

# South Carolina Commission on Higher Education

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CHE  
6/2/16  
Agenda Item 9.02.A

June 2, 2016

## **MEMORANDUM**

**TO:** Chairman Tim Hofferth and Members, Commission on Higher Education

**FROM:** Chair Terrye Seckinger, Committee on Academic Affairs and Licensing

**Consideration of Request for Amendment to Existing License to Add New Program**  
**Master of Science in Occupational Therapy**  
**Lenoir-Rhyne University, Hickory, NC, at the**  
**Lutheran Theological Southern Seminary and Center for Graduate Studies, Columbia**

### **Summary**

Lenoir-Rhyne University (LRU), in Hickory, NC ([www.lr.edu](http://www.lr.edu)), requests an amendment to its license to offer a program leading to the Master of Science in Occupational Therapy. According to the proposal, the University will deliver the program through face-to-face instruction beginning in summer 2017.

LRU is a non-profit corporation affiliated with the North Carolina Synod of the Evangelical Lutheran Church in America. The institution began in 1891 as Highland College; it became Lenoir-Rhyne College in 1924 and changed its name to Lenoir-Rhyne University in 2008. In 2012 LRU merged with the Lutheran Theological Southern Seminary (LTSS) in Columbia, where it continues the seminary, and also offers Master of Arts (M.A.) degrees in Counseling, Community College Administration, Leadership, and Human Services. The campus address is 4210 North Main Street, approximately two miles north of Elmwood Avenue. LRU also has a Graduate Center in Asheville, NC.

The Commission on Colleges of the Southern Association of Colleges and Schools (SACS) has accredited LRU since 1928. The Commission on Accrediting of the Association of Theological Schools accredits the seminary. The Accreditation Council for Occupational Therapy Education (ACOTE) accredits the Master of Science in Occupational Therapy degree program at the Hickory campus. LRU has begun the process of applying to ACOTE for accreditation of the program at the Columbia Campus.

The following information from the U.S. Department of Education shows the most recently available student loan default rates at LRU:

| <b>Lenoir-Rhyne University</b> |        |        |        |
|--------------------------------|--------|--------|--------|
| <b>Cohort Default Rates</b>    | FY2012 | FY2011 | FY2010 |
| <b>Default Rate</b>            | 8.1%   | 11.5%  | 7.6%   |
| <b>Number in Default</b>       | 45     | 58     | 33     |
| <b>Number in Repay</b>         | 550    | 504    | 431    |

Regarding default rates, the USDE sanctions a school only when the school’s three most recent cohort default rates are 25 percent or higher or if a school’s current default rate is greater than 40 percent. Except in the event of a successful adjustment or appeal, such a school will lose FFEL, Direct Loan, and Federal Pell Grant program eligibility for the remainder of the fiscal year in which the school is notified of its sanction and for the following two fiscal years. Based on USDE criteria, LRU default rates fall within non-actionable ranges.

Enclosures include the program proposal, a request via memo for additional information (Attachment 1), and remaining institutional responses (Attachment 2).

At its May 24, 2016 meeting, the Committee on Academic Affairs and Licensing considered the LRU proposal. Committee members asked about program funding and implementation and invited responses to the questions posed in the attached May 13, 2016 memo about the use of assessment data, development of the physical plant to support the program, procurement of inventory, and institutional approvals. In addition, Commissioners asked at the meeting about course transferability, official location of degree conferral, tutorial services, and how the institution appropriates personnel and services to provide sufficient student support among the three LRU campuses (Hickory and Asheville, NC, and Columbia SC). In response to questions regarding funding, facilities and program inventory, institutional representatives stated that all aspects of implementation of the OT program in Columbia are fully supported by surplus funds. The institutional representatives affirmed that the new facilities would be developed prior to the start of the program; however, current seminary facilities could provide classroom and lab space for the program, if needed, until the program facilities are complete. Representatives confirmed that the Hickory, NC and Columbia, SC campuses would have identical inventory, sharing both new and existing equipment. Remaining responses to questions about assessment, course transferability, degree conferral, and steps of institutional approval have been provided in the attached May 26, 2016 memo.

**Recommendation**

The Committee on Academic Affairs and Licensing recommends favorably to the Commission an amendment to the license of Lenoir-Rhyne University to offer a program leading to the Master of Science degree in Occupational Therapy at its Center for Graduate Studies in Columbia, to be implemented in June 2017, provided that no state funding be required or requested. The Committee further recommends that the license be amended under the following conditions: that LRU develop its new facilities for the program, gain ACOTE Candidacy status for the program, and increase its assignment of collateral to \$50,000.

The Committee on Academic Affairs and Licensing recommends that the Commission authorize the Commission staff to issue an amended license to LRU upon LRU meeting the conditions outlined above, and after inspection by CHE staff of the facilities.

# **Lenoir-Rhyne University**

**Master of Science in Occupational Therapy**

**Submitted December 10th, 2015**

**Signature of the president or chief executive officer of the  
institution or system**

**Dr. Wayne Powell, President**

**[powellw@lr.edu](mailto:powellw@lr.edu)**

**828-328-7334**

*Signature: See hard copy for signature*

**Dr. Larry Hall, Provost**

**[larry.hall@lr.edu](mailto:larry.hall@lr.edu)**

**828-328-7110**

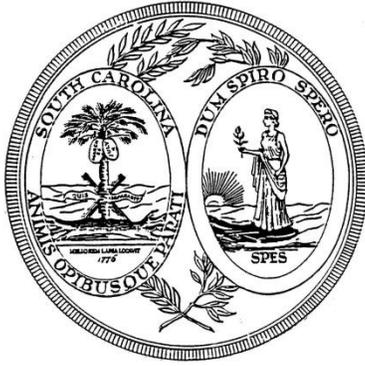
*Signature: See hard copy for signature*

**Lenoir-Rhyne University Columbia Campus  
Lutheran Theological Southern Seminary and  
Center for Graduate Studies**

**4201 N. Main Street**

**Columbia, SC 29203**

**Program Director Phone: 828-328-7366 (Dr. Toni Oakes)**



## **South Carolina Commission on Higher Education**

**Postsecondary Institution Licensing**  
1122 Lady Street, Suite 300, Columbia, SC 29201  
Telephone (803) 737-2260; FAX (803) 737-2297  
Web site: [www.che.sc.gov](http://www.che.sc.gov)

Renea H. Eshleman, Program Manager 803.737.2281 [reshleman@che.sc.gov](mailto:reshleman@che.sc.gov)  
Lane J. Goodwin, Program Coordinator 803.737.3918 [lgoodwin@che.sc.gov](mailto:lgoodwin@che.sc.gov)  
Clay Barton, Program Coordinator 803.737.7781 [cbarton@che.sc.gov](mailto:cbarton@che.sc.gov)

**TEMPLATE**

**FOR**

**PROGRAM PROPOSAL**

**(ALSO SEE PROCEDURES FOR PROCESS, TIMELINES, AND FEES)**

## **INSTITUTIONAL PROFILE (ONE PER INSTITUTION)**

### **1. Cover Page**

- A. *Name of the proposing institution*
  - a. **Lenoir-Rhyne University**
- B. *Title of the proposed programs and concentrations, options, and tracks*
  - a. **Master of Science in Occupational Therapy**
- C. *Date of submission*
  - a. **December 10, 2015**
- D. *Signature of the president or chief executive officer of the institution or system*
- E. *Name, title, and contact information (include telephone and email) for institution official submitting request*

**Dr. Wayne Powell, President**  
[powellw@lr.edu](mailto:powellw@lr.edu)  
**828-328-7334**

**Dr. Larry Hall, Provost**  
[larry.hall@lr.edu](mailto:larry.hall@lr.edu)  
**828-328-7110**

- F. *Address and phone number for site(s) where program(s) will be offered*

*Lenoir-Rhyne University Columbia Campus*  
**Lutheran Theological Southern Seminary and Center for Graduate Studies**  
**4201 N. Main Street**  
**Columbia, SC 29203**  
**Program Director Phone: 828-328-7366 (Dr. Toni Oakes)**

### **2. Assessment**

- A. *A brief explanation of the assessments of student learning outcomes that will be used other than normal grading and testing*

In addition to the traditional course assessments, Occupational Therapy (OT) students complete the following:

- a practice National Board Certification of OT (NBCOT) practice exam,
- the NBCOT official exam
- Fieldwork Performance Evaluations-28 weeks of Fieldwork during the program
- Grand Rounds Presentations - written and communication skills
- Proper assessment and treatment documentation
- Evidence-based Practice Research

- B. *A detailed discussion of the plan for programmatic assessment with a description of the program learning outcomes to be assessed and identification of multiple data to be collected (e.g., scores of graduates or national or certification exams, employment data for graduates, surveys sent to employers, graduates, or admissions committees for graduate and professional schools to which graduates apply)*

Attached to this application is the 2014-2015 Occupational Therapy Assessment Plan (Attachment A). The OT program reports annually on student performance related to the learning outcomes. Course grades, test data, fieldwork evaluations, and comprehensive exams are used to provide multiple points of data for the assessment of the overall program. The annual report to the university includes quantitative and qualitative data tracking of the programs strengths and needs. The OT program is also reviewed on a regular basis for re-accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE). (See attached memorandum from ACOTE.)

C. *An explanation of how program evaluation and student performance assessment data will be used to initiate changes to the program, if needed*

Lenoir-Rhyne University sustains a thorough set of policies and processes regarding the establishment, review, and assessment of all program curriculum and instruction. Programs that are developed at the Columbia campus will follow the standard protocols used at the traditional campus and will be reviewed and assessed like all other programs at the Hickory, NC campus. In the cases of the proposed programs, the program coordinator/chair will reside in Hickory and all curriculum and assessment proposals/reviews will be managed at the main campus. Additionally, a coordinator will be hired to support the ongoing management needs for the OT cohort in Columbia; s/he will report directly to the Chair of the school in Hickory.

LRU ensures that each educational program for which academic credit is awarded is approved by the faculty and administration as mandated by its Board of Trustees through its *Faculty Handbook* and Faculty Constitution. The Board of Trustees is the final authority over academic programs and standards, as indicated in the Board of Trustees Bylaws. The University's *General Catalog* lists educational programs that award academic credit. Similarly, the University has established a series of policies and procedures that ensure that all academic programs are assessed to promote continual improvement of student learning outcomes.

These two processes are outlined below.

*Academic Program and Curriculum Review*

According to the LRU *Faculty Handbook*, effective practices require that faculty are "key contributors in the development of institutional policies and procedures" in the educational mission of the University. Among the primary responsibilities of faculty are the "establishment and/or revision of course curriculum and the content of academic programs..." Depending on the discipline, faculty within a program (major) utilize a variety of resources to develop and/or revise curriculum, including program accreditation standards, national professional standards, input from advisory panels, student data, and professional judgment. Faculty engage annually in program assessment practices and regularly in program review as mandated by LRU's institutional effectiveness policy and process.

Faculty furnish proposed changes in academic curriculum and/or policy to the Academic Policy Committee (APC), a campus-wide, representative council responsible for reviewing all proposals for academic program, course, and/or policy revisions. In special cases, other faculty committees review these proposals and furnish recommendations prior to APC action: graduate program-related courses (through the Graduate Studies

Council); teacher education courses (through the Teacher Education Council); and core curriculum classes (through the Core Curriculum Committee). Upon APC recommendation, the Provost brings proposals to the full Faculty Assembly for consideration/approval. If the changes include the addition of new academic programs, the Board of Trustees further reviews and approves proposals. If proposals are approved, the Registrar makes necessary changes in the subsequent University *General Catalog*, which is revised annually.

Within the University's system of shared governance, LRU's administration contributes to the academic program and policy approval process. First, the University's chief academic officer, the Provost, serves as chair of the APC, coordinating all actions related to academic curriculum and policy deliberations. Second, if the APC receives proposals that require new resources, the Provost confers with the University's Budget Committee, an advisory committee of the University President, prior to the committee making any recommendations or the faculty any decisions. Third, if a submitted proposal affects other academic or administrative programs, the protocols require that these programs be engaged and informed prior to the initial submission of a proposal. Fourth, proposals including the creation of a new academic program ultimately require consideration and approval by the Board of Trustees, by recommendation through the Board's Instruction and Student Life Committee (which also includes the Provost and faculty representation).

The University's *Protocol for Approval of Academic Programs* outlines the procedure for approval of new academic programs at LRU. To begin the process of creating a new program, a faculty member writes a concept statement explaining:

- how the new program aligns with the University's mission, vision, and values;
- how the program is of the academic quality expected at LRU;
- how the new program will address demonstrable needs; and
- how the program will be a financially responsible endeavor.

First, the Academic Program Committee (APC) reviews the concept statement. APC representatives seek feedback on the concept statements from the faculty members they represent. If the APC supports the concept, faculty sponsors develop a full proposal for the new program and present the full proposal to the APC; its representatives again solicit faculty feedback. If the proposal requires new financial resources, the Provost shares it with the University's Budget Committee for consideration prior to any APC recommendations to the Faculty Assembly. Following APC approval, the Provost brings new program proposals to a monthly Faculty Assembly meeting for faculty approval. After approval by the Faculty Assembly, the Provost brings recommendations for new academic programs to the Board of Trustees Committee on Instruction and Student Life. That committee makes recommendations to the full Board of Trustees for approval, which is recorded in the Board minutes.

As with the protocols for proposals for new programs, faculty may initiate changes to an existing major. They first consult with other programs that may be affected by the changes. Where relevant, they consult with the Teacher Education Council (to ensure that changes do not adversely affect education majors/programs), the Core Curriculum Committee (if programmatic changes affect the Core Curriculum), and/or the Graduate

Studies Council (if the revisions affect any graduate policies or curriculums). School chairs and faculty review change proposals before they are submitted to the APC.

After review at the school level, faculty submit a completed Academic Curriculum/Policy Change Form to the APC, which normally meets on a weekly basis and reviews any proposals on a rolling basis. Standard protocol requires at least two readings of a given proposal over at least two weeks before a final recommendation is reached. This allows APC members adequate time to reflect upon the proposal and to solicit feedback from faculty in their schools and colleges. If the APC receives proposals that require new resources, the Provost will confer with the University's Budget Committee prior to making any recommendations.

The Provosts brings to monthly Faculty Assembly meetings proposals approved by the APC. The Faculty Constitution requires all to attend Faculty Assembly meeting to ensure inclusion of all voting faculty members in the process of program approval.

These policies and procedures are outlined in the LRU *Faculty Handbook*.

#### *Program Assessment*

Lenoir-Rhyne University (LRU) engages in a decentralized institutional effectiveness process that includes all academic programs. In each program, faculty:

- define the mission of each unit as related to the University's mission;
- identify expected outcomes or goals;
- identify and develop means for assessing or evaluating outcomes or goals;
- regularly assess or evaluate the extent to which they achieve these outcomes;
- analyze the results of assessment or evaluation; and
- use these results to develop strategies for continuous improvement of the community and its learners.

The University assigns each academic major to a unit or program based on shared functions and outcomes. Faculty identify specific student behaviors, skills, and/or attitudes to be assessed, the tools for assessment, the expected outcomes, and the opportunities and cycles for assessment. Program faculty collect assessment results, analyze the data, and plan strategies for improvement or enhancement of individual units. The University requires that each unit submit annually an assessment plan and report of student learning outcomes to its college dean and the Director of Institutional Research and Assessment.

In addition to collecting assessment plans and reports, the Director of Institutional Research and Assessment provides data and information to academic programs as requested; initiates or responds to requests for training in outcomes-based assessment; assists in development of assessment tools and collection protocols; and facilitates analysis and planning sessions. The Director of Institutional Research and Assessment presents summary information from annual assessment plans and reports to the Institutional Effectiveness and Assessment Committee (IEAC), which oversees the overall evaluation of the effectiveness of the University's educational programs, and other LRU constituencies. The Provost reports on the findings of IEAC to the President's Cabinet.

Every five years, the University requires that academic programs undergo an intense, internal self-study of the program, its curriculum, and student learning outcomes. The IEAC coordinates program reviews and establishes the schedule. Externally accredited programs submit accreditation self-studies in lieu of the institutionally developed form. The IEAC considers the program's accreditation cycle in developing the program review schedule.

As all three University campuses are within one governing structure, all policies and procedures on these matters function within one system of governance, abiding by the same processes regardless of a program's geographical location.

### **3. Student Borrowing**

#### *A. Institution's most recent three-year cohort default rate*

Lenoir-Rhyne University reports the most recent three-year Cohort Default Rate at 8.1 % (FY 2012 official rate). This number reflects combined undergraduate/graduate data.

#### *B. Average student loan debt*

Lenoir-Rhyne University reports the median federal student loan debt at \$20,612. This number reflects combined undergraduate and graduate data.

### **4. Institution Admissions Policy**

#### *A. An outline of the institution's base admissions requirements*

Candidates for the MS in Occupational Therapy program will meet the following admissions criteria in order to be accepted to the graduate program. The initial size for each of these cohorts will be approximately 32 students. Occupational Therapy application guidelines can be found at:

<http://www.lr.edu/academics/programs/occupational-therapy>

Candidates for admission to the Master of Science in Occupational Therapy program must meet the following criteria:

- Have earned an undergraduate degree with a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale,
- Submit an official copy of GRE scores of Verbal in the 40<sup>th</sup> percentile, Quantitative in the 35<sup>th</sup> percentile and an Analytical Writing score of 3.5
- Completion of all pre-requisite courses with a minimum B- and completed within the last 5 years.
- Submit a detailed vita or resume
- Submit a written essay limited to 750 words describing the perception of the field of OT and the candidate's fit with the profession.
- Three (3) Recommendations (done via email through the [application system](#).) The Recommendations must be completed by professionals attesting to the student's ability, two of which must come from OT practitioners.

## 5. Facilities

- A. *A description of facilities that will support the proposed programs and an explanation of whether or to what extent the existing physical plant will be adequate to provide space for the proposed program for at least the first three years for associate degree programs or five years for all other degree programs*

The proposed program will be offered on the University's Columbia campus through the Center for Graduate Studies of Columbia. The approximately 20-acre campus serves as the main base for the University's School of Theology (including the seminary) and also serves current graduate programs in Human Services and Counseling. The campus fully supports all University functions and includes curricular, co-curricular, administrative, and residential facilities: classrooms; faculty and staff offices, a substantial library (also connected virtually with the Hickory campus system); chapel; apartments and townhouses; auditorium; student union and dining hall; and well maintained grounds. (<http://ltss.lr.edu/visitors-and-friends/seminary-campus>)

The Columbia campus provides a full slate of necessary teaching and learning facilities normally found on a traditional college campus. A detailed campus map may be viewed at (<http://ltss.lr.edu/visitors-and-friends/campus-map>)

- B. *A discussion of any additional physical plant requirements that will result from implementing the proposed program, including any modifications to existing facilities*

The OT program will be housed in a fully new facility currently in planning for construction, which will be completed prior to the first planned cohort of students in June 2017. While still in planning phases, we anticipate this facility will be developed on Main Street, directly across from the current main portions of the campus. In addition, adequate residential space (designed for adult students and families) is available for OT students looking for on-campus housing. Finally, currently unused residential facilities are available for renovation directly adjacent to the planned new OT building that can be renovated to provide additional housing as the demand exists.

The renovation/construction plan includes the following:

- 4 classrooms/labs
- Site Coordinator Office
- 4 Faculty Offices
- Administrative Office/Workroom
- Restrooms
- Lobby
- Student Lounge
- Study Area and Small Group Study Rooms
- Conference Room

## FORMAT FOR NEW PROGRAM PROPOSALS (ONE PER PROPOSED PROGRAM)

### 1. Classification

|    |  |   |
|----|--|---|
| A. | Program title, level of degree, and total number of credit hours   | <b>MS in Occupational Therapy, 70 credit hours</b>  |
| B. | Concentrations, options, and tracks  | <b>NA</b>   |
| C. | CIP code from the current U.S. Department of Education's Classification of Instructional Programs  | <b>51-2306: Occupational Therapist</b>  |
| D. | Proposed date of implementation  | <b>Summer, 2017</b>   |
| E. | Site   | <b>Lenoir-Rhyne Center for Graduate Studies-Columbia/Lutheran Theological Southern Seminary</b>   |
| F. | Delivery mode (traditional, distance education, and/or blended)  | <b>Traditional</b>  |
| G. | Area of certification for programs that prepare teachers and other school professionals  | <b>NA</b>   |
| H. | Steps of institution approvals (e.g., faculty committees, institutional governing board, presidents or chief executive officer) and dates of each approval | <b>This program is approved at the university.<br/>Upon all other approvals, SACSCOC will be notified of this extension to the Columbia campus.</b> |
| I. | Program director contact information.  | <b>Dr. Toni Oakes<br/>828-328-7366<br/>oakest@lr.edu</b>  |

### 2. Purpose

#### A. A statement of the purpose and objectives of the program

The purpose of the master's degree program in Occupational Therapy is to prepare students for entry-level positions in a variety of settings. The Columbia program will mirror the current Hickory curriculum so that the 70-hour degree program in Occupational Therapy will meet requirements for eligibility to take the examination to become a National Board Certified Occupational Therapist.

Occupational therapy is skilled treatment that helps individuals achieve independence in all facets of their lives. It gives people the "skills for the job of living" necessary for independent and satisfying lives. Occupational therapy practitioners are health care professionals whose education includes the study of human growth and development with specific emphasis on the social, emotional, and physiological effects of illness and injury.

The MS in Occupational Therapy has the following objectives:

- To develop occupational practitioners who demonstrate a general knowledge as skilled and caring clinicians.
- To develop practitioners who apply theory and evidence to current and future cases.

- To develop skilled and caring practitioners who understand how setting or context can change one's occupational therapy roles, goals, and supervisory responsibility requiring the ability to respond adaptively to the situation.
- To develop practitioners who meticulously investigate their work and knowledge base
- To develop practitioners who provide ethical and unbiased occupation-based services to diverse populations who advocate the value and efficacy of occupation and occupational therapy services to clients, funders and other professionals.

### 3. Justification

A. *A discussion of the need for the program in the state and an explanation of how graduates will contribute to the economic development of the state. Include student demand or interest, anticipated employment opportunities for graduates supported by the most current U.S. Bureau of Labor Statistics, state, and regional employment data; local or regional employment opportunities as advertised in newspapers, the Department of Education and Workforce, or other sources; or demand for graduates supported by community and business surveys. This data must be quantified to the maximum extent possible, cover a reasonable period in the future beyond the anticipated date of graduation of the first classes, and must include sources of the data. Programs that prepare teachers and other school professionals must cite the most recent data published by the [Center for Educator Recruitment, Retention, and Advancement](#) (CERRA).*

*NOTE: Student demand or interest may be cited in this section but, unsupported, does not constitute evidence of need. If student demand survey data is included, a copy of the survey (and basic survey methodology) must be provided.*

Lenoir-Rhyne University has an established Center for Graduate Studies on the campus of the Lutheran Theological Southern Seminary campus. The Graduate Center currently offers SC Commission for Higher Education-approved programs in Clinical Mental Health Counseling and Human Services. The vision of the University, for programs housed on this campus, is to enrich the seminary community and provide connections between seminary students, graduate students in service-related fields, and the local community. The Occupational Therapy program will provide students with a professional curriculum delivered in a Christian university. This design meets the University Vision to position "... our graduates for success in their professional, personal and spiritual lives and providing an unparalleled quality of caring within our university community."

The US Bureau of Labor reports that the growth in jobs for individuals in the field of occupational therapy will be significantly higher than the average growth for all occupations in America. Typically, students completing this program will work in offices of occupational therapy or in hospitals. Others work in schools, nursing homes, physicians' offices, and home health services. Therapists spend a lot of time on their feet while working with patients. Employment of occupational therapists is projected to grow **29 percent** from 2012 to 2022, much faster than the average for all occupations. Occupational therapy will continue to be an important part of treatment for people with

various illnesses and disabilities, such as Alzheimer’s disease, cerebral palsy, autism, or the loss of a limb.

<http://www.bls.gov/ooh/healthcare/occupational-therapists.htm>. Based on the ACOTE website listing of programs, only one institution in South Carolina currently provides the Master of Science in Occupational Therapy: The Medical University of South Carolina. The proposed OT program for Lenoir-Rhyne at the Columbia campus will help SC meet potential needs for qualified OT professionals in the state.

According to the May 2015, Bureau of Labor Statistics, South Carolina employs between 1,310 and 2,750 occupational therapists with a location quotient between 0.80 and 1.25. (The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average.) SC OTs earn an average salary of \$74,710 - \$79,630 annually.

<http://www.bls.gov/oes/current/oes291122.htm#st>

According to Indeed.com and Monster.com, there are between 667 and 679 OT jobs available in South Carolina at this time (<http://www.indeed.com/q-Occupational-Therapist-l-South-Carolina-jobs.html>) and (<http://www.monster.com/jobs/q-occupational-therapist-jobs-l-south-carolina.aspx>).

The Medical University of South Carolina reports an average graduation size of 44 students between 2013 and 2015. During the same period, LR graduated an average of 28 students. The LRU SC OT cohort is anticipated to graduate 30-32 students annually. Combined with the graduates from MUSC, these numbers will not fill the available jobs reported at this time.

*B. A discussion of the relationship of the proposed program to other related programs within the institution*

The College of Health Sciences at Lenoir-Rhyne University houses the proposed program as part of the School of Occupational Therapy. As such, the proposed program will fall under the same administration structures as those on the Hickory, NC campus. The MS in Occupational Therapy will use the same curriculum as the current ACOTE-accredited OT program at Hickory. As this program will double the current enrollment in OT, we intend to add an equal number of full-time faculty (4) and administrative support (1) to the Columbia cohort.

*C. If the program is offered at other campuses, provide graduation and placement rates for the program for each site.*

| Graduation Year | Graduation Rate    | Employment Rate     |
|-----------------|--------------------|---------------------|
| 2015-2016       | 32 out of 34 (94%) |                     |
| 2014-2015       | 31 out of 34 (91%) | 90% (28 out of 31)  |
| 2013-2014       | 19 out of 27 (70%) | 100% (19 out of 19) |
| 2012-2013       | 24 out of 33 (73%) | 100% (24 out of 24) |

|                              |                    |                    |
|------------------------------|--------------------|--------------------|
| 3 year aggregate (2013-2015) | 74 out of 94 (79%) | 96% (71 out of 74) |
|------------------------------|--------------------|--------------------|

### Most Recent National Board Exam Outcome Data

| Graduation Year | Number of New Graduates Taking Exam That Year | Number of New Graduates Passing The Exam | Percentage of New Graduates Passing The Exam | Percentage of First-time New Graduates Passing the Exam |
|-----------------|---|--|--|---|
| 2015            | 30  | 29                                       | 100%   | 97%   |
| 2014            | 19  | 19                                       | 100  | 95%   |
| 2013            | 24  | 24                                       | 100%   | 100%  |
| Total 3-year    | 73  | 72                                       | 100%   | 98.6%   |

\* ACOTE standard A.5.6 now requires reporting of the number of new graduates (within 12 months of graduation) who have passed the NBCOT Certification Exam.

[http://secure.nbcot.org/nbcot\\_portal/pdcomparisondata.asp](http://secure.nbcot.org/nbcot_portal/pdcomparisondata.asp)

*D. A comprehensive list of similar programs in the state (not required for institutions applying for licensure to recruit in the State for out-of-state courses)*

Based on the ACOTE website listing of programs, only one institution in South Carolina currently provides the Master of Science in Occupational Therapy: The Medical University of South Carolina. Although competition for clinical sites is to be expected, Lenoir-Rhyne plans to focus on the Columbia area and west in South Carolina as we recruit new sites for OT fieldwork. However, the LRU OT program has existing contracts with numerous SC sites (see table below). In addition, many of our OT students complete clinical education in states other than NC and SC and these sites will be available to the SC cohort as well.

Current SC sites used by the Hickory, NC OT Cohort:

| Clinical Site Name                             | Address                          | City        |
|--|----------------------------------|-------------|
| Advanced Therapy Solutions                     | 2500 Winchester Place, Suite 100 | Spartanburg |
| Anderson Place                                 | 311 Simpson Road                 | Anderson    |
| ATS peds - Greenville                          | 28 Jimmy Doolittle Drive         | Greenville  |
| Beaufort Memorial Hospital                     | 955 Rebound Rd                   | Beaufort    |
| Bon Secours St. Francis Eastside               | 131 Commonwealth Drive Suite 200 | Greenville  |
| Cascades Verdae                                | 10 Fountainview Terrace          | Greenville  |
| Emeritus Senior Living - Greenville            | 1306 Pelham Road                 | Greenville  |
| Greenville Hospital System                     | 701 Grove Road                   | Greenville  |
| HealthSouth - Rock Hill                        | 1795 Frank Gaston Blvd           | Rock Hill   |
| Heritage Healthcare Inc.                       | 536 Old Howell Road              | Greenville  |
| Interim Healthcare                             | 16 Hyland Rd                     | Greenville  |
| Interim Healthcare Hospice                     | 16 Hyland Rd                     | Greenville  |
| LCCA Columbia                                  | 2514 Faraway Drive               | Columbia    |
| McLeod Regional Medical Center                 | 555 East Cheves Street           | Florence    |
| Newberry Hospital                              | 2669 Kinard Street               | Newberry    |
| NHC - Greenville                               | 1305 Boiling Springs Road        | Greer       |
| NHC Mauldin                                    | 850 E. Butler Road               | Greenville  |
| NHC-Bluffton                                   | 3039 Okatie Highway PO Box 3110  | Bluffton    |
| Oakmont Of Union                               | 709 Rice Ave Ext                 | Union       |
| Palmetto Health                                | 5 Richland Medical Park Dr       | Columbia    |
| Pediatric Therapy of Aiken                     | 6140 Woodside Executive Ct       | Aiken       |
| Pee Dee Orthopaedic Associates                 | 901 E. Cheves Street, Suite 100  | Florence    |
| Pee Dee Orthopedic                             | 901 East Cheves Street Suite 100 | Florence    |
| Physical Therapy & Upper Extremity Specialists | 1 Creekview Court, Suite B       | Greenville  |
| Presbyterian Home of Summerville               | 201 W 9th N St #140              | Summerville |
| Regional Medical Center - HealthPlex           | 3000 St. Matthews Rd             | Orangeburg  |
| Select Physical Therapy                        | 154-101 Amendment Avenue         | Rock Hill   |
| Shriners Hospitals for Children                | 950 W. Faris Rd                  | Greenville  |

#### 4. Admission Criteria

##### A. A description of the admission criteria specific to the program

Candidates for the MS in Occupational Therapy program will meet the following admissions criteria in order to be accepted to the graduate program. Occupational Therapy application guidelines can be found at:

<http://www.lr.edu/academics/programs/occupational-therapy>

Candidates for admission to the Master of Science in Occupational Therapy program must meet the following criteria:

- Have earned an undergraduate degree with a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale,
- Submit an official copy of GRE scores of Verbal in the 40<sup>th</sup> percentile, Quantitative in the 35<sup>th</sup> percentile and an Analytical Writing score of 3.5

- Completion of all pre-requisite courses with a minimum B- and completed within the last 5 years.
- Submit a detailed vita or resume
- Submit a written essay limited to 750 words describing the perception of the field of OT and the candidate's fit with the profession.
- Three (3) Recommendations (done via email through the [application system](#).) The Recommendations must be completed by professionals attesting to the student's ability, two of which must come from OT practitioners.

## 5. Enrollment

A. *Projected Total Enrollment (Table A) showing projected total student enrollment in each term for at least the first three years for associate degree programs or five years for all other degree programs; for institutions recruiting SC residents to out-of-state institutions, provide the number of SC residents the institution anticipates enrolling into the program.*

**Table A – Projected Total Enrollment, Columbia Campus**

| PROJECTED TOTAL ENROLLMENT |           |              |           |              |           |              |
|----------------------------|-----------|--------------|-----------|--------------|-----------|--------------|
| YEAR                       | FALL      |              | SPRING    |              | SUMMER    |              |
|                            | Headcount | Credit Hours | Headcount | Credit Hours | Headcount | Credit Hours |
| 2017 – 18                  | 32        | 384          | 32        | 384          | 32        | 384          |
| 2018 – 19                  | 64        | 768          | 64        | 768          | 64        | 480          |
| 2019 – 20                  | 64        | 768          | 64        | 768          | 64        | 768          |
| 2020 – 21                  | 64        | 768          | 64        | 768          | 64        | 768          |
| 2021 – 22                  | 64        | 768          | 64        | 768          | 64        | 768          |

## 6. Curriculum

A. *A curriculum outline that lists the course numbers, titles, and credit hours*

### **Master of Science in Occupational Therapy (70 semester credit hours)**

| <b>Courses</b>  | <b>CR HRS</b> |
|---|---------------|
| OCC 502: Evidence Based Practice                            | 3             |
| OCC 503: Occupational Therapy Practice                      | 4             |
| OCC 504: Physical Disabilities and Rehabilitation, Lab, FW  | 5             |
| OCC 505: Health Systems                                     | 2             |
| OCC 512: Modalities   | 2             |
| OCC 514: Mental Health, Lab, FW                             | 5             |
| OCC 524: Pediatrics, Lab, FW                                | 5             |
| OCC 534: Gerontology, Lab, FW                               | 5             |
| OCC 571: Fieldwork IIA                                      | 3             |
| OCC 574: Musculoskeletal Anatomy and Movement Analysis      | 4             |
| OCC 584: Applied Neuroscience for Rehabilitation            | 4             |
| OCC 602: Grand Rounds I                                     | 2             |
| OCC 603: Treatment and Assessment I                         | 3             |
| OCC 612: Grand Rounds II                                    | 2             |
| OCC 613: Treatment and Assessment II                        | 3             |
| OCC 623: Assistive Technology                               | 2             |
| OCC 633: Principles of Leadership and Administration        | 3             |
| OCC 651: Advanced Clinical Practice in Vision and Cognition | 3             |
| OCC 672: Fieldwork IIB                                      | 3             |
| OCC 691 Professional Reasoning                              | 2             |
| OCC 692 Professionalism                                     | 2             |
| OCC 693 School Based Practice                               | 3             |
| <b>Total hours</b>  | <b>70</b>     |

## 7. Faculty and Staff

A. *The minimum educational and teaching qualifications for instructors*

Lenoir-Rhyne University is a regionally accredited university (through Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)) and accordingly, abides by the standard expectations regarding quality and credentials of its teaching faculty. According to its *Faculty Handbook*, to teach graduate level courses, LRU faculty will be required to possess a terminal degree in the field-of-study. In rare circumstances, the University will consider faculty who may hold a Master's degree along with exceptional professional experience or other qualities. For the MS in Occupational Therapy, faculty will possess a terminal degree in an appropriate field and an appropriate degree at some level in Occupational Therapy.

