



**Commission on  
Higher Education**

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John E. Smalls  
Interim Executive Director

September 4, 2003

**MEMORANDUM**

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

From: Dr. Vermelle J. Johnson, Chairman, and Members, Committee on Academic Affairs and Licensing *VJ/Jam*

**Consideration of Request for Amendment to License  
Forrest Junior College, Anderson, SC  
A.A.S., Medical Assisting, and  
A.S. in General Studies**

**Summary**

Forrest Junior College requests amendment of its license to offer a program leading to the A.A.S. degree in Medical Assisting and a program leading to the A.S. in General Studies degree. The Commission currently licenses FJC to offer a program leading to the A.A.S. degree in Business Administration with specializations in Accounting, Child Care Management, Legal Office Administration, Medical Office Administration, Computer Information Systems, Office Administration, and Legal Assisting/Paralegal Studies. FJC also offers diploma programs for Administrative Office Assistant, Bookkeeper, Computer Repair and Service Technician, Managed Care Assistant, Medical Assistant, Medical Clinical Assistant, Medical Office Assistant, Network Repair and Service Technician, and Phlebotomy.

The Commission has licensed Forrest Junior College (FJC) as a degree-granting institution since March 2, 1989. Before that, FJC operated since 1963 as a non-degree granting institution by authority of the State Department of Education. Dr. John Re and Mr. Charles E. Palmer, Jr. are the owners of the institution, having purchased it from Charles M. Forrest in 1985. Mr. Forrest purchased the school in 1951 from Mr. R. C. Carr, who founded the school in 1946 as the Carolina School of Commerce.

The Accrediting Council for Independent Colleges and Schools (ACICS) has accredited FJC since 1965; the current term of accreditation is through October 2003. FJC is undergoing its self-study and will have an on-site visit this fall. Since May 31, 1994, the Commission on Accreditation of Allied Health Education Programs (CAAHEP) accredits the Medical Assistant program. Its most recent evaluation was in 1997; the current term of accreditation is through spring 2005.

### **A.A.S., Medical Assisting**

Medical Assisting is an allied health profession whose practitioners function as members of the health care delivery team and perform administrative and clinical procedures. Graduates work in clinics and offices of medical doctors, hospitals, health and allied services providers, and other health practices. They may also be employed as phlebotomists, ECG Technicians, hospital ward clerks, insurance coders, medical billing clerks, insurance billing clerks, hospital admissions clerks, or chiropractic assistants. Administrative duties may include scheduling and receiving patients, preparing and maintaining medical records, performing administrative procedures, transcribing medical records, handling telephone calls, writing correspondence, serving as a liaison between the physician (including telephone screening) and other individuals, and managing practice finances. Clinical duties may include asepsis and infection control, taking patient histories and vital signs, performing first aid and CPR, preparing patients for procedures, assisting the physician with examinations and treatments, collecting and processing specimens, performing selected diagnostic tests, and preparing and administering medications as directed by the physician and as permitted by state law.

The program was developed in accordance with the guidelines recommended by the Committee on Allied Health Education and Accreditation (CAHEA), sponsored by the American Association of Medical Assistants (AAMA), and the American Medical Association (AMA). The diploma program has been recognized and accredited by the Commission on Accreditation of Allied Health Education Program (CAAHEP) on recommendation of the Committee on Accreditation for Medical Assistant Education. Upon successful completion of the program, graduates are eligible to take the National Verification Examination for Certified Medical Assistants. School officials anticipate that they will complete ACICS and the AAMA accreditation processes for the amendment of the program in December 2003. They plan to implement the program in January 2004.

The College currently offers a program leading to a diploma in medical assisting. The existing facilities, learning resources, and equipment are adequate to support the program. Local physician offices, hospitals, and urgent care centers participate with student externships. An outline of the proposed A.A.S. curriculum is

shown in the table shown below. Courses highlighted are courses that are presently offered in the diploma program.

