM ACT SCORE REQUIREMENTS FOR
FIRST-TIME ENTERING FRESHMEN
2002

Predictive Equation*	High School Class Rank							
	Between Top 20%				Between Top 50%			
	Top 20%		& Top 50%		& Top 80%			
	SAT	ACT	SAT	ACT	SAT	ACT	Yes	No
The Citadel	920	20	920	20	920	20		X
Clemson	1010	22	1270	29	1580	36	X	
Coastal Carolina	960	20	960	20	960	20		X
College of Charleston	1060	23	1170	26	1310	28	X	
Francis Marion ²	See note below							
Lander	1042	22	980	20	979	20	X	
S.C. State	830	17	830	17	830	17	X	
USC-Columbia	1000	21	1200	26	1400	31	X	
USC-Aiken ³	1000	21	1000	21	1000	21	X	
USC-Spartanburg ⁴	850	18	850	18	850	18	X	
Winthrop	900	19	1000	22	1150	25		X
USC-Beaufort ⁵	1000	21	1200	26	1400	31	X	
USC-Lancaster ⁵	1000	21	1200	26	1400	31	X	
USC-Salkehatchie ⁵	1000	21	1200	26	1400	31	X	
USC-Sumter ⁵	1000	21	1200	26	1400	31	X	
USC-Union ⁵	1000	21	1200	26	1400	31	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.

2. Francis Marion indicated that they no longer use class rank and instead, they use high school GPA. The GPA and related minimum SAT score received are as follows: 3.0GPA/800; 2.5GPA/850; 2.2GPA/880; 1.8GPA/950. No ACT scores were provided.

3. USC-Aiken has identified two significant variables that are utilized in a regression formula which establishes a Predicted Grade Point Average (PGPA), for entering freshmen. These variables are SAT scores and the high school GPA of college prep courses. Of these two variables, the high school GPA of college prep courses is the most important and has more weight in the formula. A student who scores as high as 1100 on the SAT may not be admitted if

his/her high school GPA on college prep courses is very low. However, all students who score at least 1000 on the SAT or 21 on the ACT and have a C average on the required college prep courses would be admitted.

4. Class rank is not factored into the admissions formula at USC-Spartanburg; admission formula is based on 1) GPA on core high school courses and 2) SAT/ACT scores.

5. Minimum scores reflect requirements for those qualified by the institution to access baccalaureate programs at USC-Columbia. Students with lower SAT scores and high school rank may qualify for other non-baccalaureate admission.

Five four-year institutions reported a change in admissions standards from Fall 2001 to Fall 2002 and all of USC's two-year campuses reported changes. These changes are noted below:

Institution	2001 SAT/ACT	2002 SAT/ACT	2001 SAT/ACT	2002 SAT/ACT	2001 SAT/ACT	2002 SAT/ACT
Clemson	910/19	1010/20	1250/28	1270/29	1580/36	1580/36
College of Charleston	1020/22	1060/23	1140/25	1170/26	1310/28	1310/28
Francis Marion	No longer uses class rank but does use high school GPA					
Lander	900/18	1042/22	1000/21	980/20	1100/24	979/20
USC Columbia	1000/24	1000/21	1200/29	1200/26	1400/33	1400/31
USC Two-Year Campuses	1000/24	1000/21	1200/29	1200/26	1400/33	1400/31