B. *Confirmation that at least one full-time faculty member will be employed for the program*

The current LRU Occupational Therapy program and the new program will be supervised by the Chair of the School of Occupational Therapy. An Occupational

Therapy Program Coordinator will be hired for the SC location no later than nine (9) months prior to the start of classes.

Three additional full-time faculty members will be hired to support the program at the Columbia location. The program coordinator and two faculty members (one of which will serve as the Fieldwork Coordinator) will be in-place for the first cohort, with a goal of having all four in-place prior to the start of the second cohort. An administrative assistant will also be hired starting as a part-time position and moving to full-time once the program is at full capacity.

*C. A description of the oversight for the program; provide the organizational structure of program and of the program's relation to the institution's organizational structure*

Program oversight will be provided from the School Chair who serves as the program director. The Chair will oversee the Hickory program and the Columbia program. The Hickory program will initially maintain the current faculty structure with three faculty members. The Columbia program will grow to include the four faculty members mentioned above (Site Coordinator, an Academic Fieldwork Coordinator, and two faculty members). With the chair overseeing both programs, an additional faculty member will be hired at the Hickory campus, with possible duties at both campuses.

The School of Occupational Therapy is part of the College of Health Sciences. All faculty within the School of OT report to the School Chair. The School Chair reports to the Dean of the College of Health Sciences and serves on the College Academic Leadership team.

*D. A description of additional student support services for the program*

The Columbia students will have access to the same student support services offered to the Hickory students. Library resources are available on-site and electronically to all students. In the relatively rare case in which hard copies of texts are needed from the Hickory campus, the University has in place protocols for quick delivery to both its Asheville and Columbia campuses. Counseling services are available on both campuses. In addition, the Assistant Provost and Dean of Graduate Studies will be on both campuses to meet with students on a biweekly basis.

## **8. Equipment**

*A. A brief discussion and identification of major equipment items which will be needed for at least three years for associate degree programs or five years for all other degree programs. Normal acquisitions of commonly used items for instruction and research may be excluded.*

The OT program in Hickory has an extensive equipment list consisting of 1033 items. The new Columbia program will mirror the Hickory program and have all included equipment on-site. Equipment categories include:

- Therapeutic Modalities
- Ambulation Assist Devices
- Craft Supplies
- Sensory-motor Assessments
- Range of Motion and Movement Measurement
- Various OT Assessments

- Pediatric Lab Equipment
- Various Cognitive Assessments
- Activities of Daily Living Assessments and Management Tools
- Splints and Splinting Materials
- Rehabilitation Supplies

## 9. Library Resources

A. *Information that the institution will provide to enrolled students showing library resources, including local libraries, designating in some recognizable way those libraries with which the institution has a current formal agreement. The document should also include resources that are available to the students through the institution's main-campus and in-state libraries and the process for using those resources. (Not required for institutions applying for licensure to recruit in the State for out-of-state courses.)*

Students will have access to the library facilities at the Columbia Campus (at the Lutheran Theological Southern Seminary which also houses the Lenoir-Rhyne Graduate Center of Columbia). In addition, all Lenoir-Rhyne electronic resources will be available to students through Rudisill Library on the campus of Lenoir-Rhyne University in Hickory, NC.

The Columbia Campus is served by Lineberger Memorial Library, which provides access to a wide variety of print resources. The Chair of the School of OT will work with the Dean of University Library Services to ensure necessary classic and up-to-date print materials are available. Interlibrary loan services will be available for materials not found on-site or at Rudisill Library. Lineberger Library has a photocopier/scanner available for student use.

Lineberger Library is staffed by two professional librarians (one half-time), one full-time staff person, and a number of students. It is open 74 hours per week during the fall and spring semesters and 40 hours per week during semester break and summer term.

The library building, a gift of the Lineberger family of Belmont, North Carolina, is an open pleasant place to work and study. The library building was completed in the summer of 1975, and has had major renovations to the facility since the merger of LR and LTSS in 2012. Designed by Walter Dodd Ramberg, it won a Merit Award from the American Institute of Architects in 1976 and was cited by the American Library Association as one of the finest academic library buildings constructed in the previous year.

The building offers individual carrels, a meeting room, a common computer lab, a music listening room, and study tables, as well as wireless computer access. Lineberger Library's objectives and policies, and its handbook, are available on the institution's website, at [http://www.ltss.edu/current\\_community/lineberger\\_memorial\\_library/](http://www.ltss.edu/current_community/lineberger_memorial_library/) and [http://www.ltss.edu/public/files/docs/New\\_Student\\_Library\\_Handbook2011.pdf](http://www.ltss.edu/public/files/docs/New_Student_Library_Handbook2011.pdf), respectively.

Basic reference and bibliographic works for the field of occupational therapy will be available at the time the program begins. Appropriate titles will be determined in consultations with program faculty members.

Students will also be served by Rudisill Library in Hickory, NC. Rudisill Library is staffed by six professional librarians (four full-time and two half-time), three staff members, and

university student workers. Rudisill Library is open approximately 90 hours per week during the regular fall and spring semesters and somewhat less during semester breaks and summer term.

Students will have electronic access to over 5,000 medical and allied health journals through Rudisill Library's many online databases (<http://library.lr.edu/databases/alpha>). They will have access to the ICE Video Library, an online streaming video database covering patient assessment and intervention for occupational and physical therapy students. Though the R2 Digital Library as well as Rudisill Library's web catalog (<http://library.acaweb.org/search~S26>), students will have access to a comprehensive selection of medical, nursing, and allied health ebooks. Other available resources include the Cumulative Index of Nursing and Allied Health Literature (CINAHL) and ProQuest Health and Medical Complete. Assistance from a professional librarian is available to students through the real-time chat reference service, Ask a Librarian, on Rudisill Library's website.

## 10. Accreditation, Approval, Licensure, or Certification

- A. *If the proposed program is subject to specialized or professional accreditation or approval by any entity other than the Commission (including other state agencies or boards), a brief description of the accreditation or approval process, a statement as to whether such accreditation or approval will be sought, and a projected timeline of when accreditation or approval may be reasonably expected.*

The Lenoir-Rhyne OT program will follow the ACOTE guidelines for proposing an additional location. A formal proposal for the additional location must be submitted 12 months prior to the project start date of the first student cohort. Upon receipt of the initial proposal, the two ACOTE accreditation reviewers assigned to LRU will complete a paper review of the proposal to determine if the additional location meets established criteria for Candidacy review. The Lenoir-Rhyne OT program gained initial accreditation on December 7<sup>th</sup>, 1996, and recently earned reaccreditation in 2012.

| <b>Plan and projected timeline to achieve programmatic accreditation</b> |  |
|--|--|
| <i>Steps</i>   | <i>Projected dates</i>   |
| Initial Proposal to ACOTE to add a location                              | Summer 2016  |
| ACOTE review   | Upon receipt of initial proposal                                   |
| Candidacy Application  | Upon ACOTE decision of initial proposal                            |
| ACOTE Decision   | After review of Candidacy Application and potential on-site review |
| First Cohort   | Summer 2017  |

- B. *If licensure or certification is required for employment by any public or private agency, a brief description of the licensure or certification eligibility requirements and process and of the ways in which the proposed program will ensure that graduates can reasonably expect to achieve such certification or licensure.*

South Carolina requires licensure to practice as an OT. State licensure is achieved by passing the NBCOT exam and obtaining for SC licensure from the South Carolina Board of Occupational Therapy (<http://www.llr.state.sc.us/pol/occupationaltherapy/>).

- C. *For programs at the graduate level that focus directly on teacher education (not educational leadership, etc.), a concise but complete description of how the proposed program addresses the core propositions of the National Board for Professional Teaching Standards.*

Not Applicable

## **11. Tuition and fees**

- A. *A statement of tuition costs and fees by credit hour or term and total for program*

Graduate Occupational Therapy students will pay tuition per semester credit hour. For the 2015-2016 academic year, tuition is \$750.00/credit hour. A typical semester requires 12 credit hours, which equals \$9,000.00/semester. With the 70 credit hour curriculum a student will pay approximately \$52,500.00 for tuition for the OT program. Additional fees bring the total for the OT program to approximately \$57, 613.00.

## **12. Programs for Teachers and Other School Professionals (only)**

- A. *Compliance with South Carolina Department of Education requirements:*

Not Applicable

- B. *SPA or other national specialized and/or professional association standards:*

Not Applicable

Academic Program Assessment PLAN

**Year Submitted: 2015**

**This plan is:**     **Revised**            **X Continuing**

**Program Mission**

The School of Occupational Therapy in concert with the mission of the college and university seeks to develop skilled and caring clinicians who respond adaptively to situations, meticulously investigate their world and knowledge base, and provide ethical and unbiased services. The school serves as a resource for OT practitioners and advocates for the value of occupation to the community.

**Program Goals and Outcomes**

**Goal 1** To ensure attainment of standard A.5.3 from Accreditation Council for Occupational Therapy Education, the program will document

- Outcome 1.1.** Faculty effectiveness in their assigned teaching responsibilities
- Outcome 1.2.** Students' progression through the OT program.
- Outcome 1.3.** Student retention rates
- Outcome 1.4** Fieldwork performance evaluation
- Outcome 1.5** Student evaluation of fieldwork experience
- Outcome 1.6** Student satisfaction with the program
- Outcome 1.7** Graduates' performance on the NBCOT certification exam

ACOTE standard A.5.6 requires "the average pass rate over the 3 most recent calendar years for graduates attempting the national certification exam within 12 months of graduation from the program must be 80% or higher (regardless of the number of attempts).

- Outcome 1.8** Graduates' job placement
- Outcome 1.9** Graduates' job performance as determined by employer satisfaction

**Goal 2** The OT program will maintain a quality curriculum.

- Outcome 2.1** Critique each course, peer review, annually

**Goal 3** Program will produce students who will function competently as clinicians.

- Outcome 3.1** Students will demonstrate oral communication skills suitable for clinical practice.

- Outcome 3.2** Students will demonstrate written skills suitable for clinical practice.
- Outcome 3.3** Students will be able to respond adaptively to clinically relevant situations.
- Outcome 3.4** Students will demonstrate ability to meticulously investigate their world and knowledge base relevant to clinical situations.
- Outcome 3.5** Students will demonstrate the provision of ethical and unbiased professional services.
- Outcome 3.6** Students will successfully complete NBCOT practice exam.
- Outcome 3.7** Students will successfully complete required fieldwork experiences.

### Course/Program Alignment

| Outcome | Courses in Which Outcome is Introduced (I), Developed & Practiced (D), Mastery Demonstrated (M) |             |             |             |             |             |
|---------|---|-------------|-------------|-------------|-------------|-------------|
|         |   |             |             |             |             |             |
| 1.1     | na  |             |             |             |             |             |
| 1.2     | na  |             |             |             |             |             |
| 1.3     | na  |             |             |             |             |             |
| 1.4     | OCC 504 (I)   | OCC 514 (I) | OCC 524 (I) | OCC 534 (I) | OCC 571 (D) | OCC 672 (M) |
| 1.5     | OCC 504 (I)   | OCC 514 (I) | OCC 524 (I) | OCC 534 (I) | OCC 571 (D) | OCC 672 (M) |
| 1.6     | na  |             |             |             |             |             |
| 1.7     | na  |             |             |             |             |             |
| 1.8     | na  |             |             |             |             |             |
| 1.9     | na  |             |             |             |             |             |
| 2.1     | na  |             |             |             |             |             |
| 3.1     | OCC 502 (I)   | OCC 633 (D) | OCC 602 (M) | OCC 612 (M) |             |             |
| 3.2     | OCC 584 (I)   | OCC 505 (D) | OCC 613 (M) |             |             |             |
| 3.3     | OCC 504 (I)   | OCC 514 (I) | OCC 524 (I) | OCC 534 (I) | OCC 603 (D) | OCC 612 (M) |
| 3.4     | OCC 502 (I)   | OCC 603 (D) | OCC 613 (M) |             |             |             |
| 3.5     | OCC 502 (I)   | OCC 603 (D) | OCC 613 (D) | OCC 571 (M) | OCC 672 (M) |             |
| 3.6     | OCC 602 (D)   | OCC 691 (M) |             |             |             |             |
| 3.7     | OCC 571 (M)   | OCC 672 (M) |             |             |             |             |

### Assessment Timeline and Methods

|     | <b>Assessment Cycle</b>                   | <b>Assessment Methods</b>             | <b>Assessment Criteria</b>  |
|-----|---|---------------------------------------|---|
| 1.1 | Summer (2014), fall (2014), spring (2015) | On-line course evaluations            | Majority of overall responses will be 3.0 or higher on on-line course evaluations   |
| 1.2 | Summer (2014), fall (2014), spring (2015) | Review of course grades (transcripts) | End of each semester, after grades submitted, 100% grades are reviewed to monitor compliance of policy and procedures regarding course progression. |
| 1.3 | May Annually                              | Rosters                               | 80% student retention in program for the academic year  |

|     |                   |   |   |
|-----|-------------------|---|---|
| 1.4 | August annually   | FWII AOTA evaluation form (Fieldwork Performance Evaluation for the OT Student=FWPE)  | 90% of students will pass FW II experiences according to FWPE   |
| 1.5 | August annually   | Student evaluation of Level II experience (Student Evaluation of Fieldwork Experience=SEFWE) (Likert scale 1-5; 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly disagree) | 85% will report (agree or strongly agree) that experiences supported the student's professional development on SEFWE.   |
| 1.6 | August annually   | Anonymous Student survey via survey monkey in OCC 692 (Professionalism) prior to end of spring semester; Likert scale 1-5   | 85% will report degree of satisfaction with OT program as neutral, agree or strongly agree in response to either Survey Question #5 on Post Graduate (PG) (within 1 year post graduation) or survey Question #10 on Alumni/Graduate (AG)survey (>1 year post graduation). |
| 1.7 | August annually   | NBCOT report  | 80% graduates will pass NBCOT exam within 12 months of graduation.  |
| 1.8 | December annually | Student survey  | 85% of recent graduates (who are seeking employment) will be employed within 3 months after successfully passing NBCOT exam (Question #1 on Post Graduate survey).  |

|     |                                |  |  |
|-----|--------------------------------|--|--|
| 1.9 | June annually                  | Employer survey (Likert scale 1-5; 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly disagree) | 85% of employers who respond to Employer (E) Survey will report satisfaction (3 or higher on Likert scale) with LR OT graduates.<br>Question #9 on Employer survey; Question #10 on Alumni/Graduate survey |
| 2.1 | August, December, May annually | Core faculty review evidenced by curriculum mapping  | 100% of OT courses will be reviewed by core faculty members to ensure ACOTE standards are met.   |
| 3.1 | December, May annually         | Review of course grades for OCC 602 and OCC 612  | 90% of students will make a B- or better in OCC 602 and OCC 612.   |
| 3.2 | May annually                   | Course grade in OCC 613 Treatment and Assessment   | 90% of students will make a B- or better in OCC 613.   |
| 3.3 | September annually             | FWPE Item 25   | 90% of students will make a 3 or better.   |
| 3.4 | May annually                   | Course notebook OCC 502 EBP  | 90% of students will make a B or better.   |
| 3.5 | August annually                | Fieldwork II ethical component question (FWPE) Item # I. Fundamentals of practice 1. Adheres to ethics       | 100% of students will make a 3 or better as is required to pass FWII.  |
| 3.6 | May annually                   | OT practice exam OCC 691   | 100% of students will pass the NBCOT practice exam.  |
| 3.7 | August annually                | Score on FW II AOTA rubric   | 100% of students will pass FW experiences (OCC 571 and 672) inclusive of retakes, exclusive of WP or WF.   |

**Program Assessment Coordinator: Toni S. Oakes EdD, MS, OTR/L**  
**Other Participants in Program Assessment Planning Process:**  
**Teresa Norris PhD, MSW,OT/L; Sue Friguglietti DHA,MA,OTR/L; Anita Niehues PhD, MS, OTR/L**  
**Date(s) Submitted to School Chair/Dean: 05-29-15**  
**Date(s) Reviewed by Dean:**  
**Date Approved Plan Submitted to OIRA:**  
**Date Received/Approved by OIRA:**

Academic Program Assessment REPORT

Report For AY: 2014-2015

**Assessment Findings**

Unit Goal No 1. Desired Outcomes 1.1-1.8

Unit Goal 2. Desired Outcome 2.1

Unit Goal 3. Desired Outcomes 3.1-3.7

**Reflections and/or Analysis of Results**

|     | Assess Cycle                              | Results  | Analysis   |
|-----|---|--|--|
| 1.1 | Summer (2014), fall (2014), spring (2015) | Goal met:<br>Course evaluations using composite scores.<br>100% responses for courses in School of OT had overall score of 3.0 or higher on on-line course evaluations   | School of OT course evaluations approximate course evaluations for similar programs in CHS                                     |
| 1.2 | Summer (2014), fall (2014), spring (2015) | Goal met:<br>OT faculty reviewed 100% course grades.   | Progression monitored by faculty. No trend noted in progression issues.  |
| 1.3 | May annually                              | Goal met:<br>91% of students progressed from Summer 2014 to Fall 2014<br>100% first year students progressed from Fall 2014 to Spring 2015;<br>97% second year students progressed from Fall 2014 to Spring 2015;<br>100% (OT1s and OT2s) students progressed from Spring 2015 to Summer 2015. | Goal was met. Majority of students progressed through curriculum after passing first semester (summer I) foundational courses. |
| 1.4 | August annually                           | Goal met:<br>For the year 2014, 100% (51/51) of all students passed FWII experiences according to FWPE. (Fieldwork Performance Evaluation for the OT Student=FWPE)   | SOT goal is 90% pass rate for this outcome.  |
| 1.5 | August annually                           | Goal met:<br>100% students reported either “agree” or “strongly agree” on SEFWE that their experiences matched their expectations for Level II fieldwork in 2014 (Student  | Placements continue to be appropriate.   |

|     |                                |   |   |
|-----|--------------------------------|---|---|
|     |                                | Evaluation of Fieldwork Experience=SEFWE)<br>(Likert scale 1-5 1 strongly disagree, 2 disagree, 3 neutral, 4 agree, 5 strongly disagree)  |   |
| 1.6 | August annually                | Goal not assessed:<br>Class of 2015 not yet assessed. The overall response rate for the previous year was low, so the timing of this survey has been modified to August.  | Anecdotally, student representatives who attend OT faculty meetings monthly to share questions, concerns from members of cohort state students are pleased with the program.                    |
| 1.7 | August annually                | Goal met:<br>Pass rate for NBCOT exam for Class of 2014 within 12 months of graduation was 100%   | This reflects new ACOTE standard for pass rate calculation (ACOTE Standard A.5.6)<br>This demonstrates quality and rigor of OT program thus preparing students for required certification exam. |
| 1.8 | December annually              | Goal met:<br>100% (>85%) of recent graduates who sought employment were employed within 3 months after successfully passing NBCOT exam. Information was gathered by graduates response to <i>Post Graduate Survey</i> distributed in December or by their communication with the program of their update. | Employers continue to find LR's OT graduates desirable.   |
| 2.1 | August, December, May annually | Goal met:<br>100% courses reviewed by core faculty at end of summer, fall and spring semester.  | Course reviews at end of summer, fall and spring to critique courses and pedagogy.  |
| 3.1 | December, May annually         | Goal met:<br>>90% of students will made a B- or better in OCC 602 and OCC 612 (95% achieved criteria in 602; 100 achieved criteria in OCC 612)  | Continue to monitor   |
| 3.2 | May annually                   | Goal met:<br>>90% of students made a B- or better in OCC 613 (100% achieved criteria)   | Continue to monitor   |
| 3.3 | September annually             | Goal met:<br>96% (>90%) 49/51 students made a 3 or better on FWPE Item 25 (updates, modifies, or terminates intervention plan   | Continue to monitor   |

|     |                 |   |  |
|-----|-----------------|---|--|
|     |                 | based upon careful monitoring of the client's status).  |  |
| 3.4 | May annually    | Goal met:<br>>90% of students made a B or better on course notebook OCC 502 EBP (100% achieved criteria)  | Continue to monitor  |
| 3.5 | August annually | Goal met:<br>100% of students made a 3 or higher on Fieldwork II ethical component question (FWPE) Item # I. Fundamentals of practice 1. Adheres to ethics. | Continue to monitor  |
| 3.6 | May annually    | Goal met:<br>100% of students passed the NBCOT practice exam in OCC 691   | Continue to monitor  |
| 3.7 | August annually | Goal met:<br>100% students (51/51) successfully passed Level II FW experiences in 2014.   | 100% of students passed FW experiences (OCC 571 and 672) inclusive of retakes, exclusive of WP or WF. This allows student to repeat one FWII experience per School of OT's Academic Probation policy and procedure p. 23 Student Handbook. |

### Action Plan

|     | Specific Actions   | Who     | When  | Resources                          |
|-----|--|---------|---|------------------------------------|
| 1.1 | Faculty to review course evaluations and make changes to improve courses | Faculty | During course review at end of each semester; share information gathered through attending conferences or sessions on pedagogy. | On-line course evaluations         |
| 1.2 | Continue to monitor student progression                                  | Faculty | At end of each semester   | Transcripts                        |
| 1.6 | Revise student survey to use in OCC 692                                  | Faculty | Prior to spring 2016  | Survey                             |
| 1.9 | Review surveys and assessment cycle. to June                             | Faculty | By end of June 2016   | Survey                             |
| 2.1 | Core faculty to review courses during curriculum mapping                 | Faculty | At end of each semester   | Typhon or ACOTE Curricular Mapping |

# ACOTE

Accreditation  
Council for  
Occupational  
Therapy  
Education  
The American  
Occupational  
Therapy  
Association, Inc.

## MEMORANDUM

TO: Wayne B. Powell, PhD  
President  
Lenoir-Rhyne University

Katherine Pasour, PhD  
Dean, College of Health Sciences  
Lenoir-Rhyne University

Toni S. Oakes, EdD, OTR/L  
Department Chair and Associate Professor  
School of Occupational Therapy  
Lenoir-Rhyne University

FROM: Letha J. Mosley, PhD, OTR/L, FAOTA  
ACOTE Chairperson

DATE: May 16, 2012

SUBJECT: ACOTE Action

*More Than  
75 Years of  
Service,  
Experience,  
and*

*Excellence in  
Accreditation*

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Enclosed is the report detailing the accreditation decision made at the April 28-29, 2012 meeting of the Accreditation Council for Occupational Therapy Education (ACOTE®) regarding your occupational therapy program. Please feel free to contact AOTA Accreditation staff should you have any questions.

Enclosure: Report of ACOTE Action

cc: Janet S. Jedlicka, PhD, OTR/L, FAOTA, Reviewer, ACOTE (Encl. Report of ACOTE Action)  
Dahlia Castillo, MS, OTR, Reviewer, ACOTE (Encl. Report of ACOTE Action)  
Neil Harvison, PhD, OTR/L, FAOTA, Director of Accreditation, AOTA (Encl. Report of ACOTE Action)

*Parcels*

4720 Montgomery Lane  
Bethesda, MD 20814-3425

*Correspondence*

PO Box 31220  
Bethesda, MD 20824-1220

*Telephone/Fax*

301-652-AOTA (2682)  
301-652-7711 (Fax)  
800-377-8555 (TDD)

*Internet*

Web site: [www.aota.org](http://www.aota.org)  
E-mail: [accred@aota.org](mailto:accred@aota.org)



**REPORT OF ACOTE ACTION**  
Meeting of April 28-29, 2012

**Program Reviewed:**

Lenoir-Rhyne University  
OT program (professional entry-level master's and combined baccalaureate/master's)  
Hickory, North Carolina

**Material Reviewed:**

- Plan of Correction regarding areas of noncompliance #1 and #3.
- Progress Report regarding area of noncompliance #2.

**Action Taken:**

Accept the Plan of Correction and Progress Report.

**Corrected Areas of Noncompliance:**

Areas of noncompliance #1 and #3 as cited by ACOTE in December 2011 and area of noncompliance #2 as cited by ACOTE in May 2010 are considered fully corrected. No further report is required.

**Accreditation Status:**      ACCREDITATION

The Accreditation Council  
for

Occupational Therapy Education

ESSENTIALS for an ACCREDITED EDUCATIONAL PROGRAM  
for the OCCUPATIONAL THERAPIST  
for substantial compliance with the

# CERTIFICATE OF ACCREDITATION

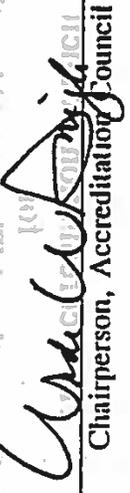
December 7, 1996

to the Occupational Therapy Program at

**LENOIR-RHYNE COLLEGE**

for substantial compliance with the  
ESSENTIALS for an ACCREDITED EDUCATIONAL PROGRAM  
for the OCCUPATIONAL THERAPIST

Occupational Therapy Education

  
Chairperson, Accreditation Council

TO: Dr. Michael McGee, Dean of the College of Health Sciences, Lenoir-Rhyne University

FROM: John Lane, DMA, Director of Academic Affairs

DATE: Friday, May 13, 2016

RE: Questions regarding the proposal to offer the Master of Science in Occupational Therapy at Lutheran Theological Southern Seminary, Columbia, SC

---

Thank you and Lenoir-Rhyne University – Lutheran Theological Southern Seminary (LTSS) for transmittal of the proposal to offer the MS Degree in Occupational Therapy at your LTSS campus. Upon review of the proposal, follow-up responses to the questions below will be beneficial to consider in anticipation of the meeting of the SC Commission on Higher Education Committee on Academic Affairs and Licensing on May 24, 2016. You may prepare to respond at the meeting or reply in advance. If in advance, we ask that you transmit your responses by Monday, May 16, so that we may include them in the proposal packet for committee review prior to the meeting.

**Institutional Profile Section:**

- 2C. **Use of Assessment Data.** An explanation of how program evaluation and student performance assessment data will be used to initiate changes to the program if needed.

The initial response on page 4ff. and additional information on page 18ff. provides sufficient details confirming 1) that program evaluation data and student performance assessment data are scheduled and used, and 2) that the university has policies and procedures for authenticating program change. If changes to the OT program are needed, however, please describe in this section how the program evaluation data and student performance assessment data are specifically connected to the change and prompts initiation of change. Inclusion of examples of how the curriculum would be revised or how the curriculum delivery would be revised based on positive data, neutral data or areas for improvement will be beneficial.

- 5B. **Additional Physical Plant.** A discussion of any additional physical plant requirements that will result from implementing the proposed program, including any modifications to existing facilities.

A new facility is described as “in planning for construction,” as of the proposal submission date (12/6/15). Please provide a progress update of planning or construction since proposal submission. Please provide assurances from the builders that June 2017 remains the completion date. Committee members will be interested to know about construction costs and financing. To transmit this data prior to the meeting will be beneficial.

**Program Proposal Section:**

- 1H. **Steps of Institutional Approval.** Please provide a chronology of institutional approvals regarding the decision to launch the program at the Columbia campus.
- 8A. **Equipment.** The proposal note is that the “new Columbia program will mirror the Hickory program and have all included equipment on-site.” Please verify whether this includes the 1033 items in the current Hickory inventory. What progress has been made since the proposal submission for procurement of the new inventory? What are the costs to procure it and to properly supply the program? Describe the sources of funding, stages of funding, nature (one-time or recurrence) and anticipated maintenance and/or replacement.



TO: SC Commission on Higher Education

FROM: Michael McGee, EdD, LAT, ATC  
Dean: College of Health Sciences



DATE: Thursday, May 26th, 2016

RE: Questions regarding the proposal to offer the Master of Science in Occupational Therapy at Lutheran Theological Southern Seminary, Columbia, SC

Thank you to the Commission for the recent review of the Lenoir-Rhyne proposal to add the MS in Occupational Therapy at our Lenoir-Rhyne University-Lutheran Theological Southern Seminary (LTSS) campus. We look forward to meeting with you again on June 2nd, 2016.

**Institutional Profile Section:**

**2C. Use of Assessment Data. An explanation of how program evaluation and student performance assessment data will be used to initiate changes to the program if needed.**

The initial response on page 4ff. and additional information on page 18ff. provides sufficient details confirming 1) that program evaluation data and student performance assessment data are scheduled and used, and 2) that the university has policies and procedures for authenticating program change. If changes to the OT program are needed, however, please describe in this section how the program evaluation data and student performance assessment data are specifically connected to the change and prompts initiation of change. Inclusion of examples of how the curriculum would be revised or how the curriculum delivery would be revised based on positive data, neutral data or areas for improvement will be beneficial.

Program evaluation data and student performance assessment data is reviewed at the end of every semester. The faculty, Chair of the School of OT and the Dean of the College of Health Sciences review course evaluations culminating in action plans for changes when trends are evident. Curriculum reviews are conducted at the end of each semester with an in-depth review occurring after the spring semester annually. The School of OT conducts weekly meetings throughout the academic year to address needs in an effective and efficient manner. Monthly a designated member of each cohort (elected by the cohort) attends the OT faculty meeting to provide feedback from all members of their cohort concerning the curriculum. This allows the faculty an opportunity to receive and acknowledge the perceptions of the students

and to provide explanations as to the reasoning behind various policies and procedures to increase the transparency of our OT program.

**5B. Additional Physical Plant.** A discussion of any additional physical plant requirements that will result from implementing the proposed program, including any modifications to existing facilities.

A new facility is described as “in planning for construction,” as of the proposal submission date (12/6/15). Please provide a progress update of planning or construction since proposal submission. Please provide assurances from the builders that June 2017 remains the completion date. Committee members will be interested to know about construction costs and financing. To transmit this data prior to the meeting will be beneficial.

We are planning to meet with contractor/engineer on Friday, June 3 to start the construction/demolition planning process. The topographical review is completed and we have a site determined (which will require the new facility, the removal of two of the old apts and new parking more than adequate to meet demand for the area.

Based on planning to this point, the 12,000 square foot facility will house classrooms/labs, faculty offices, administrative and reception space, student study areas/rooms and a conference room along with a lobby, lounge and restrooms.

Contingency Plan (in case of construction delay): The LRU-LTSS campus currently houses the Columbia Graduate Center. The classrooms in the center will be available during the day and will serve the needs of the first cohort as the program gets started.

**Program Proposal Section:**

**1H. Steps of Institutional Approval.** Please provide a chronology of institutional approvals regarding the decision to launch the program at the Columbia campus.

- Spring 2013: Health Science Expansion Committee is commissioned on-campus.
- November 2014: Final Report from committee is submitted to LRU Administration
- January 2015: Administration approves recommendation to expand OT program to Columbia campus
- June 2015: Planning meeting with Provost, Retiring Dean, Incoming Dean, and Chair of OT was held to discuss timeline, approval processes (SC and ACOTE) and facility/inventory needs.
- December 2015: SC Proposal was submitted.

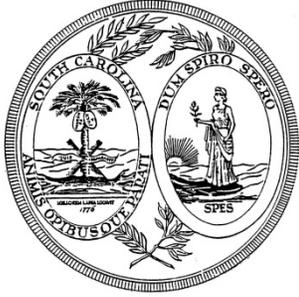
**8A. Equipment.** The proposal note is that the “new Columbia program will mirror the Hickory program and have all included equipment on-site.” Please verify whether this

**includes the 1033 items in the current Hickory inventory. What progress has been made since the proposal submission for procurement of the new inventory? What are the costs to procure it and to properly supply the program? Describe the sources of funding, stages of funding, nature (one-time or recurrence) and anticipated maintenance and/or replacement.**

- The 1033 inventory items from the Hickory inventory will be secured for the expansion.
- To balance new items and old items at each location, the inventory will be combined and each campus will have a mix of old items and new.
- Once approval from SC and ACOTE are secured, bids will go out to three vendors and purchase requisitions will be completed. Without the bids, it is hard to predict a total cost.
- The OT expansion will follow the same path as the recent Physician Assistant program added to the Hickory campus. Start-up funds will be earmarked from the budget surplus to help with facility development and inventory purchase. Bank loans will be used only if necessary.