<b>Curriculum content – A.A.S. in Medical Assisting</b>		
<b>Area I - Business Component</b>		<b>Quarter Hours</b>
BUS 115	Personal Finance	3.0
CIS 120	Computer Information Systems II	3.0
	<b>Component Total</b>	<b>30.0</b>
<b>Area II - Major Component – A grade of “C” or better is required</b>		
HEA200	Pharmacology	4.5
	<b>Component Total</b>	<b>40.5</b>
<b>Area III - General Education Component</b>		
ENG200	English Composition II	4.5
SCI120	Principles of Mathematics	4.5
SCI225	Anatomy & Physiology II	4.5
	<b>Component Total</b>	<b>36.0</b>
<b>Area IV - Elective Component</b>		<b>10.5</b>
Courses are selected with consultation of an advisor		
<b>Minimum Total Quarter Hours</b>		<b>117.0</b>

Students applying for admission must provide official transcripts showing that they have a high school diploma or a GED. Applicants must have completed a physical examination indicating good physical health prior to beginning HEA 285. The test must include TB screening, Hepatitis B Panel, and RPR. Hepatitis B Inoculation is strongly encouraged if results from the Hepatitis B panel are negative. Tuition is \$110 for each credit hour for U.S. residents and \$190 for each credit hour for non-residents; total tuition for the 117 credit-hour program is \$12,870 and \$22,230 respectively for residents and non-residents. Students are also responsible for purchasing uniforms and accessories, for health examinations, certification, and graduation fees.

Faculty who teach general education courses must have completed a least 18 graduate semester hours in the teaching discipline and hold at least a master's degree or hold the minimum of the master's degree with a major in the teaching discipline. Faculty who teach professional, occupational, and technical courses must possess appropriate academic preparation (usually a bachelor's degree) or academic preparation coupled with work experience. The minimum academic preparation for faculty teaching in professional, occupational and technical areas must be in a related field and at the same level at which the faculty member is teaching.

FJC projects enrollment of 50 students per academic year. It currently enrolls 116 students in the diploma program; those currently enrolled in the diploma program may choose to matriculate into the degree program or to teach-out in the diploma program.

According to the *Occupational Outlook Handbook* published by the United States Bureau of Labor Statistics, medical assistant is expected to be one of the fastest growing occupations through the year 2010. Job prospects should be best for medical assistants with formal training or experience. The earnings of medical assistants vary, depending on experience, skill level, and location. Median annual earnings of medical assistants were \$23,000 in 2000. The middle 50 percent earned between \$19,460 and \$27,460 a year. The lowest 10 percent earned less than \$16,700, and the highest 10 percent earned more than \$32,850 a year. Median annual earnings in the industries employing the largest number of medical assistants in 2000 were as follows:

Offices and clinics of medical doctors	\$23,610
Hospitals	22,950
Health and allied services, not elsewhere classified	22,860
Offices of osteopathic physicians	21,420
Offices of other health practitioners	20,860

Tri-County Technical College in Pendleton is the only institution in the

geographical area of Anderson that offers a medical assisting program. Tri-County offers a 48-credit-hour program leading to a diploma in Health Science with a major in Medical Assisting. CAAHEP accredited that program on April 29, 2002. It does not offer a degree in medical assisting.

### A.S. in General Studies

The proposed program leading to the Associate in Science degree in General Studies is designed to meet the needs of the student who wants to complete a general associate degree before pursuing more advanced or specialized study towards a bachelor's degree. The curriculum is composed of courses FJC already offers. The existing facilities, learning resources, and equipment are adequate to support the program. An outline of the proposed curriculum is shown in the following table. FJC does not offer any courses in foreign language, biology, chemistry, calculus, statistics, trigonometry, or physics.

<b>Curriculum content – A.S. in General Studies</b>		
<b><u>Area 1 – Business Component</u></b>		<b><u>Quarter</u></b>
<b><u>Hours</u></b>		
BUS105	Introduction to Business Enterprise	4.5
BUS115	Bookkeeping and Personal Finance	4.5
BUS120	Life Planning	4.5
CIS100	Introduction to Computers and Internet Basics	4.5
CIS115	Computer Information Systems I	4.5
CIS120	Computer Information Systems II	4.5
HEA135	First Aid and Safety	3.0
KEY105	Keyboarding Speed & Skill Development	3.0
<b><u>Component Total</u></b>		<b><u>33.0</u></b>
<b><u>Area 2 – General Education Component</u></b>		<b><u>Quarter</u></b>
<b><u>Hours</u></b>		
ENG120	English Composition I	4.5
ENG125	Professional Communications	4.5
ENG200	English Composition II	4.5
SCI100	Introduction to Geography	4.5
SCI120	Principles of Mathematics	4.5
SCI230	Geo-Political Geography	4.5
SOC105	Contemporary Issues	4.5
SOC110	Ethics	4.5
SOC125	Principles of Psychology	4.5
SOC230	Marriages and Families	4.5
SOC245	Economics I: Microeconomics, or approved elective	4.5
SOC260	Survey of Art, Music, and Literature	4.5
<b><u>Component Total</u></b>		<b><u>54.0</u></b>

