



SOUTH CAROLINA COMMISSION ON HIGHER EDUCATION

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COLUMBIA, S.C. 29201

November 4, 1999

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MEMORANDUM

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

From: Ms. Dianne Chinnes, Chairman *De/gmn*
Committee on Academic Affairs and Licensing

Consideration of Request to Amend License
DeVry Institute of Technology, Decatur and Alpharetta, GA;
Chicago, IL; Columbus, OH, and Phoenix, AZ
BS, Computer Engineering Technology (CET)

Summary

DeVry Institute of Technology requests approval to amend its license to offer a program leading to the B.S. degree in Computer Science, to be implemented immediately upon approval.

Although DeVry does not teach within South Carolina, it solicits residents of the State through advertising and in-state agents. Those activities create a physical presence in South Carolina, and therefore the Institute must be licensed to operate under the Nonpublic Postsecondary Institution License Act. DeVry Institute of Technology has been licensed to operate in South Carolina since 1973. The Commission last renewed the license for five years in November 1998, for the following programs at DeVry's campuses in Georgia (2), Illinois, Ohio, and Arizona:

Associate of Applied Science
Electronics Technician
Bachelor of Science
Accounting (Bachelor of Accounting at Columbus Institute)
Business Administration (Bachelor of Business Operations at
Columbus Institute)
Computer Information Systems

Electronics Engineering Technology Telecommunications Management

DeVry University, Inc., is the publicly owned parent corporation of DeVry Institute of Technology and has its historical roots in the technical education movement of the early 1900s. The Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools (CIHE/NCA) accredits all DeVry Institutes in the U.S. The Arizona Board for Private Postsecondary Education and the Ohio Board of Proprietary School Registration have licensed the B.S. in Computer Engineering Technology.

DeVry develops its programs and keeps them current with industry requirements through regular contact with its industry advisory boards and employers of its graduates. Through these interactions, it receives first-hand viewpoints on the great need for workers with knowledge of information technology.

The dramatic expansion of the use of computers and communication networks has created many industry opportunities for computer engineering technologists with a mix of computer hardware and software skills. They are in great demand for many jobs emerging from the expanding information technology era. And, since computers and networks have been two of the leading technologies driving engineering job markets, graduates with competencies in software development, but with a sound knowledge of hardware and engineering processes, will continue to be in high demand. To this end, DeVry's Computer Engineering Technology program provides an integrated treatment of the important hardware and software technology areas crucial to professional competencies.

The 152 credit-hour program in Computer Engineering Technology (CET) is most closely allied with the Electronic Engineering Technology (EET) program. The CET and EET programs have a common core curriculum in the following technical and non-technical areas. Students from each program will co-sit in the following:

<u>Courses</u>	<u>Credit Hours</u>
Analog circuits and systems	21
Digital and microprocessors	24
Computer programming	12
Computer networks	10
Project management and senior project design/development	5
Math and Physics	26
General Education	34
Total common credit hours	132
Specialization credit hours listed below	<u>20</u>
Total credit hours	152

In addition to the common core curriculum, course areas specific to each program are:

COMPUTER ENGINEERING

Software engineering	5
Operating systems	5
Data structures and algorithms	5
Distributed computer systems	5

ELECTRONICS ENGINEERING

Advanced analog electronic systems	5
Control systems	5
Telecommunications systems	5
Digital signal processing	5

To be admitted to any DeVry program, a prospective student must complete an interview with a DeVry admission representative and complete an application for admission. Each applicant must

- be at least 17 years old by the first day of classes;
- be a high school graduate, hold a GED certificate, or have a degree from an accredited postsecondary institution; and
- demonstrate proficiency in basic college-level skills by
 - scoring appropriately on the ACT or SAT examination or on the DeVry-administered placement examinations in reading comprehension, sentence skills, arithmetic and elementary algebra, or
 - submitting acceptable grades in 24 qualifying semester hours in math and English in qualifying college-level work completed at an approved postsecondary institution.

DeVry will use current EET faculty for this program, and no additional equipment or facility modifications are needed. DeVry projects that a maximum of 25 to 30 students from South Carolina will enroll in the CET program in its first year. Full-time tuition for students enrolling in 12 to 19 credit hours is \$3,875 per semester.

Recommendation

The Committee recommends that the Commission approve the proposed amendment to the licenses of DeVry's Arizona and Ohio campuses to recruit South Carolina residents into the Bachelor of Science program in Computer Engineering Technology for immediate implementation. The Committee also recommends to the Commission that it authorize the staff to issue amended licenses for the Georgia and Illinois campuses after the licensing authorities in those states approve the new program.