#### **Follow-up Questions from May 24, 2016**

1. **Describe the transferability of the OT courses among the sister institutions.**
  - The original plan calls for students to be accepted into either the Hickory Cohort or the Columbia Cohort. Transferring from one cohort to the other would be considered on a case by case basis when extenuating circumstances arise (for example, relocation of the family). The ultimate goal is to provide a balance between the sites as much as possible.
  - The cohorts will follow the same curriculum using the same course sequence. This design will allowing all courses to be fully transferable between cohorts.
2. **Which school location is addressed on the degree conferred?**
  - The degree/diploma will have Lenoir-Rhyne University and the city/state where the courses were completed.
3. **Please provide a chronology of institutional approvals regarding the decision to launch the program at the Columbia campus.**
  - See 1H above.



# South Carolina Commission on Higher Education

Mr. Tim M. Hofferth, Chair  
Ms. Allison Dean Love, Vice Chair  
Mr. Paul O. Batson, III  
Mr. Devron H. Edwards  
Dr. Bettie Rose Horne  
Ms. Dianne C. Kuhl  
Dr. Louis B. Lynn  
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Ms. Terrye C. Seckinger  
Dr. Jennifer B. Settlemyer  
Mr. Hood Temple  
Dr. Evans Whitaker

Mr. Gary S. Glenn  
Interim Executive Director

CHE  
6/2/16  
Agenda Item 9.02.B

June 2, 2016

## **MEMORANDUM**

**TO:** Chairman Tim Hofferth and Members, SC Commission on Higher Education  
**FROM:** Chair Terrye Seckinger, and Members, Committee on Academic Affairs and Licensing

### **Consideration of Lander University's Mission Statement Revision**

Lander University requests approval for changes to its mission statement. The University Board of Trustees approved the revised mission statement on March 22, 2016, which was transmitted to the Commission on April 8, 2016.

In accordance with the §59-103-45(6) of the *South Carolina Code of Laws 1976 as amended*, the South Carolina Commission on Higher Education has the responsibility to "review and approve each institutional mission statement to ensure it is within the overall mission of that particular type of institution as stipulated by Section 59-103-15 and is within the overall mission of the State." Academic Affairs staff consider minor revisions such as changes for clarity. The full Commission considers substantive revisions, which include changes to the nature, function, type, or sector of the institution.

Upon review, CHE staff determined that the proposed revisions to the Lander University mission statement are substantive in nature, with a change from "teaching and learning as its principal concerns and providing a challenging education for qualified students as its mission" to offering "high-demand and market-driven programs to ambitious and talented students in South Carolina and beyond...in a rich liberal arts environment to produce highly qualified and marketable graduates."

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the revised mission statement from Lander University.

**Enclosures:** Attachment I: Current Mission Statement  
Attachment II: Revised Mission Statement with Changes Shown  
Attachment III: Revised Mission Statement

### **Lander University Mission Statement**

Grounded in the belief that education is a liberating force which makes it possible for the individual to live a life of meaningful activity, of personal satisfaction, and of service to others as a neighbor and a citizen, Lander University has chosen teaching and learning as its principal concerns and providing a challenging education for qualified students as its mission. Through its liberal arts programs and its professional schools of business, education, and nursing, the University offers an undergraduate curriculum that combines a broad liberal education with specialized study leading either to immediate application in a career or to more advanced study. The undergraduate programs provide opportunities for students to achieve competence in a major discipline and to explore a broad core curriculum designed to assist them in developing the ability (1) to gather and critically analyze information from a variety of fields and to use that information as a basis for reasoned judgments and for effective problem solving, (2) to synthesize diverse ideas and information, and (3) to understand and convey ideas clearly. In addition to its undergraduate programs, Lander provides a limited number of master's programs and post-graduate courses that respond to critical needs of the immediate region and the State.

Supporting the University's role as a teaching institution and recognizing that scholarship is essential to establishing and maintaining excellence of instruction, Lander faculty engage in scholarly and creative activities appropriate to their teaching fields. In addition, the faculty and staff recognize Lander's responsibility to the public and to the local economy; therefore the University serves as an intellectual and cultural center and cooperates with various agencies, schools, and businesses.

The University, situated near the center of Greenwood, a small South Carolina city, combines urban with rural and traditional with modern features. Proud of its identity as a small, student-centered public four-year university with a nurturing educational environment, Lander is committed to gradual but limited growth to a size of approximately 3300-3500 students.

Because student success depends in large part upon readiness, the University reserves admission to those students who can demonstrate adequate preparation for higher education either through a predicted GPA or through previous success at another post-secondary institution. While Lander serves primarily students from a seven county area (Greenwood, Laurens, Edgefield, Abbeville, McCormick, Newberry, and Saluda) and reflects the demographic diversity of this constituency, it strives to draw students from every region of South Carolina as well as from other states and foreign countries because a geographically diverse population better serves the educational interests of all students enrolled. Lander predominately attracts qualified traditional full-time students but also welcomes non-traditional and part-time students.

Lander University's commitment to extending educational opportunities to these varying constituencies reflects its belief that citizens of a free society have a right to the enriching benefits of higher education.

## **VISION**

A world where all graduates are educated, well rounded and prepared to continue their education or launch their careers.

## **MISSION**

Lander University offers high-demand and market-driven programs to ambitious and talented students in South Carolina and beyond. These programs are delivered in a rich liberal arts environment to produce highly qualified and marketable graduates.

~~Grounded in the belief that education is a liberating force which makes it possible for an individual to live a life of meaningful activity, of personal satisfaction, and of service to others as a neighbor and a citizen, Lander University has chosen teaching and learning as its principal concerns and providing a challenging education for qualified students as its mission.~~

## **ROLE AND SCOPE**

Through its liberal arts programs and its professional schools ~~of~~ for business, education, and nursing, the University offers an undergraduate curriculum that combines a broad, liberal education with specialized study leading either to immediate application in a career or to more advanced study. The undergraduate programs provide opportunities for students to achieve competence in a major discipline and to explore a broad core curriculum designed to assist them in developing the ability (1) to gather and critically analyze information from a variety of fields and to use that information as a basis for reasoned judgments and for effective problem solving, (2) to synthesize diverse ideas and information, and (3) to understand and convey ideas clearly.

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**Program Proposal Modification  
for Compliance with the *Read to Succeed Act* (2014)  
B.A., Dramatic Arts (Secondary Education); B.A., English (Secondary Education);  
B.A., Social Studies Education; B.S., Art Education K-12; B.S., Business Education;  
B.S., Biology (Secondary Education); B.S., Chemistry (Secondary Education);  
B.S., Early Childhood Education; B.S., Elementary Education; B.S., Industrial Education (Industrial  
Technology); B.S., Mathematics (Secondary Education);  
B.S., Middle Level Education (Mathematics/Science, Mathematics/Social Studies,  
Mathematics/English, Science/Social Studies, Science/English, Social Studies/English); B.S., Music  
Education (Choral/Voice, Choral/Piano, Instrumental);  
B.S., Physical Education; and B.S., Special Education (LD, EMD, ED)  
South Carolina State University**

**Summary**

South Carolina State University requests approval to modify its undergraduate programs in teacher education to comply with the *Read to Succeed Act* of 2014 to be implemented in Fall 2016. The *Read to Succeed Act* requires that by the fall semester of the 2016-2017 school year, all pre-service teacher education programs must require:

all candidates seeking certification at the early childhood or elementary level to complete a twelve credit hour sequence in literacy that includes a school-based practicum and ensures that candidates grasp the theory, research, and practices that support and guide the teaching of reading. The six components of the reading process that are comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary will provide the focus for this sequence to ensure that all teacher candidates are skilled in diagnosing a child's reading problems and are capable of providing an effective intervention...[and] candidates seeking certification at the middle or secondary level to complete a six credit hour sequence in literacy that includes a course in the foundations of literacy and a course in content-area reading (§59-155-180 of the South Carolina Code of Laws 1976 as amended).

The following chart outlines the stages of approval for the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal is attached. Staff elevated the program modification proposal for consideration by CAAL and the Commission while the University remains on probation with the Southern Association of College and Schools Commission on Colleges.

| <b>Stages of Consideration</b> | <b>Date</b> | <b>Comments</b>  |
|--------------------------------|-------------|--|
| Program Proposal Received      | 4/18/16     | Not Applicable   |
| ACAP Consideration             | 5/19/16     | ACAP members discussed the need to modify teacher education programs to comply with the <i>Read to Succeed Act</i> . ACAP members voted to approve the program proposal. |

| <b>Stages of Consideration</b> | <b>Date</b> | <b>Comments</b>  |
|--------------------------------|-------------|--|
| CAAL Consideration             | 5/24/16     | CAAL members discussed the need and rationale for modifying the program. CAAL members voted to approve the program proposal. |

**Recommendation**

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program modifications to the following teacher education programs to be implemented in Fall 2016: B.A., Dramatic Arts (Secondary Education); B.A., English (Secondary Education); B.A., Social Studies Education; B.S., Art Education K-12; B.S., Business Education; B.S., Biology (Secondary Education); B.S., Chemistry (Secondary Education); B.S., Early Childhood Education; B.S., Elementary Education; B.S., Industrial Education (Industrial Technology); B.S., Mathematics (Secondary Education); B.S., Middle Level Education (Mathematics/Science, Mathematics/Social Studies, Mathematics/English, Science/Social Studies, Science/English, Social Studies/English); B.S., Music Education (Choral/Voice, Choral/Piano, Instrumental); B.S., Physical Education; and B.S., Special Education (LD, EMD, ED).

**Name of Institution** South Carolina State University

**Name of Program** (include concentrations, options, and tracks). **List all programs.**  
Undergraduate Programs in: Early Childhood Education, Elementary Education, Special Education (LD, EMD, ED), Middle Level Education (Mathematics, English Language Arts, Biology, Social Studies), Mathematics Education, English Education, Biology Education, Chemistry Education, Social Studies Education, Business Education, Technology Education, Art Education, Music Education (Choral/Voice, Choral/Piano, Instrumental), Drama Education, Physical Education

**Program Designation.**

- Associate's Degree
- Bachelor's Degree: 4 Year
- Bachelor's Degree: 5 Year
- Doctoral Degree: Professional Practice (e.g., Ed. D., D.N.P., J.D., Pharm. D., and M.D.)
- Master's Degree
- Specialist
- Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

Does the program qualify for supplemental Palmetto Fellows and LIFE Scholarship awards?

- Yes
- No

**Proposed Date of Implementation**

Fall 2016

**CIP Code** (Include all CIP codes for above programs.)

Early Childhood Education-**131210**  
Elementary Education-**131202**  
Special Education (LD, EMD, ED)-**131001**  
Middle Level Education (Mathematics, English Language Arts, Biology, Social Studies)-**131203**  
Mathematics Education-**270101**  
English Education-**230101**  
Biology Education-**260101**  
Chemistry Education-**400501**  
Social Studies Education-**450101**  
Business Education-**131303**  
Technology Education-**131309**  
Art Education-**131302**  
Music Education (Choral/Voice, Choral/Piano, Instrumental)-**131312**  
Drama Education-**500501**  
Physical Education-**131314**

**Delivery Site(s)** South Carolina State University, Main Campus in Orangeburg, SC

**Delivery Mode**

- Traditional/face-to-face\*  
\*select if less than 50% online
- Distance Education
  - 100% online
  - Blended (more than 50% online)
  - Other distance education

**Program Contact Information** (name, title, telephone number, and email address)

Charlie G. Spell, Ed.D., Interim Chair, Department of Education  
(803) 536-7098  
cspell@scsu.edu

**Institutional Approvals and Dates of Approval**

Teacher Education Council: March 22, 2016  
Educational Policies Council: March 31, 2016  
Faculty Senate: April 12, 2016  
President: April 15, 2016  
Board of Trustees: April 17, 2016

**Background Information**

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

The SC State Senate passed S.516 (SC Read to Succeed Act) on June 26, 2014. The Department of Education at SC State University established a Read to Succeed (R2S) Committee. The Committee completed a Read to Succeed Verification Form for each program in the Department of Education and submitted it to the SC State department of Education.

The Read to Succeed Act requires the following changes:

- Early Childhood Education (ECE) - Twelve-credit-hour course sequence including a school-based practicum. Through the Read to Succeed verification approved the following courses: ECE310 Assessing and Interpreting Child Behavior, ECE 313 The Child and the Curriculum, ECE 317 Language Development for Young Children, and RED 206 Integrating Language Arts and Literature Methods and Strategies. Course descriptions were revised to include South Carolina Literacy Standards. In the ECE Program of Study, ECE 317 Language Development for the Young Child was changed to a required 3 Crd. Hr. course rather than either/or RED 206. Thus the total credit hours remains the same.
- Elementary Education (ELED) - Twelve-credit-hour course sequence including a school-based practicum. The Read to Succeed verification approved the following courses: RED 206 Integrating Language Arts and Literature Methods and Strategies, ED 300 The Elementary School Curriculum, RED 315 Teaching Reading in the Elementary School, and RED 318 Diagnostic Prescriptive Teaching of Reading. Course descriptions were revised to include South Carolina Literacy Standards.
- Special Education (SPED) (LD, EMD, ED) - Twelve-credit-hour course sequence including a school-based practicum. The Read to Succeed verification approved the following courses: SPED 216 Introduction to Exceptional Child, SPED 319 Teaching of Language Arts for the Exceptional Child, RED 317 Teaching Reading in the Content Area, and SPED 332 Educational Diagnosis and Prescription for Learning Problems. Course descriptions were revised to include South Carolina Literacy Standards. In summary, in the original Program of Study, students could choose between RED 315 and RED 317. RED 315 was deleted from the Program of Study, RED 317 remains as a required course.

- Middle Level Education (MLED) (Mathematics, English Language Arts, Biology, Social Studies) - Six-credit-hour course sequence including a course in foundations of literacy and a course in content area reading and writing. Course descriptions were revised to include South Carolina Literacy Standards. The Read to Succeed verification approved the following courses; RED 317 Teaching Reading in the Content Area, and RED 322 The Teaching of Reading in the Middle School. In summary RED 317 was added to the Program of Study. Thus increasing the total number of hours by three.
- Secondary Education (Mathematics Education, English Education, Biology Education, Chemistry Education, Social Studies Education, Business Education, Technology Education)  
Six-credit-hour course sequence including a course in foundations of literacy and a course in content area reading and writing. The Read to Succeed verification approved the following courses: RED 317 Teaching Reading in the Content Area, and RED 322 The Teaching of Reading in the Middle School. In summary, all secondary Programs of Study included elective(s). RED 322 is now a required course replacing one of the electives. Required hours remains the same.
- P-K 12 Areas including Art Education, Music Education (Choral/Voice, Choral/Piano, Instrumental), Physical Education, Drama Education – Three credit hour course in content area reading and writing. Course descriptions were revised to include South Carolina Literacy Standards. The Read to Succeed verification approved the following course: RED 317 Teaching Reading in the Content Area.

List the objectives of the modified program. (1500 characters)

Program objectives remain the same and were not affected by the Read to Succeed Act.

#### **Assessment of Need**

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable. (1500 characters)

**“The SC Senate passed S.516 during the 2013-2014 (6/26/14 is the completion date to be specific) Legislative Session. S.516 is known as the SC Read to Succeed Act (Chapter 155 of Section 59 of the SC Code of Laws) which establishes the Read to Succeed Office to oversee a number of initiative related to classroom teaching of literacy/reading, monitoring of academic achievement, supportive initiatives, and teacher in service and pre-serve preparation. This last initiative affects the SCSU Department of Education Teacher Education Preparation Program. SC 59-155-180 (B) (1) states that “Beginning with students entering a teacher education program in the fall semester of the 2016-2017 School Year, all pre-service teacher education programs including MAT degree programs must require all candidates seeking certification to complete a specified number of credit hours sequence in literacy that includes a school-based practicum and ensures that candidates grasp the theory, research, and practices that support and guide the teaching of reading.”**

Will the proposed modification impact any existing programs and services at the institution?

- Yes  
 No

If yes, explain. (1000 characters)

**Description of the Program**

| <b>Projected New Enrollment</b> |           |              |           |              |           |              |
|---------------------------------|-----------|--------------|-----------|--------------|-----------|--------------|
| Year                            | Fall      |              | Spring    |              | Summer    |              |
|                                 | Headcount | Credit Hours | Headcount | Credit Hours | Headcount | Credit Hours |
| <b>NA</b>                       |           |              |           |              |           |              |

No changes in enrollment are expected as a result of the Read to Succeed Act.

**Curriculum**

Attach a curriculum sheet identifying the courses required for each program. See attachments.

**Curriculum Changes**

**Note: Complete this table for each program.**

| <b>Courses Eliminated from Early Childhood Program</b> | <b>Courses Added to Early Childhood Program</b>                                     |
|--|---|
|  | ECE 317 Language Development for the Young Child, required vs. either/or. 3 credits |
|  |   |

| <b>Courses Eliminated from Special Education Program (LD, EMD, ED)</b> | <b>Courses Added to Special Education Program (LD, EMD, ED)</b> |
|--|---|
| RED 315 Teaching reading in Elementary School. 3 credits               |   |
|  |   |

| <b>Courses Eliminated from Middle Level Program (Mathematics, English Language Arts, Biology, Social Studies)</b> | <b>Courses Added to Middle Level Program (Mathematics, English Language Arts, Biology, Social Studies)</b> |
|---|--|
|   | RED 317 Teaching Reading in Content Area. 3 credits  |
|   |  |

|   |  |
|---|--|
| <p><b>Courses Eliminated from Secondary Program</b><br/>       (Mathematics Education, English Education, Biology Education, Chemistry Education, Social Studies Education, Business Education, Technology Education)</p> | <p><b>Courses Added to Secondary Program</b><br/>       (Mathematics Education, English Education, Biology Education, Chemistry Education, Social Studies Education, Business Education, Technology Education)</p> |
|   | <p>RED 322 The Teaching of Reading in the Middle School. 3 credits</p>   |

**Faculty**

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program modification. (1000 characters)

**No new faculty or administrative changes are required.**

**Resources**

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

**No new library/learning resources, instructional equipment or facilities are needed.**

**Financial Support** [Complete this section if there are new costs associated with the modifications]

| Estimated New Costs by Year   |                  |                 |                 |                 |                 |       |
|---|------------------|-----------------|-----------------|-----------------|-----------------|-------|
| Category  | 1 <sup>st</sup>  | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup> | Total |
| Program Administration  | NA               |                 |                 |                 |                 |       |
| Faculty and Staff Salaries  |                  |                 |                 |                 |                 |       |
| Graduate Assistants   |                  |                 |                 |                 |                 |       |
| Equipment   |                  |                 |                 |                 |                 |       |
| Facilities  |                  |                 |                 |                 |                 |       |
| Supplies and Materials  |                  |                 |                 |                 |                 |       |
| Library Resources   |                  |                 |                 |                 |                 |       |
| Other*  |                  |                 |                 |                 |                 |       |
| <b>Total</b>  |                  |                 |                 |                 |                 |       |
| Sources of Financing  |                  |                 |                 |                 |                 |       |
| Category  | 1 <sup>st</sup>  | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup> | Total |
| Tuition Funding   | Remains the same |                 |                 |                 |                 |       |
| Program-Specific Fees   |                  |                 |                 |                 |                 |       |
| State Funding (i.e., Special State Appropriation)*                      |                  |                 |                 |                 |                 |       |
| Reallocation of Existing Funds*   |                  |                 |                 |                 |                 |       |
| Federal Funding*  |                  |                 |                 |                 |                 |       |
| Other Funding*  |                  |                 |                 |                 |                 |       |
| <b>Total</b>  |                  |                 |                 |                 |                 |       |
| <b>Net Total</b> (i.e., Sources of Financing Minus Estimated New Costs) |                  |                 |                 |                 |                 |       |

\*Provide an explanation for these costs and sources of financing in the budget justification.

### Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

**No new cost will result from the implementation of changes due to the Read to Succeed Act.**

### Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

Yes

No

If yes, explain. (1000 characters)

**Will the proposed modification affect or result in program-specific accreditation?**

Yes

No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

**Will the proposed modification affect or lead to licensure or certification?**

Yes

No

**If yes, explain how the program will prepare students for licensure or certification.** (500 characters)

**The modification brings the Education programs into compliance with the Read to Succeed Act.**

### Teacher or School Professional Preparation Programs

Is the proposed modified program a teacher or school professional preparation program?

Yes

No

If yes, complete the following components.

Area of Certification

**N/A**

**SOUTH CAROLINA STATE UNIVERSITY**  
**PROGRAM OF STUDY**  
**REQUIRED COURSE OF STUDY FOR THE UNDERGRADUATE**  
**EARLY CHILDHOOD EDUCATION**  
**(129 Semester Hours)**

STUDENT NAME \_\_\_\_\_ UWID \_\_\_\_\_ Date Entered \_\_\_\_\_

Assigned Advisor \_\_\_\_\_

**Note: Completion of Program Requirements is the responsibility of the student.**

**FRESHMEN**

| First Semester           | Credits   | Grade | Validated | Second Semester             | Credits   | Grade | Validated |
|--------------------------|-----------|-------|-----------|-----------------------------|-----------|-------|-----------|
| UNIV 101 Intro to Univ.  | 2         | _____ | _____     | English 151 English Comp    | 3         | _____ | _____     |
| English 150 English Comp | 3         | _____ | _____     | PSC 150 or 152              | 3         | _____ | _____     |
| BSC 150 or 152           | 3         | _____ | _____     | PSC Lab 151 or 153          | 1         | _____ | _____     |
| BSC Lab 151 or 153       | 1         | _____ | _____     | M ED104 Geometry Elementary | 3         | _____ | _____     |
| Math 150-154             | 3         | _____ | _____     | Speech 150 Fund of Speech   | 3         | _____ | _____     |
| Computer Science 150     | 3         | _____ | _____     | PE/MS 150 or HED 151        | 2         | _____ | _____     |
| ECE 200 Intro to ECE     | 1         | _____ | _____     | Math 155 Math Modeling      | 3         | _____ | _____     |
|                          | <b>16</b> |       |           |                             | <b>18</b> |       |           |

I. Application to School of Education Y \_\_\_ N \_\_\_ Pre-Step Hours \_\_\_\_\_ Cum GPA \_\_\_\_\_

**SOPHOMORE**

| First Semester           | Credits   | Grade | Validated | Second Semester              | Credits   | Grade | Validated |
|--------------------------|-----------|-------|-----------|------------------------------|-----------|-------|-----------|
| E 250 or 251 World Lit.  | 3         | _____ | _____     | Reading 206                  | 3         | _____ | _____     |
| PS 252 American Gov.     | 3         | _____ | _____     | EPSY 260 Prin of Learning    | 3         | _____ | _____     |
| EPSY 250 Human Growth    | 3         | _____ | _____     | PE 200 Elementary Activity   | 3         | _____ | _____     |
| H 250 or 251 World Civil | 3         | _____ | _____     | CD 201 Nutrition Health      | 3         | _____ | _____     |
| CD 200 Child Development | 3         | _____ | _____     | SPED 216 Intro to Special Ed | 3         | _____ | _____     |
| ED 206 Found of Ed.      | 3         | _____ | _____     | Art, Music 250 or D254       | 3         | _____ | _____     |
|                          | <b>18</b> |       |           |                              | <b>18</b> |       |           |

Speech & Hearing Y \_\_\_ N \_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_ Two Letters of Recommendation Y \_\_\_ N \_\_\_

Praxis I \_\_\_\_\_  
 Reading Writing Math \_\_\_\_\_  
 II. Admitted to Teacher Education \_\_\_\_\_ (min 2.75 GPA)  
 Date \_\_\_\_\_

**JUNIOR**

| First Semester               | Credits   | Grade | Validated | Second Semester            | Credits   | Grade | Validated |
|------------------------------|-----------|-------|-----------|----------------------------|-----------|-------|-----------|
| MED 300 Math for Elem        | 3         | _____ | _____     | ECE 350 Seminar            | 1         | _____ | _____     |
| ECE 313 The Child Curriculum | 3         | _____ | _____     | MUED300 Music Class Teach  | 3         | _____ | _____     |
| ECE 317 Lang. Dev.           | 3         | _____ | _____     | ED 308 Generic Methods     | 3         | _____ | _____     |
| GEO 305 Socio-Geography      | 3         | _____ | _____     | ECE 310 Assessing & Interp | 3         | _____ | _____     |
| SST 304 Social Studies       | 3         | _____ | _____     | ARED 315 Art for Education | 3         | _____ | _____     |
|                              | <b>15</b> |       |           | SC 300 Science Education   | 3         | _____ | _____     |
|                              |           |       |           |                            | <b>16</b> |       |           |

English Proficiency Passed [ ] Failed [ ] Class [ ] (Date \_\_\_\_\_) GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

III. Admission to Advance Standing \_\_\_\_\_  
 Date \_\_\_\_\_

**SENIOR**

| First Semester             | Credits   | Grade | Validated | Second Semester                                   | Credits | Grade | Validated |
|----------------------------|-----------|-------|-----------|---|---------|-------|-----------|
| ED 425 Specialized Methods | 3         | _____ | _____     | ED 430 Prof ClinExp                               | 12      | _____ | _____     |
| ED 450 Education Seminar   | 1         | _____ | _____     | <b>IV. Application for Graduation</b> Y ___ N ___ |         |       |           |
| CD 420 Org & Admin         | 3         | _____ | _____     | Senior Exit Survey                                |         |       |           |
| EDHU250 Black Issues       | 3         | _____ | _____     |   |         |       |           |
| RED 315 Teaching Read Elem | 3         | _____ | _____     |   |         |       |           |
| Elective                   | 3         | _____ | _____     |   |         |       |           |
|                            | <b>16</b> |       |           |   |         |       |           |

Praxis II (0021) 158/ \_\_\_\_\_  
 Score Date \_\_\_\_\_

PLT (0522) 165/ \_\_\_\_\_  
 Score Date \_\_\_\_\_

The student is recommended for ED 430 Professional Clinical Experience \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

IV. Application for Professional Clinical Experience Y \_\_\_ N \_\_\_ GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

Cognates are available in Child Development, Math, Science, Social Studies, Elementary and Special Education utilizing electives.

Student's Signature \_\_\_\_\_ Advisor's Signature \_\_\_\_\_ Chair's Signature \_\_\_\_\_

**SOUTH CAROLINA STATE UNIVERSITY**  
**PROGRAM OF STUDY**  
**REQUIRED COURSE OF STUDY FOR THE UNDERGRADUATE**  
**ELEMENTARY EDUCATION**  
**(131 Semester Hours)**

STUDENT NAME \_\_\_\_\_ UWID \_\_\_\_\_ Date Entered \_\_\_\_\_  
Assigned Advisor \_\_\_\_\_

Note: Completion of Program Requirements is the responsibility of the student.

**FRESHMEN**

| First Semester               | Credits   | Grade | Validated | Second Semester          | Credits   | Grade | Validated |
|------------------------------|-----------|-------|-----------|--------------------------|-----------|-------|-----------|
| UNIV 101 Intro to University | 2         | _____ | _____     | English 151 English Comp | 3         | _____ | _____     |
| English 150 English Comp     | 3         | _____ | _____     | ED 206 Found of Ed.      | 3         | _____ | _____     |
| Science Option I (BSC)       | 4         | _____ | _____     | Science Option II (PSC)  | 4         | _____ | _____     |
| Math 150 - 154               | 3         | _____ | _____     | MED 104 Geometry Elem    | 3         | _____ | _____     |
| Computer Science 150         | 3         | _____ | _____     | PE/MS 150/HED 151        | 2         | _____ | _____     |
| Speech 150 Fund of Speech    | 3         | _____ | _____     | Spanish 101              | 3         | _____ | _____     |
|                              | <b>18</b> |       |           |                          | <b>18</b> |       |           |

I. Application to School of Education Y \_\_\_ N \_\_\_ Pre-Step Hours \_\_\_\_\_ Cum GPA \_\_\_\_\_

**SOPHOMORE**

| First Semester             | Credits   | Grade | Validated | Second Semester             | Credits   | Grade | Validated |
|----------------------------|-----------|-------|-----------|-----------------------------|-----------|-------|-----------|
| SPED 216, Intro to Except. | 3         | _____ | _____     | Math 155 Math Modeling      | 3         | _____ | _____     |
| E 250 or 251 World Lit.    | 3         | _____ | _____     | HED 204 Health for Elem     | 3         | _____ | _____     |
| RED 206 Children Lit.      | 3         | _____ | _____     | EPSY 260 Prin. of Learning  | 3         | _____ | _____     |
| EPSY 250 Human Growth      | 3         | _____ | _____     | History 104 US History 1887 | 3         | _____ | _____     |
| H 250 or 251 World Civil   | 3         | _____ | _____     | PE 200 Elementary Activity  | 3         | _____ | _____     |
| Spanish 2                  | 3         | _____ | _____     | A 250, MU250, or D254       | 3         | _____ | _____     |
|                            | <b>18</b> |       |           |                             | <b>18</b> |       |           |

Speech & Hearing Y \_\_\_ N \_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_ Two Letters of Recommendation Y \_\_\_ N \_\_\_  
Praxis I \_\_\_\_\_

**III. Admitted to Teacher Education** \_\_\_\_\_ (min 2.75 GPA)  
Date \_\_\_\_\_

Reading \_\_\_\_\_ Writing \_\_\_\_\_ Math \_\_\_\_\_

**JUNIOR**

| First Semester               | Credits   | Grade | Validated | Second Semester               | Credits   | Grade | Validated |
|------------------------------|-----------|-------|-----------|-------------------------------|-----------|-------|-----------|
| GEO 305 Socio-Geography      | 3         | _____ | _____     | MED 300 Math for Elem         | 3         | _____ | _____     |
| RED 315 Teach Rdg Elem Sch   | 3         | _____ | _____     | RED 318 Diag. Presc. Tch Rdg. | 3         | _____ | _____     |
| ED 300 Curriculum for Elem.  | 3         | _____ | _____     | ED 320 Test & Management      | 3         | _____ | _____     |
| MUED 300 Music Class Teacher | 3         | _____ | _____     | ED 308 Gen Methods            | 3         | _____ | _____     |
| ARED 315 Art Ed for Child    | 3         | _____ | _____     | SST 304 Social Studies        | 3         | _____ | _____     |
| ED 350 Seminar               | 1         | _____ | _____     | SC 300 Science Education      | 3         | _____ | _____     |
|                              | <b>16</b> |       |           |                               | <b>18</b> |       |           |

English Proficiency Passed [ ] Failed [ ] Class [ ] (Date \_\_\_\_\_) GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_  
**III. Admission to Advance Standing** \_\_\_\_\_  
Date \_\_\_\_\_

**SENIOR**

| First Semester           | Credits   | Grade | Validated | Second Semester          | Credits | Grade | Validated |
|--------------------------|-----------|-------|-----------|--------------------------|---------|-------|-----------|
| ED 425 Adv. Method       | 3         | _____ | _____     | ED 430 Prof Clinical Exp | 12      | _____ | _____     |
| EDHU250 African-American | 3         | _____ | _____     |                          |         |       |           |
| ED 450 Education Seminar | 1         | _____ | _____     |                          |         |       |           |
| ECON 250 or 255          | 3         | _____ | _____     |                          |         |       |           |
| Elective                 | 3         | _____ | _____     |                          |         |       |           |
|                          | <b>13</b> |       |           |                          |         |       |           |

**IV. Application for Graduation** Y \_\_\_ N \_\_\_  
Senior Exit Survey and Major Field Exam

NTE Praxis II (0011) \_\_\_\_\_ (0012) \_\_\_\_\_ PLT \_\_\_\_\_  
Score Date Score Date Score Date

The student is recommended for ED 430 Professional Clinical Experience \_\_\_\_\_  
Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**IV. Application for Professional Clinical Experience** Y \_\_\_ N \_\_\_ GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_  
Cognates are available for students in Math, Science, and Social Studies utilizing electives.

Student's Signature \_\_\_\_\_ Advisor's Signature \_\_\_\_\_ Chair's Signature \_\_\_\_\_

**SOUTH CAROLINA STATE UNIVERSITY  
PROGRAM OF STUDY  
REQUIRED COURSE OF STUDY FOR THE UNDERGRADUATE  
SPECIAL EDUCATION (EMOTIONALLY DISABLED)  
(127 Semester Hours)**

STUDENT NAME \_\_\_\_\_ UWID \_\_\_\_\_ Date Entered \_\_\_\_\_  
Assigned Advisor \_\_\_\_\_

Note: Completion of Program Requirements is the responsibility of the student.