<b>Area 3 – Elective Component</b>		<b>Quarter</b>
<b>Hours</b>		
SCIELE	Life Science Elective	4.5
SOCELE	Social Science Elective	4.5
ELE	General Elective	4.5
ELE	General Elective	4.5
<b>Component Total</b>		<b>18.0</b>
<b>Minimum Total Quarter Hours</b>		<b>105.0</b>

Students applying for admission must provide official transcripts showing that they have a high school diploma or a GED. Tuition is \$110 for each credit hour for U.S. residents and \$190 for each credit hour for non-residents; total tuition for the 105-credit-hour program is \$11,550 and \$19,950 respectively for residents and non-residents. Students are also responsible for textbooks, supplies, student fees, graduation fees, and required course materials. The school projects enrolling 30 students if CHE licenses the program for implementation in January 2004.

The material FJC submitted to CHE with the application for licensure of the program states that the objective of the program is transfer to a bachelor's degree. However, it also references two reasons an individual seeks an associate degree. The two reasons cited are 1) to improve chances for promotion in the workplace (or to obtain a better position elsewhere) and 2) to increase income.

CHE Regulation 62-11. Program and Instructor Requirements for Associate Degree Programs, includes the following paragraph:

C. The Associate in Arts and Associate in Science degrees primarily prepare the student to transfer to an upper-division baccalaureate degree program. To qualify as a transfer program, a minimum of fifty percent of credit hours required for completion of that program shall consist of college-level courses in the arts and sciences.

To add an academic degree to the offerings of FJC would mean a change of focus and mission of the institution from the current focus which is to offer programs leading to occupational degrees. Some institutions may currently accept limited transfer credit from JFC. However, accredited bachelor's degree-granting institutions typically require that transfer credit be earned at institutions that hold regional accreditation, in this case, accreditation by the Southern Association of Colleges and Schools (SACS).

The request FJC submitted states that FJC officials expect to make formal application for SACS accreditation in May 2004. The staff suggested that they first gain SACS accreditation and then reconsider adding the program leading to the A.S. in General Studies. However, the officials of FJC submitted the application material and

- develop a signed agreement with the technical college system for seamlessly articulating substantial coursework or an entire associate degree program with this program.

The Committee will make its recommendation to the Commission on September 4, 2003.

**New Program Proposal  
Certificate (Baccalaureate and Post Baccalaureate) in  
Teaching English to Speakers of Other Languages  
University of South Carolina-Spartanburg**

**Summary**

USC-Spartanburg requests approval to offer post-baccalaureate certificate for Teaching English to Speakers of Other Languages (TESOL) a to begin Fall 2003. The program will allow undergraduate education majors at USC-Spartanburg to add-on certification in TESOL and provide a program for currently practicing teachers to add on this teacher certification.

The proposal was approved by the USC Board of Trustees on April 16, 2003. The proposal was submitted for Commission review on April 18, 2003. The proposal was reviewed without comment and voted upon favorably by the Advisory Committee on Academic Programs at its meeting on July 15, 2003.

The purpose of the program is to prepare teachers to address the needs of P-12 students who have varying levels of English proficiency. Completers of the program will be able to have an additional area of certification in TESOL. The need for the program is based on the rapidly expanding school age population with limited English proficiency (LEP). In just two years, the number of international languages spoken by these students in South Carolina went from 50 to 85 different languages. The proposal indicates that the Upstate has the largest segment of permanent Hispanic/Latino population growth in the state with an 88 percent increase between 1990 and 1999. The 2000 U.S. Census identified 26,167 Hispanic people in the Greenville, Spartanburg, and Anderson statistical area and one half of these (12,881) are school-age children.