/jb



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Committee on Academic Affairs and Licensing

Consideration of Request to Amend License:
Vermont College of Norwich University, Montpelier, VT
Certificate of Advanced Graduate Study (CAGS)

Summary

The Commission on Higher Education has licensed Norwich University (Vermont College Graduate Program), to offer the Master of Arts in liberal arts concentrations (non-site specific individualized instruction) since December 1991. The University is seeking an amendment of its license to offer a Certificate of Advanced Graduate Study (CAGS) in a similar format. Concentrations may be taken in school psychology, guidance counseling, community psychology, educational administration, leadership studies, or integrated studies.

Norwich University was founded in 1819 as a private independent military college. It is a coeducational institution offering graduate, baccalaureate, and associate degrees in a variety of disciplines. In 1971, it entered the arena of civilian college education by acquiring Vermont College, a neighboring institution founded in 1834. In 1981, it enlarged its mission to include adult and non-traditional education by acquiring the non-resident graduate program from neighboring Goddard College along with other adult programs. The New England Association of Schools and Colleges accredits the University.

Norwich has offered the CAGS program at its main campus since 1997. It is an outgrowth of the MA program, grounded in the philosophy of experiential learning and

mentored learning. The program gives students an opportunity to continue their graduate education at the post-master's level allowing for greater content mastery and practitioner expertise. It cultivates advanced skills in research methods and supervision.

It is a non-traditional, individualized program based on a study plan developed by the student. The student develops the plan in consultation with a core faculty advisor who is a full-time faculty member at Vermont College and with one or two field faculty advisors (cooperating practitioners/adjunct faculty/mentors) who live near the student. Norwich pays a stipend to the cooperating practitioner(s). All faculty hold an earned doctorate from a regionally accredited institution (or international equivalent). The student meets regularly with the faculty and between meetings corresponds regularly by phone, mail, fax, and e-mail with the faculty.

Criteria for admissions include completion of an accredited master's degree with an appropriate concentration for the academic program that the student wishes to pursue, readiness to undertake independent study and supervised field work, internet access, access to research materials and possible internship sites, three letters of reference from professionals who know the applicant academically and/or professionally, appropriate writing skills and command of the English language, the ability to formulate and articulate academic and professional goals as evidenced by an essay submitted with the application, and willingness and ability to participate actively and appropriately throughout the period of study.

Each program requires 36 credit hours that students may complete in three six-month terms. The minimum enrollment period is 18 months. Tuition is \$4,975 per term. A student may extend his or her enrollment period beyond the 18-month minimum at an additional charge per month. Special permission is required to exceed 24 months. A maximum of 12 graduate credits in a closely related subject area with a grade of B or better which are not used toward another degree may be transferred from other accredited colleges or universities.

Students attend two four-day regional meetings in South Carolina, plus a weeklong July residency at the main campus. During these meetings, faculty, guest lecturers, and students present lectures, workshops, and conduct discussions. Students share intern experiences, review case studies, and discuss ethical and legal questions pertaining to fieldwork in an ongoing professional seminar.

Each student produces a detailed, comprehensive study plan that translates the student's learning goals into a course of study. The study plan maps out the field (or fields) to be studied and the particular area within the field in which the student will concentrate. The plan includes the personal, social, academic, and professional significance of the study, what the student already knows about the field, and what gaps the student wishes to fill by

the study. It identifies key questions to be explored concerning subject matter or personal issues and includes a list of four to eight reading areas the student will study with a preliminary bibliography. The study plan also includes a description of the work experience, internship, or experiential learning the student will include, how the study will be documented (thematic papers, critical annotations, internship journal, reflective essay, original research project), and sets a month-by-month timetable in which the student will complete the work.

The practicum or field experience is designed to test the student's theories in actual educational environments. These experiences may take place in their own classrooms, school systems, agencies, communities, or institutions of higher learning. The experience may include research, curriculum development, interviews, internships in specific fields such as educational administration or guidance, college level teaching, or outdoor education programs.

Recommendation

The Committee recommends that the Commission approve the proposed amendment to Vermont College of Norwich University's license to offer the Certificate of Graduate Studies (CAGS) program with concentrations in school psychology, guidance counseling, community psychology, educational administration leadership studies, and integrated studies.

The Committee also recommends that the Commission issue the license after the officials of the institution provide documentation that they have procured suitable facilities. The proposed amendment is for the current license period through May 30, 2003.

RE/jb