**FRESHMEN**

| First Semester               | Credits | Grade | Validated | Second Semester           | Credits | Grade | Validated |
|------------------------------|---------|-------|-----------|---------------------------|---------|-------|-----------|
| UNIV 101 Intro to University | 2       | _____ | _____     | English 151 English Comp  | 3       | _____ | _____     |
| English 150 English Comp     | 3       | _____ | _____     | Science Option II (PSC)   | 4       | _____ | _____     |
| Science Option I (BSC)       | 4       | _____ | _____     | MED 104 Geometry          | 3       | _____ | _____     |
| Math 150 - 154               | 3       | _____ | _____     | Specch 150 Fund of Speech | 3       | _____ | _____     |
| Computer Science 150         | 3       | _____ | _____     | ED 206 Fund of Ed.        | 3       | _____ | _____     |
| PE/MS 150/HED 151            | 2       | _____ | _____     |                           | 16      |       |           |
|                              | 17      |       |           |                           |         |       |           |

I. Application to School of Education Y \_\_\_ N \_\_\_ Pre-Step Hours \_\_\_\_\_ Cum GPA \_\_\_\_\_

**SOPHOMORE**

| First Semester                | Credits | Grade | Validated | Second Semester                | Credits | Grade | Validated |
|-------------------------------|---------|-------|-----------|--------------------------------|---------|-------|-----------|
| E 250 or 251 World Literature | 3       | _____ | _____     | SPED219 Psy/Emot Disabled      | 3       | _____ | _____     |
| BCON 250                      | 3       | _____ | _____     | EPSY 260 Prin of Learning      | 3       | _____ | _____     |
| BPSY 250 Hum Growth/Dev       | 3       | _____ | _____     | History 250 or 251 World Civil | 3       | _____ | _____     |
| SPA 209 Intro Com Disorder    | 2       | _____ | _____     | Art/MU 250/D254                | 3       | _____ | _____     |
| SPED 216 Intro to Special Ed  | 3       | _____ | _____     | PS 252 American Gov't          | 3       | _____ | _____     |
| Math 155 Math Modeling        | 3       | _____ | _____     | HED 204                        | 3       | _____ | _____     |
|                               | 17      |       |           |                                | 18      |       |           |

Speech & Hearing Y \_\_\_ N \_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_ Two Letters of Recommendation Y \_\_\_ N \_\_\_  
Praxis I \_\_\_\_\_ III. Admitted to Teacher Education \_\_\_\_\_ (min 2.75 GPA)  
Reading Writing Math \_\_\_\_\_ Date \_\_\_\_\_

**JUNIOR**

| First Semester                | Credits | Grade | Validated | Second Semester           | Credits | Grade | Validated |
|-------------------------------|---------|-------|-----------|---------------------------|---------|-------|-----------|
| ED 318 Curriculum/Inst/Asses  | 3       | _____ | _____     | Math 300 or SPED499       | 3       | _____ | _____     |
| SPED 319 Language Arts        | 3       | _____ | _____     | ED 308 Generic Methods    | 3       | _____ | _____     |
| MUED 300 Music Class Teacher  | 3       | _____ | _____     | SPED 304 Behavior Problem | 3       | _____ | _____     |
| ARED 315 Art for Children     | 3       | _____ | _____     | PE 319 Adapted PE         | 3       | _____ | _____     |
| Or SPED 423 Art Disable Child | 3       | _____ | _____     | RED 317 Teach Read Cont   | 3       | _____ | _____     |
| SPED 332 Assessment           | 3       | _____ | _____     | SPED 350 Seminar          | 1       | _____ | _____     |
|                               | 15      |       |           |                           | 16      |       |           |

English Proficiency Passed [ ] Failed [ ] Class [ ] (Date \_\_\_\_\_) GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_  
III. Admission to Advance Standing \_\_\_\_\_ Date \_\_\_\_\_

**SENIOR**

| First Semester              | Credits | Grade | Validated | Second Semester     | Credits | Grade | Validated |
|-----------------------------|---------|-------|-----------|---------------------|---------|-------|-----------|
| SPED 425                    | 3       | _____ | _____     | ED 430 Prof ClinExp | 12      | _____ | _____     |
| ED HU 250 Black Issues      | 3       | _____ | _____     |                     |         |       |           |
| Elective RED 322 (Required) | 3       | _____ | _____     |                     |         |       |           |
| ED 450 Ed. Seminar          | 1       | _____ | _____     |                     |         |       |           |
| Elective                    | 3       | _____ | _____     |                     |         |       |           |
| SPED 327 Proc/Emot Dis      | 3       | _____ | _____     |                     |         |       |           |
|                             | 16      |       |           |                     |         |       |           |

NTE Praxis II (0011) \_\_\_\_\_ (0012) \_\_\_\_\_  
Score Date \_\_\_\_\_ Score Date \_\_\_\_\_

The student is recommended for ED 430 Professional Clinical Experience \_\_\_\_\_  
Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

IV. Application for Professional Clinical Experience Y \_\_\_ N \_\_\_ GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_  
Cognates are available for students in Early Childhood, Elementary Education, and Reading utilizing electives.

Student's Signature \_\_\_\_\_ Advisor's Signature \_\_\_\_\_ Chair's Signature \_\_\_\_\_

**SOUTH CAROLINA STATE UNIVERSITY**  
**PROGRAM OF STUDY**  
**REQUIRED COURSE OF STUDY FOR THE UNDERGRADUATE**  
**SPECIAL EDUCATION (EDUCABLE MENTALLY DISABLED)**  
**(130 Semester Hours)**

STUDENT NAME \_\_\_\_\_ UWID \_\_\_\_\_ Date Entered \_\_\_\_\_  
Assigned Advisor \_\_\_\_\_

Note: Completion of Program Requirements is the responsibility of the student.

**FRESHMEN**

| First Semester         | Credits | Grade | Validated | Second Semester       | Credits | Grade | Validated |
|------------------------|---------|-------|-----------|-----------------------|---------|-------|-----------|
| UNIV 101               | 2       | _____ | _____     | English 151           | 3       | _____ | _____     |
| English 150            | 3       | _____ | _____     | Science Options (PSC) | 4       | _____ | _____     |
| Science Option I (BSC) | 4       | _____ | _____     | MED 104 Geometry      | 3       | _____ | _____     |
| Math 150 - 154         | 3       | _____ | _____     | Speech 150            | 3       | _____ | _____     |
| Computer Science 150   | 3       | _____ | _____     | ED 206 Fund of Ed     | 3       | _____ | _____     |
| PE/MS 150/HED 151      | 2       | _____ | _____     |                       | 16      |       |           |
|                        | 17      |       |           |                       |         |       |           |

I. Application to School of Education Y \_\_\_ N \_\_\_ Pre-Step Hours \_\_\_\_\_ Cum GPA \_\_\_\_\_

**SOPHOMORE**

| First Semester     | Credits | Grade | Validated | Second Semester        | Credits | Grade | Validated |
|--------------------|---------|-------|-----------|------------------------|---------|-------|-----------|
| English 250 or 251 | 3       | _____ | _____     | SPED 217               | 3       | _____ | _____     |
| ECON 250/255       | 3       | _____ | _____     | BPSY 260 Prin of Learn | 3       | _____ | _____     |
| BPSY 250           | 3       | _____ | _____     | History 250 or 251     | 3       | _____ | _____     |
| SPED 216           | 3       | _____ | _____     | Art/MU 250/D254        | 3       | _____ | _____     |
| SPA 209            | 2       | _____ | _____     | Political Science 252  | 3       | _____ | _____     |
| Math 155           | 3       | _____ | _____     | HED 204                | 3       | _____ | _____     |
|                    | 17      |       |           |                        | 18      |       |           |

Speech & Hearing Y \_\_\_ N \_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_ Two Letters of Recommendation Y \_\_\_ N \_\_\_  
Praxis I \_\_\_\_\_ III. Admitted to Teacher Education \_\_\_\_\_ (min 2.75 GPA)

Reading Writing Math

Date

**JUNIOR**

| First Semester         | Credits | Grade | Validated | Second Semester           | Credits | Grade | Validated |
|------------------------|---------|-------|-----------|---------------------------|---------|-------|-----------|
| SPED 332 Assessment    | 3       | _____ | _____     | Math 300 or SPED 499      | 3       | _____ | _____     |
| ED 300 Curr for Elem   | 3       | _____ | _____     | ED 308 Gen Methods        | 3       | _____ | _____     |
| SPED 320               | 3       | _____ | _____     | SPED 304 Beh. Prob.       | 3       | _____ | _____     |
| MUED 300               | 3       | _____ | _____     | PE 319 Adapted PE         | 3       | _____ | _____     |
| ED 318 Curr/Inst/Asses | 3       | _____ | _____     | SPED 327 Proc Emotion Dis | 3       | _____ | _____     |
| ARED 315 or SPED 423   | 3       | _____ | _____     | RED 317 Teach Read Cont.  | 3       | _____ | _____     |
|                        | 18      |       |           |                           | 18      |       |           |

English Proficiency Passed [ ] Failed [ ] Class [ ] (Date \_\_\_\_\_) GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

III. Admission to Advance Standing \_\_\_\_\_

Date

**SENIOR**

| First Semester              | Credits | Grade | Validated | Second Semester      | Credits | Grade | Validated |
|-----------------------------|---------|-------|-----------|----------------------|---------|-------|-----------|
| SPED 425                    | 3       | _____ | _____     | ED 430 Prof Clin Exp | 12      | _____ | _____     |
| EDHU 250 Black Issues       | 3       | _____ | _____     |                      |         |       |           |
| Elective RED 322 (Required) | 3       | _____ | _____     |                      |         |       |           |
| ED 450 Education Seminar    | 1       | _____ | _____     |                      |         |       |           |
| Elective                    | 3       | _____ | _____     |                      |         |       |           |
| SPED 350 Ed. Seminar        | 1       | _____ | _____     |                      |         |       |           |
|                             | 14      |       |           |                      |         |       |           |

IV. Application for Graduation Y \_\_\_ N \_\_\_  
Senior Exit Survey and Major Field Exam

NTE Praxis II (0011) \_\_\_\_\_ (0012) \_\_\_\_\_  
Score Date \_\_\_\_\_ Score Date \_\_\_\_\_

The student is recommended for ED 430 Professional Clinical Experience \_\_\_\_\_  
Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

IV. Application for Professional Clinical Experience Y \_\_\_ N \_\_\_ GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

Cognates are available for students in Early Childhood, and Elementary Education utilizing electives.  
Student's Signature \_\_\_\_\_ Advisor's Signature \_\_\_\_\_ Chair's Signature \_\_\_\_\_

**SOUTH CAROLINA STATE UNIVERSITY**  
**PROGRAM OF STUDY**  
**REQUIRED COURSE OF STUDY FOR THE UNDERGRADUATE**  
**SPECIAL EDUCATION (LEARNING DISABILITIES)**  
**(127 Semester Hours)**

STUDENT NAME \_\_\_\_\_ UWID \_\_\_\_\_ Date Entered \_\_\_\_\_  
Assigned Advisor \_\_\_\_\_

Note: Completion of Program Requirements is the responsibility of the student.

**FRESHMEN**

| First Semester               | Credits | Grade | Validated | Second Semester           | Credits | Grade | Validated |
|------------------------------|---------|-------|-----------|---------------------------|---------|-------|-----------|
| UNIV 101 Intro to University | 2       | _____ | _____     | English 151 English Comp  | 3       | _____ | _____     |
| English 150 English Comp     | 3       | _____ | _____     | Science Option II (PSC)   | 4       | _____ | _____     |
| Science Option I (BSC)       | 4       | _____ | _____     | MED.104 Geometry          | 3       | _____ | _____     |
| Math 150 - 154               | 3       | _____ | _____     | Speech 150 Fund of Speech | 3       | _____ | _____     |
| Computer Science 150         | 3       | _____ | _____     | ED 206 Foundation of Ed   | 3       | _____ | _____     |
| PE/MS 150/HED 151            | 2       | _____ | _____     |                           | 16      |       |           |
|                              | 17      |       |           |                           |         |       |           |

I. Application to School of Education Y \_\_\_ N \_\_\_ Pre-Step Hours \_\_\_\_\_ Cum GPA \_\_\_\_\_

**SOPHOMORE**

| First Semester                | Credits | Grade | Validated | Second Semester              | Credits | Grade | Validated |
|-------------------------------|---------|-------|-----------|------------------------------|---------|-------|-----------|
| E 250 or 251 World Literature | 3       | _____ | _____     | SPED 218 Learning Disability | 3       | _____ | _____     |
| ECON 250 or 255               | 3       | _____ | _____     | EPSY 260 Prin of Learning    | 3       | _____ | _____     |
| EPSY 250 Human Growth         | 3       | _____ | _____     | H 250 or 251 World Civil     | 3       | _____ | _____     |
| Art 250, MU 250 or D254       | 3       | _____ | _____     | SPA 209 Intro to Com Disord  | 2       | _____ | _____     |
| SPED 216 Intro to Special Ed  | 3       | _____ | _____     | PS 252 American Government   | 3       | _____ | _____     |
| Math 155 Math Modeling        | 3       | _____ | _____     | HED 204 Health for Elcu      | 3       | _____ | _____     |
|                               | 18      |       |           |                              | 17      |       |           |

Speech & Hearing Y \_\_\_ N \_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_ Two Letters of Recommendation Y \_\_\_ N \_\_\_  
Praxis I \_\_\_\_\_ (min 2.75 GPA)

**III. Admitted to Teacher Education** \_\_\_\_\_  
Date \_\_\_\_\_

**JUNIOR**

| First Semester               | Credits | Grade | Validated | Second Semester           | Credits | Grade | Validated |
|------------------------------|---------|-------|-----------|---------------------------|---------|-------|-----------|
| SPED 332 Assessment          | 3       | _____ | _____     | Math 300 or SPED 499      | 3       | _____ | _____     |
| ED 318 Curriculum/Inst/Asses | 3       | _____ | _____     | ED 308 Generic Methods    | 3       | _____ | _____     |
| SPED 319 Teach Lang Art      | 3       | _____ | _____     | SPED 304 Behavior Problem | 3       | _____ | _____     |
| MUED 300 Music Class Teach   | 3       | _____ | _____     | PE 319 Adapted PE         | 3       | _____ | _____     |
| ARED 315 Art for Child       | 3       | _____ | _____     | RED 317 Teach Read Cont   | 3       | _____ | _____     |
| Or 423 Art Disabled          | 15      | _____ | _____     | SPED 350 Seminar          | 1       | _____ | _____     |
|                              | 16      |       |           |                           | 16      |       |           |

English Proficiency Passed [ ] Failed [ ] Class [ ] (Date \_\_\_\_\_) GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

**III. Admission to Advance Standing** \_\_\_\_\_  
Date \_\_\_\_\_

**SENIOR**

| First Semester              | Credits | Grade | Validated | Second Semester     | Credits | Grade | Validated |
|-----------------------------|---------|-------|-----------|---------------------|---------|-------|-----------|
| SPED 425 Advanced Methods   | 3       | _____ | _____     | ED 430 Prof ClinExp | 12      | _____ | _____     |
| ED 450 Education Seminar    | 1       | _____ | _____     |                     |         |       |           |
| Elective RED 322 (Required) | 3       | _____ | _____     |                     |         |       |           |
| EDHU 250 Black Issues       | 3       | _____ | _____     |                     |         |       |           |
| Elective                    | 3       | _____ | _____     |                     |         |       |           |
| SPED 325 Ed Proc for LD     | 3       | _____ | _____     |                     |         |       |           |
|                             | 16      |       |           |                     |         |       |           |

IV. Application for Graduation Y \_\_\_ N \_\_\_  
Senior Exit Survey and Major Field Exam

NTE Praxis II (0011) \_\_\_\_\_ (0012) \_\_\_\_\_  
Score Date Score Date

The student is recommended for ED 430 Professional Clinical Experience \_\_\_\_\_  
Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

IV. Application for Professional Clinical Experience Y \_\_\_ N \_\_\_ GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_  
Cognates are available for students in Early Childhood, Elementary Education, and Reading utilizing electives.  
Student's Signature \_\_\_\_\_ Advisor's Signature \_\_\_\_\_ Chair's Signature \_\_\_\_\_

**PROGRAM OF STUDY  
REQUIRED COURSE OF STUDIES FOR THE UNDERGRADUATE DEGREE  
IN MIDDLE LEVEL EDUCATION  
(137-140 Semester Hours)**

Concentration (1) \_\_\_\_\_ Concentration (2) \_\_\_\_\_

STUDENT NAME \_\_\_\_\_ ID \_\_\_\_\_ Date Entered \_\_\_\_\_

Assigned Advisor \_\_\_\_\_

Note: Completion of Program Requirements is the responsibility of the student.

| General Education Requirements (54-55 Semester Credit Hours)   | Credits | Grade | Validated |
|--|---------|-------|-----------|
| <b>I. Orientation</b><br>UNIV 101 – Introduction to the University Community   | 2       | _____ | _____     |
| <b>II. Communication Skills</b><br>English 150 – English Composition and Communication   | 3       | _____ | _____     |
| English 151 – English Composition and Communication  | 3       | _____ | _____     |
| Speech 150 – Fund. of Speech Communications or BT 250 – Technical Communications   | 3       | _____ | _____     |
| <b>III. Humanities</b><br>ARTS 250-Art Appreciation or MU 250-Music Appreciation or Drama 254 – Intro. to Theater                                      | 3       | _____ | _____     |
| English 250 or English 251- World Literature   | 3       | _____ | _____     |
| History 250 or History 251 – History of World Civilizations  | 3       | _____ | _____     |
| <b>IV. Social and Behavioral Sciences</b><br>EPSY 250 – Adolescent Growth and Development  | 3       | _____ | _____     |
| Economics 250 – Principles of Macroeconomics or Economics 255 – Survey of Economics  | 3       | _____ | _____     |
| <b>V. Quantitative Reasoning and Technological Understandings</b><br>Mathematics 150 or higher – Quantitative Reasoning (M 153 for Math Concentration) | 3       | _____ | _____     |
| Mathematics 155 – Introduction to Mathematical Modeling  | 3       | _____ | _____     |
| Computer Science 150 or Computer Science 151 for Math Concentration)   | 3       | _____ | _____     |
| <b>VI. Science</b><br>BSC 150 or 152 (Biology 150 required for Science Concentration)  | 3-4     | _____ | _____     |
| BSC Lab 151 or BSC Lab 153 (required for non-Science Concentration)  | 1       | _____ | _____     |
| PSC 150 or 152 (P 250 – General Physics I required for Science Concentration)  | 3       | _____ | _____     |
| PSC Lab 151 or PSC Lab 153 (P 251 – Gen. Physics I Lab required for Science Concentration)   | 1       | _____ | _____     |
| <b>VII. Personal Wellness</b><br>PE 150 or Health Education 151 or Military Science 101  | 2       | _____ | _____     |
| <b>VIII. Cultural Awareness: The African American Experience (Select one)</b><br>EDHU 250 – Black Issues and Historical Figures in Education           | 3       | _____ | _____     |
| English 315 – Black American Writers   |         |       |           |
| ETS 250 – African-American History of Technology and Sciences  |         |       |           |
| History 315 or History 316 – African-American History  |         |       |           |
| HHU 250– The African-American Experience   |         |       |           |
| <b>IX. International Understanding (required for English/Language Arts Concentration)</b><br>Foreign Language 101                                      | 3       | _____ | _____     |
| Foreign Language 102   | 3       | _____ | _____     |

**Professional Education (40 Semester Credit Hours)**

|   | Credits | Grade | Validated |
|---|---------|-------|-----------|
| ED 206 – Foundations of Education                               | 3       | _____ | _____     |
| ED 308 – Generic Teaching Methods                               | 3       | _____ | _____     |
| SPED 216 – Introduction to Exceptional Children                 | 3       | _____ | _____     |
| RED 317 – Teaching Reading in the Content Area                  | 3       | _____ | _____     |
| RED 322 – The Teaching of Reading in the Middle School          | 3       | _____ | _____     |
| EPSY 260 – Principles of Learning                               | 3       | _____ | _____     |
| CI 338 – Curriculum in the Middle School                        | 3       | _____ | _____     |
| ED 350 – Middle Level Seminar                                   | 1       | _____ | _____     |
| ED 425- Specialized Methods                                     | 3       | _____ | _____     |
| ED 450 – Senior Education Seminar                               | 1       | _____ | _____     |
| ED 430 – Professional Clinical Experiences in the Middle School | 12      | _____ | _____     |

Select two courses from the following according to Concentration Areas.

|  |   |       |       |
|--|---|-------|-------|
| SST 305 – Teaching Social Studies in the Middle School | 3 | _____ | _____ |
| RED 323 – Teaching Language Arts in the Middle School  | 3 | _____ | _____ |
| MED 320 – Teaching Mathematics in the Middle School    | 3 | _____ | _____ |
| SCED 320 – Teaching Science in the Middle School       | 3 | _____ | _____ |

**CONCENTRATION AREAS (See listing of concentration courses.)**

**English/Language Arts Concentration (18 Semester Hours)**

|       |   |       |       |
|-------|---|-------|-------|
| _____ | 3 | _____ | _____ |
| _____ | 3 | _____ | _____ |
| _____ | 3 | _____ | _____ |
| _____ | 3 | _____ | _____ |
| _____ | 3 | _____ | _____ |
| _____ | 3 | _____ | _____ |

**Social Studies Concentration (21 Semester Hours)**

|       |   |       |       |
|-------|---|-------|-------|
| _____ | 3 | _____ | _____ |
| _____ | 3 | _____ | _____ |
| _____ | 3 | _____ | _____ |
| _____ | 3 | _____ | _____ |
| _____ | 3 | _____ | _____ |
| _____ | 3 | _____ | _____ |
| _____ | 3 | _____ | _____ |

**Mathematics Concentration (21 Semester Hours)**

|       |   |       |       |
|-------|---|-------|-------|
| _____ | 3 | _____ | _____ |
| _____ | 3 | _____ | _____ |
| _____ | 3 | _____ | _____ |
| _____ | 3 | _____ | _____ |
| _____ | 3 | _____ | _____ |
| _____ | 3 | _____ | _____ |
| _____ | 3 | _____ | _____ |

**Science Concentration (21-22 Semester Hours)**

|       |     |       |       |
|-------|-----|-------|-------|
| _____ | 4   | _____ | _____ |
| _____ | 4   | _____ | _____ |
| _____ | 4   | _____ | _____ |
| _____ | 3-4 | _____ | _____ |
| _____ | 3   | _____ | _____ |
| _____ | 3   | _____ | _____ |

## Middle Level Education Program

### Concentration Courses

#### ENGLISH/LANGUAGE ARTS (18 Semester Hours)

|   |   |
|---|---|
| E 406 – Literature for Adolescents  | 3 |
| E 302 – Advanced College Grammar or E 405 – Modern Grammar                    | 3 |
| E 250 or E 251 – World Literature (select one not used for General Education) | 3 |
| <i>Select three (3) courses from the following:</i>                           |   |
| E 201 – English Literature  | 3 |
| E 305 – Romantic Movement   | 3 |
| E 306 – Victorian Period  | 3 |
| E 317 – American Literature I   | 3 |
| E 318 – American Literature II  | 3 |
| E 400 – Milton  | 3 |
| E 403 – Shakespeare   | 3 |

#### SOCIAL STUDIES (21 Semester Hours)

|   |   |
|---|---|
| GEO 204 – Introduction to Geography or GEO 305 – Socioeconomic Geography                    | 3 |
| H 103 – United States History to 1877   | 3 |
| H 104 – United States History since 1877  | 3 |
| H 301 – History and Government of South Carolina  | 3 |
| H 250 or H 251 – History of World Civilizations (select one not used for General Education) | 3 |
| PS 252 – American Government or PS 205 – State and Local Government                         | 3 |
| SOC 250 – Introduction to Sociology or SOC 310 – Cultural Anthropology                      | 3 |

#### MATHEMATICS (21 Semester Hours)

|   |   |
|---|---|
| M 163 – Calculus II   | 3 |
| M 207 – Foundations of Geometry or M 305 – Intro to Modern Geometry | 3 |
| M 208 – Introduction to Statistics                                  | 3 |
| M 315 – Discrete Mathematics  | 3 |
| M 314 – Linear Algebra  | 3 |
| <i>Select two (2) courses from the following:</i>                   |   |
| M 237 – Calculus III  | 3 |
| M 303 – Introduction to Number Theory                               | 3 |
| M 306 – Modern Algebra  | 3 |

#### SCIENCE (21-22 Semester Hours)\*

\*Note: All concentration courses must be different from general education courses.

#### Life Science (Select two courses from the following):

|                                      |   |
|--------------------------------------|---|
| B 151 – Introductory Botany          | 4 |
| B 204 – Genetics                     | 4 |
| B 209 – Human Anatomy and Physiology | 4 |

#### Physical Science (Select two courses from the following):

|  |   |
|--|---|
| C 150 & 151 Lab – General Chemistry I  | 4 |
| C 152 & 153 Lab – General Chemistry II | 4 |
| P 250 & 251 Lab – General Physics I    | 4 |
| P 252 & 253 Lab – General Physics II   | 4 |
| PSC 203 – Elementary Astronomy         | 3 |

#### Earth Science

|   |   |
|---|---|
| ENV 303 – The Earth and Its Environment | 3 |
| PSC 200 – Elementary Geology            | 3 |

**FRESHMAN**

I. Application to School of Education Y \_\_\_ N \_\_\_ Cum GPA \_\_\_ Pre-Step Hours \_\_\_

**SOPHOMORE**

II. Admission to Teacher Education \_\_\_ (Date) (min 2.75 GPA)

Praxis I \_\_\_ Speech & Hearing Y \_\_\_ N \_\_\_ Vision & Health Screening Y \_\_\_ N \_\_\_  
Reading Writing Math

Two Letters of Recommendation Y \_\_\_ N \_\_\_ Cum GPA \_\_\_ Pre-Step Hours \_\_\_

**JUNIOR**

III. Admission to Advanced Standing \_\_\_ Date \_\_\_

English Proficiency Passed [ ] Failed [ ] Class [ ] (Date) \_\_\_ GPA \_\_\_ Cum GPA \_\_\_ Pre-Step Hours \_\_\_

**SENIOR**

Praxis II \_\_\_ Praxis PLT \_\_\_  
Exam I Score Date Exam II Score Date Exam Score Date

IV. Admission to Professional Clinical Experience Y \_\_\_ N \_\_\_ GPA \_\_\_ Cum GPA \_\_\_ Pre-Step Hours \_\_\_

The student is recommended for ED 430 Professional Clinical Experience \_\_\_  
Advisor's Signature Date

IV. Application for Graduation Y \_\_\_ N \_\_\_ GPA \_\_\_ Cum GPA \_\_\_ Pre-Step Hours \_\_\_

Student's Signature \_\_\_ Advisor's Signature \_\_\_ Chair's Signature \_\_\_

PLEASE PRINT OR WRITE LEGIBLY; THIS WILL BE USED TO MAIL YOUR POS TO YOU.

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Name

Street/Postal Address

City/State/Zip Code

**SOUTH CAROLINA STATE UNIVERSITY  
PROGRAM OF STUDY  
REQUIRED COURSE OF STUDY FOR THE UNDERGRADUATE  
MATHEMATICS EDUCATION  
(124 Credits)**

STUDENT NAME \_\_\_\_\_ UWID \_\_\_\_\_ Date Entered \_\_\_\_\_

**FRESHMAN**

| First Semester       | Credits   | Grade | Validate | Second Semester                               | Credits   | Grade | Validate |
|----------------------|-----------|-------|----------|---|-----------|-------|----------|
| UNIV 101 Univ. Comm. | 2         | _____ | _____    | E 151 Eng. Comp.                              | 3         | _____ | _____    |
| E 150 Eng. Comp.     | 3         | _____ | _____    | Science Option II                             | 4         | _____ | _____    |
| Science Option I     | 4         | _____ | _____    | M 168 Calculus II                             | 4         | _____ | _____    |
| M 158 Calculus I     | 4         | _____ | _____    | Speech 150 or 250 or<br>Engineering Tech. 250 | 3         | _____ | _____    |
| M 210 Finite Math    | 3         | _____ | _____    | ED 206 Found. of Educ.                        | 3         | _____ | _____    |
|                      | <b>16</b> |       |          |   | <b>17</b> |       |          |

Submit an Application to the Department of Education

**SOPHOMORE**

| First Semester              | Credits   | Grade | Validate | Second Semester                            | Credits   | Grade | Validate |
|-----------------------------|-----------|-------|----------|--|-----------|-------|----------|
| E 250 or 251 World Lit.     | 3         | _____ | _____    | H 250 or 251 World Civ.                    | 3         | _____ | _____    |
| M 215 Logic, Sets, Proofs.  | 3         | _____ | _____    | EPSY 260 Prin. of Learn.                   | 3         | _____ | _____    |
| M 278 Calculus III          | 4         | _____ | _____    | M315 Discrete Math                         | 3         | _____ | _____    |
| CS 151 Intro. to Comp. Sci. | 3         | _____ | _____    | M 207 Found. Geometry                      | 3         | _____ | _____    |
| EPSY 250 Human Growth       | 3         | _____ | _____    | SPED 216 Intro. to<br>Exceptional Children | 3         | _____ | _____    |
| PE150/HED 151/MS101         | 2         | _____ | _____    | CS 161 Intro. to Program.                  | 3         | _____ | _____    |
|                             | <b>18</b> |       |          |  | <b>18</b> |       |          |

STAGE I: Admission to the Teacher Education Program

**JUNIOR**

| First Semester                                   | Credits   | Grade | Validate | Second Semester                          | Credits   | Grade | Validate |
|--|-----------|-------|----------|--|-----------|-------|----------|
| Art/Music 250/Drama 254                          | 3         | _____ | _____    | M 306 Modern Algebra                     | 3         | _____ | _____    |
| M 305 Intro. to Modern Geo.                      | 3         | _____ | _____    | ED 308 Seminar I: Gen.<br>Teach. Methods | 3         | _____ | _____    |
| Economics 250 or 255<br>or Engineering Tech. 255 | 3         | _____ | _____    | M 314 Linear Algebra                     | 3         | _____ | _____    |
| M 208 Intro. to Stats.                           | 3         | _____ | _____    | HU 250 Cultural Awareness                | 3         | _____ | _____    |
| RED 317 Teach. Read. Cont.                       | 3         | _____ | _____    | M 490 Prob. Solving Math                 | 3         | _____ | _____    |
|  | <b>15</b> |       |          |  | <b>15</b> |       |          |

STAGE II: Admission to Clinical Practice

**SENIOR**

| First Semester                | Credits   | Grade | Validate | Second Semester            | Credits | Grade | Validate |
|-------------------------------|-----------|-------|----------|----------------------------|---------|-------|----------|
| ED 425 Seminar II             | 3         | _____ | _____    | ED 430 Prof. Clinical Exp. | 12      | _____ | _____    |
| M 404 Intro. to Real Analysis | 3         | _____ | _____    |                            | 12      |       |          |
| Reading Education 322         | 3         | _____ | _____    |                            |         |       |          |
| Elective                      | 3         | _____ | _____    |                            |         |       |          |
| ED 450 Sen. Ed. Seminar       | 1         | _____ | _____    |                            |         |       |          |
|                               | <b>13</b> |       |          |                            |         |       |          |

STAGE III: Admission to Candidacy for Graduation

STAGE IV: Completion of Clinical Practice/  
Professional Clinical Experience

Science Option I: BSC150 & 151, BSC152 & 153, B150 & B154, B151 & 152

Science Option II: PSC 150&151, PSC 152&153, P250&251, P252&253, P254&251, P255&253, C150&151, C152&153

**SOUTH CAROLINA STATE UNIVERSITY**  
**PROGRAM OF STUDY**  
**REQUIRED COURSE OF STUDY FOR THE UNDERGRADUATE**  
**IN THE TEACHING OF ENGLISH**  
**(124/125 Semester Hours)**

STUDENT NAME \_\_\_\_\_ UWID \_\_\_\_\_ Date Entered \_\_\_\_\_  
Assigned Advisor \_\_\_\_\_

Note: Completion of Program Requirements is the responsibility of the student.