Because of the lack of such programs to train teachers, there are only a small percentage of teachers in S.C. who have the TESOL certification. The proposed program would be the only undergraduate program leading to the add-on certification. The only other public institution offering TESOL is the College of Charleston, which has two approaches to obtaining coursework that will lead to TESOL certification. Students may complete the TESOL concentration in the M.Ed. program in Languages or they may complete two different certificate programs to obtain TESOL certification. An initial certificate is offered for those individuals who wish to work in the community or for those teachers who wish to

work with speakers of other languages but are not seeking add-on certification. Teachers who wish to add-on TESOL certification complete an advanced certificate (in addition to the initial certificate) that provides additional coursework to meet the requirements for add-on certification. Bob Jones University and Columbia International University also offer programs at the master's level. The proposed program is unique because it allows undergraduate students to be eligible for add-on certification in TESOL upon graduation.

The curriculum consists of 21 credit hours. Twelve of these credit hours are in TESOL professional education core courses and nine credit hours are in the content concentration. The program has been designed to meet the add-on certification requirements of the S.C. Department of Education (SDE). The department's staff has reviewed the proposed program and indicates that it is satisfactory for add-on certification requirements. Students who wish to enter into the TESOL certification program must also demonstrate competency in a foreign language by completing courses or by completing a second language learning experience (defined by SDE). Four new courses will need to be developed for the proposed program.

The program is a collaborative effort between the School of Education and the Division of Fine Arts, Languages, and Literature. Faculty supporting the program will come from both these academic units. Five headcount (1.25 FTE) faculty will serve the program in FY 2003-04 and will increase to six headcount (1.75 FTE) in FY 2004-05 and remain at that level for the remaining three years of the program. One new faculty member will be required for the proposed program in FY 2004-05. The new faculty member will have an earned doctorate in TESOL or a related field and recent and relevant P-12 public school teaching experience.

Enrollments in the proposed program are estimated to begin at 25 headcount students (5.0 FTE) in FY 2003-04 and increase to 50 headcount students (7.5 FTE) in FY 2004-05 and remain at that level for the remaining three years of the program. Enrollment will consist of undergraduate students who are completing one of the several education programs offered by USC-Spartanburg. Students in the Teaching Fellows Program (a state scholarship program for teacher education majors) will be advised to seek dual certification. Teachers who wish to add on this certification may also enroll in the program.

There are no physical plant or equipment requests. The library holdings were not compared against national standards but resources for TESOL include approximately 100 books and monographs, the two main journals in the field, and numerous electronic databases. The library's acquisition plan has been modified to include TESOL publications and the proposed budget indicates that there will be \$500 per year for these acquisitions.

The program will be required to be accredited under the State's partnership with the National Council for the Accreditation of Teacher Education (NCATE). USC-Spartanburg is fully accredited by NCATE and will be undergoing another review cycle in Fall 2003. Because of the newness of this program, it will not be reviewed during this accreditation visit.

Estimated new costs begin at \$1,000 and include \$500 for supplies/materials and \$500 for library resources. This amount increases to \$62,000 by year five and includes \$61,000 for faculty salary, \$500 for supplies/materials and \$500 for library resources. The total estimated new costs for the first five years of the program are \$237,000.

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	\$40,755		\$40,755	\$0	\$29,550	\$29,550
2004-05	61,133		61,133	13,753	44,326	58,079
2005-06	61,133		61,133	20,630	44,326	64,956
2006-07	61,133		61,133	20,630	44,326	64,956
2007-08	61,133		61,133	20,630	44,326	64,956

These data demonstrate that if USC-Spartanburg can meet the projected student enrollments and contain costs as they are shown in the proposal, the program will be able to cover new costs with revenues it generates by the third year of its implementation.

In summary, USC-Spartanburg is requesting approval to offer a program that will lead to add-on certification of Teaching English to Speakers of Other Languages. This program addresses a growing need in the State because the number of limited English proficiency students continues to grow in our school districts. The Upstate has had very rapid growth in this population over the last ten years, and it is critical that teachers become trained in how to address the language needs of the students as they assimilate into our schools.

### **Recommendation**

The staff suggests that the Committee commend favorably to the Commission USC-Spartanburg's proposed program leading to a Certificate (Baccalaureate and Post-Baccalaureate) for Teaching English to Speakers of Other Languages for implementation in August 2003, provided that no "unique cost" or other special State funding is requested or required.

The Committee will make its recommendation to the Commission on September 4, 2003.