**FRESHMEN**

| First Semester     | Credits | Grade | Validated | Second Semester      | Credits | Grade | Validated |
|--------------------|---------|-------|-----------|----------------------|---------|-------|-----------|
| UNIV 101           | 2       | _____ | _____     | English 151          | 3       | _____ | _____     |
| English 150        | 3       | _____ | _____     | Computer Sc. 150/151 | 3       | _____ | _____     |
| Math 150 or 151    | 3       | _____ | _____     | Math 155             | 3       | _____ | _____     |
| BSC 150 or 152     | 3       | _____ | _____     | PSC 150 or 152       | 3       | _____ | _____     |
| BSC Lab 151 or 153 | 1       | _____ | _____     | PSC Lab 151 or 153   | 1       | _____ | _____     |
| PE 150/Health 151  | 2       | _____ | _____     | Speech 150           | 3       | _____ | _____     |
| ED 206 Fund of Ed  | 3       | _____ | _____     |                      | 16      | _____ | _____     |
|                    | 17      |       |           |                      |         |       |           |

I. Application to School of Education Y \_\_\_ N \_\_\_ Pre-Step Hours \_\_\_\_\_ Cum GPA \_\_\_\_\_

**SOPHOMORE**

| First Semester        | Credits | Grade | Validated | Second Semester        | Credits | Grade | Validated |
|-----------------------|---------|-------|-----------|------------------------|---------|-------|-----------|
| English 250           | 3       | _____ | _____     | English 202            | 3       | _____ | _____     |
| English 201           | 3       | _____ | _____     | EPSY 260 Prin of Learn | 3       | _____ | _____     |
| EPSY 250              | 3       | _____ | _____     | SPED 216               | 3       | _____ | _____     |
| ECON 250 or 255       | 3       | _____ | _____     | History 250 or 251     | 3       | _____ | _____     |
| A or MU 250 (or D254) | 3       | _____ | _____     | Foreign Language 102   | 3       | _____ | _____     |
| Foreign Language 101  | 3       | _____ | _____     | English 251            | 3       | _____ | _____     |
|                       | 18      |       |           |                        | 18      |       |           |

Speech & Hearing Y \_\_\_ N \_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_ Two Letters of Recommendation Y \_\_\_ N \_\_\_

Praxis I \_\_\_\_\_  
Reading Writing Math \_\_\_\_\_

III. Admitted to Teacher Education \_\_\_\_\_ (min 2.75 GPA)

Date \_\_\_\_\_

**JUNIOR**

| First Semester              | Credits | Grade | Validated | Second Semester      | Credits | Grade | Validated |
|-----------------------------|---------|-------|-----------|----------------------|---------|-------|-----------|
| D309, E315, D301, HU250 2/3 |         |       |           | ED 308 Gen Methods   | 3       | _____ | _____     |
| Reading Education 317       | 3       | _____ | _____     | English 302          | 3       | _____ | _____     |
| English 317                 | 3       | _____ | _____     | English 316          | 3       | _____ | _____     |
| English 312                 | 3       | _____ | _____     | English 318          | 3       | _____ | _____     |
| Speech 301                  | 3       | _____ | _____     | *English 350 Seminar | 1       | _____ | _____     |
| English 403                 | 3       | _____ | _____     |                      | 13      |       |           |
|                             | 17/18   |       |           |                      |         |       |           |

English Proficiency Passed [ ] Failed [ ] Class [ ] (Date \_\_\_\_\_) GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

III. Admission to Advance Standing \_\_\_\_\_

Date \_\_\_\_\_

**SENIOR**

| First Semester        | Credits | Grade | Validated | Second Semester      | Credits | Grade | Validated |
|-----------------------|---------|-------|-----------|----------------------|---------|-------|-----------|
| ED 425 Adv Methods    | 3       | _____ | _____     | ED 430 Prof Clin Exp | 12      | _____ | _____     |
| English 405           | 3       | _____ | _____     |                      |         |       |           |
| English 406           | 3       | _____ | _____     |                      |         |       |           |
| Reading 322           | 3       | _____ | _____     |                      |         |       |           |
| Education 450 Seminar | 1       | _____ | _____     |                      |         |       |           |
|                       | 13      |       |           |                      |         |       |           |

IV. Application for Graduation Y \_\_\_ N \_\_\_

Senior Exit Survey and Major Field Exam

NTE Praxis II (0011) \_\_\_\_\_ (0012) \_\_\_\_\_  
Score Date \_\_\_\_\_ Score Date \_\_\_\_\_

The student is recommended for ED 430 Professional Clinical Experience \_\_\_\_\_

IV. Application for Professional Clinical Experience Y \_\_\_ N \_\_\_ GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

Student's Signature \_\_\_\_\_ Advisor's Signature \_\_\_\_\_ Chair's Signature \_\_\_\_\_

**SOUTH CAROLINA STATE UNIVERSITY**  
**PROGRAM OF STUDY**  
**REQUIRED COURSE OF STUDY FOR THE UNDERGRADUATE**  
**IN THE TEACHING OF BIOLOGY**  
**(133 Semester Hours)**

STUDENT NAME \_\_\_\_\_ UWID \_\_\_\_\_ Date Entered \_\_\_\_\_

Note: Completion of Program Requirements is the responsibility of the student. Assigned Advisor \_\_\_\_\_

**FRESHMEN**

| First Semester      | Credits   | Grade | Validated | Second Semester          | Credits   | Grade | Validated |
|---------------------|-----------|-------|-----------|--------------------------|-----------|-------|-----------|
| UNIV 101            | 2         | _____ | _____     | English 151              | 3         | _____ | _____     |
| English 150         | 3         | _____ | _____     | ED 206 Fund of Ed.       | 3         | _____ | _____     |
| ET 250 (Speech)     | 3         | _____ | _____     | Computer Science 150     | 3         | _____ | _____     |
| Math 155            | 3         | _____ | _____     | Math 152                 | 3         | _____ | _____     |
| Biology 150         | 3         | _____ | _____     | Botany 151               | 3         | _____ | _____     |
| Biology Lab 151     | 1         | _____ | _____     | Botany Lab 152           | 1         | _____ | _____     |
| A or MU 250 (D 254) | 3         | _____ | _____     | HED151, MS 101 or PE 150 | 2         | _____ | _____     |
|                     | <b>18</b> |       |           |                          | <b>18</b> |       |           |

I. Application to School of Education Y \_\_\_ N \_\_\_ Pre-Step Hours \_\_\_\_\_ Cum GPA \_\_\_\_\_

**SOPHOMORE**

| First Semester    | Credits   | Grade | Validated | Second Semester        | Credits   | Grade | Validated |
|-------------------|-----------|-------|-----------|------------------------|-----------|-------|-----------|
| Biology 209       | 3         | _____ | _____     | Biology 204            | 3         | _____ | _____     |
| Biology Lab 219   | 1         | _____ | _____     | Biology Lab 214        | 1         | _____ | _____     |
| EPSY 250          | 3         | _____ | _____     | EPSY 260 Prin of Learn | 3         | _____ | _____     |
| Chemistry 150     | 3         | _____ | _____     | HU 250                 | 3         | _____ | _____     |
| Chemistry Lab 151 | 1         | _____ | _____     | Chemistry 152          | 3         | _____ | _____     |
| Biology 201       | 3         | _____ | _____     | Chemistry Lab 153      | 1         | _____ | _____     |
| Biology Lab 211   | 1         | _____ | _____     | English 250 or 251     | 3         | _____ | _____     |
| SPED 216          | 3         | _____ | _____     |                        | <b>17</b> |       |           |
|                   | <b>18</b> |       |           |                        |           |       |           |

Speech & Hearing Y \_\_\_ N \_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_ Two Letters of Recommendation Y \_\_\_ N \_\_\_  
 Praxis I \_\_\_\_\_

**III. Admitted to Teacher Education: \_\_\_\_\_ (min 2.75 GPA)**

Reading Writing Math \_\_\_\_\_ Date \_\_\_\_\_

**JUNIOR**

| First Semester   | Credits   | Grade | Validated | Second Semester    | Credits   | Grade | Validated |
|------------------|-----------|-------|-----------|--------------------|-----------|-------|-----------|
| Biology 307      | 3         | _____ | _____     | ED 308 Gen Methods | 3         | _____ | _____     |
| Biology Lab 317  | 1         | _____ | _____     | Biology 401        | 3         | _____ | _____     |
| ECON 250 or 255  | 3         | _____ | _____     | Biology Lab 411    | 1         | _____ | _____     |
| Biology 305      | 3         | _____ | _____     | Physics 252        | 3         | _____ | _____     |
| Biology Lab 315  | 1         | _____ | _____     | Physics Lab 253    | 1         | _____ | _____     |
| Physics 250      | 3         | _____ | _____     | History 250 or 251 | 3         | _____ | _____     |
| Physic Lab 251   | 1         | _____ | _____     | Biology 403        | 3         | _____ | _____     |
| Reading 317      | 3         | _____ | _____     | Biology Lab 413    | 1         | _____ | _____     |
| IBES 350 Seminar | 1         | _____ | _____     |                    | <b>18</b> |       |           |
|                  | <b>18</b> |       |           |                    |           |       |           |

English Proficiency Passed [ ] Failed [ ] Class [ ] (Date \_\_\_\_\_) GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

**III. Admission to Advance Standing \_\_\_\_\_**

Date \_\_\_\_\_

| First Semester        | Credits   | Grade | Validated | Second Semester      | Credits | Grade | Validated |
|-----------------------|-----------|-------|-----------|----------------------|---------|-------|-----------|
| ED 425 Adv Methods    | 3         | _____ | _____     | ED 430 Prof Clin Exp | 12      | _____ | _____     |
| SOC or PSY 250        | 3         | _____ | _____     |                      |         |       |           |
| **Biology 410         | 1         | _____ | _____     |                      |         |       |           |
| Reading Education 322 | 3         | _____ | _____     |                      |         |       |           |
| Elective              | 3         | _____ | _____     |                      |         |       |           |
| Education 450 Seminar | 1         | _____ | _____     |                      |         |       |           |
|                       | <b>14</b> |       |           |                      |         |       |           |

**IV. Application for Graduation Y \_\_\_ N \_\_\_**

Senior Exit Survey and Major Field Exam

NTE Praxis II (0011) \_\_\_\_\_ (0012) \_\_\_\_\_  
 Score Date Score Date

The student is recommended for ED 430 Professional Clinical Experience \_\_\_\_\_

IV. Application for Professional Clinical Experience Y \_\_\_ N \_\_\_ GPA \_\_\_\_\_ CumGPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

Student's Signature \_\_\_\_\_ Advisor's Signature \_\_\_\_\_ Chair's Signature \_\_\_\_\_

**SOUTH CAROLINA STATE UNIVERSITY**  
**PROGRAM OF STUDY**  
**REQUIRED COURSE OF STUDY FOR THE UNDERGRADUATE**  
**IN THE TEACHING OF CHEMISTRY**  
**(133 Semester Hours)**

STUDENT NAME \_\_\_\_\_ UWD \_\_\_\_\_ Date Entered \_\_\_\_\_  
Assigned Advisor \_\_\_\_\_

**Note: Completion of Program Requirements is the responsibility of the student.**

**FRESHMEN**

| First Semester     | Credits   | Grade | Validated | Second Semester      | Credits   | Grade | Validated |
|--------------------|-----------|-------|-----------|----------------------|-----------|-------|-----------|
| UNIV 101           | 2         | _____ | _____     | English 151          | 3         | _____ | _____     |
| English 150        | 3         | _____ | _____     | Health Education 151 | 2         | _____ | _____     |
| ET 250 (Speech)    | 3         | _____ | _____     | Computer Science 150 | 3         | _____ | _____     |
| Math 155           | 3         | _____ | _____     | Math 152             | 3         | _____ | _____     |
| Chemistry 150      | 3         | _____ | _____     | Chemistry 152        | 3         | _____ | _____     |
| Chemistry Lab 151  | 1         | _____ | _____     | Chemistry Lab 153    | 1         | _____ | _____     |
| ED 206 Fund of Ed. | 3         | _____ | _____     | Art/MU 250/D 254     | 3         | _____ | _____     |
|                    | <b>18</b> |       |           |                      | <b>18</b> |       |           |

I. Application to School of Education Y \_\_\_ N \_\_\_ Pre-Step Hours \_\_\_\_\_ Cum GPA \_\_\_\_\_

**SOPHOMORE**

| First Semester       | Credits   | Grade | Validated | Second Semester        | Credits   | Grade | Validated |
|----------------------|-----------|-------|-----------|------------------------|-----------|-------|-----------|
| Economics 250 or 255 | 3         | _____ | _____     | Math 2043              | 3         | _____ | _____     |
| Math 203             | 3         | _____ | _____     | EPSY 260 Prin of Learn | 3         | _____ | _____     |
| EPSY 250             | 3         | _____ | _____     | SPED 216               | 3         | _____ | _____     |
| Chemistry 306        | 3         | _____ | _____     | Chemistry 307          | 3         | _____ | _____     |
| Chemistry Lab 316    | 1         | _____ | _____     | Chemistry Lab 317      | 1         | _____ | _____     |
| Science 201          | 3         | _____ | _____     | Chemistry 201          | 4         | _____ | _____     |
|                      | <b>16</b> |       |           | ICBS Seminar 350       | 1         | _____ | _____     |
|                      |           |       |           |                        | <b>18</b> |       |           |

Speech & Hearing Y \_\_\_ N \_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_ Two Letters of Recommendation Y \_\_\_ N \_\_\_

Praxis I \_\_\_\_\_ III. Admitted to Teacher Education \_\_\_\_\_ (min 2.75 GPA)

Reading Writing Math

Date

**JUNIOR**

| First Semester     | Credits   | Grade | Validated | Second Semester    | Credits   | Grade | Validated |
|--------------------|-----------|-------|-----------|--------------------|-----------|-------|-----------|
| English 250 or 251 | 3         | _____ | _____     | History 250 or 251 | 3         | _____ | _____     |
| Chemistry 405      | 4         | _____ | _____     | ED 308 Gen Methods | 3         | _____ | _____     |
| PSC 150 or 152     | 3         | _____ | _____     | ICS Seminar 350    | 1         | _____ | _____     |
| Physics 250        | 3         | _____ | _____     | Physics 235        | 3         | _____ | _____     |
| Physic Lab 251     | 1         | _____ | _____     | Physics Lab 253    | 1         | _____ | _____     |
| PSC Lab 151 or 153 | 1         | _____ | _____     | Reading 317        | 3         | _____ | _____     |
| HU 250             | 3         | _____ | _____     | SOC or PSY 250     | 3         | _____ | _____     |
|                    | <b>18</b> |       |           |                    | <b>17</b> |       |           |

English Proficiency Passed [ ] Failed [ ] Class [ ] (Date \_\_\_\_\_) GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

III. Admission to Advance Standing \_\_\_\_\_

Date

**SENIOR**

| First Semester        | Credits   | Grade | Validated | Second Semester       | Credits | Grade | Validated |
|-----------------------|-----------|-------|-----------|-----------------------|---------|-------|-----------|
| ED 425 Adv Methods    | 3         | _____ | _____     | ED 430 Prof Clin Exp. | 12      | _____ | _____     |
| Chemistry 410         | 1         | _____ | _____     |                       |         |       |           |
| Chemistry 407         | 4         | _____ | _____     |                       |         |       |           |
| RED 322               | 3         | _____ | _____     |                       |         |       |           |
| Chemistry 403         | 4         | _____ | _____     |                       |         |       |           |
| Education Seminar 450 | 1         | _____ | _____     |                       |         |       |           |
|                       | <b>16</b> |       |           |                       |         |       |           |

IV. Application for Graduation Y \_\_\_ N \_\_\_

Senior Exit Survey and Major Field Exam

NTE Praxis II (0011) \_\_\_\_\_ (0012) \_\_\_\_\_

Score Date \_\_\_\_\_ Score Date \_\_\_\_\_

The student is recommended for ED 430 Professional Clinical Experience \_\_\_\_\_

Advisor's Signature

Date

IV. Application for Professional Clinical Experience Y \_\_\_ N \_\_\_ GPA \_\_\_\_\_ CumGPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

Student's Signature \_\_\_\_\_ Advisor's Signature \_\_\_\_\_ Chair's Signature \_\_\_\_\_

**SOUTH CAROLINA STATE UNIVERSITY**  
**PROGRAM OF STUDY**  
**REQUIRED COURSE OF STUDY FOR THE UNDERGRADUATE**  
**SOCIAL STUDIES EDUCATION**  
**(122 Semester Hours)**

STUDENT NAME \_\_\_\_\_ UWID \_\_\_\_\_ Date Entered \_\_\_\_\_  
Assigned Advisor \_\_\_\_\_

Note: Completion of Program Requirements is the responsibility of the student.

**FRESHMEN**

| First Semester     | Credits | Grade | Validated | Second Semester    | Credits | Grade | Validated |
|--------------------|---------|-------|-----------|--------------------|---------|-------|-----------|
| UNIV 101           | 2       | _____ | _____     | English 151        | 3       | _____ | _____     |
| English 150        | 3       | _____ | _____     | Math 155           | 3       | _____ | _____     |
| Math 150 or 151    | 3       | _____ | _____     | PSC 150 or 152     | 3       | _____ | _____     |
| BSC 150 or 152     | 3       | _____ | _____     | PSC Lab 151 or 153 | 1       | _____ | _____     |
| BSC Lab 151 or 153 | 1       | _____ | _____     | History 104        | 3       | _____ | _____     |
| History 103        | 3       | _____ | _____     | Speech 150         | 3       | _____ | _____     |
| PE 150, HED 151    | 2       | _____ | _____     |                    | 16      |       |           |
| or MS 101          | 17      |       |           |                    |         |       |           |

I. Application to School of Education Y \_\_\_ N \_\_\_ Pre-Step Hours \_\_\_\_\_ Cum GPA \_\_\_\_\_

**SOPHOMORE**

| First Semester        | Credits | Grade | Validated | Second Semester         | Credits | Grade | Validated |
|-----------------------|---------|-------|-----------|-------------------------|---------|-------|-----------|
| English 250 or 251    | 3       | _____ | _____     | +HHU250, H315 or H316   | 3       | _____ | _____     |
| Political Science 201 | 3       | _____ | _____     | EPSY 260 Prin. of Learn | 3       | _____ | _____     |
| EPSY 250              | 3       | _____ | _____     | ŠOC 250                 | 3       | _____ | _____     |
| Computer Science 150  | 3       | _____ | _____     | A 250, M 250 or D 254   | 3       | _____ | _____     |
| ED 206 Fund of Ed     | 3       | _____ | _____     | PS 252                  | 3       | _____ | _____     |
| History 200           | 3       | _____ | _____     |                         | 15      |       |           |
|                       | 18      |       |           |                         |         |       |           |

Speech & Hearing Y \_\_\_ N \_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_ Two Letters of Recommendation Y \_\_\_ N \_\_\_  
Praxis I \_\_\_\_\_  
Reading Writing Math \_\_\_\_\_  
III. Admitted to Teacher Education \_\_\_\_\_ (min 2.75 GPA)  
Date \_\_\_\_\_

**JUNIOR**

| First Semester     | Credits | Grade | Validated | Second Semester      | Credits | Grade | Validated |
|--------------------|---------|-------|-----------|----------------------|---------|-------|-----------|
| History 251        | 3       | _____ | _____     | ED 308 Gen Methods   | 3       | _____ | _____     |
| SPED 216           | 3       | _____ | _____     | Sociology 310        | 3       | _____ | _____     |
| History 223 or 224 | 3       | _____ | _____     | Geography 204 or 305 | 3       | _____ | _____     |
| History 301        | 3       | _____ | _____     | History 310 or 312   | 3       | _____ | _____     |
| Reading 317        | 3       | _____ | _____     | Elective             | 3       | _____ | _____     |
|                    | 15      |       |           | SST Seminar 350      | 1       | _____ | _____     |
|                    |         |       |           |                      | 16      |       |           |

English Proficiency Passed [ ] Failed [ ] Class [ ] (Date \_\_\_\_\_) GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_  
III. Admission to Advance Standing \_\_\_\_\_  
Date \_\_\_\_\_

**SENIOR**

| First Semester        | Credits | Grade | Validated | Second Semester       | Credits | Grade | Validated |
|-----------------------|---------|-------|-----------|-----------------------|---------|-------|-----------|
| ED 425 Adv Methods    | 3       | _____ | _____     | ED 430 Prof Clin Exp. | 12      | _____ | _____     |
| History 430           | 3       | _____ | _____     |                       |         |       |           |
| RED 322               | 3       | _____ | _____     |                       |         |       |           |
| H340, H403 or H404    | 3       | _____ | _____     |                       |         |       |           |
| Education 450 Seminar | 1       | _____ | _____     |                       |         |       |           |
|                       | 13      |       |           |                       |         |       |           |

IV. Application for Graduation Y \_\_\_ N \_\_\_  
Senior Exit Survey and Major Field Exam

NTE Praxis II (0011) \_\_\_\_\_ (0012) \_\_\_\_\_  
Score Date Score Date

+ Minimum grade of C or better.

The student is recommended for ED 430 Professional Clinical Experience  
Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

IV. Application for Professional Clinical Experience Y \_\_\_ N \_\_\_ GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

Student's Signature \_\_\_\_\_ Advisor's Signature \_\_\_\_\_ Chair's Signature \_\_\_\_\_

**SOUTH CAROLINA STATE UNIVERSITY**  
**PROGRAM OF STUDY**  
**REQUIRED COURSE OF STUDIES FOR THE UNDERGRADUATE**  
**BUSINESS EDUCATION**  
**(122 Semester Hours)**

Student Name \_\_\_\_\_ SSN \_\_\_\_\_ Date Entered \_\_\_\_\_

Assigned Advisor \_\_\_\_\_

Note: Completion of Programs Requirements is the responsibility of the student.

**FRESHMEN**

| First Semester            | Credits | Grade | Validated | Second Semester             | Credits | Grade | Validated |
|---------------------------|---------|-------|-----------|-----------------------------|---------|-------|-----------|
| UNIV 101                  | 2       | _____ | _____     | English 151                 | 3       | _____ | _____     |
| English 150               | 3       | _____ | _____     | Health 151, PE, or MS       | 2       | _____ | _____     |
| Computer Science 150      | 3       | _____ | _____     | Business Administration 101 | 3       | _____ | _____     |
| Math 151                  | 3       | _____ | _____     | Math 155                    | 3       | _____ | _____     |
| BSC 150 OR 152            | 3       | _____ | _____     | PSC 150 OR 152              | 3       | _____ | _____     |
| BSC Lab 151 or 153        | 1       | _____ | _____     | PSC Lab 151 or 153          | 1       | _____ | _____     |
| ED 206 (Foundation of Ed) | 3       | _____ | _____     |                             | 15      |       |           |
|                           | 18      |       |           |                             |         |       |           |

I. Application to School of Education Y \_\_\_\_\_ N \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_ Cum GPA \_\_\_\_\_

**SOPHOMORE**

| First Semester        | Credits | Grade | Validated | Second Semester            | Credits | Grade | Validated |
|-----------------------|---------|-------|-----------|----------------------------|---------|-------|-----------|
| English 250 or 251    | 3       | _____ | _____     | History 250 or 251         | 3       | _____ | _____     |
| A 250, M 250 or D 254 | 3       | _____ | _____     | ESPY 260 Prin. of Learning | 3       | _____ | _____     |
| ESPY 250              | 3       | _____ | _____     | ECON 250                   | 3       | _____ | _____     |
| Accounting 207        | 3       | _____ | _____     | Accounting 208             | 3       | _____ | _____     |
| Speech 150 or 250     | 3       | _____ | _____     | Business Admin 204         | 3       | _____ | _____     |
|                       | 15      |       |           | Business Admin 201         | 3       | _____ | _____     |
|                       |         |       |           |                            | 18      |       |           |

Speech & Hearing Y \_\_\_\_\_ N \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_ Two Letters of Recommendation Y \_\_\_\_\_ N \_\_\_\_\_

Praxis I \_\_\_\_\_ II. Admitted to Teacher Education \_\_\_\_\_ (min 2.75 GPA) \_\_\_\_\_  
 Reading Writing Math \_\_\_\_\_ Date \_\_\_\_\_

**JUNIOR**

| First Semester              | Credits | Grade | Validated | Second Semester           | Credits | Grade | Validated |
|-----------------------------|---------|-------|-----------|---------------------------|---------|-------|-----------|
| Special Education 216       | 3       | _____ | _____     | African-American Exp. 250 | 3       | _____ | _____     |
| Computer Science 161        | 3       | _____ | _____     | ED 308 Gen Methods        | 3       | _____ | _____     |
| Business Administration 311 | 3       | _____ | _____     | Business Admin 309        | 3       | _____ | _____     |
| Management 216              | 3       | _____ | _____     | Marketing 300             | 3       | _____ | _____     |
| Reading Education 317       | 3       | _____ | _____     | BA 350 Seminar            | 1       | _____ | _____     |
|                             | 15      |       |           |                           | 13      |       |           |

English Proficiency Passes [ ] Class [ ] (Date \_\_\_\_\_) GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

III. Admission to Advance Standing \_\_\_\_\_

SENIOR \_\_\_\_\_ Date \_\_\_\_\_

| First Semester        | Credits | Grade | Validated | Second Semester          | Credits | Grade | Validated |
|-----------------------|---------|-------|-----------|--------------------------|---------|-------|-----------|
| ED 425 Adv. Methods   | 3       | _____ | _____     | ED 430 Prof Clinical Exp | 12      | _____ | _____     |
| Management 412        | 3       | _____ | _____     |                          |         |       |           |
| Reading Education 322 | 3       | _____ | _____     |                          |         |       |           |
| Elective              | 3       | _____ | _____     |                          |         |       |           |
| Elective              | 3       | _____ | _____     |                          |         |       |           |
| Education 450 Seminar | 1       | _____ | _____     |                          |         |       |           |
|                       | 16      |       |           |                          |         |       |           |

Praxis II (0100) 540/ \_\_\_\_\_ Praxis III (PLT -0524) 165/ \_\_\_\_\_  
 Score Date \_\_\_\_\_ Score Date \_\_\_\_\_

The student is recommended for ED 430 Professional Clinical Experience \_\_\_\_\_  
 Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

IV. Application for Professional Clinical Experience Y \_\_\_\_\_ N \_\_\_\_\_ GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

Student's Signature \_\_\_\_\_ Advisor's Signature \_\_\_\_\_ Chair's Signature \_\_\_\_\_

**SOUTH CAROLINA STATE UNIVERSITY**  
**PROGRAM OF STUDY**  
**REQUIRED COURSE OF STUDY FOR THE UNDERGRADUATE**  
**TECHNOLOGY EDUCATION**  
**(127 Semester Hours)**

STUDENT NAME \_\_\_\_\_ UWID \_\_\_\_\_ Date Entered \_\_\_\_\_  
Assigned Advisor \_\_\_\_\_

Note: Completion of Program Requirements is the responsibility of the student.

**FRESHMEN**

| First Semester           | Credits   | Grade | Validated | Second Semester             | Credits   | Grade | Validated |
|--------------------------|-----------|-------|-----------|-----------------------------|-----------|-------|-----------|
| UNIV 101                 | 2         | _____ | _____     | English 151                 | 3         | _____ | _____     |
| English 150              | 3         | _____ | _____     | ET 250 Tech Comm            | 3         | _____ | _____     |
| IE 121 Prod & Struct Des | 3         | _____ | _____     | Computer Science 150        | 3         | _____ | _____     |
| Math 150 or 152          | 3         | _____ | _____     | Math 155                    | 3         | _____ | _____     |
| IE 180 Intro to Ind Tech | 2         | _____ | _____     | IE 122 Prod & Struct Des II | 3         | _____ | _____     |
| Health 151               | 2         | _____ | _____     |                             | <b>15</b> |       |           |
| ED 206 Fund of Ed        | 3         | _____ | _____     |                             |           |       |           |
|                          | <b>18</b> |       |           |                             |           |       |           |

I. Application to School of Education Y \_\_\_ N \_\_\_ Pre-Step Hours \_\_\_\_\_ Cum GPA \_\_\_\_\_

**SOPHOMORE**

| First Semester        | Credits   | Grade | Validated | Second Semester             | Credits   | Grade | Validated |
|-----------------------|-----------|-------|-----------|-----------------------------|-----------|-------|-----------|
| BSC 150 or 152        | 3         | _____ | _____     | Art or Music 250, D254      | 3         | _____ | _____     |
| BSC Lab 151 or 153    | 1         | _____ | _____     | EPSY 260 Prin of Learn      | 3         | _____ | _____     |
| EPSY 250 Human Growth | 3         | _____ | _____     | ETS 250 Hist Tech & Science | 3         | _____ | _____     |
| IE 251 Intro to Comm  | 3         | _____ | _____     | IE 381 Graphic Comm         | 3         | _____ | _____     |
| IE 211 Const. System  | 3         | _____ | _____     | PSC 150 or 152              | 3         | _____ | _____     |
| IE 221 Manufacturing  | 3         | _____ | _____     | PSC Lab 151 or 153          | 1         | _____ | _____     |
|                       | <b>16</b> |       |           | IE Seminar 350              | 1         | _____ | _____     |
|                       |           |       |           |                             | <b>17</b> |       |           |

Speech & Hearing Y \_\_\_ N \_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_ Two Letters of Recommendation Y \_\_\_ N \_\_\_  
Praxis I \_\_\_\_\_  
Reading Writing Math \_\_\_\_\_  
**III. Admitted to Teacher Education** \_\_\_\_\_ (min 2.75 GPA)  
Date \_\_\_\_\_

**JUNIOR**

| First Semester        | Credits   | Grade | Validated | Second Semester       | Credits   | Grade | Validated |
|-----------------------|-----------|-------|-----------|-----------------------|-----------|-------|-----------|
| IE 301 History & Phil | 3         | _____ | _____     | IE 331 Power Energy   | 3         | _____ | _____     |
| ED 308 Gen Methods    | 3         | _____ | _____     | English 250 or 251    | 3         | _____ | _____     |
| IE 241 Trans. Power   | 3         | _____ | _____     | IE 252 Electricity    | 3         | _____ | _____     |
| IE 326 Special Needs  | 3         | _____ | _____     | IE 325 Construction   | 3         | _____ | _____     |
| History 250 or 251    | 3         | _____ | _____     | IE 330 Concept in Mfg | 3         | _____ | _____     |
| IE 410 Facilities     | 3         | _____ | _____     | RED 317               | 3         | _____ | _____     |
|                       | <b>18</b> |       |           |                       | <b>18</b> |       |           |

English Proficiency Passed [ ] Failed [ ] Class [ ] (Date \_\_\_\_\_) GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_  
**III. Admission to Advance Standing** \_\_\_\_\_  
Date \_\_\_\_\_

**SENIOR**

| First Semester         | Credits   | Grade | Validated | Second Semester     | Credits | Grade | Validated |
|------------------------|-----------|-------|-----------|---------------------|---------|-------|-----------|
| ED 425 Adv Methods     | 3         | _____ | _____     | ED 430 Prof ClinExp | 12      | _____ | _____     |
| PS 252 American Gov    | 3         | _____ | _____     |                     |         |       |           |
| *Education Seminar 450 | 1         | _____ | _____     |                     |         |       |           |
| RED 322                | 3         | _____ | _____     |                     |         |       |           |
| Elective               | 3         | _____ | _____     |                     |         |       |           |
|                        | <b>13</b> |       |           |                     |         |       |           |

NTE Praxis II (0011) \_\_\_\_\_ (0012) \_\_\_\_\_  
Score Date \_\_\_\_\_ Score Date \_\_\_\_\_

The student is recommended for ED 430 Professional Clinical Experience \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_  
**IV. Application for Professional Clinical Experience** Y \_\_\_ N \_\_\_ GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

Student's Signature \_\_\_\_\_ Advisor's Signature \_\_\_\_\_ Chair's Signature \_\_\_\_\_

Note: Technology Education majors are required to take and pass the "Fundamentals of Industrial Technology Education Examination" during their senior year prior to graduation

**SOUTH CAROLINA STATE UNIVERSITY**  
**PROGRAM OF STUDY**  
**REQUIRED COURSE OF STUDY FOR THE UNDERGRADUATE**  
**IN THE TEACHING OF ART**  
**(123 Semester Hours)**

STUDENT NAME \_\_\_\_\_ UWID \_\_\_\_\_ Date Entered \_\_\_\_\_  
Assigned Advisor \_\_\_\_\_

Note: Completion of Program Requirements is the responsibility of the student.

**FRESHMEN**

| First Semester         | Credits   | Grade | Validated | Second Semester         | Credits   | Grade | Validated |
|------------------------|-----------|-------|-----------|-------------------------|-----------|-------|-----------|
| UNIV 101               | 2         | _____ | _____     | English 151             | 3         | _____ | _____     |
| English 150            | 3         | _____ | _____     | Health 151              | 2         | _____ | _____     |
| Math 150 -154          | 3         | _____ | _____     | Math 155                | 3         | _____ | _____     |
| Science Option I (BSC) | 4         | _____ | _____     | Science Option II (PSC) | 4         | _____ | _____     |
| ED 206 Fund of Ed.     | 3         | _____ | _____     | Speech 150 or S 301     | 3         | _____ | _____     |
|                        | <b>15</b> |       |           |                         | <b>15</b> |       |           |

I. Application to School of Education Y\_\_\_ N\_\_\_ Pre-Step Hours \_\_\_\_\_ Cum GPA \_\_\_\_\_

**SOPHOMORE**

| First Semester         | Credits   | Grade | Validated | Second Semester         | Credits   | Grade | Validated |
|------------------------|-----------|-------|-----------|-------------------------|-----------|-------|-----------|
| English 250 or 251     | 3         | _____ | _____     | ARTS 250                | 3         | _____ | _____     |
| ARTS 215 Drawing       | 3         | _____ | _____     | EPSY 260 Prin of Learn  | 3         | _____ | _____     |
| EPSY 250               | 3         | _____ | _____     | ARTS 218 Ceramics I     | 3         | _____ | _____     |
| ARTS 115:Design I-2D   | 3         | _____ | _____     | CS 150 Computer Science | 3         | _____ | _____     |
| History 250 or 251     | 3         | _____ | _____     | ARTS 116 Design II-3D   | 3         | _____ | _____     |
| ARTS 223 Digital Media | 3         | _____ | _____     |                         | <b>15</b> |       |           |
|                        | <b>18</b> |       |           |                         |           |       |           |

Speech & Hearing Y\_\_\_ N\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_ Two Letters of Recommendation Y\_\_\_ N\_\_\_  
Praxis I \_\_\_\_\_  
Reading \_\_\_\_\_ Writing \_\_\_\_\_ Math \_\_\_\_\_  
III. Admitted to Teacher Education \_\_\_\_\_ (min 2.75 GPA)  
Date \_\_\_\_\_

**JUNIOR**

| First Semester          | Credits   | Grade | Validated | Second Semester       | Credits   | Grade | Validated |
|-------------------------|-----------|-------|-----------|-----------------------|-----------|-------|-----------|
| ARTS 219 Printmaking I  | 3         | _____ | _____     | SPED 216              | 3         | _____ | _____     |
| ETS 250 African Amer Hi | 3         | _____ | _____     | ED 308 Gen Methods    | 3         | _____ | _____     |
| ARTH 215 Hist 1850      | 3         | _____ | _____     | ECON 250/255 or PS252 | 3         | _____ | _____     |
| ARTS 217 Painting I     | 3         | _____ | _____     | ARTS 220 Sculpture I  | 3         | _____ | _____     |
| Elective                | 3         | _____ | _____     | ARTH 420 Modern Art   | 3         | _____ | _____     |
|                         | <b>15</b> |       |           | ARED 350 Seminar      | 1         | _____ | _____     |
|                         |           |       |           |                       | <b>16</b> |       |           |

English Proficiency Passed [ ] Failed [ ] Class [ ] (Date \_\_\_\_\_) GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_  
III. Admission to Advance Standing \_\_\_\_\_  
Date \_\_\_\_\_

**SENIOR**

| First Semester          | Credits   | Grade | Validated | Second Semester      | Credits | Grade | Validated |
|-------------------------|-----------|-------|-----------|----------------------|---------|-------|-----------|
| ED 425 Adv Methods      | 3         | _____ | _____     | ED 430 Prof Clin Exp | 12      | _____ | _____     |
| ARED 315 Arts for Child | 3         | _____ | _____     |                      |         |       |           |
| ARTH415                 | 3         | _____ | _____     |                      |         |       |           |
| ED 450 Seminar          | 1         | _____ | _____     |                      |         |       |           |
| ***ARTS 315 - 355       | 3         | _____ | _____     |                      |         |       |           |
| RED 317                 | 3         | _____ | _____     |                      |         |       |           |
|                         | <b>16</b> |       |           |                      |         |       |           |

NTE Praxis II (0011) \_\_\_\_\_ (0012) \_\_\_\_\_  
Score Date \_\_\_\_\_ Score Date \_\_\_\_\_  
The student is recommended for ED 430 Professional Clinical Experience \_\_\_\_\_  
Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

IV. Application for Graduation Y\_\_\_ N\_\_\_ Senior Exit Survey and Major Field Exam \_\_\_\_\_  
\*\*\*ARTS 315-355 (Select One) \_\_\_\_\_

Student's Signature \_\_\_\_\_ Advisor's Signature \_\_\_\_\_ Chair's Signature \_\_\_\_\_  
GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

**CURRICULUM LEADING TO THE DEGREE  
OF BACHELOR OF SCIENCE IN  
MUSIC EDUCATION-CHORAL/PIANO  
(135 Credits)**

**FRESHMAN**

**First Semester**

|                          | Credits |
|--------------------------|---------|
| MU107 Theory             | 2       |
| MU 127 Ear-Training      | 2       |
| MU 099 Recital           | 0       |
| MPIM 105 Applied Piano   | 1       |
| MUED 021 Concert Choir   | 1       |
| MUT 150 Mus. Technology  | 3       |
| M 150 Quant. Reasoning   | 3       |
| E 150 English Comp.      | 3       |
| UNIV 101 Intro. to Univ. | 2       |

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**Second Semester**

|                            | Credits |
|----------------------------|---------|
| MU 108 Music Theory        | 2       |
| MU 128 Ear-Training        | 2       |
| MU 099 Recital             | 0       |
| MPIM 106 Applied Piano     | 1       |
| MUED 022 Concert Choir     | 1       |
| E 151 English Comp.        | 3       |
| M 155 Intro. to Math. Mod. | 3       |
| ED 206 Fund. of Ed.        | 3       |
| PSC 150 or 152             | 3       |
| PSC Lab 151 or 153         | 1       |

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Application to Education

**SOPHOMORE**

**First Semester**

|                        | Credits |
|------------------------|---------|
| MU 207 Music Theory    | 2       |
| MU 227 Ear-Training    | 2       |
| MPIM 205 Applied Piano | 1       |
| MUED 023 Concert Choir | 1       |
| MUED 111 Class Voice   | 1       |
| MU 099 Recital Hour    | 0       |
| S 150 Fund. of Speech  | 3       |
| BSC 150 or 152         | 3       |
| BSC Lab 151 or 153     | 1       |
| EPSY 250               | 3       |
| PE 150/HED 151         | 2       |

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**Second Semester**

|                              | Credits |
|------------------------------|---------|
| MU 208 Music Theory          | 2       |
| MU 228 Ear-Training          | 2       |
| MU 206 Applied Piano         | 1       |
| MU 024 Concert Choir         | 1       |
| MUED 112 Class Voice         | 1       |
| MU 099 Recital Hour          | 0       |
| EPSY 260 Prin. of Learning   | 3       |
| SPED 216 Intro to Ex. Child. | 3       |
| E 250 World Lit. I           | 3       |
| ARTS 250 or D 254            | 3       |

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## JUNIOR

| First Semester                 | Credits | Second Semester               | Credits |
|--------------------------------|---------|-------------------------------|---------|
| MU 337 Music Hist & Lit        | 3       | MU 338 Music Hist & Lit       | 3       |
| HUMU250 Hist of Black Mus.     | 3       | MU 309 Choral Conducting      | 2       |
| MU 303 Conducting              | 2       | MPIM 306 Applied Piano        | 1       |
| MPIM 305 Applied Piano         | 1       | MUED 026 Concert Choir        | 1       |
| MUED 025 Concert Choir         | 1       | MU 099 Recital Hour           | 0       |
| MU 099 Recital Hour            | 0       | MUED302 Mus. Sec. Schls.      | 3       |
| MUED341 Woodwinds Meth.        | 1       | MUED 331 Brass Methods        | 1       |
| MUED 301 Mus. Elem. Schls.     | 3       | H 250 or 251 Hist. Wrld. Civ. | 3       |
| ED 308 Gen. Teach. Meth.       | 3       | RED 317 Teach. Reading        | 3       |
|                                |         | *ED Seminar 350               | 1       |
|                                | 17      |                               | 18      |
| Admission to Advanced Standing |         |                               |         |

## SENIOR

| First Semester                                   | Credits | Second Semester      | Credits |
|--|---------|----------------------|---------|
| MUED 351 Percussion Meth.                        | 1       | ED 430 Clinical Exp. | 12      |
| MUED 361 String Methods                          | 1       |                      |         |
| ECON 250 or 255                                  | 3       |                      |         |
| MU 404 Form & Analysis                           | 2       |                      |         |
| MU 467 Senior Recital                            | 1       |                      |         |
| MPIM 405 Applied Piano                           | 1       |                      |         |
| MU 099 Recital Hour                              | 0       |                      |         |
| MUED 027 Concert Choir                           | 1       |                      |         |
| MUED 425 Spec. Meth.                             | 3       |                      |         |
| *ED 450  | 1       |                      |         |
|  | 14      |                      | 12      |
| Application for Professional Clinical Experience |         |                      |         |
| Application for Graduation                       |         |                      |         |

**CURRICULUM LEADING TO THE DEGREE  
OF BACHELOR OF SCIENCE IN  
MUSIC EDUCATION-CHORAL/VOICE  
(135 Credits)**

**FRESHMAN**

| <b>First Semester</b>    | <b>Credits</b> | <b>Second Semester</b>    | <b>Credits</b> |
|--------------------------|----------------|---------------------------|----------------|
| MU107 Music Theory       | 2              | MU 108 Music Theory       | 2              |
| MU 127 Ear-Training      | 2              | MU 128 Ear-Training       | 2              |
| MUED 103 Class Piano     | 1              | MUED 104 Class Piano      | 1              |
| MVOM 115 Applied Voice   | 1              | MVOM 116 Applied Voice    | 1              |
| MUED 021 Concert Choir   | 1              | MUED 022 Concert Choir    | 1              |
| MUT 150 Mus. Technology  | 3              | MU 099                    | 0              |
| MU 099 Recital           | 0              | E 151 English Comp.       | 3              |
| E 150 English Comp.      | 3              | M 155 Intro. to Math Mod. | 3              |
| M 150 Quant. Reasoning   | 3              | PSC 150 or 152 Phys. Sci  | 3              |
| UNIV 101 Intro. to Univ. | <u>2</u>       | PSC Lab 151 or 153        | 1              |
|                          |                | ED 206 Fund. of Ed.       | <u>3</u>       |
|                          | 18             |                           | 20             |
| Application to Education |                |                           |                |

**SOPHOMORE**

| <b>First Semester</b>         | <b>Credits</b> | <b>Second Semester</b>        | <b>Credits</b> |
|-------------------------------|----------------|-------------------------------|----------------|
| MU 207 Music Theory           | 2              | MU 208 Music Theory           | 2              |
| MU 227 Ear-training           | 2              | MU 228 Ear-training           | 2              |
| MVOM 215 Applied Voice        | 1              | MVOM 216 Applied Voice        | 1              |
| MUED 023 Concert Choir        | 1              | MUED 024 Concert Choir        | 1              |
| MU 099 Recital Hour           | 0              | SPED 216 Intro. to Ex. Child. | 3              |
| S 150 Fund. of Speech         | 3              | MU 099 Recital Hour           | 0              |
| E 250 World Lit. I            | 3              | EPSY 260 Prin. of Learning    | 3              |
| EPSY 250 Human Growth         | 3              | ARTS 250 or D 254             | 3              |
| BSC 150 or 152                | 3              | PE 150/HED 151                | <u>2</u>       |
| BSC Lab 151 Or 153            | <u>1</u>       |                               |                |
|                               | 19             |                               | 17             |
| Admitted to Teacher Education |                |                               |                |

## JUNIOR

| First Semester            | Credits | Second Semester                | Credits |
|---------------------------|---------|--------------------------------|---------|
| MU 337 Music Hist. & Lit  | 3       | MU 338 Music Hist. & Lit       | 3       |
| MU 303 Conducting         | 2       | MU 304 Choral Cond             | 2       |
| MU 099 Recital Hour       | 0       | MUED 331 Brass Methods         | 1       |
| MVOM 315 Applied Voice    | 1       | MVOM 316 Applied Voice         | 1       |
| MUED341 Woodwinds Meth.   | 1       | MUED 302 Mus. Sec. Schls.      | 3       |
| MUED 025 Concert Choir    | 1       | H. 250 or 251 Hist. Wild. Civ. | 3       |
| HUMU 250 Hist of Blk Mus. | 3       | MU 099 Recital Hour            | 0       |
| MUED301 Mus. Elem. Schls. | 3       | MUED 026 Concert Choir         | 1       |
| ED 308 Gen. Teach Meth.   | 3       | RED 317                        | 3       |
|                           |         | *ED Seminar 350                | 1       |
|                           | 17      |                                | 18      |

Admission to Advanced Standing

## SENIOR

| First Semester            | Credits | Second Semester     | Credits |
|---------------------------|---------|---------------------|---------|
| MUED 351 Percussion Meth. | 1       | ED 430 Clinical Exp | 12      |
| MUED 361 Strings Meth.    | 1       |                     |         |
| ECON 250/255              | 3       |                     |         |
| MU 404 Form & Anal        | 2       |                     |         |
| MU 467 Senior Recital     | 1       |                     |         |
| MUED 027 Concert Choir    | 1       |                     |         |
| MU 099 Recital Hour       | 0       |                     |         |
| MUED 425 Spec. Methods    | 3       |                     |         |
| MVOM 415 Applied Voice    | 1       |                     |         |
| *ED 450                   | 1       |                     |         |
|                           | 14      |                     | 12      |

Application for Professional Clinical Experience

Application for Graduation

**CURRICULUM LEADING TO THE DEGREE  
OF BACHELOR OF SCIENCE IN  
MUSIC EDUCATION -INSTRUMENTAL  
(137 Credits)**

**FRESHMAN**

| First Semester              | Credits | Second Semester         | Credits |
|-----------------------------|---------|-------------------------|---------|
| MU 107 Music Theory         | 2       | MU 108 Music Theory     | 2       |
| MU 127 Ear Training         | 2       | MU 128 Ear Training     | 2       |
| MUED 103 Class Piano        | 1       | MUED 104 Class Piano    | 1       |
| MU Appl. Major Instr.       | 1       | MU Appl. Major Instr.   | 2       |
| MUED 011 Instr. Ensemble    | 1       | MUED Instr. Ensemble    | 1       |
| MU 099 Recital Hour         | 0       | MU 099 Recital Hour     | 0       |
| MUT 150 Intro. to Mus. Tech | 3       | ED 206 Funs of Ed.      | 3       |
| E 150 English Comp          | 3       | E 151 English Comp      | 3       |
| M 150 Quant. Reasoning      | 3       | M 155 Intro to Math Mod | 3       |
| UNIV 101 Intro. to Univ.    | 2       | PSC 150 or 152          | 3       |
|                             |         | PSC Lab 151 or 153      |         |
|                             | 18      |                         | 20      |
| Application to Education    |         |                         |         |

**SOPHOMORE**

| First Semester                | Credits | Second Semester              | Credits |
|-------------------------------|---------|------------------------------|---------|
| MU 207 Music Theory           | 2       | MU 208 Music Theory          | 2       |
| MU 227 Ear Training           | 2       | MU 228 Ear Training          | 2       |
| MU Appl. Major Instr.         | 1       | MU Appl. Major Instr.        | 1       |
| MUED Instr. Ensemble          | 1       | MUED Instr. Ensemble         | 1       |
| MUED 111 Class Voice          | 1       | MUED 112 Class Voice         | 1       |
| MU 099 Recital Hour           | 0       | MU 099 Recital hour          | 0       |
| S150 Fund. of Speech          | 3       | E 250 World Lit. I           | 3       |
| EPSY 250 Human Growth         | 3       | EPSY 260 Prin. of Learning   | 3       |
| PE150 or HED 151              | 2       | ARTS 250 or D254             | 3       |
| BSC 150 or 152                | 3       | SPED 216 Intr. to Ex. Child. | 3       |
| BSC Lab 151 or 153            | 1       |                              |         |
|                               | 19      |                              | 19      |
| Admitted to Teacher Education |         |                              |         |

## JUNIOR

### First Semester

### Second Semester

|                           | Credits  |                               | Credits  |
|---------------------------|----------|-------------------------------|----------|
| MU 337 Music Hist. & Lit  | 3        | MU 338 Music Hist. & Lit      | 3        |
| MUED 303 Conducting       | 2        | MUED 309 Instr. Conduct       | 2        |
| MUED341 Woodwinds Meth    | 1        | MU 331 Brasswind Methods      | 1        |
| MUED Appl Major Instr.    | 1        | MU Appl Major Instr.          | 1        |
| MU 099 Recital Hour       | 0        | MU 099 Recital Hour           | 0        |
| MUED Instr. Ensemble      | 1        | MUED Instr. Ensemble          | 1        |
| MUED301 Mus. Elem. Schls. | 3        | MUED 302 Mus. Sec. Schls.     | 3        |
| HUMU 250 Hist. Blk. Mus.  | 3        | H 250 or 251 Hist. Wrld. Civ. | 3        |
| ED 308 Gen. Teach Meth.   | <u>3</u> | ECON 250 or 255               | 3        |
|                           |          | ED 350                        | <u>1</u> |
|                           | 17       |                               | 18       |

Admission to Advanced standing

## SENIOR

### First Semester

### Second Semester

|                          | Credits  |                     | Credits |
|--------------------------|----------|---------------------|---------|
| MUED 351 Percussion Meth | 1        | ED 430 Clinical Exp | 12      |
| MUED361 Strings Meth     | 1        |                     |         |
| MU404 Form & Anal        | 2        |                     |         |
| MU 467 Senior Recital    | 1        |                     |         |
| MU Appl. Major Instr.    | 1        |                     |         |
| MU 099 Recital Hour      | 0        |                     |         |
| MUED Instr. Ensemble     | 1        |                     |         |
| RED 317 Teach. Reading   | 3        |                     |         |
| *ED 450                  | 1        |                     |         |
| ED 425 Spec. Meth.       | <u>3</u> |                     |         |
| Total                    | 14       |                     | 12      |

**SOUTH CAROLINA STATE UNIVERSITY**  
**PROGRAM OF STUDY**  
**REQUIRED COURSE OF STUDY FOR THE UNDERGRADUATE**  
**PHYSICAL EDUCATION**  
**(125 Semester Hours)**

STUDENT NAME \_\_\_\_\_ UWID \_\_\_\_\_ Date Entered \_\_\_\_\_  
Assigned Advisor \_\_\_\_\_

Note: Completion of Program Requirements is the responsibility of the student.

**FRESHMEN**

| First Semester         | Credits | Grade | Validated | Second Semester         | Credits   | Grade | Validated |
|------------------------|---------|-------|-----------|-------------------------|-----------|-------|-----------|
| UNIV 101               | 2       | _____ | _____     | English 151             | 3         | _____ | _____     |
| English 150            | 3       | _____ | _____     | ED 206 Fund of Ed       | 3         | _____ | _____     |
| Speech 150             | 3       | _____ | _____     | Computer Science 150    | 3         | _____ | _____     |
| Math 150 -154          | 3       | _____ | _____     | Math 155                | 3         | _____ | _____     |
| Science Option I (BSC) | 4       | _____ | _____     | Science Option II (PSC) | 4         | _____ | _____     |
| Health 151             | 2       | _____ | _____     |                         | <b>16</b> |       |           |

I. Application to School of Education Y\_\_\_ N\_\_\_ Pre-Step Hours \_\_\_\_\_ Cum GPA \_\_\_\_\_

**SOPHOMORE**

| First Semester          | Credits | Grade | Validated | Second Semester        | Credits   | Grade | Validated |
|-------------------------|---------|-------|-----------|------------------------|-----------|-------|-----------|
| Art 250/Music 250/D 254 | 3       | _____ | _____     | English 250 or 251     | 3         | _____ | _____     |
| Health 214              | 3       | _____ | _____     | EPSY 260 Prin of Learn | 3         | _____ | _____     |
| EPSY 250                | 3       | _____ | _____     | Physical Education 210 | 3         | _____ | _____     |
| Physical Education 200  | 3       | _____ | _____     | Physical Education 202 | 3         | _____ | _____     |
| History 250 or 251      | 3       | _____ | _____     | Physical Education 204 | 1         | _____ | _____     |
| Physical Education 203  | 1       | _____ | _____     | Biology 209            | 4         | _____ | _____     |
| Physical Education 205  | 1       | _____ | _____     |                        | <b>17</b> |       |           |

Speech & Hearing Y\_\_\_ N\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_ Two Letters of Recommendation Y\_\_\_ N\_\_\_  
Praxis I \_\_\_\_\_  
Reading Writing Math \_\_\_\_\_  
**III. Admitted to Teacher Education** \_\_\_\_\_ (min 2.75 GPA)  
Date \_\_\_\_\_

**JUNIOR**

| First Semester         | Credits   | Grade | Validated | Second Semester        | Credits   | Grade | Validated |
|------------------------|-----------|-------|-----------|------------------------|-----------|-------|-----------|
| Physical Education 208 | 1         | _____ | _____     | ECON 250 or 255        | 3         | _____ | _____     |
| Education 350          | 1         | _____ | _____     | Physical Education 305 | 3         | _____ | _____     |
| Physical Education 322 | 3         | _____ | _____     | Physical Education 300 | 1         | _____ | _____     |
| Physical Education 303 | 3         | _____ | _____     | Physical Education 301 | 3         | _____ | _____     |
| Physical Education 319 | 3         | _____ | _____     | Physical Education 404 | 3         | _____ | _____     |
| Physical Education 308 | 3         | _____ | _____     | Reading Education 317  | 3         | _____ | _____     |
|                        | <b>14</b> |       |           |                        | <b>16</b> |       |           |

English Proficiency Passed [ ] Failed [ ] Class [ ] (Date \_\_\_\_\_) GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_  
**III. Admission to Advance Standing** \_\_\_\_\_  
Date \_\_\_\_\_

**SENIOR**

| First Semester         | Credits   | Grade | Validated | Second Semester     | Credits | Grade | Validated |
|------------------------|-----------|-------|-----------|---------------------|---------|-------|-----------|
| ED 425 Adv Methods     | 3         | _____ | _____     | ED 430 Prof ClinExp | 12      | _____ | _____     |
| Physical Education 402 | 3         | _____ | _____     |                     |         |       |           |
| Physical Education 403 | 3         | _____ | _____     |                     |         |       |           |
| Physical Education 497 | 3         | _____ | _____     |                     |         |       |           |
| Physical Education 410 | 1         | _____ | _____     |                     |         |       |           |
| Education 450          | 1         | _____ | _____     |                     |         |       |           |
| Elective               | 3         | _____ | _____     |                     |         |       |           |
|                        | <b>17</b> |       |           |                     |         |       |           |

**IV. Application for Graduation** Y\_\_\_ N\_\_\_  
Senior Exit Survey and Major Field Exam

NTE Praxis II (0011) \_\_\_\_\_ (0012) \_\_\_\_\_  
Score Date \_\_\_\_\_ Score Date \_\_\_\_\_

The student is recommended for ED 430 Professional Clinical Experience \_\_\_\_\_  
Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**IV. Application for Professional Clinical Experience** Y\_\_\_ N\_\_\_ GPA \_\_\_\_\_ CumGPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

Student's Signature \_\_\_\_\_ Advisor's Signature \_\_\_\_\_ Chair's Signature \_\_\_\_\_

**SOUTH CAROLINA STATE UNIVERSITY  
PROGRAM OF STUDY  
REQUIRED COURSE OF STUDY FOR THE UNDERGRADUATE  
DRAMA EDUCATION  
(122 Semester Hours)**

STUDENT NAME \_\_\_\_\_ UWID \_\_\_\_\_ Date Entered \_\_\_\_\_  
Assigned Advisor \_\_\_\_\_

**Note: Completion of Program Requirements is the responsibility of the student.**

**FRESHMEN**

| First Semester       | Credits   | Grade | Validated | Second Semester      | Credits   | Grade | Validated |
|----------------------|-----------|-------|-----------|----------------------|-----------|-------|-----------|
| UNIV 101             | 2         | _____ | _____     | English 151          | 3         | _____ | _____     |
| English 150          | 3         | _____ | _____     | ED 206 Fund of Ed    | 3         | _____ | _____     |
| Drama 254            | 3         | _____ | _____     | Computer Science 150 | 3         | _____ | _____     |
| Math 150 or 151      | 3         | _____ | _____     | Math 155             | 3         | _____ | _____     |
| BSC 150 or 152       | 3         | _____ | _____     | PSC 150 or 152       | 3         | _____ | _____     |
| BSC Lab 151 or 153   | 1         | _____ | _____     | PSC Lab 151 or 153   | 1         | _____ | _____     |
| PE 150 or Health 151 | 2         | _____ | _____     | Speech 150           | 3         | _____ | _____     |
|                      | <b>17</b> |       |           |                      | <b>19</b> |       |           |

I. Application to School of Education Y \_\_\_ N \_\_\_ Pre-Step Hours \_\_\_\_\_ Cum GPA \_\_\_\_\_

**SOPHOMORE**

| First Semester     | Credits   | Grade | Validated | Second Semester        | Credits   | Grade | Validated |
|--------------------|-----------|-------|-----------|------------------------|-----------|-------|-----------|
| English 250 or 251 | 3         | _____ | _____     | Speech 250             | 3         | _____ | _____     |
| Humanities 250     | 3         | _____ | _____     | EPSY 260 Prin of Learn | 3         | _____ | _____     |
| EPSY 250           | 3         | _____ | _____     | ECON 255 or PS 252     | 3         | _____ | _____     |
| History 250 or 251 | 3         | _____ | _____     | Drama 206              | 3         | _____ | _____     |
| Art or Music 250   | 3         | _____ | _____     | Drama 302              | 1         | _____ | _____     |
| Drama 205          | 3         | _____ | _____     | Drama 309              | 2         | _____ | _____     |
|                    | <b>18</b> |       |           |                        | <b>15</b> |       |           |

Speech & Hearing Y \_\_\_ N \_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_ Two Letters of Recommendation Y \_\_\_ N \_\_\_

Praxis I \_\_\_\_\_ **III. Admitted to Teacher Education** \_\_\_\_\_ (min 2.75 GPA)

Reading Writing Math

Date

**JUNIOR**

| First Semester | Credits   | Grade | Validated | Second Semester       | Credits   | Grade | Validated |
|----------------|-----------|-------|-----------|-----------------------|-----------|-------|-----------|
| Drama 305      | 3         | _____ | _____     | English 302           | 3         | _____ | _____     |
| English 403    | 3         | _____ | _____     | ED 308 Gen Methods    | 3         | _____ | _____     |
| Drama 301      | 3         | _____ | _____     | Reading Education 317 | 3         | _____ | _____     |
| Drama 405      | 3         | _____ | _____     | SPED 216              | 3         | _____ | _____     |
|                | <b>12</b> |       |           | Drama 308             | 3         | _____ | _____     |
|                |           |       |           |                       | <b>15</b> |       |           |

English Proficiency Passed [ ] Failed [ ] Class [ ] (Date \_\_\_\_\_) GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

**III. Admission to Advance Standing** \_\_\_\_\_

Date

**SENIOR**

| First Semester        | Credits   | Grade | Validated | Second Semester                                   | Credits | Grade | Validated |
|-----------------------|-----------|-------|-----------|---|---------|-------|-----------|
| ED 425 Adv Methods    | 3         | _____ | _____     | ED 430 Prof Clin Exp                              | 12      | _____ | _____     |
| Drama 201             | 1         | _____ | _____     | <b>IV. Application for Graduation</b> Y ___ N ___ |         |       |           |
| Education Seminar 450 | 1         | _____ | _____     | Senior Exit Survey and Major Field Exam           |         |       |           |
| Drama 307             | 3         | _____ | _____     |   |         |       |           |
| Elective              | 3         | _____ | _____     |   |         |       |           |
| Elective              | 3         | _____ | _____     |   |         |       |           |
|                       | <b>14</b> |       |           |   |         |       |           |

NTE Praxis II (0011) \_\_\_\_\_ (0012) \_\_\_\_\_

Score Date Score Date

The student is recommended for ED 430 Professional Clinical Experience \_\_\_\_\_

Advisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**IV. Application for Professional Clinical Experience** Y \_\_\_ N \_\_\_ GPA \_\_\_\_\_ Cum GPA \_\_\_\_\_ Pre-Step Hours \_\_\_\_\_

Student's Signature \_\_\_\_\_ Advisor's Signature \_\_\_\_\_ Chair's Signature \_\_\_\_\_

**Program Proposal Modification  
for Compliance with the *Read to Succeed Act* (2014)  
M.A.T., Early Childhood Education; M.A.T., Elementary Education; M.A.T., Secondary Education and  
Teaching (English, Biology, Mathematics); and  
M.Ed., Counselor Education  
South Carolina State University**

**Summary**

South Carolina State University requests approval to modify its graduate programs in teacher education to comply with the *Read to Succeed Act* of 2014 to be implemented in Fall 2016. The *Read to Succeed Act* requires that by the fall semester of the 2016-2017 school year, all pre-service teacher education programs including MAT degree programs must require:

all candidates seeking certification at the early childhood or elementary level to complete a twelve credit hour sequence in literacy that includes a school-based practicum and ensures that candidates grasp the theory, research, and practices that support and guide the teaching of reading. The six components of the reading process that are comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary will provide the focus for this sequence to ensure that all teacher candidates are skilled in diagnosing a child's reading problems and are capable of providing an effective intervention...[and] candidates seeking certification at the middle or secondary level to complete a six credit hour sequence in literacy that includes a course in the foundations of literacy and a course in content-area reading (§59-155-180 of the South Carolina Code of Laws 1976 as amended).

The following chart outlines the stages of approval for the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval of the proposal. The full program proposal is attached. Staff elevated the program modification proposal for consideration by CAAL and the Commission while the University remains on probation with the Southern Association of College and Schools Commission on Colleges.

| <b>Stages of Consideration</b> | <b>Date</b> | <b>Comments</b>  |
|--------------------------------|-------------|--|
| Program Proposal Received      | 4/18/16     | Not Applicable   |
| ACAP Consideration             | 5/19/16     | ACAP members discussed the need to modify teacher education programs to comply with the <i>Read to Succeed Act</i> . ACAP members voted to approve the program proposal. |
| CAAL Consideration             | 5/24/16     | CAAL members discussed the need and rationale for modifying the program. CAAL members voted to approve the program proposal.   |

**Recommendation**

The Committee on Academic Affairs and Licensing recommends the Commission approve the program modifications to the following teacher education programs to be implemented in Fall 2016: M.A.T., Early Childhood Education; M.A.T., Elementary Education; M.A.T., Secondary Education and Teaching (English, Biology, Mathematics); and M.Ed., Counselor Education.



### **Background Information**

Provide a detailed description of the proposed modification, including its nature and purpose and centrality to institutional mission. (1500 characters)

The SC State Senate passed S.516 (SC Read to Succeed Act) on June 26, 2014. The Department of Education at SC State University established a Read to Succeed (R2S) Committee. The Committee completed a Read to Succeed Verification Form for each program in the Department of Education.

The Read to Succeed Act requires the following changes:

- Counselor Education (CED) - Minimum of three credit hours of instruction on the reading and writing process that embeds some of the elements related to Standards 3, 4 and 6, primarily. The Read to Succeed verification approved the following courses: CED 512 Elementary Guidance, and CED 513 Secondary Guidance. Course descriptions were revised to include South Carolina Literacy Standards.
- Early Childhood Education (MAT) – Twelve-credit-hour course sequence including a school-based practicum. The Read to Succeed verification approved the following courses: ECE 513 Early Childhood Curriculum, ECE 514 Early Childhood Methods/Materials, ECE 522 Assessing and Interpreting Child Behavior, and RED 506 Studies in Children’s Literature. Course descriptions were revised to include South Carolina Literacy Standards.
- Elementary Education (MAT) - Twelve-credit-hour course sequence including a school-based practicum. The Read to Succeed verification approved the following courses: EDCI 523 Curriculum Development in the Elementary School, RED 506 Studies in Children’s Literature, RED 507 Advanced Teaching of Reading in the Pre-K and Elementary Schools, and RED 511 Instructional Methods in Teaching Reading. Course descriptions were revised to include South Carolina Literacy Standards. In summary, PE 502 was deleted and RED 511 and 507 were added. Program hours increased by three hours.
- English Education (MAT) - Six-credit-hour course sequence including a course in foundations of literacy and a course in content area reading and writing. Course descriptions were revised to include South Carolina Literacy Standards. The Read to Succeed verification approved the following course: RED 517 Advanced Teaching of Reading in Secondary Schools (3 Cr. Hrs.) was added to the Program, which increased the required credit hours.
- Biology Education (MAT) - Six-credit-hour course sequence including a course in foundations of literacy and a course in content area reading and writing. The Read to Succeed verification approved the following courses: RED 517 Advanced Teaching of Reading in Secondary Schools (3 Cr. Hrs.) was added to the Program, which increased the required credit hours.
- Mathematics Education (MAT) - Six-credit-hour course sequence including a course in foundations of literacy and a course in content area reading and writing. The Read to Succeed verification approved the following course: RED 517 Advanced Teaching of Reading in Secondary Schools (3 Cr. Hrs.) was added to the Program, which increased the required credit hours.

List the objectives of the modified program. (1500 characters)

**Program objectives remain the same and were not affected by the Read to Succeed Act.**

**Assessment of Need**

Provide an assessment of the need for the program modification for the institution, the state, the region, and beyond, if applicable. (1500 characters)

**“The SC Senate passed S.516 during the 2013-2014 (6/26/14 is the completion date to be specific) Legislative Session. S.516 is known as the SC Read to Succeed Act (Chapter 155 of Section 59 of the SC Code of Laws) which establishes the Read to Succeed Office to oversee a number of initiative related to classroom teaching of literacy/reading, monitoring of academic achievement, supportive initiatives, and teacher in service and pre-serve preparation. This last initiative affects the SCSU Department of Education Teacher Education Preparation Program. SC 59-155-180 (B) (1) states that “Beginning with students entering a teacher education program in the fall semester of the 2016-2017 School Year, all pre-service teacher education programs including MAT degree programs must require all candidates seeking certification to complete a specified number of credit hours sequence in literacy that includes a school-based practicum and ensures that candidates grasp the theory, research, and practices that support and guide the teaching of reading.”**

Will the proposed modification impact any existing programs and services at the institution?

- Yes
- No

If yes, explain. (1000 characters)

**Description of the Program**

| Projected New Enrollment |           |              |           |              |           |              |
|--------------------------|-----------|--------------|-----------|--------------|-----------|--------------|
| Year                     | Fall      |              | Spring    |              | Summer    |              |
|                          | Headcount | Credit Hours | Headcount | Credit Hours | Headcount | Credit Hours |
| <b>NA</b>                |           |              |           |              |           |              |

**No changes in enrollment are expected as a result of the Read to Succeed Act.**

### Curriculum

Attach a curriculum sheet identifying the courses required for each program. **See attachments.**

#### Curriculum Changes

**Note: Complete this table for each program.**

| Courses Eliminated from<br>MAT Elementary Education Program   | Courses Added to<br>MAT Elementary Education Program   |
|---|--|
| PE 502: Curriculum Planning and Development for Early Childhood/Elementary Health and Physical Education. 3 credits | RED 507 Advanced Teaching of Reading in the Pre-K and Elementary Schools, RED 511 Instructional Methods in Teaching Reading. 6 credits |

| Courses Eliminated from<br>MAT English Education Program | Courses Added to<br>MAT English Education Program                    |
|--|--|
|  | RED 517 Advanced Teaching of Reading in Secondary Schools. 3 credits |

| Courses Eliminated from<br>MAT Biology Education Program | Courses Added to<br>MAT Biology Education Program                    |
|--|--|
|  | RED 517 Advanced Teaching of Reading in Secondary Schools. 3 credits |

| Courses Eliminated from<br>MAT Mathematics Education | Courses Added to<br>MAT Mathematics Education                        |
|--|--|
|  | RED 517 Advanced Teaching of Reading in Secondary Schools. 3 credits |
|  |  |

#### Faculty

Provide a brief explanation of any additional institutional changes in faculty and/or administrative assignment that may result from implementing the proposed program modification. (1000 characters)

**No new faculty or administrative changes are required.**

#### Resources

Identify any new library/learning resources, new instructional equipment, and new facilities or modifications to existing facilities needed to support the modified program. (2000 characters)

**No new library/learning resources, instructional equipment or facilities are needed.**

**Financial Support** [Complete this section if there are new costs associated with the modifications]

| Estimated New Costs by Year   |                  |                 |                 |                 |                 |       |
|---|------------------|-----------------|-----------------|-----------------|-----------------|-------|
| Category  | 1 <sup>st</sup>  | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup> | Total |
| Program Administration  | NA               |                 |                 |                 |                 |       |
| Faculty and Staff Salaries  |                  |                 |                 |                 |                 |       |
| Graduate Assistants   |                  |                 |                 |                 |                 |       |
| Equipment   |                  |                 |                 |                 |                 |       |
| Facilities  |                  |                 |                 |                 |                 |       |
| Supplies and Materials  |                  |                 |                 |                 |                 |       |
| Library Resources   |                  |                 |                 |                 |                 |       |
| Other*  |                  |                 |                 |                 |                 |       |
| <b>Total</b>  |                  |                 |                 |                 |                 |       |
| Sources of Financing  |                  |                 |                 |                 |                 |       |
| Category  | 1 <sup>st</sup>  | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup> | Total |
| Tuition Funding   | Remains the same |                 |                 |                 |                 |       |
| Program-Specific Fees   |                  |                 |                 |                 |                 |       |
| State Funding (i.e., Special State Appropriation)*                      |                  |                 |                 |                 |                 |       |
| Reallocation of Existing Funds*   |                  |                 |                 |                 |                 |       |
| Federal Funding*  |                  |                 |                 |                 |                 |       |
| Other Funding*  |                  |                 |                 |                 |                 |       |
| <b>Total</b>  |                  |                 |                 |                 |                 |       |
| <b>Net Total</b> (i.e., Sources of Financing Minus Estimated New Costs) |                  |                 |                 |                 |                 |       |

\*Provide an explanation for these costs and sources of financing in the budget justification.

### Budget Justification

Provide a brief explanation for the other new costs and any special sources of financing (state funding, reallocation of existing funds, federal funding, or other funding) identified in the Financial Support table. (1000 characters)

**Note: Institutions need to complete this budget justification *only* if any other new costs, state funding, reallocation of existing funds, federal funding, or other funding are included in the Financial Support table.**

No new costs will result from the implementation of changes due to the Read to Succeed Act.

### Evaluation and Assessment

Will any the proposed modification impact the way the program is evaluated and assessed?

- Yes  
 No

If yes, explain. (1000 characters)

**Will the proposed modification affect or result in program-specific accreditation?**

- Yes  
 No

If yes, explain; if the modification will result in the program seeking program-specific accreditation, provide the institution's plans to seek accreditation, including the expected timeline for accreditation. (500 characters)

**Will the proposed modification affect or lead to licensure or certification?**

- Yes  
 No

**If yes, explain how the program will prepare students for licensure or certification.** (500 characters)

The modification brings the Education programs into compliance with the Read to Succeed Act.

### Teacher or School Professional Preparation Programs

Is the proposed modified program a teacher or school professional preparation program?

- Yes  
 No

If yes, complete the following components.

Area of Certification

**N/A**

SCHOOL OF GRADUATE STUDIES  
SOUTH CAROLINA STATE UNIVERSITY

**PROGRAM OF STUDY FOR THE MASTER OF EDUCATION DEGREE IN COUNSELOR EDUCATION**

OPTION:  ELEMENTARY  SECONDARY

Minimum Required Hours 48

Candidate: \_\_\_\_\_ ID#: 9000 \_\_\_\_\_  
Last First Middle/Maiden

**STUDENT'S DECLARATION.** In compliance with the *Graduate Catalog*, I hereby apply for approval of this Program of Study. I have studied all degree and program requirements in the University's Graduate Catalog, with my advisor, to insure timely and orderly progress toward my degree goals. I understand that the successful completion of these requirements is solely my responsibility.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Advisor's Approval

\_\_\_\_\_  
Date

| Prefix & No.                           | Brief Description  | Credit    | Grade | Sem/Yr          | GS Notes                  |
|--|--|-----------|-------|-----------------|---------------------------|
| <b>FOUNDATIONS CORE</b>                |  |           |       |                 |                           |
| <sup>1</sup> ED 500                    | Introduction to Data Analysis  | 3         |       | 1 <sup>st</sup> |                           |
| <sup>2</sup> ED 501                    | Understanding Educational Research   | 3         |       | 2 <sup>nd</sup> |                           |
| ED 518                                 | History & Philosophy of Education  | 3         |       | 1 <sup>st</sup> |                           |
| <b>SUBJECT-MATTER CORE</b>             |  |           |       |                 |                           |
| CED 510                                | Introduction to Counseling   | 3         |       | 1 <sup>st</sup> |                           |
| <sup>3</sup> CED 514                   | Counseling Theories & Techniques   | 3         |       | 2 <sup>nd</sup> |                           |
| CED 516                                | Psychological Appraisal of the Individual  | 3         |       | 3 <sup>rd</sup> |                           |
| CED 540                                | Career & Lifestyle Development   | 3         |       | 3 <sup>rd</sup> |                           |
| CED 541                                | Analysis & Interpretation of Group Testing   | 3         |       | 5 <sup>th</sup> |                           |
| <sup>4</sup> CED 543                   | Group Dynamics, Techniques & Procedures  | 3         |       | 4 <sup>th</sup> |                           |
| <b>OPTION:</b>                         | <b>ELEMENTARY SCHOOL COUNSELING</b>  |           |       |                 |                           |
| CED 511                                | Child Growth & Development   | 3         |       | 2 <sup>nd</sup> |                           |
| CED 512                                | Elementary School Guidance   | 3         |       | 4 <sup>th</sup> |                           |
| <sup>5</sup> CED 519                   | Basic Counseling Practicum/Elementary  | 3         |       | 3 <sup>rd</sup> |                           |
| <sup>4</sup> CED 530                   | Advanced Counseling Practicum/Elementary   | 3         |       | 4 <sup>th</sup> |                           |
| <sup>6</sup> CED 550                   | Internship in Elementary School Counseling   | 1-6       |       | 6 <sup>th</sup> | 100-600 hrs               |
| <i>ELECTIVE</i>                        |  | 3         |       | 5 <sup>th</sup> |                           |
| <b>OPTION:</b>                         | <b>SECONDARY SCHOOL COUNSELING</b>   |           |       |                 |                           |
| ED 503                                 | Human Growth & Development   | 3         |       | 2 <sup>nd</sup> |                           |
| CED 513                                | Secondary School Guidance  | 3         |       | 4 <sup>th</sup> |                           |
| <sup>5</sup> CED 520                   | Basic Counseling Practicum/Secondary   | 3         |       | 3 <sup>rd</sup> |                           |
| <sup>4</sup> CED 531                   | Advanced Counseling Practicum/Secondary  | 3         |       | 4 <sup>th</sup> |                           |
| <sup>6</sup> CED 551                   | Internship in Secondary School Counseling  | 1-6       |       | 6 <sup>th</sup> | 100-600 hrs               |
| <i>ELECTIVE</i>                        |  | 3         |       | 5 <sup>th</sup> |                           |
| <b>EXIT REQUIREMENTS</b>               |  |           |       |                 |                           |
| Foundations Core                       | Professional Comprehensive Examination   | 0         |       |                 |                           |
| S-M & Options                          | Subject-Matter Oral Examination  | 0         |       |                 |                           |
| PRAXIS II                              | PASSING Score on PRAXIS II (550)   | 0         |       |                 |                           |
| Graduation                             | Apply for Graduation (See University Calendar)   | 0         |       |                 |                           |
| Exit Survey                            | Complete On-line Graduate Exit Survey  | 0         |       |                 |                           |
| <b>MINIMUM SEMESTER HOURS REQUIRED</b> |  | <b>48</b> |       |                 |                           |
| EDCI 599                               | General Knowledge/Test Taking Skills<br>MAT(35)/GRE(800/1200) _____ PKE/PRAXIS I _____ | 3         |       |                 | For Test Score Deficiency |

**Graduate School Action:**

Approved  Disapproved Dean \_\_\_\_\_ Date \_\_\_\_\_

Note(s) \_\_\_\_\_

**OVER for Important Notes, Additional Electives and Graduation Clearance Notes**

Please fill in your name and address on the reverse side in the space provided.

SCHOOL OF GRADUATE STUDIES  
SOUTH CAROLINA STATE UNIVERSITY

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN TEACHING DEGREE  
OPTION: EARLY CHILDHOOD EDUCATION

Candidate: \_\_\_\_\_ BANNER ID#: \_\_\_\_\_  
Last First Middle/Maiden

**STUDENT'S DECLARATION.** In compliance with the *Graduate Catalog*, I hereby apply for approval of this Program of Study. I have reviewed all degree and program requirements in the University's Graduate Catalog, with my advisor, to insure timely and orderly progress toward my degree goals. I understand that the successful completion of these requirements is solely my responsibility.

Student's Signature \_\_\_\_\_ Advisor's Approval \_\_\_\_\_ Date \_\_\_\_\_

Admitted to Program by Letter dated: \_\_\_\_\_

| Prefix & No.                           | Brief Description of Courses  | Credit    | Grade | Sem/Yr | GS ONLY                   |
|--|---|-----------|-------|--------|---------------------------|
| <b>PROFESSIONAL EDUCATION</b>          |   |           |       |        |                           |
| EAR 599                                | Effective School Res/Meas/Eval/Assesmt  | 3         |       |        |                           |
| ED 503                                 | Human Growth & Development  | 3         |       |        |                           |
| ED 518                                 | History & Philosophy of Education   | 3         |       |        |                           |
| ED 545                                 | Learning Theories for Teachers  | 3         |       |        |                           |
| SPED 550                               | Nature & Psychology of Exceptional Chld   | 3         |       |        |                           |
| <b>ECE TEACHING OPTION</b>             |   |           |       |        |                           |
| FCS 530                                | Admin & Super Programs Young Child Fam  | 3         |       |        |                           |
| ECE 513                                | Early Childhood Curriculum  | 3         |       |        |                           |
| ECE 514                                | Early Childhood Methods and Materials   | 3         |       |        |                           |
| ECE 522                                | Assessment & Interpreting Behavior YC   | 3         |       |        |                           |
| ED 505                                 | Fine Arts for the Classroom Teacher   | 3         |       |        |                           |
| RED 506                                | Language Arts for Children  | 3         |       |        |                           |
| M ED 500                               | Contemporary Mathematics Elementary Sch   | 3         |       |        |                           |
| PE 502                                 | Curriculum Planning and Development ECE   | 3         |       |        |                           |
| SC 510                                 | Science for Elementary School Teachers  | 3         |       |        |                           |
| SST 500                                | Social Studies for Elementary School Tchr                                       | 3         |       |        |                           |
| <b>STUDENT TEACHING</b>                |   |           |       |        |                           |
| ED 550                                 | Directed Teaching/Clinical Internship   | 6         |       |        |                           |
| <b>MINIMUM SEMESTER HOURS REQUIRED</b> |   | <b>51</b> |       |        |                           |
| EDCI 599                               | General Knowledge/Test Taking Skills<br>MAT/GRE ___ PKE ___ or PRAXIS I ___/___ | 3         |       |        | For test score deficiency |

**Graduate School Action:**

\_\_\_ Approved \_\_\_ Disapproved Dean \_\_\_\_\_ Date \_\_\_\_\_

Note(s) \_\_\_\_\_

**GRADUATE SCHOOL USE ONLY**

Graduation Cycle: Fall Spr Sum 20 \_\_\_ Exit Survey Final GPA: \_\_\_ Cleared: Yes No

If not cleared, reason: \_\_\_\_\_ "NO" letter sent: \_\_\_\_\_

Audited by \_\_\_\_\_ Date \_\_\_\_\_

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City/State/Zip Code



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Name

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Street/Postal Address

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City/State/Zip Code

*Please fill in your contact information on the reverse side in the space provided.*

School of Graduate Studies  
SOUTH CAROLINA STATE UNIVERSITY

PROGRAM OF STUDY - MASTER OF ARTS IN TEACHING  
OPTION: ENGLISH EDUCATION

Candidate: \_\_\_\_\_ CWID: 9000 \_\_\_\_\_  
Last First Middle/Maiden

**STUDENT'S DECLARATION.** In compliance with the *Graduate Catalog*, I hereby apply for approval of this Program of Study. I have studied all degree and program requirements in the University's Graduate Catalog, with my advisor, to insure timely and orderly progress toward my degree goals. I understand that the successful completion of these requirements is solely my responsibility.

Student's Signature/Date \_\_\_\_\_ Subject Matter Advisor's Approval/Date \_\_\_\_\_ MAT Advisor's Approval/Date \_\_\_\_\_

| Prefix & No.   | Brief Description  | Credit       | Grade | Sem/<br>Yr | Comments                             |
|--|--|--------------|-------|------------|--------------------------------------|
| <b>PROFESSIONAL EDUCATION - 18</b>                                       |  |              |       |            |                                      |
| ED 503   | Human Growth & Development                                     | 3            |       |            |                                      |
| ED 518   | History & Philosophy of Education                              | 3            |       |            |                                      |
| ED 545   | Learning Theories for Teachers                                 | 3            |       |            |                                      |
| EAR 599  | Effective School Res/Meas/Eval/Assessmt                        | 3            |       |            |                                      |
| RED 511  | Instl Lrng Methods Tchg Read/Sp Methods                        | 3            |       |            |                                      |
| RED 517  | Advanced Teaching of Reading in Sec. School                    | 3            |       |            |                                      |
| SPED 550   | Nature & Psychology of the Exceptional Chld                    | 3            |       |            |                                      |
| <b>PRE-REQUISITE</b><br><i>Non-English Majors at Undergraduate Level</i> |  |              |       |            |                                      |
| E 500  | Backgrounds of Literature                                      | 3            |       |            |                                      |
| <b>TEACHING OPTION - 21</b>  |  |              |       |            |                                      |
| ED 511   | Methods of Teaching English                                    | 3            |       |            |                                      |
| E 505  | History of the English Language                                | 3            |       |            |                                      |
| E 506  | Literature for Adolescents                                     | 3            |       |            |                                      |
| E 508  | Survey of British Literature                                   | 3            |       |            |                                      |
| E 509  | Survey of American Literature                                  | 3            |       |            |                                      |
| E 531  | Literary Criticism   | 3            |       |            |                                      |
| E 532  | Grammar for Teachers   | 3            |       |            |                                      |
| <b>STUDENT TEACHING - 6</b>  |  |              |       |            |                                      |
| ED 550   | Directed Teaching/Clinical Internship                          | 6            |       |            |                                      |
| <b>TOTAL SEMESTER HOURS REQUIRED</b>                                     |  | <b>45/48</b> |       |            |                                      |
| EDCI 599   | General Knowledge/Test Taking Skills<br>MAT GRE PKE PRAXIS I / | 3            |       |            | <i>For Test Score<br/>Deficiency</i> |

**Graduate School Action:**

\_\_\_ Approved \_\_\_ Disapproved Dean \_\_\_\_\_ Date \_\_\_\_\_

Note(s) \_\_\_\_\_



Please fill in your name and address on the reverse side in the space provided.

SCHOOL OF GRADUATE STUDIES  
SOUTH CAROLINA STATE UNIVERSITY

PROGRAM OF STUDY FOR THE MASTER OF ARTS IN TEACHING DEGREE  
OPTION: BIOLOGY EDUCATION

Candidate: \_\_\_\_\_ PIDN: \_\_\_\_\_  
Last First Middle/Maiden

**STUDENT'S DECLARATION.** In compliance with the *Graduate Catalog*, I hereby apply for approval of this Program of Study. I have studied all degree and program requirements in the University's Graduate Catalog, with my advisor, to insure timely and orderly progress toward my degree goals. I understand that the successful completion of these requirements is solely my responsibility.

Student's Signature \_\_\_\_\_ Advisor's Approval \_\_\_\_\_ Date \_\_\_\_\_  
Date Admitted to Program (Letter) \_\_\_\_\_ Portfolio:    Satisfactory    Unsatisfactory Date \_\_\_\_\_

| Prefix & No.                           | Brief Description of Courses   | Credit    | Grade | Sem/Yr        | Comments<br>GS ONLY                  |
|--|--|-----------|-------|---------------|--------------------------------------|
| <b>PROFESSIONAL EDUCATION</b>          |  |           |       |               |                                      |
| EAR 599                                | Effective School Res/Meas/Eval/Assessmt                                      | 3         |       |               |                                      |
| ED 503                                 | Human Growth & Development   | 3         |       |               |                                      |
| ED 518                                 | History & Philosophy of Education  | 3         |       |               |                                      |
| ED 545                                 | Learning Theories for Teachers   | 3         |       |               |                                      |
| RED 511                                | Instrl Lrng Methods Tchg Read/Sp Methods                                     | 3         |       |               |                                      |
| RED 517                                | Advanced Teaching of Read. in Sec. School                                    | 3         |       |               |                                      |
| SPED 550                               | Nature & Psychology of the Exceptional Chld                                  | 3         |       |               |                                      |
| <b>GENERAL SCIENCE TEACHING OPTION</b> |  |           |       |               |                                      |
| SC 500                                 | Earth Science  | 3         |       |               |                                      |
| SC 509                                 | The Teaching of Science  | 3         |       |               |                                      |
| B 501                                  | Modern Biology I   | 3         |       |               |                                      |
| B 502                                  | Modern Biology II  | 3         |       |               |                                      |
| B 504                                  | Seminar  | 1         |       |               |                                      |
| B 510                                  | Quantitative Biology   | 3         |       |               |                                      |
| C 508                                  | Modern Chemistry   | 3         |       |               |                                      |
| P 507                                  | Advanced General Physics   | 3         |       |               |                                      |
| ED 550                                 | Directed Teaching/Clinical Internship  | 6         |       |               |                                      |
| <b>MINIMUM SEMESTER HOURS REQUIRED</b> |  | <b>49</b> |       | <b>EARNED</b> |                                      |
| EDCI 599                               | General Knowledge/Test Taking Skills<br>MAT(35)/GRE(800/1200) PKE/PRAXIS I / | 3         |       |               | <i>For Test Score<br/>Deficiency</i> |

Graduate School Action:

   Approved    Disapproved Dean \_\_\_\_\_ Date \_\_\_\_\_

Note(s) \_\_\_\_\_

**GRADUATE SCHOOL USE ONLY**

Graduation Cycle: \_\_\_\_\_ Exit Survey PRAXIS II 590/ \_\_\_\_\_ Final GPA: \_\_\_\_\_ Cleared: Yes No

If not cleared, reason: \_\_\_\_\_ "NO" letter sent: \_\_\_\_\_

Audited by/Date \_\_\_\_\_

**PLEASE PRINT OR WRITE LEGIBLY; THIS WILL BE USED TO MAIL YOUR POS TO YOU.**

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Name

Street/Postal Address

City/State/Zip Code

Please fill in your name and address on the reverse side in the space provided.

School of Graduate Studies  
SOUTH CAROLINA STATE UNIVERSITY

PROGRAM OF STUDY - MASTER OF ARTS IN TEACHING  
OPTION: MATHEMATICS

Candidate: \_\_\_\_\_ BANNER ID#: \_\_\_\_\_  
Last First Middle/Maiden

**STUDENT'S DECLARATION.** In compliance with the *Graduate Catalog*, I hereby apply for approval of this Program of Study. I have reviewed all degree and program requirements in the University's Graduate Catalog, with my advisor, to insure timely and orderly progress toward my degree goals. I understand that the successful completion of these requirements is solely my responsibility.

Student's Signature/Date \_\_\_\_\_

Math Advisor's Approval/Date \_\_\_\_\_

MAT Coordinator Approval/Date \_\_\_\_\_

| Prefix & No.                                    | Brief Description  | Credit    | Grade        | Sem/Yr        | Comments                         |
|---|--|-----------|--------------|---------------|----------------------------------|
| <b>Prerequisites—Transcript review required</b> |  |           |              |               |                                  |
| M 153   | Quantitative Reasoning: Calculus I                               | 3         |              |               |                                  |
| M 163   | Quantitative Reasoning: Calculus II                              | 3         |              |               |                                  |
| M237  | Quantitative Reasoning: Calculus III                             | 3         |              |               |                                  |
| M238  | Quantitative Reasoning: Calculus IV                              | 3         |              |               |                                  |
| M 208 or M 309                                  | Statistics   | 3         |              |               |                                  |
| M207 or M 305                                   | Geometry   | 3         |              |               |                                  |
| M306 or M 314                                   | Algebra  | 3         |              |               |                                  |
| M 404   | Real Analysis  | 3         |              |               |                                  |
|   | A high-level computer programming language course                | 3         |              |               |                                  |
| <b>PROFESSIONAL EDUCATION</b>                   |  |           |              |               |                                  |
| EAR 599   | Effective School Res/Meas/Eval/Assessmt                          | 3         |              |               |                                  |
| ED 503  | Human Growth & Development                                       | 3         |              |               |                                  |
| ED 518  | History & Philosophy of Education                                | 3         |              |               |                                  |
| ED 545  | Learning Theories for Teachers                                   | 3         |              |               |                                  |
| RED 511   | Instrl Lrng Methods Tchg Read/Sp Methods                         | 3         |              |               |                                  |
| RED 517   | Advanced Teaching of Reading in Sec. School                      | 3         |              |               |                                  |
| SPED 550  | Nature & Psychology of the Exceptionl Chld                       | 3         |              |               |                                  |
| <b>TEACHING OPTION</b>                          |  |           |              |               |                                  |
| M ED 512  | The Teaching of Secondary Math                                   | 3         |              |               |                                  |
| M 503   | Calculus for Teachers  | 3         |              |               |                                  |
| M 504   | Probability & Statistics   | 3         |              |               |                                  |
| M 509   | Modern Geometry  | 3         |              |               |                                  |
| M 511   | Modern Algebra   | 3         |              |               |                                  |
| M 513   | Real Function Theory   | 3         |              |               |                                  |
| M 514 -OR- CS 506                               | Applied Numerical Analysis -OR- Introduction to Computer Science | 3         |              |               |                                  |
| ED 550  | Directed Teaching/Clinical Internship                            | 6         |              |               |                                  |
| <b>TOTAL SEMESTER HOURS REQUIRED</b>            |  | <b>48</b> | <b>HOURS</b> | <b>EARNED</b> |                                  |
| <b>EDCI 599</b>                                 | <b>General Knowledge/Test Taking Skills</b>                      | <b>3</b>  |              |               | <i>For Test Score Deficiency</i> |
|   | MAT GRE PKE PRAXIS I /   |           |              |               |                                  |

**Graduate School Action:**

\_\_\_ Approved \_\_\_ Disapproved Dean \_\_\_\_\_ Date \_\_\_\_\_

Note(s) \_\_\_\_\_

**GRADUATE SCHOOL USE ONLY**

Graduation Cycle: Fall Spr Sum 20\_\_\_\_ Exit Survey Final GPA: \_\_\_\_\_ Cleared: Yes No

If not cleared, reason: \_\_\_\_\_ "NO" letter sent: \_\_\_\_\_

Audited by \_\_\_\_\_ Date \_\_\_\_\_

**PLEASE PRINT OR WRITE LEGIBLY; THIS WILL BE USED TO MAIL YOUR POS TO YOU.**

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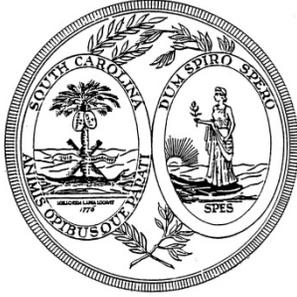
Name

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Street/Postal Address

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City/State/Zip Code



# South Carolina Commission on Higher Education

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Mr. Gary S. Glenn  
Interim Executive Director

CHE  
6/2/16  
Agenda Item 9.02.D

June 2, 2016

## MEMORANDUM

**TO:** Chairman Tim Hofferth and Members, SC Commission on Higher Education

**FROM:** Chair Terrye Seckinger, and Members, Committee on Academic Affairs and Licensing

### Consideration of Revisions to the *Policies and Procedures for Academic Degree Program Productivity*

At the Commission meeting on November 6, 2014, Commissioners asked Academic Affairs staff to develop more robust metrics for program monitoring. In response to that request, Academic Affairs staff presented information and suggested revisions to the Committee on Academic Affairs and Licensing (at the January, April, and July 2015 meetings); consulted with higher education agency counterparts in several states; and met with the Advisory Committee on Academic Programs (ACAP) to discuss possible options (at the February and June 2015 meetings). As a result of these discussions, the Academic Affairs staff presented recommendations for improving the biennial productivity review which the Commission approved at its meeting on September 3, 2015.

The improvements to the biennial productivity review approved by the Commission include the following:

1. Increase the “satisfactory” threshold for program completers for baccalaureate degree programs from five to eight (the threshold remains unchanged for master’s, first professional, specialist, and doctoral degree programs).
2. Change the criterion for satisfactory program productivity from meeting **either** enrollment **or** completion standards to meeting **both** enrollment **and** completion standards for all programs.
3. Consider specialized accreditation status of applicable programs that do not meet the enrollment or completion standards when determining whether the programs are granted an exemption, placed on probation, or recommended for termination.
4. Add the monitoring of licensure and/or certification pass rates for applicable programs (e.g., nursing, education, engineering, etc.).

Following the approval of the improvements to the biennial review, at the meeting on September 10, 2015, Academic Affairs staff recommended the creation of an ACAP task force to revise the *Policies and Procedures for Academic Degree Program Productivity* to reflect the improvements and to consider additional revisions to strengthen the policy. The task force met on February 11, 2016, and April 1, 2016, to revise the *Policies and Procedures for Academic Degree Program Productivity*. These revisions include the following:

1. Adding the improvements approved by the Commission.
2. Updating the language about the rationale for such a review.
3. Lengthening the probationary period from four to six years to give academic departments adequate time to make improvements to the program and obtain data about the results of such improvements.
4. Providing a consequence for institutions that fail to submit an improvement plan for programs placed on probation (i.e., the Commission will not accept any new program proposals or program modification proposals until the plan is received).
5. Allowing more time to submit improvement plans or plans to comply with recommendations for termination (changed from 60 days to 90 days).
6. Clarifying the action to follow for programs recommended for termination.
7. Creating a process to request and specifying the additional information to be provided about noncompliant programs to be used to determine whether to place the program on probation, grant an exemption for the program or recommend termination of the program. The process also eliminated the need to submit a separate petition to request an exemption.
8. Eliminating the lifetime exemption of programs and instead stating that programs will be exempt for three program productivity review cycles, at the end of which Commission staff will inquire about any changes in the program that would affect its exemption status; if the reasons for initial exemption still apply, the program will again be recommended for exemption.

At its meeting on May 19, 2016, the Advisory Committee on Academic Programs voted to approve the revised *Policies and Procedures for Academic Degree Program Productivity*.

### **Recommendation**

The Committee on Academic Affairs and Licensing recommends the Commission approve the revised *Policies and Procedures for Academic Degree Program Productivity*.

**Enclosures:** Attachment I: Current Policy  
Attachment II: Revised Policy with Changes Shown  
Attachment III: Revised Policy

## **South Carolina Commission on Higher Education Policies and Procedures for Academic Degree Program Productivity**

### **Section A: Background and Rationale**

In its enabling legislation, the South Carolina Commission on Higher Education is charged with “examining the state’s institutions of higher education relative to both short and long-range programs and missions”—including “curriculum offerings”—with an eye toward “reducing duplication, increasing effectiveness, and achieving economies” (South Carolina Code, §59-103-20). Relative to academic programs at the public colleges and universities, the Commission meets this accountability mandate in four ways: 1) planning the state’s academic program array, including the approval of all new academic degree programs; 2) coordinating the statewide peer review of existing academic degree programs; 3) monitoring institutional compliance with statewide degree program productivity standards; and, 4) assessing the “curricula offered to achieve mission” component (indicator 1B) of the performance funding process.

Given the dynamic nature of the state’s needs regarding academic programming, it is imperative that the Commission, in concert with the public institutions of higher learning, frequently assess the relevance and utility of its accountability functions. For example, in 1998 the Commission approved extensive revisions to its new program approval and existing program review policies. In 2001, the Commission altered the performance funding indicator system in such a manner as to emphasize critical measurements of institutional success. Because the agency’s academic accountability functions are interrelated (e.g., existing program review incorporates the degree productivity standards into its procedures), the Commission staff believes that ongoing review and revision of the academic degree program productivity policy is also warranted in order to maintain the currency of the entire accountability process.

There are a number of reasons why the Commission relies on student enrollment data to help measure the effectiveness of existing academic degree programs.

- First, monitoring numbers of degrees awarded from and student enrollment in academic programs enables the Commission to determine if the state is indeed funding programs that are meeting the needs of students at state-supported universities. Low enrollment in a degree program may indicate that a program has lost its relevance to students and to the state as a whole.

- Second, use of degree program productivity standards enables the Commission to guard against unnecessary program duplication by identifying “low growth” discipline areas. This information can be used strategically by institutions and by the Commission to guide new program development.
  
- And, third, maintenance and use of rigorous productivity standards by the entire higher education community shows a willingness to engage in thoughtful selfevaluation of a core mission area, thus lessening the possibility of additional external mandates from the General Assembly.

**Section B: Policies**

1. For Commission purposes, academic degree program productivity is defined as the capacity of an academic degree program to award degrees and enroll majors relative to the criteria established by the Commission. The policies in this document pertain to degree programs offered at public four-year institutions only. (The Commission maintains separate program productivity policies for degree programs at public two-year institutions.)
  
2. The following table displays the standards used for measuring academic degree program productivity at public senior institutions in South Carolina. Degree programs must meet at least one of these standards in order to comply with Commission policy. For purposes of this policy, degree programs are defined as active baccalaureate, master’s, first professional, and doctoral programs.

**Academic Degree Program Productivity Standards (Five-Year Average Benchmarks)**

| <b>Degree Level</b>                                  | <b>Degrees Awarded<sup>1</sup></b> | <b>Major Enrollment<sup>2</sup></b> |
|--|------------------------------------|-------------------------------------|
| Baccalaureate  | 5                                  | 12.5 <sup>3</sup>                   |
| Master’s/1 <sup>st</sup> Professional/<br>Specialist | 3                                  | 6 <sup>4</sup>                      |
| Doctoral   | 2                                  | 4.5 <sup>5</sup>                    |

3. The Commission will review institutional compliance with the program productivity standards on a biennial basis starting in 2003. Each degree

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<sup>1</sup> A five-year average (i.e., divide cumulative number over five-year period by five) of degrees awarded by the program

<sup>2</sup> A five-year average (i.e., divide cumulative number over five-year period by five) of headcount enrollment in the program

<sup>3</sup> Upper-division majors

<sup>4</sup> G-1 enrollments

<sup>5</sup> G-2 enrollments

program at each senior institution will be reviewed. Staff will use the Commission on Higher Education Management Information System (CHEMIS) and the Commission's *Academic Degree Program Inventory* as data sources.

4. For purposes of calculating compliance with program productivity standards, the following policies will apply: 1) different degree designations within the same major/six-digit Classification of Instructional Programs (CIP) code (e.g., BS/BA, AB/BA, MS/MA) will be counted together; and, 2) jointly offered programs will be counted at each institution offering the degree.
5. The Commission will review active degree programs only. Programs for which the Commission has received official institutional notification of termination will not be reviewed.
6. The Commission will begin review of new academic degree programs in the sixth year of operation for baccalaureate, first professional, and doctoral programs and in the fourth year of operation for master's and specialist programs.
7. Enrollment and degrees awarded data for existing off-site and distance education programs will be counted together with appropriate on-campus programs.
8. Academic degree programs that meet at least one of the two productivity standards detailed in policy B.2 receive continuing approval status from the Commission. (Note: this status will not be factored into performance funding calculations.)
9. Unless exempted by the Commission (see policy B.10 below), academic degree programs that fail to meet both productivity standards detailed in policy B.2 above are placed on probationary status for a four-year period, during which time institutions will be expected to enhance degree program enrollment and degrees awarded. (Note: this status will not be factored into performance funding calculations.) Institutions will have 60 days from the date of Commission action on initial probationary status to provide the Commission with a plan for meeting the degree program productivity policy within the four-year probationary period. At the end of the probationary period, the Commission will recommend continuing approval status for programs meeting program productivity standards and termination of programs that again fail to meet the standards. The Commission will remove probationary status from such programs no sooner than the next annual degree program productivity review.

10. On a program-by-program basis, the Commission will entertain exemptions to the academic program productivity standards detailed in policy B.2 above. In most cases, programs approved for exemption will be considered essential to the basic mission of the American university (i.e., the arts and sciences) or deemed so unique in their subject matter and value to the higher education community in South Carolina as to make them essential.  
(See C.2 below for more specific criteria.)
11. The Commission will review petitions for exemption on a biennial basis. Exemption requests must be made in writing to the Commission staff (see Procedure C.2 below) and must be approved by the chief academic officer and president of the institution. In most cases, the Commission will award exemptions for the lifetime of a degree program, unless an institution decides to terminate a program. Institutions may select noncompliant degree programs from any degree level for possible exemption. Institutions must re-petition for exempt status for programs that undergo curricular changes requiring Commission degree program modification approval as outlined in the *Guidelines for the Approval of New Academic Degree Programs*.

### **Section C: Procedures**

1. During spring semester of each academic year in which a review occurs, the Commission will distribute to each institution the academic degree program productivity data specific to its array of active degree programs. These data will include Commission recommendations for continuing approval status for programs complying with policy B.2 above, probationary status for those programs failing to meet the criteria outlined in policy B.2, and terminated status for those programs found noncompliant with policy B.9 above (i.e., failing to meet standards after the four-year probationary period).
2. Institutions will then have the opportunity to respond in writing to program productivity data and the recommendations based on the data. At this time, institutions may petition the Commission staff for possible exempt status for noncompliant programs by submitting a Petition for Exemption from Program Productivity Standards to the Commission staff. A separate Petition is required for each program for which an institution seeks exempt status. Only programs failing to meet the Commission's productivity standards are eligible for possible exemption. Petitions should be no longer than three pages in length and should address the following two essential questions: 1) How is the program critical to the fundamental mission of the university? and 2) Why should the program be absolved from the Commission's program productivity standards?

3. Subsequent to staff changes made to the data or recommendations as a result of institutional responses, the Commission's Committee on Academic Affairs and Licensing will review the annual report on degree program productivity as drafted by the Commission staff at its September meeting. This report will include staff recommendations for continuing approval status, probationary status, terminated status, and exempt status. Pending a favorable recommendation, the Committee will then forward the report to the full Commission for review at its September meeting.
4. Pending a favorable review by the full Commission, recommendations for continuing approval status, probationary status, and exempt status will take effect immediately (i.e., from the date of the Commission meeting at which the report was approved).
5. The Commission will forward recommendations for the termination of programs that have failed to meet degree program productivity standards (i.e., have failed to meet the standards after the four-year probationary period) to the respective institutions affected by the recommendations. Correspondence will be conducted through the office of the chief academic officer at each institution. The Commission will request that institutions respond to the agency executive director within 60 days after a recommendation for terminated status. This response should detail the institution's plan for complying with the Commission recommendation within a mutually agreed upon phase-out period.

### Degree Program Productivity Policies in Selected States

|  |   |
|--|---|
| <p><b>Alabama</b><br/>Alabama<br/>Commission on<br/>Higher Education</p>                         | <p><b>Policy:</b> Program Viability process enacted by legislature in 1996; productivity standards developed to accompany legislation by ACHE and institutions based on annual average number of degrees conferred during a five-year period for senior inst., three-year period for two-year inst.; average graduates per year equal 7.5 for assoc. and baccl.; 3.75 for master’s; 3 for specialist; 2.25 for doctoral; 3-year exemption period for “core liberal arts programs;” “non-viable programs” (not meeting stds) may request a waiver; ACHE terminates programs that do not achieve stds or obtain waiver in 3-year phase-out process; discipline-wide inability to meet standards triggers program review process</p>   |
| <p><b>Arizona</b><br/>Arizona Board of<br/>Regents</p>   | <p><b>Policy:</b> As part of comprehensive statewide program review process, Regents identify programs that fall below the following thresholds: undergraduate—over a three year, main campus programs that award less than 24 degrees, non-main campus programs that award less than 15 degrees; graduate—over a three-year period, main campus master’s programs that award less than 9 degrees, non-main campus programs that award less than 6 degrees, and doctoral programs at all locations that award less than 6 degrees; programs considered “basic academic subjects”—defined as programs offered at 12 or more peer institutions—will be exempted; inability to meet standards triggers program review process</p>  |
| <p><b>Florida</b><br/>Florida Board of<br/>Education</p>   | <p><b>Policy:</b> Benchmarks for total number of FTE’s by degree level are set for each university campus on an annual basis; policy for applying benchmarks is currently undergoing review</p>   |
| <p><b>Georgia</b><br/>Georgia Board of<br/>Regents</p>   | <p><b>Policy:</b> Benchmarks for degrees awarded over a five-year period are 10 for baccalaureate, 5 for masters; none for doctoral programs, although all doctoral programs are reviewed as part of Board’s seven-year program review process; low productivity programs trigger program review at campus level</p>  |
| <p><b>Louisiana</b><br/>Louisiana Board<br/>Of Regents</p>                                       | <p><b>Policy:</b> Standard is set at total degrees per program averaged over five years (baccl.= 8; master’s=5; PhD=2); “low-completer programs” are subject to ongoing Regents review; Board recommendations include consolidation with other programs, “temporary maintenance (i.e., provisional approval), “maintenance” (approval), or termination</p>  |
| <p><b>Massachusetts</b><br/>Massachusetts<br/>Board of Higher<br/>Education</p>                  | <p><b>Policy:</b> Annual review of programs throughout the system as measured by the average number of program graduates over a three-year period; standards are as follows: assoc. and baccl = 5; master’s = 5; doctoral = 3; institutions may submit petitions to retain programs that fall below standards; Board may terminate, consolidate, or continue low productivity programs</p>  |
| <p><b>North Carolina</b><br/>University of<br/>North Carolina<br/>General<br/>Administration</p> | <p><b>Policy:</b> Biennial review of all academic programs in system; low productivity standards are as follows: baccl—number of degrees awarded in last 2 years is 19 or fewer, unless upper division enrollment in the most recent year exceeds 25 or degrees awarded exceeds 10; master’s, specialist, and CAS—the number of degrees awarded in the last 2 years is 15 or fewer, unless enrollment in the most recent year exceeds 9; doctoral—the number of degrees awarded in the last 2 years is 5 or fewer, unless enrollment in the most recent year exceeds 18 or the number of degrees awarded in the most recent year exceeds 2; 1<sup>st</sup> prof—the number of degrees awarded in the last 2 years is 30 or fewer, unless enrollment in the most recent year exceeds 30 or the number of degrees awarded in the most recent year exceeds 15; programs in “basic core of academic disciplines” (fine arts, humanities, mathematics, computer science, sciences, and social sciences) are excluded; institutions asked to study non-compliant programs and make recommendations to UNC-GA; UNC-GA can recommend continuation, strengthening, consolidation, or discontinuation; system-wide reviews of consistently low productivity programs also an option (e.g., foreign languages)</p> |

|  |  |
|--|--|
| <b>Tennessee:</b><br>Tennessee Higher<br>Education<br>Commission | <b>Policy:</b> THEC conducts productivity reviews every five years that use total degrees per year, averaged over five years: baccl. = 10; master's = 5; specialist = 4; doctoral = 3; low productivity programs trigger program reviews; programs may be terminated or given an allotted time to meet established standards |
|--|--|

### **Timeline for CHE Biennial Program Productivity Process**

#### **Year One: Enrollment and Degrees Awarded Data, Academic Years 1997-2002**

- February 2003:           CHE internal data collection and review
  
- April 2003:             Draft productivity report distributed to universities
  
- June 2003:             Universities respond with errata, petitions for exemption
  
- September 2003:       Committee on Academic Affairs and Licensing/full Commission review of final productivity report

**South Carolina Commission on Higher Education  
Policies and Procedures for Academic Degree Program Productivity**

**~~Section A: Background and Rationale~~**

In its enabling legislation, the South Carolina Commission on Higher Education is charged with “examining the state’s institutions of higher education relative to... ~~both short and long-range~~ programs and missions,” ~~—including “curriculum a review of program offerings”—~~ with the objective of an eye toward “reducing duplication, increasing effectiveness, and achieving economies” (~~(\$59-103-20 of the South Carolina Code of Laws 1976 as amended South Carolina Code, §59-103-20)~~). ~~Relative to academic programs at the public colleges and universities, the Commission meets this accountability mandate in four ways through :~~ 1) planning the state’s academic program array, including the approval of all new academic degree programs; by ensuring programs offered by the institutions are consistent with their mission; 2) coordinating the statewide peer review of existing academic degree programs; 3) and by monitoring institutional compliance with statewide degree program productivity standards; and, 4) assessing the “curricula offered to achieve mission” component (indicator 1B) of the performance funding process.

~~Given the dynamic nature of the state’s needs regarding academic programming, it is imperative that the Commission, in concert with the public institutions of higher learning, frequently assess the relevance and utility of its accountability functions. For example, in 1998 the Commission approved extensive revisions to its new program approval and existing program review policies. In 2001, the Commission altered the performance funding indicator system in such a manner as to emphasize critical measurements of institutional success. Because the agency’s academic accountability functions are interrelated (e.g., existing program review incorporates the degree productivity standards into its procedures), the Commission staff believes that ongoing review and revision of the academic degree program productivity policy is also warranted in order to maintain the currency of the entire accountability process.~~

~~There are a number of reasons why t~~The Commission relies on student enrollment and completion data to help measure the effectiveness of existing academic degree programs for a number of reasons.

~~First, m~~Monitoring ~~numbers of degrees awarded from and~~ student enrollment and completion (degrees awarded) data in academic programs is one factor that may enables the Commission to determine if ~~the state is indeed funding programs that~~ are meeting the needs of students at and the state. Other factors may include the program’s centrality to the institution’s mission, program efficiency, whether the program performs a service function, and the program’s ability to meet state workforce needs. The enrollment and completion data, along with other information about the program, can provide information about retention, persistence, and success of students. Therefore, enrollment and completion data could be an early indicator of low productivity, but the program may be considered viable after further scrutiny. ~~supported~~

~~universities. Low enrollment in a degree program may indicate that a program has lost its relevance to students and to the state as a whole.~~

~~Second~~In addition, ~~use of~~ degree program productivity ~~standards enables the Commission to guard against unnecessary program duplication by identifying “low growth” discipline areas.~~ This information can be used strategically by institutions and ~~by~~ the Commission to help review current programs and guide new program development.

~~And~~Likewise, ~~third~~knowledge, maintenance and use of rigorous productivity standards by the entire higher education community shows a willingness to engage in thoughtful self-evaluation of a core mission area, ~~thus lessening the possibility of additional external mandates from the General Assembly.~~

## **~~Section B: Policies~~**

For Commission purposes, academic degree program productivity is defined as the capacity of an academic degree program to enroll majors and award degrees (completion) ~~and enroll majors~~ relative to the criteria established by the Commission. ~~The policies in this document pertain to degree programs offered at public four-year colleges and universities and research institutions only. (The Commission maintains separate program productivity policies for degree programs at public two-year institutions.)~~

For purposes of this policy, degree programs are defined as active baccalaureate, master’s, specialist, doctor’s – professional practice, and doctor’s – research/scholarship<sup>1</sup>.

### **Enrollment and Completion Standards**

- ~~1.~~ The following table displays the standards used for measuring academic degree program productivity ~~at public senior institutions in South Carolina.~~ Degree programs must meet at least one both of these standards in order to comply with Commission policy. ~~For purposes of this policy, degree programs are defined as active baccalaureate, master’s, first professional, and doctoral programs.~~

2.1.

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<sup>1</sup> For example, an Ed.S. is a specialist degree program; Ed.D., D.N.P., J.D., Pharm.D., and M.D. are doctor’s - professional practice programs; and a Ph.D. or DMA is a doctor’s - research/scholarship program.

**Academic Degree Program Productivity Standards  
(Five-Year Average Benchmarks)**

| Degree Level   | <u>Major Enrollment Degrees Awarded<sup>1</sup></u> | <u>Completion (Degrees Awarded) Major Enrollment<sup>2</sup></u> |
|--|---|--|
| Baccalaureate  | <u>12.55</u>  | <u>8-12.5<sup>3</sup></u>  |
| Master's/ <u>1<sup>st</sup> Professional/ Specialist/ Doctor's – Professional Practice</u> | <u>63</u>   | <u>3-6<sup>4</sup></u>   |
| Doctor's – <u>Research/Scholarship</u>   | <u>4.52</u>   | <u>2-4.5<sup>5</sup></u>   |

~~3.2.~~ The Commission will review institutional compliance with the program productivity standards on a biennial basis ~~starting in 2003~~. Each degree program at each senior institution will be reviewed. Staff will use the Commission on Higher Education Management Information System (CHEMIS) and the Commission's *Academic Degree Program Inventory* as data sources.

~~4.3.~~ For purposes of calculating compliance with program productivity standards, the following policies will apply: -1) different degree designations within the same major/six-digit Classification of Instructional Programs (CIP) code (e.g., B.S./B.A., A.B./B.A., M.S./M.A.) will be counted together; and, 2) jointly offered programs will be counted at each institution offering the degree.

~~5.4.~~ The Commission will review active degree programs only. Programs for which the Commission has received official institutional notification of termination will not be reviewed.

~~6.5.~~ The Commission will begin review of new academic degree programs in the sixth year of operation for baccalaureate, ~~first professional/doctor's – professional practice~~, and ~~doctor's – research/scholarship~~ programs and in the fourth year of operation for master's and specialist programs.

~~7.6.~~ Enrollment and ~~degrees awarded/completion~~ data for existing off-site and distance education programs will be counted together with appropriate on-campus programs.

~~8.7.~~ Academic degree programs that meet ~~at least one of both~~ —the ~~two productivity/enrollment and completion~~ standards ~~detailed in policy B.2~~—receive continuing approval status from the Commission. ~~(Note: this status will not be factored into performance funding calculations.)~~

~~<sup>1</sup> A five year average (i.e., divide cumulative number over five year period by five) of degrees awarded by the program~~

~~<sup>2</sup> A five year average (i.e., divide cumulative number over five year period by five) of headcount enrollment in the program~~

~~<sup>3</sup> Upper division majors~~

~~<sup>4</sup> C-1 enrollments~~

~~<sup>5</sup> C-2 enrollments~~

~~8. Unless exempted by the Commission (see policy B.10 below), academic degree programs that fail to meet the both productivity standards detailed in policy B.2 above are placed on probationary status for a maximum of sixfour years period, during which time institutions will be expected to enhance degree program enrollment and degrees awardedcompletion.~~

~~9. For programs placed on probation, (Note: this status will not be factored into performance funding calculations.) institutions must provide will have 60 days from the date of Commission action on initial probationary status to provide the Commission with a plan for meeting the degree program productivity policy standards within the four six-year probationary period. If this improvement plan is not submitted by the institution by the date requested, the Commission will not accept any new program proposals or program modification proposals until the plan is received.~~

~~At the end of the probationary period, the Commission will recommend continuing approval status for programs meeting program productivity standards and termination of programs that again fail to meet the standards. The Commission will remove probationary status from such programs no sooner than the next annual degree program productivity review.~~

~~10. For programs recommended for termination, institutions must provide a plan for complying with the Commission's recommendation within a mutually agreed upon phase-out period.~~

~~9. On a program by program basis, tThe Commission will entertainmay award exemptions to the academic program productivity standards for three program productivity review cycles, unless an institution decides to terminate the program during this time. detailed in policy B.2 above. In most cases, programs approved for exemption will be considered essential to the basic mission of the institutionAmerican university (i.e., the arts and sciences) or deemed so unique in their subject matter and value to the higher education community in South Carolina as to make them essential. (See C.2 below for more specific criteria.)~~

~~10.~~

~~11. The Commission will review petitions for exemption on a biennial basis. Exemption requests must be made in writing to the Commission staff (see Procedure C.2 below) and must be approved by the chief academic officer and president of the institution. In most cases, the Commission will award exemptions for the lifetime of a degree program, unless an institution decides to terminate a program. Institutions may select noncompliant degree programs from any degree level for possible exemption. Institutions must re-petition for exempt status for pPrograms that undergo curricular changes requiring Commission degree program modification approval will lose their exempt status and be reviewed in the next program productivity review. as outlined in the Guidelines for the Approval of New Academic Degree Programs.~~

### ~~Section C: Procedures~~

~~1. During spring semester of eachthe academic year in which a review occurs, the Commission will distribute to each institution the academic degree program productivity data specific to its array of active degree programs. These data will include Commission~~

~~recommendations for continuing approval status for~~ identify the programs complying with ~~policy B.2 above~~ the program productivity standards, ~~probationary status for~~ those programs failing to meet the ~~criteria outlined in policy B.2~~ standards, and ~~terminated status for~~ those programs ~~already on probationary status that~~ found noncompliant with ~~policy B.9 above~~ (i.e., ~~failed~~ing to meet ~~the~~ standards after the ~~four~~six-year probationary period).

2. Institutions will then have the opportunity to respond in writing to program productivity data ~~for those programs that fail to meet the standards and the recommendations based on the data.~~ For each noncompliant program, within 30 calendar days of receiving the degree program productivity data, institutions must provide information for Commission staff to use to determine whether to place the program on probation, recommend termination of the program, or grant an exemption for the program. This information may address the following:

- a role of the program and its centrality to the institution's mission;
- b economic viability of the program, including costs and revenue generated by the program;
- c program efficiency or efficiency in the department/college supporting the program (e.g., sharing of faculty and other resources);
- d the program's ability to meet state workforce needs, including but not limited to licensure/certification exam passage rates;
- e whether the program performs a service function (i.e., courses offered in the program are general education courses or the courses serve students from other majors; such an argument should be supported by data about credit hour generation);
- f if the program is purposely designed for low enrollment (e.g., studio or performance programs or programs requiring significant field experience);
- g information about specialized accreditation status of applicable programs; or
- h any additional information about the viability of the program.

~~Failure to provide this information will result in Commission staff making a recommendation based solely on enrollment and completion data.~~

~~1.~~ At this time, institutions may petition the Commission staff for possible exempt status for noncompliant programs by submitting a Petition for Exemption from Program Productivity Standards to the Commission staff. A separate Petition is required for each program for which an institution seeks exempt status. Only programs failing to meet the Commission's productivity standards are eligible for possible exemption. Petitions should be no longer than three pages in length and should address the following two essential questions: 1) How is the program critical to the fundamental mission of the university? and 2) Why should the program be absolved from the Commission's program productivity standards?

3. Using the information provided by the institutions, Commission staff will prepare the program productivity report that will include staff recommendations for continuing approval for compliant programs and the following recommendations for noncompliant programs: probation, termination, or exemption.

~~2.4.~~ Subsequent to staff changes made to the data or recommendations as a result of institutional responses, ~~t~~The Commission's Committee on Academic Affairs and Licensing will ~~review~~ consider the ~~annual~~ biennial report on degree program productivity as drafted by the Commission staff ~~at its September meeting.~~ This report will include

~~staff recommendations for continuing approval status, probationary status, terminated status, and exempt status.~~ Pending a favorable recommendation, the Committee will then forward the report to the full Commission for ~~review consideration at its September meeting.~~

5. Pending a favorable review by the full Commission, recommendations for continuing approval status, probationary status, and exemption status will take effect immediately (i.e., from the date of the Commission meeting at which the report was approved).

6. For programs placed on probation, institutions must provide a plan for meeting the degree program productivity standards within the six-year probationary period. This report must be sent within 90 calendar days from the date of Commission action on initial probationary status. At the end of the probationary period, the Commission will recommend continuing approval status for programs meeting the program productivity standards and termination of programs that again fail to meet the standards. The Commission will remove programs from probation no sooner than the next degree program productivity review. In addition, subsequent reports will recognize any improvements made to programs on probation, including those that have made exceptional progress toward meeting the standards.

~~3.7.~~ Programs granted an exemption will be exempt for three program productivity review cycles. When the program is again subject to program productivity review, Commission staff will inquire about any changes in the program that would affect its exemption status. If the reasons for initial exemption still apply, the program will again be recommended for exemption

~~4.8.~~ The Commission will forward to the respective chief academic officer of the institution recommendations for the termination of programs that have failed to meet degree program productivity standards ~~(i.e., have failed to meet the standards after the sixfour-year probationary period) to the respective institutions affected by the recommendations. Correspondence will be conducted through the office of the chief academic officer at each institution.~~ The Commission will request that institutions respond to the agency's executive director within 960 calendar days after a recommendation for termination ~~status to.~~ ~~This response should~~ detail the institution's plan for complying with the Commission recommendation within a mutually agreed upon phase-out period.

### Degree Program Productivity Policies in Selected States

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|---|---|
| <p><b>Alabama</b><br/>Alabama<br/>Commission on<br/>Higher<br/>Education</p>    | <p><b>Policy:</b> Program Viability process enacted by legislature in 1996; productivity standards developed to accompany legislation by ACHE and institutions based on annual average number of degrees conferred during a five-year period for senior inst., three-year period for two-year inst.; average graduates per year equal 7.5 for assoc. and baccl.; 3.75 for master's; 3 for specialist; 2.25 for doctoral; 3-year exemption period for "core liberal arts programs;" "non-viable programs" (not meeting stds) may request a waiver; ACHE terminates programs that do not achieve stds or obtain waiver in 3-year phase-out process; discipline-wide inability to meet standards triggers program review process</p> |
| <p><b>Arizona</b><br/>Arizona Board of<br/>Regents</p>                          | <p><b>Policy:</b> As part of comprehensive statewide program review process, Regents identify programs that fall below the following thresholds: undergraduate—over a three-year, main campus programs that award less than 24 degrees; non-main campus programs that award less than 15 degrees; graduate—over a three-year period, main campus master's programs that award less than 9 degrees, non-main campus programs that award less than 6 degrees, and doctoral programs at all locations that award less than 6 degrees; programs considered "basic academic subjects"—defined as programs offered at 12 or more peer institutions—will be exempted; inability to meet standards triggers program review process</p>    |
| <p><b>Florida</b><br/>Florida Board of<br/>Education</p>                        | <p><b>Policy:</b> Benchmarks for total number of FTE's by degree level are set for each university campus on an annual basis; policy for applying benchmarks is currently undergoing review</p>   |
| <p><b>Georgia</b><br/>Georgia Board of<br/>Regents</p>                          | <p><b>Policy:</b> Benchmarks for degrees awarded over a five-year period are 10 for baccalaureate, 5 for masters; none for doctoral programs, although all doctoral programs are reviewed as part of Board's seven-year program review process; low productivity programs trigger program review at campus level</p>  |
| <p><b>Louisiana</b><br/>Louisiana Board<br/>Of Regents</p>                      | <p><b>Policy:</b> Standard is set at total degrees per program averaged over five years (baccl.= 8; master's=5; PhD=2); "low-completer programs" are subject to ongoing Regents review; Board recommendations include consolidation with other programs, "temporary maintenance (i.e., provisional approval), "maintenance" (approval), or termination</p>  |
| <p><b>Massachusetts</b><br/>Massachusetts<br/>Board of Higher<br/>Education</p> | <p><b>Policy:</b> Annual review of programs throughout the system as measured by the average number of program graduates over a three-year period; standards are as follows: assoc. and baccl = 5; master's = 5; doctoral = 3; institutions may submit petitions to retain programs that fall below standards; Board may terminate, consolidate, or continue low productivity programs</p>  |

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|--|---|
| <p><b>North Carolina</b><br/>University of<br/>North Carolina<br/>General<br/>Administration</p> | <p><b>Policy:</b> Biennial review of all academic programs in system; low productivity standards are as follows: baccl—number of degrees awarded in last 2 years is 19 or fewer, unless upper division enrollment in the most recent year exceeds 25 or degrees awarded exceeds 10; master’s, specialist, and CAS—the number of degrees awarded in the last 2 years is 15 or fewer, unless enrollment in the most recent year exceeds 9; doctoral—the number of degrees awarded in the last 2 years is 5 or fewer, unless enrollment in the most recent year exceeds 18 or the number of degrees awarded in the most recent year exceeds 2; 1<sup>st</sup> prof—the number of degrees awarded in the last 2 years is 30 or fewer, unless enrollment in the most recent year exceeds 30 or the number of degrees awarded in the most recent year exceeds 15; programs in “basic core of academic disciplines” (fine arts, humanities, mathematics, computer science, sciences, and social sciences) are excluded; institutions asked to study non-compliant programs and make recommendations to UNC-GA; UNC-GA can recommend continuation, strengthening, consolidation, or discontinuation; system-wide reviews of consistently low productivity programs also an option (e.g., foreign languages)</p> |
| <p><b>Tennessee:</b><br/>Tennessee<br/>Higher<br/>Education<br/>Commission</p>                   | <p><b>Policy:</b> THEC conducts productivity reviews every five years that use total degrees per year, averaged over five years: baccl. = 10; master’s = 5; specialist = 4; doctoral = 3; low productivity programs trigger program reviews; programs may be terminated or given an allotted time to meet established standards</p>   |

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**Timeline for CHE Biennial Program Productivity Process**

**Year One: Enrollment and Degrees Awarded Data, Academic Years 1997-2002**

February 2003: ————— CHE internal data collection and review

April 2003: ————— Draft productivity report distributed to universities

June 2003: ————— Universities respond with errata, petitions for exemption

September 2003: ————— Committee on Academic Affairs and Licensing/full Commission review of final productivity report

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**South Carolina Commission on Higher Education  
Policies and Procedures for Academic Degree Program Productivity**

**Background and Rationale**

In its enabling legislation, the South Carolina Commission on Higher Education is charged with “examining the state’s institutions of higher education relative to...programs and missions,” including a review of program offerings with the objective of “reducing duplication, increasing effectiveness, and achieving economies” (§59-103-20 of the *South Carolina Code of Laws 1976 as amended*). Relative to academic programs at the public colleges and universities, the Commission meets this accountability mandate through the approval of new academic degree programs; by ensuring programs offered by the institutions are consistent with their mission; and by monitoring institutional compliance with statewide degree program productivity standards.

The Commission relies on student enrollment and completion data to help measure the effectiveness of existing academic degree programs for a number of reasons. Monitoring student enrollment and completion (degrees awarded) data in academic programs is one factor that may enable the Commission to determine if programs are meeting the needs of students and the state. Other factors may include the program’s centrality to the institution’s mission, program efficiency, whether the program performs a service function, and the program’s ability to meet state workforce needs. The enrollment and completion data, along with other information about the program, can provide information about retention, persistence, and success of students. Therefore, enrollment and completion data could be an early indicator of low productivity, but the program may be considered viable after further scrutiny. In addition, degree program productivity information can be used strategically by institutions and the Commission to help review current programs and guide new program development. Likewise, knowledge, maintenance and use of rigorous productivity standards by the entire higher education community shows a willingness to engage in thoughtful self-evaluation of a core mission area.

**Policies**

For Commission purposes, academic degree program productivity is defined as the capacity of an academic degree program to enroll majors and award degrees (completion) relative to the criteria established by the Commission. The policies in this document pertain to degree programs offered at public four-year colleges and universities and research institutions only. The Commission maintains separate program productivity policies for degree programs at public two-year institutions.

For purposes of this policy, degree programs are defined as active baccalaureate, master’s, specialist, doctor’s – professional practice, and doctor’s – research/scholarship<sup>1</sup>.

1. The following table displays the standards used for measuring academic degree program productivity. Degree programs must meet both of these standards in order to comply with Commission policy.

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<sup>1</sup> For example, an Ed.S. is a specialist degree program; Ed.D., D.N.P., J.D., Pharm.D., and M.D. are doctor’s - professional practice programs; and a Ph.D. or DMA is a doctor’s - research/scholarship program.

**Academic Degree Program Productivity Standards  
(Five-Year Average Benchmarks for Enrollment and Completion)**

| Degree Level  | Major Enrollment | Completion<br>(Degrees Awarded) |
|---|------------------|---------------------------------|
| Baccalaureate   | 12.5             | 8                               |
| Master's/ Specialist/ Doctor's –<br>Professional Practice | 6                | 3                               |
| Doctor's – Research/Scholarship                           | 4.5              | 2                               |

2. The Commission will review institutional compliance with the program productivity standards on a biennial basis. Each degree program at each senior institution will be reviewed. Staff will use the Commission on Higher Education Management Information System (CHEMIS) and the Commission's *Academic Degree Program Inventory* as data sources.
3. For purposes of calculating compliance with program productivity standards, the following policies will apply: 1) different degree designations within the same major/six-digit Classification of Instructional Programs (CIP) code (e.g., B.S./B.A., A.B./B.A., M.S./M.A.) will be counted together; and, 2) jointly offered programs will be counted at each institution offering the degree.
4. The Commission will review active degree programs only. Programs for which the Commission has received official institutional notification of termination will not be reviewed.
5. The Commission will begin review of new academic degree programs in the sixth year of operation for baccalaureate, doctor's - professional practice, and doctor's - research/scholarship programs and in the fourth year of operation for master's and specialist programs.
6. Enrollment and completion data for existing off-site and distance education programs will be counted together with appropriate on-campus programs.
7. Academic degree programs that meet both the enrollment and completion standards receive continuing approval status from the Commission.
8. Unless exempted by the Commission, academic degree programs that fail to meet the productivity standards detailed above are placed on probationary status for a maximum of six years, during which time institutions will be expected to enhance degree program enrollment and completion.
9. For programs placed on probation, institutions must provide a plan for meeting the degree program productivity standards within the six-year probationary period. If this improvement plan is not submitted by the institution by the date requested, the Commission will not accept any new program proposals or program modification proposals until the plan is received.
10. For programs recommended for termination, institutions must provide a plan for complying with the Commission's recommendation within a mutually agreed upon phase-out period.

11. The Commission may award exemptions to the academic program productivity standards for three program productivity review cycles, unless an institution decides to terminate the program during this time. In most cases, programs approved for exemption will be considered essential to the basic mission of the institution or deemed so unique in their subject matter and value to the higher education community in South Carolina as to make them essential. Programs that undergo curricular changes requiring Commission degree program modification approval will lose their exempt status and be reviewed in the next program productivity review.

## Procedures

1. During the academic year in which a review occurs, the Commission will distribute to each institution the academic degree program productivity data specific to its array of active degree programs. These data will identify the programs complying with the program productivity standards, those programs failing to meet the standards, and those programs already on probationary status that failed to meet the standards after the six-year probationary period.
2. Institutions will then have the opportunity to respond in writing to program productivity data for those programs that fail to meet the standards. For each noncompliant program, within 30 calendar days of receiving the degree program productivity data, institutions must provide information for Commission staff to use to determine whether to place the program on probation, recommend termination of the program, or grant an exemption for the program. This information may address the following:
  - a. The role of the program and its centrality to the institution's mission;
  - b. The economic viability of the program, including costs and revenue generated by the program;
  - c. Program efficiency or efficiency in the department/college supporting the program (e.g., sharing of faculty and other resources);
  - d. The program's ability to meet state workforce needs, including but not limited to licensure/certification exam passage rates;
  - e. Whether the program performs a service function (i.e., courses offered in the program are general education courses or the courses serve students from other majors; such an argument should be supported by data about credit hour generation);
  - f. Whether the program is purposely designed for low enrollment (e.g., studio or performance programs or programs requiring significant field experience);
  - g. Information about specialized accreditation status of applicable programs; or
  - h. Any additional information about the viability of the program.

Failure to provide this information will result in Commission staff making a recommendation based solely on enrollment and completion data.

3. Using the information provided by the institutions, Commission staff will prepare the program productivity report that will include staff recommendations for continuing approval for compliant programs and the following recommendations for noncompliant programs: probation, termination, or exemption.

4. The Commission's Committee on Academic Affairs and Licensing will consider the biennial report on degree program productivity as drafted by the Commission staff. Pending a favorable recommendation, the Committee will then forward the report to the full Commission for consideration.
5. Pending a favorable review by the full Commission, recommendations for continuing approval status, probation status, and exemption will take effect immediately (i.e., from the date of the Commission meeting at which the report was approved).
6. For programs placed on probation, institutions must provide a plan for meeting the degree program productivity standards within the six-year probationary period. This report must be sent within 90 calendar days from the date of Commission action on initial probationary status. At the end of the probationary period, the Commission will recommend continuing approval status for programs meeting the program productivity standards and termination of programs that again fail to meet the standards. The Commission will remove programs from probation no sooner than the next degree program productivity review. In addition, subsequent reports will recognize any improvements made to programs on probation, including those that have made exceptional progress toward meeting the standards.
7. Programs granted an exemption will be exempt for three program productivity review cycles. When the program is again subject to program productivity review, Commission staff will inquire about any changes in the program that would affect its exemption status. If the reasons for initial exemption still apply, the program will again be recommended for exemption.
8. The Commission will forward to the respective chief academic officer of the institution recommendations for the termination of programs that have failed to meet degree program productivity standards after the six-year probationary period. The Commission will request that institutions respond to the agency's executive director within 90 calendar days after a recommendation for termination to detail the institution's plan for complying with the Commission recommendation within a mutually agreed upon phase-out period.